TEACHING ENGLISH LITERATURE TO UNDERGRADUATES AT ADEN UNIVERSITY: IMPORTANCE, DIFFICULTIES, AND PROSPECTS

DECLARATION

This is to certify that I, **HUSSEIN FADHL HUSSEIN AL.NAKHEAI** have carried out the research embodied in the present thesis entitled "*Teaching English Literature to Undergraduates at Aden University: Importance, Difficulties, and Prospects*" during the full period prescribed under the Ph.D. ordinances of University of Hyderabad.

I declare that no part of this thesis was earlier submitted for the award of any research degree to any other institution.

<div align="center">

HUSSEIN FADHL HUSSEIN AL.NAKHEAI

CANDIDATE

</div>

PROF. PANCHANAN MOHANTY

      SUPERVISOR

<div align="center">

PROF. UMA MAHESHWAR RAO

HEAD
CENTRE FOR APPLIED LINGUISTICS
& TRANSLATION STUDIES

</div>

PROF. MOHAN G. RAMANAN

      DEAN
SCHOOL OF HUMANITIES

CERTIFICATE

This is to certify that Mr. **HUSSEIN FADHL HUSSEIN AL.NAKHEAI** worked under my supervision for the Ph.D. degree in Applied Linguistics at Centre for Applied Linguistics and Translation Studies, School of Humanities, University of Hyderabad. His thesis entitled "*Teaching English Literature to Undergraduates at Aden University: Importance, Difficulties, and Prospects"* is the outcome of his own independent research work which has not been submitted to any other institution for the award of any other degree.

PROF. PANCHANAN MOHANTY

SUPERVISOR

DEDICATION

I dedicate this dissertation to:

- The memory of my dear father with whom I wished to share the fulfillment of my dream, but whose death parted us since my childhood.

- My mother for her love, affection and endless patience.

- My wonderful and highly responsible wife who has taught me the meaning of hard work, persistency and courage.

- My lovely children Abdulrahman and Safa.

ACKNOWLEDGMENTS

I thank Allah, the Almighty, and I owe my deepest thanks and love for giving me the blessings, the chance, strength, skills and life to accomplish this work and realize my dream. I profoundly place on record my sincere sense of gratitude to the Almighty. I thankfully acknowledge the efforts of different people who contributed to this dissertation, without their support and help this dissertation would have not been possible

I am greatly indebted to Prof. Panchanan Mohanty for being such a meticulous and insightful supervisor. His encouragement, patience and assistance in bringing this dissertation to present shape were incredible and irreplaceable. I would have not been able to complete this work without his mentorship. His guidance, scaffolding, and stimulation all made this dissertation possible. More importantly, I am grateful to him for squeezing moments for our talks into his tight schedule, sharing not just issues about this dissertation but also attitudes toward things in daily life. He bestowed on me his insights, honesty, and friendship. I look forward to our continued association in the future and hope I can somehow repay his trust. He and his wife Dr. Smita Mohanty were always present with hospitability, encouragement, invaluable practical advice, and support during this dissertation.

I would also like to express my thanks to the members of my Doctoral Committee, Prof. Uma Maheshwar Rao and Dr. K. Rajya Rama.

I would like to express my thanks to the teachers and staff of the Centre of Applied Linguistics and Translation Studies. A word of thanks is also due to the Prof. M. G. Ramanan, Dean of the School.

I also express my heartfelt thanks to Dr. Muzaffer Alam and his family (Department of Arabic, EFL University, Hyderabad) for their hospitability, help, and

Hyderabad during his visit to me. I could not have accomplished this work without their constant encouragement, patience, understanding and love.

Thanks are indeed due to many. I thank the teachers and students of the Faculties of Education, Aden University who actively participated in this study, expressed their views, spent time and rendered help during my data collection.

TABLE OF CONTENTS

LIST OF TABLES AND FIGURES

Chapter One

Introductory and Remarks

1. Introduction

The rapid growth of general and higher Education in Yemen is closely linked to the various developments that are happening in the Yemeni society. Education became a matter of prime concern for Yemen after its freedom from the Imamate in the North in 1962 and from British Colonialism in the South in 1967. After that each government established a Ministry for Education to look after the educational affairs and this continued till the unification of the State in 1990. With the unification, two separate ministries came into being: the Ministry of Higher Education and Scientific Research and the Ministry of Technical Education and Vocational Training.

The government established the above ministries to strengthen the already existing Ministry of Education and improve the quality of education in the universities and educational institutions of the country.

The Ministry of Education was assigned the responsibility of both basic and secondary education and as well as the teacher training institutions. The Ministry of Higher Education and Scientific Research held the responsibility of all the government and private universities and other institutions of higher education. The Ministry of Technical Education and Vocational Training was entrusted with the responsibility of community colleges, the technical and vocational training institutions throughout the country.

Major changes in general and higher Education in Yemen became possible only after the unification of the State in 1990. During 1993 and1997, the number of government universities increased from two (Sana'a and Aden) to seven. More than ten private ones were also set up during this period.

1.2. General Education in Yemen

The Ministry of Education has its management structures both at the central level in Sana'a and at the governorate and districts levels. The governorate and districts offices are responsible for overseeing the educational institutions within their jurisdiction.

The general systematic education in Yemen started when the first primary school was established in 1856 at Aden. This school used English as a subject of study. Before that the religious institutions (Kuttab) were present throughout the country with buildings attached to mosques or sometimes separately situated. These religious schools were mostly open only to boys, but in some places they also accommodated girl students. In these schools (Kuttab), there were Islamic subjects (Quran, Hedeaths, Fiqh, Serah, etc.) along with the Arabic language, handwriting, mathematics, geography and history. These religious schools continued to function even after the establishment of public schools, but its main focus was on Islamic studies. The establishment of independent schools buildings separate from the mosque took place in the period of Al-Ayubieen, who ruled Yemen between 1174-1229 (several local states ruled Yemen between 1229 to 1538 such as Al.Rasoulis, Bani Taher, Immamate, etc.). When the Nizamia School was started as an independent institution. They also built around thirteen other schools throughout the country.

During the reign of the Ottomans, i.e. 1538-1568, 1569-1613 and 1849-1914, public schools were established in all the major cities, but the religious schools were still more popular and had centers in all the cities and big villages. At that time there were two kinds of education: a) the religious schools (Kuttab), primary schools, and b) schools which had the secondary and college levels. However, these two levels were not separated from each other. More importantly, such education was not

governed by systematic rules. The students had the freedom to choose their teachers and the levels which they wanted to take. There were also no fixed buildings where students could gather to be taught. However, at the end of the Ottoman rule, especially during the time of Huseyin Hilmi Pasha (1898-1902), he established an office for education *Adarat Al-Maarif* (administration of education) and opened new primary and intermediate schools and a separate school for girls in Sana'a, along with an institute for teachers in Sana'a. Hasan Tahsin Pasha (1908-1910), as a new Ottoman ruler in Yemen continued the same method and also opened Al-Rasheediah, a school for clerks, accountants and administrators in Sana'a. During British colonialism, there were some government schools in the South of Yemen which belonged to the local governments in Aden, Lahej, Abyan, Shabwah, Hadermout and Al-Mahrah.

After independence and before unification, there was an intensive effort to impart education by the Yemeni Governments, starting from the early seventies. Many new primary and secondary schools were opened as a result of this. After the unification, the general system of education was organized and upgraded. At the present time, there are nine years of basic education and three years of secondary education. Secondary Education is divided into two sections: scientific and literary. The secondary education is provided in vocational and technical schools, commercial, religious institutes, etc.

In Yemen, standardized national examinations are given to students after the completion of basic and secondary school. Intermediate School Certificate is awarded to those who qualify the examinations in basic school and General Secondary Education Certificate is awarded to those who qualify at the secondary level. The

Basic School Certificate is required for admissions to secondary schools, and the Secondary School Certificate is required for the university level.

Though we have had forty years of the modern education system, basic education has not yet been able to reach out to all children. It has also failed to achieve quality and does not ensure educational opportunities for all. In fact, the educational institutions in Yemen - from kindergarten to university - are filled by a huge crowd of students. In spite of this, there are not enough teachers to serve their needs. This looming shortage of teachers is one of the greatest barriers to education in Yemen, where the number of female teachers is even less, particularly in rural areas. In Yemen there are huge numbers of girls who attend schools in rural areas; so it is a daunting task for the Ministry of Education to find teachers to teach them.

In 2004, the education sector witnessed an increase in the number of schools and educational institutions. The number of schools in basic education reached 10565 at the government level, and the number of students in basic education (public and private) reached 3,955,751. The number of secondary schools and co-educational schools reached 2866; 288 of them were exclusive secondary schools and the number of students in secondary schools (public and private) reached 588,995 (Ministry of Education, Statistical Year Book 2001-2004).

Education in Yemen is given great priority in the process of socio-economic development, as it is the basis for all development and advancement. We can see this in the expansion and growth of various kinds of public, private, technical, vocational and university education. We can also see this in the liberal funding to the educational field.

1.3. Higher Education in Yemen

Higher education in Yemen started in Aden in mid nineteenth century with the opening of the College of Aden. Here students could get a diploma certificate after two years of study which enabled them to get the Higher Certificate (GCT: General Certificate Training) implemented by British colonizers. But after the independence by the help of the UNESCO, the Higher College of Education was established in 1970 in Aden. Here one could obtain a diploma certificate after two years and a bachelor certificate after four years of study. The department of English language was one of the new departments here. This college was soon followed by other new colleges in the following years.

Also in the same year, i.e. in 1970, the College of Education and the College of Law and Sharia'ah were established in Sana'a with the help of the Kuwait State. These colleges were the foundation for the establishment of Sana'a University and also for making higher education a reality in Yemen. These two universities, i.e. Sana'a and Aden, developed very fast in comparison to other public enterprises for education.

Up to 1993, only these two Universities existed in Yemen. However, the government realized the importance of higher education and a number of new universities were soon established. Today, there are eight government universities (Sana'a University, Aden University, Taiz University, Hadhramaut University of Science and Technology, Ibb University, Hodiedah University, Thamar University, Amran University). In addition to these four new government universities were established in 2008: Lahaj University, Abyan University, Hajah University, and Al-Dalah University. There are also thirteen private small universities, i.e. Al-Eman University, National University, Al-Ahgaff University, Saba University, Queen Arwa

University, The Science and Technology University, University of Applied and Social Sciences, Yemenia University, Alandalus University for Science and Technology, University of Modern Sciences, Future University for Management and Information Technology, Lebanon University, and Yemeni Jordan University. One can conclude that the higher education sector experienced a dramatic expansion after the unification of Yemen.

Moreover, the Government of Yemen decided to undertake a major reform in higher education and the Ministry of Higher Education and Scientific Research was established to spearhead the efforts for developing it. The students could get admission in institutions of higher education after completion of the secondary school. Their age is normally between 19 and 25, and this allowed students to pursue their studies after completion of the secondary school.

1.4. The Goals of Higher Education in Yemen

Higher education has its own objectives and goals as its one of the main concerns of the government after the unification. According to Al-Awlaki (1990) the education in Yemen should have the following goals:

➢ To develop human resources in the fields of basic and applied sciences, social sciences and humanities to participate and push forward the wheel of development in Yemen.

➢ To improve and develop the institutions of higher education both quantitatively and qualitatively in order to contain the 'output' of secondary schools.

➢ To encourage learners to carry out scientific research and to create bonds with universities and institutions of higher education in Yemen and abroad.

➢ To strengthen the Islamic religion in the minds of the learners and to make them aware of the Arabian and Islamic Civilization (cited in Al-Raymi 1999:20-21).

There are many common problems shared between the government and private institutions and the most important of these pertains to the quality of education. This issue of quality is not only a problem at the university level, but is also present at the school level. Graduates of the Yemeni institutions face major problems when they apply what they learnt in real life situations. They are not well-qualified and sufficiently equipped with knowledge to face the highly competitive life of the contemporary world. Teachers in Yemeni universities find students in their class who are not able to write a small paragraph in English or speak one English sentence correctly.

Secondary school students usually prefer the Arts and Humanities streams at the university level due to the poor education they have received at the basic and secondary school stages. In fact, most of the students in Yemeni universities are enrolled in the Faculties of Arts and Humanities.

Education in Yemen has to be organized in an appropriate and effective manner and it needs a new vision and philosophy to face contemporary problems. Most of the higher educational institutions do not have institutional plans to help them come out with more strategic and systematic work. As the National Report about Education (2004) states, Higher education in Yemen is marked by the following:

1. Growth of Yemeni public universities: As mentioned above, there are around 7 government universities in Yemen today.

2. Private sector investment: Today there are about eight private institutions imparting higher education.

3. Growth of intermediate and community colleges catering to numerous secondary graduates.

4. Attaining a legislative basis for university education: Law No. 8-1995 today defines university education targets, its academic criteria and internal regulations.

5. Establishment of the Ministry of Higher Education and the High Council of Universities for the supervision of university education.

Yemeni universities contribute to the cultural and political life of the Yemeni society. They are the source of expertise on everything from medicine and engineering to humanities. It is also a place where controversial issues are debated in an atmosphere of inquiry. Therefore, it is important to look at some government and private universities in Yemen.

1.5. Yemeni Universities

Like many other countries, Yemen has both government as well as private universities.

1.5.1. Government Universities

Sana'a University started with two colleges in the academic year 1970-1971, i.e. the College of Education and the College of Law and Sharia'ah. However, the first law for Sana'a University was established in 1974 (No. 18 for 1974) (Al-Haaj 1999:106-107). Today, Sana'a University has twenty colleges and eleven centres. The establishment of Sana'a University points to the self-assertion of a modern nation state trying to move out of isolation, poverty and illiteracy that had prevailed during the time of the Imamate. It also points to the huge aspiration for development in all aspects of life after the revolution.

English language was also taught as part of this education. It was taught at all the colleges of the university as a subject and it also became the medium of instruction in the field of medicine, education, languages and arts (departments of English). In agriculture and science faculties, it is mixed with Arabic as a medium of instruction.

The first university college was established under the name of Higher College of Education, Aden in December 1970. However the law for the founding of Aden University came to being only in September 10, 1975. There were two new colleges which were established before this: The Nasser Institute for Agriculture Sciences at Lahej in 1972 and the College of Economics and Administration at Aden in 1974. University of Aden has seventeen colleges and ten centres (Al-Haaj 1999:107-108).

The third government university, Taiz University, was established on April 19, 1993 by Decree No. 44 for 1993. It started its first academic activity in 1995-1996. There were three colleges prior to 1993 that led to the establishment of Taiz University. These three colleges are the Colleges of Education, Science, and Arts, which served earlier as affiliated colleges to Sana'a University. However, when Taiz University was established, two new colleges, i.e. Colleges of Law and Commerce came into existence. Presently, Taiz University has eight colleges and six centres.

Hadhramout University of Science and Technology can be considered the fourth one, which was established in 1993 by Decree No. 45 for 1993. It started functioning academically in 1995-1996. There was one college prior to 1993, the College of Education in Mukala (1974). The first college to be set up after the establishment of the University was the College of Petroleum and Engineering. Hadhramout University of Science and Technology has thirteen colleges and eight centres at present.

Ibb University is the fifth university established in June 12, 1996 by the Republican Decree No. 91 for 1996. It started its first academic year in 1996-1997. The Colleges of Education in Ibb and Al-Naderh were a foundation for the University which was opened in the academic year 1988-1989. Ibb University has eight colleges and three centres now.

Hodeidah University is the sixth government university, which was established in 1996 by the Republican decree No. 165 for 1996. The College of Education in Hodeidah, established in the academic year 1987-1988 was its first foundation. Presently, Hodeidah University has eleven colleges and three centres.

Thamar University is the seventh one, which was founded in 1996 by the Republican Decree No. 150 for 1996. The College of Education which was opened in 1990 in Thamar was its first foundation. Presently, Thamar University has eleven colleges and one institute.

Amran University is the eighth government university and the newly government university in Yemen, which established in 2005 by the Republican decree No. 199 for 2005. It is first foundation is the College of Education, Amran which was opened in 1996. This University started only its first academic year at 2008, and it has now seven colleges.

In all these universities, English is used as the medium of instruction in the field of medicine, science, engineering, and in Colleges of Education, Languages, and Arts (Departments of English). It is also taught as a requirement subject at all the colleges of these government universities.

1.5.2. Private Universities

The Ministry of Higher Education is concerned with the education imparted by colleges and universities. It seeks to provide the right kind of leadership in all

walks of life. In Yemen, the direct private investment in higher education paved the way for the establishment of new colleges and universities. The government of Yemen after the unification allowed the private sector to investment in higher education to fill the gap in this field (Ministry of Education 2004:18). The number of new universities rose to thirteen between the time of unification and the present, along with number of private colleges. Here in this section, I will give some information about the first six private universities only as an example.

1. Al-Eman University was established by the Ministry Decree No. 28 for 1993. The President of Yemen laid its foundation stone on 27 September 1994. It is considered as the first Islamic university in Yemen. It started its first academic year in 1994-1995. English is taught in this university as a requirement subject only and there is no English department in the university. It has four colleges for Islamic and Humanities studies. The University has students from more than 50 countries, including the United States, Somalia, Kosovo, Indonesia, Albania and many other European countries.

2. National University started by establishing its first college, i.e. College of Applied Science in 1994. The University was established by the Ministry Decree No. 3 for 1994, on January 12, 1994. It has six colleges, Taiz College for Applied Science (1994), College of Law and Sharia'ah Science (1995), College of Engineering (1995), College of Medicine and Medical Science (1995), College of Administrative Sciences (1995), and College of Education and Arts (1995).

3. Al-Ahgaff University was established on February, 8, 1994 by the Ministry Degree No. 5 for 1994. It is considered as the second Islamic university in the country. Al-ahgaff University has an English language unit which is responsible

for all matters related to the teaching of English in the colleges of the university. The college of girls has an English department, and English is taught as a requirement subject in the other departments and colleges of the University.

Al-Ahgaff University has four colleges: College of girls (1997), College of Sharia'ah (Islamic Jurisprudence) (1998), College of Administration and Business Sciences (1994), and College of Engineering and Computer Sciences (1997).

4. Saba University was established on August 11, 1994 by the Ministry Decree No. 27 for 1994. It started its first academic year in 1995-1996. It has five colleges: College of Engineering (2002-2003), College of Computer and Information Technology (1997-1998), College of Education and Arts (1995-1996), College of Economy and Administration (1995/1996), and College of Law (1997-1998).

5. Queen Arwa University was established on January, 1996. It got recognition by the Ministry Degree No. (1) for 1996. It has nine colleges: College of Humanities and Social Sciences, College of Commercial Sciences and Administration, College of Engineering, College of Science, College of Higher Education, College of Education, College of Arts, College of Law, and College of Microbiology. The University has important centres like, American Studies Center (1998), The Japanese Study Center (1997), The French Studies Center (1997), the Center of International Studies (1999) and the International Center for Human Rights (1999).

6. The Science and Technology University was established on December 1, 1994 by the Ministry Decree No. 2 for 1994. Prior to 1994, the National College of Science and Technology has been established on December 29, 1992. It is the first private and non-profitable institute of higher education in Yemen. This

college changed from a small institute to university and has worked to improve the quality of higher education in Yemen. It has eight colleges: College of Sciences and Engineering, College of Administration Sciences, College of Arts, College of Education, College of Law and Sharia'ah, National College of Science and Technology, College of Medical Science, and International College. The University has an advanced bilingual (English-Arabic) LMS (Learning Management System) system for the students and teachers. In the International College, the medium of education is English, and it includes specializations such as business, IT, art and design. The University started courses in marketing, dental technicians, translation, and MIS (Management Information System). It also gave higher technical degrees in digital media, graphic design and interior architecture. All of these specializations are taught in English. The British Council also helped the University to establish an English school. The English language at this University is given more priority than in other Yemeni Universities, government or private.

The English Language is taught as a compulsory subject in all the colleges of private universities. It is used as the medium of instruction in the departments of English in the Colleges of Education and Arts.

1.6. Other Educational Institutions

The population and size of the country, the climate and the natural resources, and the level of education are bound to play an important role in the formation of any country. In Yemen, as in many other countries, there are various types of educational institutions. We have looked at the status of some of the government and private universities. The third category of education, after general education (Basic and Secondary School) and higher education (Colleges and Universities), is the vocational

and technical education which belongs to the Ministry of Technical Education and Vocation Training.

The foundation for vocational education in Yemen was laid way back in 1895 when the first Industry School was established in Sana'a, and Adeni Commercial Institute was established in 1927. After this, a number of schools and institutions such as the Agriculture School in Sana'a were also established.

More and more attention was paid to vocational education after the unification of Yemen, along with the rapid changes in the socio-economic structure and other factors like technological development and globalization. The Ministry of Vocational Teaching and Technical Training, which was established in 2001, was responsible for developing the quality and quantity in technical and training sector. Attention to vocational training for women and people with special needs were also taken care of. This helped to raise awareness and provided opportunities to all. This Ministry focused on four types of education:

1. Community Colleges were established with co-operation from the United States of America. In these colleges the learners were required to spend only two to three years instead of four to six years as in the other colleges and universities. This aimed at developing a skilled workforce in various disciplines according to different needs of the society. It will also help students to get jobs in a short period of time. There are numerous community colleges throughout the country both in governorates and districts. Two important community colleges are in Sana'a and Aden, both of which were established after the Representatives Council (Parliament) passed the community college law (Law no. 5) in February 1996. This law stated the mission of community colleges and defined its academic and administrative

structure. Sana'a Community College was established on August 1998 by a Presidential Decree, but it started functioning only on January 2001. Aden Community College started its first academic year in 2001-2002.

2. Technical Institutes give a diploma certificate after 5 years of study. It is a specialized education which prepares students for being part of the technical workforce defined by classification and specialty. Here graduates acquire scientific skills and an ability to transfer specialists' skills to workers of the lower career level. These courses are meant to produce technicians in the fields of internal design, building, mechanics, hotel and agriculture, etc.

3. Vocational Secondary Schools give diploma certificates (professional level) after 3 years of study. This diploma is equal to the secondary school certificate. It gives specialized education and prepares workers for the professional level class. This takes three years after basic education or one year after the vocational training of two years. It has the following specializations; civil engineering, electrical engineering, electronics, mechanics, fine arts, carpentry, building, commerce, agriculture and veterinary, etc.

4. Vocational Training Centres give a two-year diploma certificate after completion of the basic school education. It is a specialized education which prepares one towards gaining proficiency in various skills. Those who have this certificate can go on to the vocational and industrial institutes (3-year course level). Learners of this course are taken care of by the Vocational Training Institutes in the industrial field. Basic education graduates are allowed to join the Vocational Training Institutes or centres (2-year course

level) in any of the following specializations: electricity, electronics, mechanics, carpentry, and building.

In Yemen, only one out of seventeen graduates goes in for a technical discipline in contrast to the international average of one out of four. It is very difficult to find local employees who are proficient in English and in the IT field at the same time. So one can often find professionals from foreign countries taking up such jobs. The Ministry of Technical Education and Vocational Training was established by the government of Yemen to fill this gap through the community colleges, vocational and technical institutes and centres under it.

Some other ministries in Yemen have educational institutions that belong to them, and work under their supervision. For example:

1. The Higher Institutes for Health gives diploma and bachelor degrees after secondary school for three to five years of study both in the main institutes for health in Sana'a, Aden, Taiz, Mukala and Hodiedah and in its peripheral branches in other cities where one has to go through three years of study after basic school. These health institutes are under the observation of the Ministry of Public Health and Population.

2. The Teacher Training Institutes conduct training for the teachers at the Basic and Secondary School levels in all subjects. Here, the English language is one of the major subjects that the teachers get trained in. There are many such institutes in almost all the capital cities of the governorates and other major cities. The Teacher Training institutes are supervised by the Ministry of Education.

3. The Higher Juridical Institute in Sana'a belongs to the Ministry of Justice and is especially built to train the employees of the Ministry and to help them continue their study to gain a higher degree after their bachelor degree.

4. Research Centres which belong to many Ministries such as the *Educational Research Center*, which belongs to the Ministry of Education, in Sana'a and its branch in Aden, Al-Kaud Agriculture Research Center in Abyan, which is considered as one of the oldest centres in the Middle East, and Thamar Agriculture Research Center. These agriculture research centres belong to the Ministry of Agriculture.

There are many private colleges such as the College of Al-uloom Al-Shar'ayah (Religious Sciences), High College of Holy Quran, Yemen College of Middle Eastern Studies, etc, and many private institutes and centres like; The Sana'a Institute for Arabic Languages, The American Institute for Yemeni studies in Sana'a, The Yemen Centre for Arab Studies, The French Centre for Yemeni studies, The Quran Yemen Centre, The Yemen American Language Institute, etc.

In Yemeni universities and institutions, there are various other kinds of educational institutions along with the regular ones. For instance, we have the parallel education system, which is an educational training system that is equal to the regular ones, and different only in the teaching patterns and materials used. Similarly we have the correspondence education system where students can enroll themselves in courses starting from the foundation programme and move on to higher levels. This has been endorsed by the Ministry of Education from 2002-2003 in the evenings. We also have the considered education system which gives short courses dealing with important aspects of the technical education and the vocational training, intended to promote

and develop the general acquired career knowledge. This helps students to keep up with the technological development in accordance to their business requirements.

1.7. National Education System and Policy

The educational system in Yemen is centralized. The decisions which are related to the educational process in the country are taken up at the highest level. The Ministry of Education has a role in the implementation of the Yemeni Education Policy. The Ministry of Education has its offices in all the governorates and districts throughout the country, which consist of administrative, educational, financial, sports and teachers' supervision sections. These offices carry out the policies of the Ministry of Education.

The Ministry of Education is responsible for developing and implementing the educational policy of the government. It is also responsible for all the related matters in the educational process in the country, such as the supervision and planning of curriculum, teacher training, material production, and publication. It is involved in recruiting educational staff at all levels.

The National Education Policy states that education is free and compulsory in Basic Schools classes (1-9), and free but not compulsory in the Secondary Schools classes (10-12). Education at the higher level is neither free nor compulsory but, the fees are quite low when compared to other private institutions. The educational policy also encourages all students to attend universities and other higher institutions of learning.

The current education system and training in Yemen emerged in the early sixties. Yemen, as any other developing country, has endorsed the principles of equal rights, justice and equality in ensuring education and training opportunities for all.

The current political system in Yemen does recognize that a viable and efficient system of education can only be achieved through Arabic and so the process of Arabization started in Yemen even before the unification, but English has always occupied a unique position in the educational system in Yemen.

In recent years, the government adopted a policy of showing more openness to the outside world, and as a result international exchanges in the scientific, technological, economic and cultural fields have also increased. The government of Yemen has been sending a large number of students and scholars abroad for higher studies every year.

Today, a policy regarding Yemeni foreign language education is at the crossroads; the direction it now decides to take will surely decide its nature in the twenty first century. The change will happen in every aspect of the education policy and will reflect the changes in the social, political and economic conditions.

The importance of English language is indicated by the way the popular and political pressure forced the Ministry of Education in Yemen to agree to teach English from the earlier grades (first from the fourth and later from the first class). Moreover, there has been an increasing exposure of Yemenis to the English language through newspapers, television, schools, colleges, tourism, travel, commerce, trade, computers, etc.

Yemen has many types of education that can serve its people in the right way as it stated by the Yemeni government and the Ministries of Education, i.e. Education, Higher education, and Vocational Teaching and Technical Training. In table 1 we can look at these types of education and their requirements:

Table 1: Structure of Education System in Yemen

Type of Education	Length	Age Level	Certificate
Kindergarten	2-Years	4 - 6	-
Basic School	9– Years	6 – 15	Intermediate School Certificate
Secondary School	3– Years	15 – 18	General Secondary Education Certificate (Al-Thanawiya)
Vocational Secondary	3– Years	15 – 18	Vocational / Agricultural Education Certificate
University Level (First Stage)	2– Years	18 – 25	Diploma Degree (Two years)
University Level (Second Stage)	4–6 years	18 – 25	Bachelor Degree
University Level (Third Stage)	2–3 Years	-	Master Degree
University Level (Fourth Stage)	3–5 Years	-	Doctoral Degree

To conclude, we can say that Yemen has a less perfect educational system at present. This system begins from the kindergarten and the basic educational level and moves through the secondary education to the higher and university education levels.

1.8. Importance of the Present Study

Students, whose first language is not English, face difficulty in learning English due to lack of exposure. For a Yemeni student English is a foreign language, yet when they come to the college level they are expected to improve their English language and do courses in English literature. This often puts them in a very difficult situation.

This study seeks to argue for the importance of teaching literature in English departments in the Faculties of Education, at Aden University, and it also deals with its importance, difficulties and prospects.

More importantly, today there is an increasing enthusiasm for learning English, and there is a great demand for English literature courses. Therefore, it is

necessary to train and create specialists in this field. Arguing along these lines, this dissertation attempts to address the following theoretical issues:

1) Is the teaching of English literature at the Faculties of Education relevant? Is it in tandem with the requirements of the bachelor degree students and does it help them in their career as teachers of the future?

2) What are the difficulties that teachers and students experience when they teach and study English literature?

3) What do the students do when encountering these difficulties?

4) What is the primary task of the English departments situated at the Faculties of Education in Aden University?

5) How can we teach English literature courses for undergraduates in the Faculties of Education in Aden University?

6) Is it important to read English literary texts like Chaucer and Shakespeare for the students of the Faculties of Education?

7) What kinds of success do the students report when reading literature in English?

In the English programme conducted by the departments of English in the Faculties of Education, Aden University, less than 20% percent of the total teaching courses are devoted to literature. However, the real problem is not in the time assigned to courses of English literature; instead it is in the quality of the English literature courses and in that of the other courses meant for the bachelor degree students.

1.9. Problems Discussed in the Present Study

Since their inception, the Faculties of Education, Aden University have not received much input from its graduates in terms of evaluation about its literature

courses. However, we can say that difficulties with language have been observed to be the first obstacle to the progress of learning. Most Yemeni students come to the Faculties of Education at Aden University with a very weak background in the English language, and often there is a huge gap between their level of competency and the level at which they are required to perform in college. The second obstacle is that the syllabus and the texts used for the graduates are alien to them and they are also culturally alien. The best solution to this would be to introduce a minor programme of literature in the regular syllabus or curriculum at least from 10th class, so that the students can get used to various literary terms. The third obstacle is the use of outdated, difficult and unfamiliar literary texts in the English literature syllabus, like Shakespeare's *Othello*. When we consider the satire *Animal Farm,* which is a political allegory, is in no way connected with the present century and by reading such literature the students may lose interest in the subject. In fact, any programme in English literature should be able to help the students with the difficulties in English they face in their study.

The students of English literature need a constantly improved curriculum which uses syllabus and methods aimed at overcoming and simplifying all these problems.

1.10. Objectives and Purposes of the Present Study

Yemeni learners of English experience difficulties in learning the English language and its literature, but the issues regarding literature study and instruction difficulties exist in many Arab universities and non-Arab universities in EFL and ESL situations. As we know teaching of literature at the Faculties of Education will serve an important function in the curricula of English departments, and it is important to examine exactly what difficulties English majors experience when they study

literature courses and what they do when they encounter these difficulties. The instructors' views on teaching English and its literature will help in fostering insights into the issues that are related to the difficulties in foreign literature teaching in the Faculties of Education, Aden University.

The objectives of this study can be stated as follows:

1. To argue for the importance of teaching literature in English departments at the Faculties of Education, Aden University.

2. To find out the difficulties and problems that students have with the English literature courses.

3. To investigate why learning of English literature is so difficult for students.

4. To look into the reasons why literature courses are unpopular and ineffective.

5. To make general recommendations towards improving the English literature courses in the light of the findings of this study.

6. To understand the needs of the students in literature courses in the light of the findings of the study.

7. To know the factors that Yemeni EFL teachers and students consider necessary to improve literature teaching situation and integrate it with other courses.

8. To explore the attitudes of Yemeni EFL teachers towards the use of English literature in their classroom.

This study focuses on identifying the importance, difficulties and prospects of teaching English literature in the Faculties of Education, Aden University. It will make an attempt to enquire into both the difficulties and the present situation of

English literature teaching and also try to help the teachers and students to understand the strengths and weaknesses of the English literature programme so as to contribute to its improvement and change.

The study intends to evaluate and make further suggestions to enhance the literature teaching programme. In doing so, it will try to include both students and teachers of the English departments in the Faculties of Education, Aden University.

This study will help in understanding the problems of teaching the bachelor degree courses at the English department in the Faculties of Education, Aden University. These problems are of different kinds and are related to the content, teachers, students, methodology, and to the environment of the language teaching process.

The study tries to answer the following questions:

1. Is there a relationship between the degree of the importance of English literature and the degree of fulfillment of its importance in the present English programme?

2. Is there any difference in the perception of the importance of English literature among students and teachers?

3. What are the difficulties and the problems of undergraduates when they are learning English literature in the Faculties of Education, Aden University?

4. What are the difficulties and problems as perceived by the teachers?

5. Are there differences in the perception of the difficulties and problems of English literature between the students and teachers?

6. What do the students do when encountering these difficulties?

7. What are the current uses of English literature in EFL instruction in Yemen?

8. What are the factors that Yemeni EFL teachers consider necessary to improve the literature teaching situation and integrate it with other courses in their teaching?

9. What are the attitudes of Yemeni EFL teachers towards the use of English literature in their classroom?

Students in the Yemeni schools and universities always complain that English is a difficult subject. They think of it as a tough subject and dislike it, and often many students fail in English. In many cases we can even see some sort of psychological block towards English literature. This study is an attempt to investigate and examine the importance, difficulties and problems of teaching and learning English literature in the Faculties of Education, Aden University for the undergraduates. The study will also put forward some possible solutions for these difficulties and problems.

1.11. Significance of the Present Study

This study seeks to explore the importance, problems and difficulties of teaching English literature in Aden University. It would be important in the following ways:

1. Much research has been done on the English language, but very little research has been done on the teaching of English literature in the Yemeni content. This study is, to the best of my knowledge, the first one conducted on teaching English literature in the departments of English in the Faculties of Education at Aden University.

2. This study would provide ample opportunities to the concerned individuals to express their point of view on the teaching of English literature at the Faculties of Education, Aden University.

3. This study would provide the administrators of the Faculties of Education in Aden University with the necessary information to improve their English literature courses.

4. This study will help us to understand the students' problems and difficulties in learning English literature at the English departments, Faculties of Education, Aden University.

5. This study will attempt to explore the current status of English literature in Yemeni EFL instruction.

6. It will try to discover the attitudes of Yemeni EFL teachers toward English literature in general.

1.12. Summary

Yemen realizes the importance of education in order to make progress and achieve its economic and social goals; so its educational system is under a comprehensive revision process. Today, Yemen has a number of educational institutions from the kindergarten level to the higher level of university education. Yemen also has a number of vocational and technical training institutes, community colleges and training institutions and centres. The government has given enormous importance to education and training, as is evident in the increasing expenses on this sector. This can also be seen in the attempt to expand the capacity of schools, institutions and universities towards improving the quality of the educational scenario throughout the country. For this, Yemen follows a number of educational strategies, such as basic education strategy, literacy and adult education strategy, secondary school education strategy, national technical education and vocational training strategy, national higher and university education strategy, etc.

Chapter Two

Review of Literature and Theoretical Foundations

2.1. Introduction

The literature review of this study falls into five sections. The first one discusses the state of English in Yemen: prospect and retrospect. The second one addresses the teaching of English as a foreign language in Yemen. A description of ESL and EFL, education and its history, and English and its place in Yemeni education, etc, are discussed in this section. The third one establishes the importance of English literature in learning the English language. The fourth one explores the teaching of English literature and its methodology and approaches. Teaching of English literature with its genres, why teach literature, and computers and literature teaching are also discussed in this section. The last section studies the teaching of English literature in Aden University. It gives a rationale to the teaching of English literature at Aden University, its present situation, place, objectives, and methods.

The study aims to investigate the importance of English literature, the problems and difficulties associated with it, and its future in the Faculties of Educations, Aden University.

2.2. State of English in Yemen: Prospect and Retrospect

2.2.1. Preliminaries

Yemen is an Islamic country, and the Quran and the words of the prophet Mohammed (Peace Be Upon Him) encourage everyone to study and search for knowledge. The first word of Quran, as revealed to the prophet Mohammed (Peace Be Upon Him), was the command to the Muslims: "Read". This indicates the importance

of knowledge and education in Islam. In fact, the attitude towards knowledge and education has been very strong in Islam right from the beginning till the present day.

Education reflects the economic, social, political, and cultural life of a society. The progress in any education system in a society directly feeds into its social system. Education in Yemeni society was exposed to many changes which happened in the country before the unity, especially the political changes that had been taking place from time to time directly influencing education. To understand the present Yemeni education, we should understand the history of the Yemeni society before independence from the Imamate and British colonialism and after, and its influence on the present situation.

Education in Yemen and specifically English language as a subject of study in the Yemeni schools, universities and institutions has a long history. If we look at the English language situation, we will find that English today is the world's most important language. So it is very important for the Yemeni society, because it is the only language which is taught in the basic and secondary schools in the country. French and German languages are now taught in some Yemeni secondary schools in Sana'a, Aden, and some other main cities.

We can notice that the importance of English has increased from the time of the British and the Imam's rule and after the independence. We can also see the high position it holds after the unification of the country on May 22, 1990.

In the next section, we will explore the situation of English before and after independence in the North and South of Yemen, and the last section will look at the position of the English language after the unification of Yemen.

2.2.2. Before Independence

The Islamic education started from the mosques, which became schools to teach the people their religion. After that new schools (Kuttab or Al-Ma'lamah), which are considered as the first Islamic schools for children were started to teach the Quran, Hadeths and other sciences.

Teaching of English before independence was very limited in the country, especially in villages' schools and small cities. But the standard of teaching English was much better in the schools in cities like Sana'a, Aden, Taiz, Lahej, Zingabar, Hodiedah and Mukalla.

2.2.2.1. The State of English in South Yemen

English education in Yemen is a result of the British imperialism from the early 18th century to the mid 19th century in the South of Yemen, which was under the British control from 1839 till it gained independence on the 30th of November, 1967. The British rule in the South of Yemen played an important role in the development of the English language situation here.

The colonial rulers started teaching English in the South of Yemen to enable the Yemenis to occupy subordinate vacancies in the colonial administration and to produce obedient clerks in Aden and some other south cities. However, they made English as an important subject in the school curriculum and also the medium of administration, but it was not successful in establishing the knowledge of English, because of weak and outdated teaching methods and models of teaching.

The first official school in Yemen was established in 1856 in Aden and was named *Residency School*. Most of its students were the sons of the Indian soldiers based in Aden. The second official school was opened nearly after ten years in 1866

in Aden. Al- Ardi (1997:86) states " the first official school lasted only for two years, and in 1866 witnessed its opening again, but with Indian administration and teachers, and Aden educational system linked to Indian system".

Here are the other schools and colleges established during the time of British colonial rule in the south of Yemen along with their years of establishment.

1. In 1879, a school was opened in Aden at Ma'alla.

2. In 1880, a school was opened in Aden at Tawahi.

3. In 1882, a school was opened in Aden at Sheikh Othman.

4. In 1884, the public library in Aden was opened to improve the situation of English language.

5. In 1897, the Ion Keith- Falconer memorial Church was built in Aden.

6. In 1912, the first famous private school in Yemen was opened, Bazara School, and another private school is Al-Nahzah School in Sheikh Othman, Aden.

7. In 1918 another school was opened in Aden (Al. Aqaamah School), which was for the sons of the rulers of the 'South of Yemen'.

8. In 1927, the Aden Commercial Institute was established in Aden and its study courses related to London Chamber of Commerce.

9. In 1935, the school of Jebal Hadid was opened in khormakser, which was named as the Sons College of Sultans.

10. In 1936, another private school was opened, Al-Fallah Islamic School at Aden.

11. In 1937, Ten of Aden students were sent to Iraq to continue their study.

12. In 1942, the Military School in Mukalla was opened.

13. In 1951, Vocational Institute in Aden was opened, which was called the Vocational College.

14. In 1952, Aden College was opened which is considered as the first academic secondary school for boys like the Grammar School (Al. Ardi 1997:156).

15. In 1952, there were two schools opened, Zingabar Intermediate government school and Kheel Bawazeer School. Also the private south commercial institute was opened and the students studied English language, mathematics and typewriting.

16. In 1954. The first radio station in Yemen was opened and it has played an important role in Yemeni society with all its programmes in Arabic and English.

17. In 1957 the Islamic Scientific Institute was opened in Aden.

18. In 1958 the first Primary School in Seyoun was opened.

19. In 1961, Belqees College in Aden was opened. In its first year has 1200 students.

20. In 1962, Al-Atahad secondary school in Aden was opened.

21. In 1963, the first school in Al-Mahrah was opened.

22. In 1965, Al-Hutah Secondary School and Zingabar Secondary School were opened.

23. In the academic year 1965/1966, Seyoun Secondary School was opened.

The education system in South Yemen, a British colony until 1967, had started before that of North Yemen. There were few schools in South Yemen before the independence, exclusively in the capital, Aden, and only for a certain class of people (Al-Thyfani 1997).

Ba-Haroon (1988) states that the language of instruction in Primary and Intermediate School was Arabic, but was changed to English almost in all the

government secondary schools in South Yemen during the British rule (cited in Al-Haaj1999:58).

There were a number of Immigrants' schools in Aden which belonged to the Indian Muslims, Non-Indian Muslims and the Jewish people. These schools got their financial support from the British administration, but the Jewish schools became less in number after 1948, because a lot of them immigrated to Palestine. The medium of instruction in these schools was English that also played an important role in these schools. The following Indian and Jewish schools, i.e. Anjuman- Islam School, Islamic Sherin Ya Hay, Al-Jezratiah, Aden Parents' Association, and Adeni Educational Literature Association, etc. were primary and secondary schools.

The other schools, where English played an important role and the only language used in these schools, are the schools of foreign missionary in Aden. The Vatican opened a Missionary Centre in 1854 for Christians, and Roman Catholic Mission, Scottish Protestant Mission, and Danish Mission. Under the supervision of these missions, there were some schools for teaching the principles of the Christian religion in Yemen in addition to the English language with its grammar and literature. These schools are:

1. Saint Joseph High School, established in 1854.

2. Saint Antony School, established in 1854.

3. Scottish Protestant Mission School, established in 1886.

4. Danish Mission School for Girls, established in 1910.

5. Convent School for Girls.

These missionary schools used English to explain their religion and they translated a lot of the Christian books into the Arabic language with the help of the

immigrants in Yemen. These missionaries' schools used English to counteract the vigorous spread of Arabic and Islam.

The learning and teaching methods in these schools during the British rule were based on the Grammar Translation method. In all these schools government, private, immigrants' and missionaries', the English language was the medium of instruction. But after 1967 it was replaced by Arabic in the government schools and became only a compulsory subject. It is of course still the medium of instruction in most areas of higher education (i.e. medicine, agriculture, science, engineering and technology). In spite of this, English as a language grew slowly in this country though it was used to make contact with the colonies and the outside world.

Ghanim (1978:7) has stated: "The Yemenis, as in the case of several other British Colonies, were against English. We never accepted the English style of life. We are definitely against the colonial traditions, the imperialistic attitude, the bourgeois values, the snobbish outlook, etc. But we are not against the English language, which is an international language; for the economic, scientific, technological, commercial, and intellectual development of any country, in the modern world the learning of English has become a must, the English language, whether we like it or not, embodies the modern thought; the English language is a "window on the world".

English language remained the official medium of communication in all spheres of the daily officials activities up to 1967 in the South of Yemen, but the situation changed after independence.

2.2.2.2. The State of English in North Yemen

The situation of education and especially the English language before the September revolution in 1962 was very limited in its quality and quantity. The

number of schools and educational institutions were very few and they are only in the main cities.

The Turkish Empire occupied the north of Yemen from 1849 till 1918. During this period they set the scene for gradual, profound changes in the education system. The introduction of the printing press in 1877, among other factors, precipitated bureaucratization and changes in the attitudes toward knowledge.

After the First World War, the Northern Part was ruled by a monarch regime (formally known as Mutawakkili Kingdom of Yemen) till 1962. The Immamate regime put very little emphasis on formal, social or economic activities. The tribal traditions and the conservative administration left the country with a poor education system. English was first introduced to the schools of North Yemen, through a text-book, by Imam Yahaya in 1926 (Sulaiman 1994, cited in Ghanim M. 2005), but the education process and the situation of English can be seen from the following schools and educational institutions, which were opened and established at the time of Immamate regime (1918-1962) and before:

1. In 1895 the first industry school in Sana'a was established.

2. In 1925, the Madrasah Al-Ilmiyyah, *Dar AL-uloom* (religious school) in Sana'a was opened, which is considered as the first institute for higher education that is similar to the University Education in Al Azhar in Egypt. The period of the study in this school is twelve years after primary stage, which was dedicated to the training of senior government officials who were to possess expertise in the religious sciences.

3. In 1927, a school for orphans in Sana'a was opened, here the period of study was for three years and later seven years (3+7), after completing this, students could go to higher school.

4. In 1927 also Imam Yahaya established a general library at the big mosque in Sana's, which has the sources books, like religious books, history, literature, social sciences, etc.

5. In 1936, the Agriculture school was opened, and Imam Yahya brought Ahmed Wasfee Zikria as experts man to teach the youths in Sana'a.

6. The first mission for military education was sent by Imam Yahya in 1936 to Iraq to learn modern weaponry and fighting techniques. These students were eventually to become the kernel of oppositions to Imam's policies, and another group in 1937 sent to Italy for aviation study.

7. In 1937, the industry school for weaving and the teachers institute were opened in Sana'a, and the Immamate regime brought experts and teachers from Egypt and Syria for these two institutions.

8. In 1938, the Ministry of Education was established and Abdullah the son of Imam Yahya who was the first minister, he built a secondary school in Sana'a and brought its teachers from Iraq, Syria, Lebanon and Egypt.

9. During the 1940's, there were 500 schools in the country with an approximate enrollment of 50,000 students (Hashem 1992:10).

10. In 1946, five students were sent to a diplomatic school in Cairo, and in 1947, other forty students were sent to Lebanon at the expense of Lebanon government.

11. Imam Yahaya's son, Ahmed (1948-1962), introduced schools for girls in 1949 and other intermediate and secondary schools in the following years in the major cities only, like: Sana'a, Taiz and Hodiedah, where English and Geography was taught by Egyptian and Palestinian teachers.

12. In 1955 the Preparation School (Al Tahzeeria) was opened which is considered as a higher school, because the period of study is four years.

13. In 1957, Health institute was opened in Sana'a.

14. In 1957, there were 53,117 students enrolled in 1,438 Kuttabs in comparison to 36,350 students enrolled in 663 Public primary schools (Ba-Abbad 1984).

15. During the school year 1961-1962, there were 909 elementary schools with 61,335 students; 4 middle schools with 735 students and one high school with 362 students (Saif 1981, cited in Saif 1999:11).

The primary school curriculum was restricted to reading, writing, arithmetic, Islamic laws, and Arabic literature. Little was done to advance the sciences and the arts (Hashem 1992:10).

Clark (1985) reports that some educational institutions, established during the Ottoman occupation, were discontinued by the dynasty, including a teacher training college and a technical school (cited in Hashem 1992:10).

Al-Haaj (1999: 34-36) mentions that as an Egyptian teacher said there were only five primary schools in North Yemen in the time of the Immamate that is in Sana'a, Taiz, Hodeidah, Zabied and Thamar along with another school for teachers and one scientific (religious) school in Sana'a.

Yemeni students were sent abroad for higher studies, some were sent to Iraq and Egypt for military training, and some others were sent to other countries to continue their study in other fields. By 1961, there were about 400 Yemenis in Egyptian secondary schools, more than 100 at the Cairo University, and additional 70-80 students in European and American educational institutions (Brown 1963:354).

Al-Attar (1965) mentions that the education system during Imam's administration was of poor quality. It consisted of a six-year elementary level, a three-

year intermediate level and a four-year secondary level in addition to a teacher training institution.

The education system in North Yemen started after 1962, and teaching science became a part of the school curriculum. The text-books and teaching policies were brought from Egypt (Ministry of Education 1979).

From all these, we can see that the long and dark isolation imposed by Imam's theocratic regime let the North of Yemen be in a bad situation in all aspects of life, education being one of this. It did not get its real importance and illiteracy was rampart among most of the population of the country. Similarly, the English language was only a subject almost in all the previous schools and it did not get its due importance as an international language and as a language of instruction.

The period of Immamite rule in Yemen is considered as the toughest period undergone by the Yemeni people in the north during which they suffered from poverty, illiteracy and unfair rule.

2.2.3. The Scenario after Independence

After the September Revolution in 1962 in the north of Yemen, and the October Revolution in 1963 and the independence in 1967 in the south of Yemen, two countries came into existence: the Arab Republic of Yemen, in the North and the People's Democratic Republic of Yemen in the South. In each one of them, the educational system was different from the other.

Education, especially the English language situation in the north of Yemen (northern and western governorates) was different from that of the south (eastern and southern governorates) before the unification of Yemen. So if we want to understand this situation we need to talk about it in each part of the country. Then we can know how much the people of the country struggled to reach a better position, especially in

north of Yemen, which has a huge population of illiterate people, because of the policy of the Immamte regime. However, both the parts of Yemen were suffering from the same kinds of problems after independence, i.e. insufficient government budget, lack of Yemeni teachers, overcrowding, urban and male bias, inefficiency in management, lack of parent awareness of when to send children to school, lack of books and teaching materials, etc.

2.2.3.1. The State of English in South Yemen

The Ministry of Education was established in the first government after the independence from the British Colony in 1967. The Ministry prepared its plans to reform the education system and put control on some private and missionaries schools because some of the foreign immigrants left the country after the independence. Major education plans were put into place, despite severe financial constraints in the new republic. Education for all was seen as a way forward and a huge training and building programme began. The English language situation improved more in the government school, but lost its high position in the missionaries' schools and private schools.

The government started to establish many new schools all over the country. In 1972 it unified almost all schools and made them state schools.

The ladder of educational system was the same like that in the north, i.e. 6+3+3, but in 1975 it was changed into 8+4, with what was called the Integrated Schools, where eight years were given for unified school and four years for secondary school. Here, the teaching of English language started from the 5th class, which meant that the student studied English for eight years before the University level. In the unified schools (1-8), English was taught from 5th to 8th standard. There were five periods per week of English in the classes 5 and 6, and four periods per week in the

classes 7 and 8, each for 45 minutes. However, in the secondary schools, which are different from those in the north, which are for four years and are general, there was no scientific and literary section; the English classes were for five periods per week in the first grade and fourth grade, and four periods per week in the second and third grades for 45 minutes each.

The academic secondary education of four years duration prepared the students for university education, technical secondary education for five years, handicrafts education for two years, teachers' training institutes of post-integrated stage for four years duration and teachers' preparation at the university level.

In the 1960s and 1970s, *The Michael West Series* was used and it was taught through Grammar Translation Method. The teachers were using both Arabic and English and they used this method in their teaching. In 1970, the Higher College of Education was established, which was a foundation for the University of Aden.

The Yemeni people's attitude towards English language that it was a 'necessary evil' during the British rule has changed. They see English as a practical vehicle for progress in all aspects of life like education, economic, and social status, etc. Thus, English spread throughout the country. However, in 1980s the Ministry of Education observed that the Yemeni students even after eight years of studying English from 5th class to 12th class could not use English in conversation and could not write even simple sentences. So there was a need to change the syllabus and *The Michael West Series* was replaced by a new text book (*Yemeni Reader*), and this syllabus was prepared by the Department of English at the College of Education, Aden University. The new series depended on new methods that is the Structural and the Audio-lingual method. This new series was replaced by another new syllabus only

after the unification of Yemen (Crescent *English Course for Yemen*), and this series largely depended on the communicative approach.

Fara and Fisher (1988) reported that by 1984, South Yemen undertook a tremendous literacy campaign to educate 194,000 illiterate people out of whom 77% were female. School teachers, supervisors and university and high school students participated in this campaign. The campaign continued for six months, July through December 1984. The objective was to eradicate illiteracy among 12-40 year old males and 12-35 year old females. The results indicate that about 187,000 illiterate citizens participated and more than 155,000 of the participants reached the desired level of literacy (cited in Saif 1999:15).

2.2.3.2. The State of English in North Yemen

After the September 1962 Revolution, the government realized the residual problems that existed in the whole country, and from its first days worked hard to build systematic foundation for education with the help of the Egyptian government. The first education mission from Egypt arrived in Yemen in the academic year 1962-1963 and consisted of 51 experts and teachers. Egyptian methods and books were used for the Yemeni students in the north in the first academic year after the Revolution. Egyptian school text-book series *The Nile Course* was used in preparatory and secondary schools. In this series the focus was on grammar, and long lists of vocabulary translated into Arabic, and this course was based on the Grammar Translation Method. The first secondary school examination was held in the academic year 1964-1965. The secondary schools were only in three cities, i.e. Sana'a, Hodeidah and Taiz, in which the English language was taught through the Egyptian books. English was also taught in all other intermediate schools through the Egyptian books. The revolutionary government created a new, predominantly secular education

system modelled on the Egyptian system. The education system became a symbol of nationalist pride.

In the year 1968-69, the Egyptian text-book *English for Use* was replaced by *Living English for the Arab world*, because the previous course helped to achieve the goals and objectives of teaching English and the student's needs. This course was based on grammar and translation, and vocabulary that were to be memorized. In the academic year 1968-1969 the Teacher Training Institute was opened in Sana'a to train teachers to teach different subjects and English was one of the subjects.

After the civil war that continued through 1962-1970, the education system improved more and more and English got a much better position than ever. Education was the first step for national development which promised to generate employment through various kinds of developmental activities.

The ladder of the education system in the north of Yemen followed the pattern agreed upon by the Arab League Cultural Pact of 1957, which is (6+3+3)-six years for primary school, three years of preparatory school, and three years of secondary school.

In the preparatory school (7-9), where English was taught as a subject started from 7th class. There were five periods each of 45 minutes per week in classes 7 and 8, and six periods in class 9. In the secondary school (10-12), there were six periods each of 45 minutes per week in classes 10 and 11, and seven periods in the class 12.

In 1970, Sana'a University was established with two Colleges, i.e. College of Education and College of Law and Sharia'ah. After that English started getting a privileged position at the University not only in the English department, but also in all the colleges where students were required to study English.

In 1978-1979 the vocational school was started by establishing three preparatory technical schools with 801 students, one secondary technical school with 267 students, and five commerce secondary schools with 350 students (Saif 1981, cited in Saif 1999:13).

In the school year 1982-83, the new English text-book *The English for Yemen* replaced the previous text-book, and this text-book was prepared by the British Council team on the basis of some preliminary investigation about the local situation and the educational and social needs (cited in Ghanim 2005). This series was designed according to the principles of communicative language teaching. This new course gave more attention to learner's communication needs, but it did not forget to satisfy the learners expectations to memorize some grammar rules and vocabularies. It had dialogue practice, comprehension questions on reading passages, writing and grammar activities, etc. It tried to fulfill the goals of teaching English and the students' needs. This new syllabus continued up to the unification of Yemen when it was replaced by a new series, i.e. *Crescent English Course for Yemen,* in the year 1992-1993.

In the academic year 1984-1985, there were 2,845 Yemeni teachers and 17,694 non-Yemeni teachers (MOE, 1984-1985). Also, in the same year, there were 1,498 students in the Faculties of Education, Sana'a University (MOE, 1984-1985).

In 1986-1987, the number of schools was: 5,964 elementary schools with 985,721 students; 973 middle schools with 136,684 students; and 258 high schools with 37,335 students (Ba-Abbad 1987).

Saif (1981) has summarized the major educational problems in north Yemen in the 1970s as: (1) a high percentage of dropouts in elementary school, (2) need for local teachers especially in the high schools, (3) lack of qualified officials in the

Ministry of Education who understand the process of education, and (4) need for local curricula instead of depending upon imported programmes (cited in Saif 1999:13).

By comparison between the situation of English before the freedom from Immamate regime and after, we will see a significance change and progress that took place in the north of Yemen from the harshest period and illiteracy to a better position and rapid progress after the liberation.

2.2.4. From Unification till Date

Education underwent many changes after the unification between the two parts, Yemen Arab Republic in North and the People Democratic Republic of Yemen in South. Unification was accompanied by enormous political and economic challenges.

The first change was in the school ladder which unified in one school the two that were there before in each part. The new one consisted of two stages, the basic stage of nine years (1-9) (age 6-15), and the second stage of three years (10-12) (age 16-18), and teaching of the English language for all the three years of the secondary school. The first grade was general and the remaining two grades were divided into scientific section and literary section. In the basic school (1-9), teaching of English started from 7 class (7-9), for three years there were five periods per week each of 45 minutes in classes 7-9, and there were five periods per week, each 45 of minutes in the first grade in the secondary school (class 10), and classes 11 and 12 in the scientific section were given five periods per week, and the literary section had six periods per week each of 45 minutes.

If we compare the number of periods spent teaching English before the unity (i.e. after the independence) and after the unity, we can find the following:

1) In North Yemen, the number of periods of English in the preparatory schools was five per week in classes 7 and 8, and six periods in class 9, but after the unity there were only five periods per week in the classes 7–9, which meant that one period was reduced in class 9.

2) In South Yemen, the number of periods in the unified school (1-8) was five in classes 5 and 6, and four periods in classes 7 and 8. After the unity teaching of English started from 7 class not from 5 class as it happened before the unity, and there were five periods for each, the three class per week (7-9) total fifteen periods in this stage, but there were total twenty-three periods before.

3) In North Yemen the number of periods in the secondary school before the unity was six for all the grades with its division as scientific or literary sections except in the third grade in the scientific section where there were seven periods, with a total of thirty-one periods per week in the secondary school, but after the unity it was reduced to five periods in the first grade and in the scientific section in the second and third grade each, and six periods for the literary section in the second and third grade each with a total number of twenty-seven periods per week that means around four periods per week in the secondary school was reduced. The position of English in all the basic and secondary schools was reduced than what it was before the unity in terms of the number of periods.

4) In South Yemen, the number of periods in the secondary school was four for the second and third grades and five periods for the fourth grade, because we consider the first grade in the secondary school before the unity as the ninth class for the Unified school. The total number of periods before unity was thirteen because there were no scientific or literary studies; it was only general secondary school. But after the unity it had scientific and literary sections in the second and third year and the total of the

periods increased to twenty-seven per week. That means the situation of teaching English in the south of Yemen after the unity in the secondary school is improved and got better position; but in the basic schools, it lost its position. Teaching of English use to start from fifth class earlier but after the unity started from seventh class.

Figure 1: The School Ladder of General Education in Yemen

General Education

Basic Education 1-9 class

Secondary School Education 10-12   Class
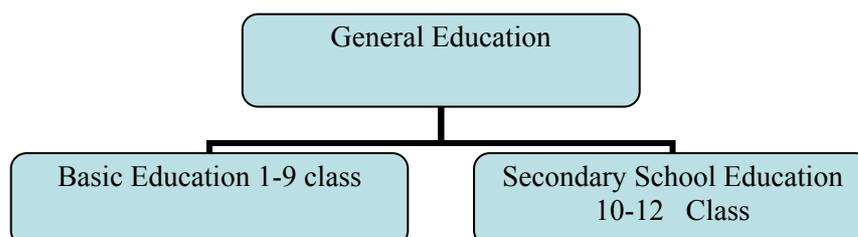
English was regarded as a basic requirement for general education as well as a prerequisite for higher education. After the unity up to 1993, there were only two universities in Yemen, i.e. Sana'a University in Sana'a, the capital of Yemen and Aden University in Aden, the economic capital of Yemen.

English language teaching has long occupied an important place in the education scenario of Yemen. In the last eighteen years since the unity a great number of English language translators, interpreters, and teachers have graduated from the Yemeni Universities and Institutes. There are a lot of them working in these universities and in the educational institutes.

Although students study English for six years as a compulsory subject, they complete their study with deficient knowledge in it. Sahu (1999:9) comments on the level of Yemeni learners:

'…..my impression of the level of Yemeni FL learner competence in English, resulting from my interaction with a cross-section of students at Mahweet and Sana'a, has particularly been disconcerting. A vast majority of learners across grade levels have demonstrated, during in – class and out of class interactions a shaky and perfunctory command on English and those, who seem to possess some competence

in the language, make frequent violations of the acceptable grammatical norms, rendering most of their utterances minimally acceptable' (quoted in Al-Raymi 1999:14-15).

English has enjoyed a privileged position in Yemeni Universities. It has become the medium of instruction for many scientific disciplines as well as for medical and engineering studies, and also has separate departments in all the Faculties of Education, almost in all the Yemeni Universities. Therefore, there is a growing awareness of the need for English language as the language of the 21st century in almost all fields of knowledge and it plays a major role in getting the knowledge as a means of communication and translation.

The use of English language in Yemen is more restricted to education and it has its roots in the international relations with other countries, and the domain of English in the government resides mainly in the international diplomacy and tourism. There are many nations represented in Sana'a, Aden and some other places of the country, by official embassies or consulates and so many multinational banks and companies with branch offices, besides many offices of the international organizations in the country. So English became an important lingua franca between the expatriates who come to the country or live in the country.

We can see another significant way in which the English language makes its way into the homes of Yemenis through the radio and television. However, this is not much because there are very few programmes which are actually in English. Radio stations in Sana'a, Aden, Mukalla and Hodeidah, etc. have at least one-hour programme and in some of the stations there are longer programmes. A one-hour TV programme called 'Weekly Round up" was introduced in addition to the regular every day English news on the two TV channels in Yemen, Sana'a and Aden.

English in Yemeni media and broadcasting has quite an important role to play. There are a number of Yemeni newspaper and magazines, which are published in English. *The Yemen Times* is an English language twice a week newspaper that has been published continuously for over 18 years. The Yemen Times was founded in 1991 by Professor Abdulaziz Al-Saqqaf, a leading economist and human rights activist, who was also its editor and publisher until he passed away in a traffic accident in 1999. In the paper's mission statement, he wrote: "We use the Yemen Times to make Yemen a good world citizen". It is available in the major cities and some other places in the country. *The Yemen observer* is another Yemeni English newspaper. There are also some imported newspapers and magazines which are available in newspaper and magazine shops in the major cities of the country.

The current position of English education in Yemen is such that there are a lot more opportunities for the Yemeni learners to gain access to spoken English than there were in the past before the unity even before or after the independence.

The expansion of Yemeni education system in the last two decades has been nothing short of spectacular. The rapid expansion has been quantitative and was often at the expense of quality. However, the government is aware of the problems and is trying to take long-term measures to secure a more qualitative approach to the provision and standard of education in Yemen as a whole.

Hillenbrand (1994:5073) has said the following about the situation of English language in Yemen:

> Arabic is the language of the government, the media, religious observance, and education in Yemen. However, English is the medium of teaching in the faculties of Medicines, Science, and Architecture at the University of Sana'a. The principal foreign language taught in the schools and universities is English.

2.2.5. Summary

After forty six years of the September Revolution in the North and the forty one years of Independence in the South of Yemen, we now know that the use of English in Yemen is indispensable. The efforts to develop English language teaching and to focus attention on the situation of teaching English since the September Revolution and independence make us observe that both at the government level and in public places; it has yet to reach a comfortable position in Yemen. It is a fact that the demand in our country to study English has increased from time to time. The stress is to gain improvement in the standard of English and not in abandoning its use in the country.

English is taught and learnt extensively as a foreign language in Yemen. The comparison between the number of schools and universities and other education institutions will reflect the reality that English language reaches almost all residential places of the country than before the unity.

The government of the Republic of Yemen is represented by the three educational ministries, the Ministry of Education, the Ministry of Higher Education and Scientific Research, and the Ministry of Technical Education, and Vocational Training. Each one of these three ministries has its own educational institutions throughout the country. In all these educational institutions, English language has its own place as the only foreign language which is taught in all educational institutions. Therefore, English has become compulsory for almost all Yemenis who want to pursue their study abroad or get better jobs in the future, especially in the multi-national companies, etc.

We know that the situation of education in general and particularly English after more than forty one years of independence of Yemen has made significant

qualitative and quantitative progress. The number of students who are learning English, and the number of schools and educational institutions that teach English have increased and the teaching of English has spread to almost all the cities and villages of the country.

2.3. Teaching English as a Foreign Language in Yemen

2.3.1. Introduction

Marklein (2003) claims that "more college students are studying foreign languages than ever before, and they're choosing from a wider array of languages" and "1.4 million students took a foreign language course last fall at U.S. colleges and universities, the highest number ever recorded and a 17.9% increase since 1998."

Teaching involves four essential processes: defining goals, choosing and organizing content, deciding on methods to carry out instructions, and doing the jobs, and finally measuring results (Noll and Scannel 1972:166).

The use of English in Yemen, however, started as a historic-political accident and has now become an economic-academic reality. The study of English language in Arab countries especially in Yemen is different from the study of English in a native country and poses a different set of problems that need to be studied. We know that the study of English is not an end in itself and is actually a means to develop our power of expression and comprehension, which can be achieved by mastering stylistic elements of the language.

No one can deny the importance of English as a world language and the fact that it has become more important in developing countries such as Yemen. The teaching of English in Yemeni schools, institutions, colleges and universities does not mean teaching of English literature, but teaching of English language as a complete

subject. English literature teaching in Yemen should only be related to the departments of English at the colleges of educations and arts.

Today, we can express our anxiety at the poor quality of academic skills and information in our universities and institutions, and incidentally, deplore the poor standard of English. English has been taught in Yemeni schools as a compulsory subject in the basic and secondary schools, from 7 to 9 classes in the basic schools and from 10 to 12 classes in the secondary schools.

The importance of English to cope with research and knowledge explosion cannot be exaggerated, so the only possible way of our keeping in touch with current knowledge and information is to learn English language well. It is an academic imperative in the educational world of today and is a very important language in Yemeni universities and institutions, in addition to other languages like French, Spanish, Russian, German, and Chinese that have its position in some of our universities and institutions.

Among foreign languages, English has been regarded as the first priority by Yemenis because they view it as a means for acquiring knowledge in different fields such as medicine, engineering, technology, computer science, and other sciences. In fact, the importance of teaching English as a foreign language is not only recognized by the government sector but also by the private sector.

2.3.2. ESL and EFL

Learning a second language is not easy at the best of times, for it requires not just time and effort but a willingness to be open to completely new ways of thinking about and even perceiving things that are intimately tied up with one's personality. In fact, being forced to learn a second language that is intended to replace one's first language is a direct assault on identity (Spolsky 1986:188).

A second language may be defined as any language that a person endeavors to learn or acquire other than his/her native language. English as a second language is where English becomes a language of instruction in the schools, institutions and universities. Here, English has been taught and used as the language of instruction. English is used as a second language in India and on many other countries of the world. In India it is considered to be the medium of expression of the well-educated.

In a foreign language context, the student has most, if not all, of the exposure to the L2 inside the classroom (Hsieh 1988). English as a second language refers to the teaching of a person whose native language is not English and must interact in environments where English is a dominant language. If English is taught as a second language it will get a more important position in the life of a society than when it has the foreign language status.

Close (1963:14) states that English creates "special difficulties in each country and in each different set of circumstances". Teaching English as a second language (TESL) is different from teaching English as a foreign language (TEFL). In TESL, the students have to speak English every day and their fluency has to be as near native as possible. According to Quirk and Widdowson (1985:2), there are thousands of people who live in different nations around the globe where English is not a mother tongue but where it is extensively used for "internal purposes" such as "administration, broadcasting, and education". We can take India and Sri Lanka as an example of the countries that use English language as an official language. In these two countries and many others in the world, English language is used as a second language and as lingua franca between their people and others.

In Chaudron's (1988:7) opinion, the second language learning task often consists of the following steps:

1. The acquisition of certain fundamental units or elements (e.g. words, facts, rules, concepts) and

2. Their integration in functional relationships and applications by means of a certain amount of production, practice, or other mental operations with those elements. This is not to suggest that learning tasks placed by following these steps in order nor that these are the only steps involved.

Chaudron (1988:7) argues that the second language learner must learn to identify the elements such as "sounds, morphology, and lexis, and to organize them in their syntactic combinations, according to their pragmatic functional applications".

Finocchiaro (1989:5-6) gives teachers of second language the following suggestions for effective teaching of a second language, especially English as a second language:

1. Teach a subject in English or use English as a medium of instruction (with bilingual teachers if at all possible).

2. Simplify lexical items through paraphrase, circumlocutions, gestures, and demonstrations.

3. Elaborate and expand a learner's response so that he or she is able to end a conversation with what is called a "vertical construction" that is, an utterance that has been built up gradually by brief questions or comments made by the teacher in response to the learner's question, statement, or comment.

4. Expansion by the teacher will facilitate the rate of the second language acquisition.

5. At beginning levels accept nonverbal or one-word responses; (b) use the here-and-now principle or in other words, discuss what the learners can see and touch, not the outside world nor past or future events.

6. Interaction should be reciprocal, not one-way.

7. Make the learners aware of core goals (the activity and the topic) as well as framework goals; that is, (a) input must become intake through the performance of a wide variety of tasks or activities in pairs or small groups, and (b) the learner must be helped to feel the need to communicate. He or she must have control, where feasible, of the topic being discussed. The input must be rich in directives (instructions to be carried out). It must make continues provision for extending and elaborating the learner's utterance. It must be uninhibited. Learners should not be interrupted when errors are made unless comprehension has come to a standstill.

8. In teaching grammar, in the formal operations stage (over about the age of twelve), allow for different degrees of explicitness, depending on the learner's developmental levels. Provide for enough time to elaborate rules and examples in context.

9. The learnability of a rule depends on formal and functional simplicity. For example, whereas definite and indefinite articles are formally simple, they are functionally difficult.

10. Remember the importance of a silent period. The learner must have minimum competence in L2 before he or she can begin to communicate.

Foreign language means any language that is not being widely used in a person's native country. English as a foreign language means that English is taught only as a school subject. English as a foreign language is the teaching of English to those whose mother tongue is not English and who have no other persistent English language learning opportunities such as at work or school.

Stern (1985; cited in Zou 1991) points out that many ESL and EFL teachers believe that literature is too difficult for their learners, especially those who have yet to acquire proficiency in the target language. Here the teachers do not have a clear idea of how to use literature in their classrooms.

Accuracy and fluency are essential concepts for second/foreign language teaching. Proponents of accuracy believe that a mastery of grammar is far more important than the acquisition of communicative skills at the beginning of second/foreign language teaching (Higgs & Clifford 1982; Selinker 1972). Fluency supporters believe that instruction that focuses on meaning and communicative competence would generate grammatical accuracy (Beretta 1989; Montgomery & Eisenstein 1985).

According to Bassnett and Grundy (1993), there are ESL/EFL teachers who see literature as irrelevant and who argue that what learners need are texts that are "practical" and "rooted" in everyday experience, not "works of arts".

One major difference between first and second language acquisition is that first language acquisition is uniformly successful whereas a second language can be acquired to varying degrees depending on factors within the learners and the contexts of learning (Collier 1987).

According to McLaughlin (1981), in second language development, learners have more effective information-processing techniques and superior mnemonic devices. Furthermore, they have already mastered skills in planning, monitoring, and integrating speech into real-time flow of information; general problem-solving abilities; more elaborate conceptual repertories; and more extensive previous learning experience.

Bardovi-Harlig (1997:20-36) suggests seven ways for second language acquisition knowledge to be used by ESL/EFL teachers:

1. It defines both the process and the product of second and foreign language acquisition;

2. It identifies factors which influence acquisition;

3. It suggests certain areas of instruction;

4. It helps teachers to evaluate methods and materials;

5. It dispels myths and misconceptions;

6. It contributes to the definition of the roles of the learners and teachers; and,

7. It raises teacher's access to and awareness of the professional literature.

Dulay et al. (1982:262-269) propose some teaching guidelines that will help ESL/EFL teachers' language proficiency of their learners:

1. Maximizing learners' exposure to natural communication;

2. Incorporating a silent phrase at the beginning of the instruction;

3. Using concrete referents to make the new language understandable to beginning learners;

4. Devising specific techniques to relax learners and protect their egos;

5. Including some time for grammar lessons for adults;

6. Learning learners' motivation and incorporate this knowledge into the lessons;

7. Creating an atmosphere where learners are not embarrassed by their errors;

8. Including current and socially useful phrases when teaching dialogues;

9.   Not expecting learners to learn "late structures" early; and,

10.   Avoiding learners' L1 when teaching L2.

There are three different theoretical views that define the current methods and approaches of language teaching:

- *The Structural View*: Educators who advocate this view consider language as structural elements related to each other in a systematic way. The task of the instruction is to help the students gain mastery of these elements.

- *The Functional View*: According to this view language is seen as a vehicle to convey meanings through communication. This theory puts emphasis on communicative competence rather than on the mastery of grammatical rules.

- *The Interactional View*: This view sees language as a means of interpersonal relations between individuals. It is the tool on maintain social relations among people and societies. The content of the syllabus may be organized around patterns of exchange and interactions or may be left for teachers and learners to decide according to the given context (Richards and Rodgers 1986).

2.3.3. English and its Place in Yemeni Education

English in Yemen is not an official language. English is learned primarily through formal instruction and purposeful learning activities. It is taught as a foreign language (EFL), and it is the only foreign language taught at the basic school for three years (7-9). In the secondary school, it is taught for other three years (10-12). It is a compulsory subject from Grade 7. The medium of instruction is almost the Arabic language, almost even in the English class, but in some colleges such as medical, engineering, and science, the medium of instruction is English language. However,

teachers in Yemen are not trained to use specific methods for teaching English in the classroom.

Most teachers employ methods which suit their personalities regardless of class and individual student characteristics. Therefore, they often employ methods which they themselves have evolved out of their own interests and inclinations. Some teachers allow classroom interaction and are not aware of using effective teaching aids. They speed through the course to complete the syllabus within a given period of time. In fact, they are pressurized to do so both by the inspectors and the administration. As a result, the teachers do not find time to check on the progress of the students and a majority of students continue to be unable to communicate successfully in written or oral English. This is indeed a sorry state of affairs, considering that they spend up to six years in studying the English language.

However, contemporary trends in education pay more attention to the issue of communication. The Ministry of Education also stresses the importance of teaching and learning communicative English at Yemeni schools in its new syllabus. This is also triggered by the need for the communicative approach in English as it is in great demand in the business world. So we now have the revised English text-books from the Ministry of Education which use more dialogues and common vocabulary. *The Crescent Book* series by Terry O'Neill, Peter Snow, and Richard Peacock (Garnet Publishing Limited), which is in use currently, is a good example of such a change.

English text-books consist of the teachers' guide book, students' text-book, and students' workbook. These text-books are distributed free of cost to students throughout the country and teachers are given the syllabi with the guidelines and asked to apply and follow it exactly as given. They are encouraged to give suggestions to improve the text-books or the syllabi of English in the country but

many of them do not offer any suggestion because they are not aware of curriculum improvement, design, planning and evaluation.

In the English classroom, Yemeni students are quite deficient in the four skills. They cannot understand what is seen through the media. Some of them may be able to catch the main ideas from the passage. The biggest problem for most of the Yemeni students is that they do not have competence in conversing and they are unable to speak in correct English. This causes a great deal of frustration for them and their teachers. They are in need to understand English through books, newspapers and magazines, and to be able to write, speak and understanding English. They are afraid to talk and stumble. We know that these students are not stupid and that they are capable of learning anything if they get the right opportunity and help to use the right strategies of learning. It is the task of teachers, inspectors, and departments of English, syllabus designers, education planners to find the correct ways to improve the situation.

The Yemeni students are taught English for six years in their basic and secondary school and four to six years in college, but they learn little English except passing the examinations.

Today, English is given high priority and Yemeni students need to learn to speak, write and read in English because it has become an important factor in developing the country and the international language. For Yemen to become more competitive in trade, education, economic, and other fields, students and educated people in the society should have a high proficiency in English. There are no studies or surveys conducted on the English proficiency of Yemeni students when they are entering their college.

Walz (1998: 103) argues that "a striking feature of the Standards is that languages are not learned for the sake of simply knowing a language, but rather for developing the ability to use foreign languages as we use our native language. They are not important just for their own sake, but for their potential for helping us learn other disciplines and to communicate and share our knowledge with others".

It should be noted that besides regular Yemeni schools, there is a number of foreign language primary and secondary schools, and institutions. Graduates from these schools have a good command of English. The students admitted in colleges and universities continue to have another 2-6 years of English. During these years about 100-600 classroom hours are spent on English instruction, which depend on their specialization. There are around thirty English departments in the government universities and around ten departments in private universities and colleges. Also there are a number of private institutes for English and foreign languages throughout the country.

Yemeni teachers, like teachers of English as a foreign language around the world need a good knowledge and proficiency in English and modern methods of teaching. Most of these teachers received their English teaching degrees only within the country, without ever studying in any English speaking country, which would have helped them to know and practise the language better.

Ministry of Education should have teachers working as supervisors (inspectors) who have experience and good knowledge of English instruction. They should visit schools to attend classes of teaching English and help and instruct teachers to teach the subject properly. These inspectors can give their suggestions and feedback to teachers and submit their reports to educational offices, and also they can evaluate the teachers.

In contemporary Yemen, the number of occasions involving communication with foreigners has increased and it is difficult to imagine that all people who know English are communicating internationally. Tourism is one of the most important industries and it involves frequent use of English. Yemeni English speakers directly communicate with foreigners from different countries who speak English. Traveling abroad to study or on holiday or on business, etc, is also an important factor in providing increased motivation for knowledge of English and greater opportunities for exposure to it.

The attitude among the Yemeni learners to learn English is not all positive. In schools every student has to learn English since it is one of the major subjects in the school curriculum, whether he likes it or not. English is most frequently and widely used in the domain of education and at present there are more than two million students using and learning English in Yemeni schools, colleges, institutions and universities.

The general impression of the use regarding English in basic and secondary schools is the limited proficiency of the teachers. English is not really used in many English classrooms, where it is taught through Arabic. The use of English is more extensive at college level. The medium is a mixture of Arabic and English, and sometimes only English, but the use of English among college students is limited to classes, and rarely to be used outside the classrooms.

The history of English in Yemen is rich and English continues to be used in more domains in contemporary Yemen. In spite of the complexity of situations for using English in the Yemeni life and increasing number of Yemenis who have learnt or are learning English, it still remains a foreign language and an additional language.

The importance and the need for English in Yemen is very strong as it is defined by Bose (2002):

1. The Republic of Yemen is a developing country interested in good relationship with other countries of the world. English will be helpful for international communication.

2. Yemen with its rich, ancient culture is becoming a major attraction for tourists from all over the world. English will help to boost the country's tourism industry.

3. The number of foreigners from non-Arabic speaking countries coming to work in Yemen is increasing steadily; this puts pressure on Yemeni public, especially workers in industries to use English more.

4. Aden, the winter capital of Yemen is a Free Zone inviting ships from all over the world and this increases the opportunities of Yemeni citizens to meet and communicate with a large number of foreigners who can not speak Arabic, especially in the field of trade and commerce.

5. The trade relationship of Yemen with other countries is increasingly strengthening and there is a growing need for English in international trade.

6. Higher Education in this country is expanding and there is a need for offering advanced courses in the fields of science and technology. This necessitates the use of English in higher education more.

7. The number of Yemeni students going to countries like UK, USA, and India for higher studies is steadily increasing and they need proficiency in English to enable them to complete their higher education in such countries.

8. The number of people in this country who watch TV channels like BBC, CNN is increasing and they need to understand these channels.

2.3.4. Teaching English in Yemeni Universities

Yemeni universities offer diploma, bachelor degree, master degree, Ph.D. degree (Master and Ph.D. only in some not all) in English except Eman University that has English as a subject of study only at the present time, because its field is the Islamic studies.

Students are prepared to speak English Fluently in the English departments of faculties of education and arts. English is taught as a major field of study at the colleges of education and arts, and as a subject of study at the other colleges. They specialize students in English, studying its four skills, phonology, semantics, morphology, syntax, grammar, literature, translation, and many of ELT subjects like teaching methodology, etc. These students learn English for four years in college, and then they graduate with a bachelor degree in the English language and they are expected to teach English in basic or secondary schools and work in other places that require English specialists.

The main place for teaching English in Yemeni universities is the faculties of education, arts, languages, institutions, and centres, which are affiliated to the universities. These faculties are spread in different governorates of the country and provide training for students to be qualified for their career in future to teach in the basic and secondary school. In each college, there are many sections varying from college to another like: English, Arabic, Islamic studies, History, Geography, Sociology, Physics, Chemistry, Mathematics, Zoology, Botany, and Computer Science, etc. These colleges have diploma courses for two years and bachelor degrees that last for four years. English is the medium of instruction in the departments of English at all these colleges. We can take a look at the colleges of education in all the government universities;

Table 2: Colleges of Education in Yemeni Government Universities

University	College of Education	Governorate
Sana'a	1. Sana'a 2. Arhab 3. Khowlan 4. Marab	Al-Amanah Sana'a Sana'a Marab
Aden	1. Aden 2. Saber 3. Zingabar 4. Shabwah 5. Lawder 6. Al-Dalaa 7. Radfan 8. Yafa'a 9. Tawr-albahah	Aden Lahaj Abyan Shabwah Abyan AL-Dalaa Lahej Lahej Lahej
Taiz	1. Taiz 2. Al-Tarbah	Taiz Taiz
Hadermout	1. Al-Mukala 2. Syuon 3. Al-Mahrah	Hadermout Hadermout Al-Mahrah
Hodeidah	1. Hodeidah 2. Zabeid	Hodeidah Hodeidah
Ibb	1. Ibb 2. Al-Naderh	Ibb Ibb
Dhamar	1. Dhamar 2. Rada'a	Dhamar Al-Bida'a
Amran	1. Amran 2. Al-Mahweet 3. Hajjah 4. Abbs 5. Khamir 6. Sa'adah	Amran Al-Mahweet Hajjah Hajjah Amran Sa'adah

In the Education Faculties and in other situations of learning, students feel shy to speak in English. Many of them are worried about making mistakes and they, especially female students always try to avoid reading aloud in class. The fluency in spoken English is very important, but currently neglected in the lives of all the students. The syllabus of the universities must include a speaking component that helps the students to communicate with each other and with others in the real world. A lot of Yemeni students are passing their study with weak level and they find that they cannot read or write even a few lines of English. Here we can conclude that there

is something wrong with the system of education, language planning, syllabus design, all of which need revision and rethinking.

In the Yemeni universities, most faculty members require English for the courses in science, medicine and engineering, use text-books and reference materials in the English language.

Since the use of English is almost entirely restricted to the classroom, students are not unlikely to have any personal contact with native speakers of English, nor are they likely to require English for anything other than their study. Today, we see the influence of English in Yemeni society produce an increased number of speakers of English.

The Yemeni universities do not provide any training in English language for its staff. The M.A. programmes expose students to great works in English language but not English literature, because there is only Sana'a University which has an M.A programme in English literature. The other Yemeni universities have M.A. programme in linguistics and language teaching (Applied Linguistics). In Aden University, they tried many times to open M.A. programme in literature, but they failed because of the inefficiency of the teachers.

The Council of Higher Education in Yemen should examine the standards and methods of teaching and learning English language and literature at various levels of the universities by organizing seminars and workshops and try to improve the situation.

3.3.5. Teaching English at Aden University

Research conducted at some Arab universities indicates that the graduates of the English department, who have chosen English as their major area, cannot on an

average cope with the undergraduate university education through the medium of English. Reference here can be made to proficiency testing conducted at Yarmouk University by Zughoul (1985). Three groups of English major graduates took the Michigan Test of English language proficiency. The mean of their equated scores was 67.7%, which is below the average of 82% required by American universities for admitting undergraduate foreign students.

The teachers impart necessary language skills to their students, but we need to distinguish between English language teaching and English literature teaching. The study of imaginative uses of language can be separated from the functional uses of the language.

The Aden University policy decrees that the language of instruction is Arabic in all the faculties of the university except the departments of English at the Faculties of Education, Medicine, and Engineering. However, English is mixed with Arabic in some of the science lectures. English was the medium of instruction before Arabization almost at all the branches of study at Aden University, except some branches, like history, geography, Arabic language, and law. In addition, most of the text-books and the references used for science and computer courses are in English.

In Aden University, there are three programmes in English language, Diploma, Bachelor's degree, and Master's degree. The Diploma programme involves study for two years at the faculties of education (Tawr-albahah Faculty of Education and Al-Dalaa Faculty of Education), and Institute of Languages. In the Institute of Languages, the programme concentrates on teaching English for business purpose, but the programme in education faculties concentrates on teaching English language for students who want to become teachers in basic and secondary schools. The Business

diploma programme of the institute of languages consists of 27 courses for four

semesters (two years) as follows:

**Table 3: The Syllabus of the Business Diploma Programme in the
Institute of Languages, Aden University**

No.	Year	Semester	Subject	The Name of Books
1	First	One	Reading	Strategies of Reading.
2	First	One	Writing	Outline by Andy Hopkins & Chris Tribble. Perspectives by Andy Hopkins & Chris Tribble.
3	First	One	Listening	Survival English by Peter Virey and John Curtin.
4	First	One	Speaking	Getting students to Talk-Keep Talking (Friederike Klippel). Discussions (Ur, Penny)- Conversational Gambits.
5	First	One	Grammar	Headway (intermediate) + Azar (black) grammar in use.
6	First	One	French	Anthology materials.
7	First	One	Arabic Language	Anthology articles.
For the second semester same courses and books of the first semester. (Part Two)				
8	Second	Third	Business Reading Texts	First insights into Business (Longman).
9	Second	Third	Math. and Statistics	Anthology materials.
10	Second	Third	Translation	1. Basic Translation. 2. Translation of Business Letters
11	Second	Third	Report Writing	Business Correspondence and Report Writing by R.C Sharma.
12	Second	Third	French	Anthology materials.
13	Second	Third	Computer	Anthology materials.
14	Second	Third	Conversational Business English	New International Business English (Cambridge University Press) - Teachers' Guide + Students' Book + Work Book- First Insights into Business (Longman).
15	Second	Fourth	Report Writing	New International Business English (Cambridge University Press)- Teachers' Guide + Students' Book + Work Book- First Insights into Business (Longman).
16	Second	Fourth	Selected Commercial Business Reading	New International Business English (Cambridge University Press)- Teachers' Guide + Students' Book + Work Book- First Insights into Business (Longman).
17	Second	Fourth	Subject Specialist Attachments	Anthology materials.
18	Second	Fourth	Introduction to Letter Writing	Anthology materials.
19	Second	Fourth	Business Correspondence	Business Correspondence and Report Writing by R.C. Sharma.
20	Second	Fourth	French	Anthology materials.

In the bachelor degree programme that is available in seven Faculties of Education: Aden Faculty of education, Saber, Zingabar, Shabwah, Lawder, Radfan, and Yafa'a, we have four years of study-course work for seven semesters and teaching practice for one semester which is the seventh semester. Students should study 32 English courses in the seven semesters plus one semester teaching practice to get their bachelor degree in the English language. These courses are given in the following table:

Table 4: The Syllabus of the Bachelor Degree Programme in the Faculties of Education

No.	Year	Semester	Course
1	First	First	Listening (E101) Speaking I (E111) Reading (E121) Grammar I (E131) Selected Literary Readings (E 141)
		Second	Listening I (E102) Reading II (E112) Writing I (E 122) Grammar II (E 132) Introduction to English Literature (E142)
2	Second	Third	Speaking II (E201) Reading III(E211) Writing II(E 221) English Phonetics and Phonology (E212) The Short Story (E241)
		Fourth	Study Skills (E 202) English Phonetics and Phonology I (E231) The Novel (E222) Poetry (E232)
3	Third	Fifth	Advanced Composition I (E301) ELT Methodology I (E311) Theory and Practice of Materials Production (E321) General Linguistics I (331) Translation I (E341)
		Sixth	Advanced Composition II (E302) ELT Methodology II (E312) Teaching School Texts (E322) General Linguistics II (E332) Translation II (E342)
4	Fourth	Seventh	Teaching Practice
		Eighth	Small Scale Research Project (E402) Second Language Learning (E412) Drama (422)

(cited in New Study English Curriculum Plan, Aden University, 2005-2006)

This curriculum plan started from 2005-2006 only and it replaced the previous one. In the old one, we had 27 English courses, but the new one has 32 English courses. The researcher considers the new one better than the old one both in terms of the order and the quality of the courses. The new curriculum plan takes into account the needs of the students to study areas like linguistics, language and literature. The general objectives of the new plan are the same as those of the old one. In Aden University, the English programme need to be reviewed every three to five years to cope with the changing situations and the progress in the world, and the needs of the students. The students of English departments of the education faculties study these 32 English courses in English in addition to other general courses in Arabic.

2.4. Literature and its Importance in Learning English Language

2.4.1. Introduction

Literature is used for certain purposes and effects. Pattison (1963) warns that "using the demand for English to impose literary studies is a very unwise policy". We know that in today's world there is a great demand for English as a global language for communication, higher education and international trade. In some places of the world and especially in Yemen there is a tendency to use traditional English courses which depend on the literary works of Shakespeare, Milton, Dickens, and so on without much thought as to how such courses are useful.

Britton (1966:4) comments on the uses and purposes of literature:

"Is there a body of knowledge called literature? And, here I think, is the major question. Certainly, there is a body of knowledge *about* literature – there is an historical body of knowledge, there is a critical body of knowledge. I would gather from the papers, if not from my colleagues from the United Kingdom, that there

would be a strong view to resist the idea that literature itself can be regarded as a body of knowledge. Those of us who have taught in schools have only to think of the difference between knowing *Julius Caesar* for an examination and whatever we may feel *Julius Caesar* is meant for".

Literature can contribute to make the members of a society cultured and it has a crucial role to play in making the students more imaginative and more creative. Leavis 1945 states (quoted in Eagleton, 1994:50):

"Literature was important not only in itself, but because it encapsulated creative energies which were everywhere on the defensive in modern 'commercial' society. In literature, and perhaps in literature alone, a vital feel for the creative uses of language was still manifest, in contrast to the philistine devaluing of language and traditional culture blatantly apparent in "mass society". The quality of a society's language was the most telling index of quality of its personal and social life: a society which had ceased to value literature was one lethally closed to the impulses which had created and sustained the best of human civilization.

A good literature course should be conducive to the students' ability to use the language and communicate in any circumstances. The educational background in English literature will help in the 'pragmatic' areas of tourism, trade, international relations, economics, banking, and diplomatic relations. The graduates of English departments who can work in these fields can use their English, but we can not say that it will make them well educated people, because literature alone can not do it without the other genres of language.

The value of studying a foreign literature as Stone (1997) states is: "literature is a never-ending dialogue between past and present, and it should be ever tested and responded to anew from generation to generation". Also, he sees in Greek culture, ancient and foreign as it has the most enduringly 'modern' perspectives, because 'the

truth-claim and communal values' of the works of past culture 'are always cotemporary to us'. Although we may not fully accept some past truth-claims and communal values they are contemporary to us in the sense that they stimulate our thoughts and from a dialogical relationship with us.

Collie and Slater (2000:3-5) in their discussion of the importance of literature in learning a language give four main points:

1. Valuable authentic material.

2. Cultural enrichment.

3. Language enrichment.

4. Personal involvement.

They explain the importance of teaching literature as an authentic material when they say that in reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode, i.e. irony, exposition, argument, narration, and so on. Regarding cultural enrichment, they explain how literature is considered 'ideal' to provide learners a language with more information about culture of the target language. They mention the sources of information like radio programmes and movies. They conclude by saying that literature is perhaps best seen as a complement to other materials used to increase the foreign learners' insight into the country whose language is being learnt. They discuss the third point, i.e. language enrichment, when they state how literature enriches the target language of the learner. They say:

> Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language. The formation and function of sentences, the variety of possible structures, the

70

different ways of connecting ideas which broaden and enrich their own writing skills. (Collie and Slater 2000:3-5).

For the last point "Personal involvement", they say that it has two main results; motivation and interacting with the literary text. They say that "engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system" (Collie and Slater 2000:3-5).

There are many definitions of literature out of which a few are significant. Valdes (1986:138) defines literature as "unabridged fiction, drama, poetry, or essay, written for an educated audience of native speakers of the language in which it is written, purporting to represent life as it really is". Literature is an expressive or imaginative Language in different forms like poetry, drama, short stories, and novels, and it is difficult to give its right definition.

Literature is the richest reservoir of a society's culture. Stone (1997:109) states that "when we study a foreign literature, we go out of ourselves in order to come 'home'. That means any English programme without literature is a programme without a homecoming". A literature programme in particular that does not look to the past and the cultural heritage of the past and its literary values, this programme will suffer severe truncation of the English language and will not give our students the opportunity to participate in the ongoing cross-cultural between the past and the present.

Literature gives people a picture of different ways of life, patterns of relationships and philosophies of life in a changing world. Literature can help one to make choices through learning from the experiences of literary characters. Literature

allows one to examine his or her own life, personality, or problems objectively (Rosenblatt 1995:212).

When we teach literature to the students, the language of literature can be used for certain purposes and effects. In literature, the writer reflects the culture of the society that he/she writes about. Literature is a tool to understand and discover the lives of other peoples throughout the history of the world and nations.

Reading the importance of teaching literature, Duff and Maley (1999:5) talk about three important justifications for teaching literary texts; first one is linguistics, second is methodology and third is motivational:

1. In terms of the language, literary texts offer genuine samples of a very wide range of styles, registers, and text-types of many levels of difficulty. For this reason alone they are worthy of consideration.

2. The fact that literary texts are, by their very essence, open to multiple interpretation means that only rarely will two readers' understanding of or reaction to a given text be identical. This ready-made opinion gap between one individual's interpretation and another's can be bridged by genuine interaction.

3. Literary texts are non-trivial in the sense that they deal with matters, which concerned the writer enough to make him/her write about them. In this they are unlike many other forms of language teaching inputs, which frequently trivialize experience in the service of pedagogy. This genuine fact of literary text is a powerful motivator, especially when allied to the fact that literary texts so often touch on themes to which learners can bring a personal response from their own experience.

2.4.2. Literature as a Part of the Language

According to Radford (1988:1), Chomsky has suggested that the basic reason for studying a language is that "Language is a mirror of the mind." Literature is part of the language. When we want to know a language, we need to know something about its literary genres, i.e. novels, plays and poetry.

Collie and Slater (1987) focus on the positive contributions of language learning through literature. They claim that literary texts constitute valuable and authentic material as it exposes the learner to different registers, types of language use. Literature is full of varied sentence structures, precise diction, rich metaphors and a wealth of material ideal for revealing to students the endless possibilities for using the language effectively.

Literature can also be an effective tool in helping students learn to write. I am not advocating its indiscriminate use. But old fashioned as it may seem, the teaching of literature deserves to be reconsidered as an alternative to the current infatuation with innovation, (Miller 1980:54-55). We teach literature for the reflection of human experiences, and the experiences through literature are the ultimate objective. Social experiences, imagination, feelings and abilities of any author shines through his/her writing and it is this which he/her wants to share with us too.

Some linguists claim that the predominance of literature has been, in one way or the other, the cause of the failure of English departments in the Arab World. The graduate students of English are equipped not with literary knowledge but with linguistic training to meet the needs for English as a language of science, technology, business, and international communication. Surprisingly enough, linguists often question the role of literature courses at the university level, a large number of whom argue that literature impedes the students' progress in language learning. In the

linguists' view, what the students end up doing in the literature classes is "glossing vocabulary items" (Obeidat 1997).

But on the other side, Salih (1986:25) states:

> The student survey shows that language skills seem to develop through studying literature in English. The positive impact of literature upon language skills is by no means novel, since students exercise or practice all of the skills in literature courses. During a literature class, they are required to listen to what an instructor is saying, they must jot down notes, they often ask or answer questions, and they are frequently required to read passages relevant to the idea(s) under consideration. (cited in Obeidat 1997:32-33).

Literature provides learners with valuable language experience, because we can use literature to serve different language purposes, so literature can be used as a basis for language practice activities in classrooms, like, role-play, journal writing, vocabulary practice, personal response and group discussion. Language and literature cannot be separated from each other without violence to the structure of the language. It is very difficult to divorce language from literature at the university stage. Literature is the most carefully considered use of language.

Shrum and Glison (1994:117-118) emphasize the benefits that can be gained from learners' interaction with authentic literary texts. Rice (1991) suggests three ways to combine the teaching of language and authentic literary texts by the teachers:

1. Define what we want students to do with literature and identify the skills they need: for example, trace a plot, describe characters, generate a poem that has similar sounds to the one they read.

2. Introduce literature from the beginning levels of language instruction, designing the reading task according to the abilities of students: for example, beginning classes might figure out sound patterns of a poem, associate actions with

74

emotions or responses, set up opposition between male and female characters in a story.

3. Interrelate the proficiency concepts of function, context, and accuracy in developing an approach to teaching literature: for example, the literary equivalent of context might be the genre or type of text, function might be the operations the reader must perform in order to read or critique a particular type of text, and accuracy might include the vocabulary, grammar, and cognitive skills necessary for carrying out the functions.

Literature can motivate language activities that help learners to understand and comprehend the target language. Lazar (1993:27) says that "Generally speaking, proponents (of a language-based approach) believe in a closer integration of language and literature in the classroom, since this will help the students in achieving their main aim—which is to improve their knowledge of and language proficiency in English".

It is very important for our departments of English at the Faculties of Education, Aden University, to expose students to many voices of language and to help them develop multi-cultural perspectives. If literature courses are separated from English programmes our students would not be able to develop a coherent multi-cultural perspective. Some people may say that language is a part of our culture and in many of the language courses there are cross-cultural references. Widdowson (1975:80) suggests that rather than limiting the focus of literary study to either language usage or cultural content, we should view literature as discourse and that the study of literature as "an inquiry into the way a language is used to express a reality other than that expressed by conventional means".

The first type of suggestion is the integration of literature and language. Among others, Hoffman and James (1986), Spack (1985), Oster (1989), Lazar (1993), and Sell (1995) all promote this concept of language through literature for ESL or EFL learners. Hoffman and James (1986) call for "the integration of foreign language and literature teaching at all levels of the college curriculum," a proposal that entails a drastic change, as a language through literature course is different from a literature course. Along this line is a suggestion of reducing the conventional distinction between the literary and non-literary (e.g. Moody 1983) or blurring the boundaries between the two approaches to treat literature difficulty in the classroom —"literature as resource" and "literature as object of study" (Parkinson & Thomas 2000). The concept of blurring does not call for a drastic change but instead emphasizes an exchange of ideas between the two approaches.

Although literature once played a significant role in language study, its prominence faded as linguistics became the focal point of language programmes (Widdowson 1982). Scholars such as Topping (1968) argue that literature should be excluded from the ESL curriculum because of its structural complexity, lack of conformity to standard grammatical rules, and remote culture perspective. In other words, these scholars believe that literature does not contribute to ESL students' practical goal of achieving linguistics proficiency. But according to Povey (1967), "the linguistic difficulty of literature has been overstated; readers do not need to experience total comprehension to gain something from a text. In fact, literature, with its extensive and connotative vocabulary and its complex syntax, can expand all language skills". The cultural benefits of studying literature are hard to ignore, since literature mirrors national culture (Harris and Harris 1967a, 1967b) and can therefore acquaint students with the aesthetic, moral, and spiritual values of the nation and the

rules of the social system (Scott 1965, Adeyanju 1978). Literature expresses both cultural values and universal human values; its study can promote internal as well as international communication among all English speaking peoples (Marckwardt 1978).

Smith (1976:525-29) agrees that literature should be used to develop second language skills. Although he does not think hat a literary work should be distorted for the sake of grammar review, he asserts that language and literature teaching can be effectively combined.

Lee (1970:1) says that "It is in literature that the resources of language are most fully and most skillfully used". Students need to get the opportunity to see how the language is used.

Gurrey (1964:170) states that "Literature is valuable for its language, for the ideas expressed and for the knowledge and insight that it can give". He adds that "The value of the language of good literature to the learner is that it produces more distinct and more vivid descriptions, narrative, dialogue, consequently the meanings of the words become more distinctly and surely impressed on the mind, and there is more complete understanding (ibid:171)

Literature occupies a territory importance within the total realm of language. Literature plays a more important part in some areas like social relationship than in others like scientific research. A work of literature is something more than the language from which it is constructed. As the function of language is to make references to the experiences of the people who use it, so works of literature must be regarded as highly complex, elaborated statements about the world of the writer and his readers (Moody 1971:2-3). Literature is a part of language and unless we know something of the literature of a language, we do not really know the language. A true English programme syllabus cannot ignore the value of literature courses and texts in

learning and teaching a language. So literature should be part of any English teaching programme. We know that linguistics and literature are two different fields of knowledge that complement each other in different ways. Literature gives the students real opportunities to be exposed to foreign cultures and foreign peoples, and improve their language skills.

2.4.3. The Value of Literature in Learning Language

Singh (2005) states that "The value of literature is almost never *just* "literary," even for writers; one also reads (or writes) literature to engage ideas from philosophy (inclusive of ethics and morality), history, and politics", and he also adds "I think literature can be both personally and socially "useful" to a community of readers, without diminishing or marginalizing its other qualities. The literature a professor chooses to teach in a classroom probably should be useful, however a teacher chooses to define or interpret that word. Furthermore, it should be actively *used* -- that is what distinguishes the role of "teacher" from that of "discussion facilitator."

Pollock (1946: 33-35) argues "The great value of the reading of literature in college-the value which makes literature a supremely humanizing instrument-is that it brings the student into first hand contact with the best that has been thought and said concerning the nature of human beings and the quality of human experience. This value comes not from learning about books but from the actual reading of them. It is the central function of the teacher of literature in college to help the student to read books intelligently".

The sociological approach to literature, for example, assumes that literature is important merely as an illustration of sociological problems. The historical approach to literature emphasizes that the analysis of historical background is of first importance—the background, in other words, is placed in the foreground. The

philological approach tends to assume that words are more important than the meanings they communicate. Any other approach tends to assume that the subject through which the approach is made is of primary impotence and that the literature which is approached is only secondary. The chief concern of the teachers is to help students to read works of literature as they should be read (Pollock 1946: 33-35).

English literature is one of the richest literatures in the world. Burke and Brumfit (1999:171-172) discuss the aims of teaching English literature in the English language class and they say that it can be given under three main categories with its sub-categories. These categories for the purposes of teaching English literature are: promotion of skills, encouragement of attitudes and affective states and provision of information.

1. Promotion of skills:

   a. Literacy and accuracy:

      - Aiming at accuracy.

      - Aiming at fluency and comfort.

   b. Critical and analytical ability:

      - Specifically in response to writing or speech.

      - Specifically in response to literary texts.

      - Specifically in discussion of the nature of language and how its works.

      - By transfer, to all situations, particularly in response to aesthetic stimuli and rational arguments.

   c. Social skills 'poise' particularly in the context of the society of which the pupil is a member.

   d. Use of imagination.

2. Encouragement of attitudes and affective states:

a. Generally liberal, ethical, and humanitarian attitudes.

- Through an active engagement with problems of writing and formulating ideas.

- Through response to works of literature.

b. Respect for imagination and intellect.

c. Respect for literary and cultural tradition.

- In general.

- A particular tradition.

3.   Provision of information:

a.   Knowledge about literature.

- The English literary tradition.

- The western literary tradition.

- Literature as human activity.

b.   Knowledge about language.

- The English language.

- Language as a human phenomenon.

These aims are very wide ranging and ambitious and it is suitable to the whole educational system, but it is very important for teaching and learning English literature. Ram (1997:116-122) adds a fourth category to Burke and Brumfit model which is "Enriching experience" and thus the language in classroom will be under four categories, the previous three and Ram's fourth one.

Smith (1985) suggests that literature study could aid in the development of good citizenry, serving as an antidote to "avaricious individualism," Also he believed in literatures' moral capacity to change and influence human behavior (quoted in Court 1985:328). English literature became the centre of the educational syllabus,

enshrining the qualities of an essential 'Englishness' and attempting to hold at bay the worst evils of contemporary life (Widdowson 1999:56).

Hessler (2001:44) asserts that:

> "There was intensity and freshness to their readings that I'd never seen from any other students of literature, and partly it was a matter of studying foreign material. We were exchanging clichés without knowing it: I had no idea that classical Chinese poetry routinely makes scallions of women's fingers and they had no idea that Sonnet Eighteen's immortality had been reviewed so many times that it nearly died, a poem with a number tagged to its toe. Our exchange suddenly made everything new; there were no dull poems, no overworked poems, no characters who had already been discussed to the point of clinicism. Nobody groaned when I assigned Beowulf- as far as they were concerned, it was just a good monster story. Also he adds that "literature was still enjoyable, that people read for pleasure and that this was important in and of itself, apart from politics" (ibid: 45).

Maley and Duff (1978) and Wessels, (1987) point to the values and uses of drama: 'Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language:

- by making the learning of the new language an enjoyable experience

- by setting realistic targets for the students to aim for

- by creative 'slowing down' of real experience

- by linking the language-learning experience with the student's own experience of life (Maley and Duff 1978).

➢ And drama can create in students a need to learn the language:

- by the use of 'creative tension' (situations requiring urgent solutions);

- by putting more responsibility on the learner, as opposed to the teacher.' (Wessel 1987: 53-54)

Bancroft (1994:23) sees the ascendance of rhetoric and composition and the emergence of new critical theories as being instrumental in making literature the "stepchild of the language arts curriculum".

Meek (1991:182) sees literature as a "Literate activity that can bring everyone a fuller enjoyment of life, beyond usefulness, beyond even, the worthy notion that it is nourishment that makes us grow. It is its own kind of deep play".

Rosenblatt (1938:204) says that literature is the means by which the youth discovers that their own inner life reflects a common experience of others in his society. They find that the impulses and reactions they fear are "normal," that they are shared by many others in the society, and that there may merely be a convention (or conspiracy) of silence about it.

Literature is read as human experience so the students choose the books according to their interest, and the literature books can help them to develop their readings as perfect readers. Coles (1989) shows how literature, specifically stories, can develop the moral growth of an individual's life. He recalls his experiences as a young psychiatrist. He cites several encounters with his patients and shows how through the medium of literature highly negative and destructive attitudes were changed to controlled, reasonable, and responsible ones. Although all the other parts of the language arts curriculum are of importance to students, the study of literature is paramount to their understanding of life and experience.

Literature is an important tool that helps students develop significant thinking skills. These skills can be enhanced by an appropriate level of exposure to certain literary texts full of meaning and significance. The students' thinking and feeling develop as a result of suitable learning environment.

The disinterested benevolence towards others from the students' side can be imparted by literature. Parr (1982: xiv) recognizes a moral callousness on the part of today's students to learn and to care. He makes the argument largely because he sees this callousness as a product of a "mixture of unreflectiveness, limited knowledge, and the motion which suggests that questions on morals, values, and responsibility are not pertinent to education".

On stressing the importance and the value of literature, Shuman (1995: 26) draws several examples from well-used works of literature. For example, she says: Oliver Twist faced many of the problems that today's youth face. Discussed as a nineteenth century masterpiece, Charles Dickens's novel may fall flat with contemporary secondary school audiences; discussed as a book that has direct parallels in today's youth culture. Oliver Twist begins to take on a new life, to become a significant link in what philosophers like to call "the great chain of being," which includes among its links many of the ethical problems with which contemporary students are themselves dealing.

Rosenblatt's (1938) landmark *Literature as Exploration* refers to Dewey's ideas to bear on the value or studying literature. In it, she stressed that society could be improved by an education which focuses on each individual's experience in the classroom and, specifically, on the democratizing influence of literature studies.

Rutledge (1968:20) addresses the question of value by asking whether literature really improves human beings. To this, he responds: "We can't have it only one way." He says if literature really can change people, then this can be for good or evil. He concludes: "We had better be very careful about the kind of literature we present in schools since the mass media are not under our control and not always on our side".

Applebee (1993:124) says that "it is time to state the values of a literary education clearly and forcefully so it too will receive the same recognition for importance as society awards mathematics and science". Also he believes that perhaps we can "provide the rationale for making carefully considered choices from among the many competing approaches to teaching and learning of literature". Here he states the values of a literature education.

The educational value of using stories and the technique of storytelling has always been undisputed throughout the world. A story provides the starting point and rich context for developing a wide variety of language and learning activities involving children personally, creatively and actively in an all round whole curriculum approach (Ellis and Brewster 2002).

Stories create magic and a sense of wonder about the world. They teach us about life, about ourselves and about others. They reveal universal truths about the world. Through stories, we see how different people share the same life experiences and how human nature can transcend culture. Stories provide a common thread that can help unite cultures and provide a bridge across the cultural gap, (Ellis and Brewster 2002).

Teaching literature develops the students' response to a literary text. Long (1999:45) states that "literature invites questions on it" and "the questions are an aid to a response, leading the learner/reader to get insight into the text".

Brumfit (1999:186) stresses the relationship between teaching literature and the students' cognitive developments. He says that literature should be considered not as an isolated activity but as one to be viewed in relation to the general cognitive development of the students.

Literature gives students more freedom and makes them open-minded. Obediat (1997:32) says that literature has a great freedom and since it acknowledges no linguistic barriers that restrain our ability to use language.

2.4.4. Literature as an Aid to Language Learning

Povey (1972) argues that literature will actually extend language learners' linguistic knowledge because it provides examples of a wide range of vocabulary items and syntactic structures in contexts. Moreover, language used in literature ranges from the formal to the colloquial and the idiosyncratic. He adds that "Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (Povey 1972:187).

Pickett (1999:268) explains how teaching of literature develops some important skills in reading. He suggests two streams for teaching literature, i.e. intensive/analytic and extensive/cumulative. The second one develops fast reading. He also says that literature teaching develops reading for general ideas and specific information that will be in close reading of texts and free reading.

Tate (1993:320) considers that literature is not only a means of improving students' writing, but also a way to enrich their spiritual and emotional lives: "I much prefer to think of them (students) and treat them as people whose most important conversations will take place outside the academy, as they struggle to figure out how to live their lives-that is, how to vote and love and survive, how to respond to change and diversity and death and oppression and freedom".

Spack (1985:705) claims that "it is in literature that the resources of the language are most fully and skillfully used. Students thus should have the opportunity to see

how the language is used—and then to use the language—with the greatest possible skills and effect".

The study of English literature has its contribution for language skills. Moody (1971:7) states that the study of literature increases the four language skills: listening, speaking, reading and writing. The study of literature helps to train students in the skill of reading, and perhaps a little in listening, speaking and writing. A student listens to literature, read aloud by the teacher or on records or tapes. He speaks when he acts in plays, when he reads poems and when he takes an active part in discussions.

Pugh (1989:320) points out that literature can play a significant role in learners' language development beginning at the early stages. To her, Literature is "a potentially rich source of meaningful input outside the classroom, especially in settings where the target language is not the language of the environment".

According to Mckay (1999:193), an examination of a foreign culture through literature will increase learners' understanding of people who are different, and at the same time, develop what is called "a greater tolerance for cultural differences".

Maley and Duff (1999:7) state that drama develops some skills and that " Many of the skills we most need when speaking a language, foreign or native, are those which are given least attention in the traditional text-books: adaptability (i.e. the ability to match one's speech to the person one is talking to), speed of reaction, sensitivity of tone, insight, anticipation; in short, appropriateness".

According to Jones (1985:112), when reading a literary text, it is not enough for learners to merely decode words in order to determine their meanings. Rather, dealing with literature requires an interaction among learners, the information suggested in the text, and the characteristics of the context. The goal of reading a piece of literature, then, is to construct meaning from text. "The act of constructing meaning from text is

fundamentally higher-order thinking at every stage of comprehending and responding to text".

Al-Usaily (1976:84) says that narrative prose plays a vital role in acquiring language skills such as writing, reading and speaking: Mastery of the very useful skills of reading and writing are effectively served by prose narrative. He adds that narrative prose – novel and short stories – is a very important and useful tool for ELT. He also adds that novels and stories motivate students for learning a language. They are so useful as tools of language teaching because they combine entertainment with instructions. Novels and short stories have importance in language teaching because there is less linguistic difficulty in comparing with other genres of literature. He adds that:

> I have claimed that prose narrative can serve effectively the aims of teaching the skills of speech, reading and writing, particularly the last two. Besides learning speech from the dialogue in a novel, a student finds pleasure in answering questions on the story such as an exercise encourages him to reproduce structures, idiom, phrases, and words from the novel. Even partial success in this gives him a sense of achievement (ibid.).

Literature plays an important role in the lives of students by means of its values in improving writing skills, their critical and analytical thinking skills. The teachers can help their students to appreciate the aesthetics language of literature, and its life values that is there in its text with the plot, themes and characters.

Hansen (1979) and Zahlan (1986) point out that not only does a mixture of literary types give students a varied perspective of life, but it also helps students develop in other areas, for example, improving their own writing style. While the aim is not mimicry, by observing a variety of styles, students can better affirm or improve

their style by observing words, phrases, and sentences and how they are used for effect, impact, and greater communication.

Literature opens the door for a wider experience to use the language, it helps the students to be critical thinkers, and then they can make informed, intelligent, and unbiased decisions. Literature is a training course for writing when the teachers ask the students to write assignments and papers or essays.

The role of literature in the teaching and learning of language can be traced back to as early as the nineteenth century—the days when the classical Grammar-Translation Method dominant in language instruction. At that time, the teaching of language focused on the practice of grammar, vocabulary, translation of texts, and writing exercises. The main goal of language learning was to learn a language in order to read and appreciate its literature.

Literature has narrative nature and this supports the interaction between readers and texts. Short stories as a literary genre have the highest degree of popularity among EFL teachers. Literature helps to develop learners' reading comprehension.

Literature provides learners with opportunity to use their cognitive and creative skills while developing their language abilities. Widdowson (1975:83) points out that something useful can be gleaned from study of literature: It can develop "a sharper awareness of the communicative resources of the language being learned".

Heath (1996:776) points out that literature has no rival in its power to create natural repetition, reflection on language and how it works, and attention to audience response on the part of learners.

Reading literature gives learners a chance to contextualize on the basis of cultural knowledge they need in order to understand the passages which intrigue

them, and the teaching English literature helps the students to develop the awareness of various levels of language use in literary texts. Littlewood (1999:179) states that a literary text has five linguistic levels: language as a system of structures, language in a specific stylistic variety, language as the expresser of superficial subject-matter, and language as the symbolization of the author's vision, and the fifth when we locate the work in time and place and view it as a part of literary.

Langer (1994:3) argues that, if used correctly, literature can serve as a productive way to teach skills of interpretation and critical analysis. She claims "Literature is an inviting medium, both in content and structure, in which all students can productively develop, analyze, and defend interpretations", and adds (ibid.:4) "too often, literature instruction has been considered only as a way to indoctrinate students into the cultural knowledge, good taste, and elitist traditions of our society". Here literature processes can be productive in dealing with the problems of everyday life. Literature has its role in developing critical mind and the students can share their thoughts and imagination with the authors of the literature and literary texts.

2.5. Teaching of English Literature

2.5.1. Introduction

Literature is an essential part of a balanced education, and its benefits in higher education and foreign language programmes are to achieve a broader linguistic, cultural and aesthetic focus. It provides students with a convenient source of content for foreign language programme. The question is how and why literature should be taught. Today, we need to recognize the potential benefits of studying foreign literature and trace its role in language instruction at the college level for our Yemeni students as students of foreign language.

Literature, as a course of study, addresses philosophical, moral, ethical, and spiritual questions, and often teachers are not central controllers in determining whether this subject should be taught or not.

The study of Shakespeare has increased in all curricula of English worldwide. Gibson (1998:6) in his introduction to *Teaching Shakespeare* states "A powerful argument for studying Shakespeare exists in the extraordinariness, his strangeness, his familiarity. His appeal lies in the unique blend of the familiar, and the strange, his relevance and remoteness".

When teachers become more aware of how they teach and how their students learn, the whole educational process becomes more enjoyable and meaningful for both. Poetry, drama, prose, and other literary genres must give pleasure to us as teachers and students, and this will help the students to appreciate the spiritual aspects of life. When we teach poetry, we hope that it will increase their sensitiveness to beauty and will help in inspiring their imagination.

Culler (1975:114) writes:

> … anyone wholly unacquainted with literature and unfamiliar with the conventions by which fictions are read, would… be quite baffled if presented with a poem. His knowledge of the language would enable him to understand phrases and sentences, but he would not know, quite literary, what to make of this strange concatenation of phrases. He would be unable to read it as literature…because he lacks the complex 'literary competence' which enables others to proceed. He has not internalized the 'grammar' of literature which would permit him to convert linguistic sequences into literary structures and meanings.

Students who wish to become more proficient readers of literature should take into their account these four major factors:

- *A language minimum*: While this is easy to refer to, it is hard to specify precisely, but it may be said in general that a non-native speaker who cannot read a text with at least the proficiency of a non-literary, uneducated but literate native-speaker (a fairly low level of reading ability, in fact) is probably not ready to respond to a text as literature.

- *Cultural reference:* It is much easier to move from Italian to French or Spanish culture than to Chinese or even Arab culture. Shared history, religion or literary tradition clearly contributes to the ease with which the function of cultural symbols operates across linguistic boundaries. Columbus is a symbolic figure for much of Europe.

- *Literary Convention:* There are similarities here with cultural reference. Clearly a convention like the sonnet form is common in Europe, but one which is modified by its various practitioners so that a good reader will benefit from having read other sonnets. The same principle applies to more abstract expectations, such as the conventions of courtly love or the degree of moralization expected in traditions of Islamic poetry.

- *Intellectual demands:* Within any educational system we have to recognize that works of literature may make intellectual demands as well as the others that we have mentioned. To read Saul Bellow, for instance, requires a greater intellectual effort than to read Hemingway (Brumfit 1985:117).

The teaching of literature in its totality includes the discussion of a literary work from varied viewpoints. First of all, the students are to be told about the genre, the species or the form to which the work in hand belongs. The students are to be told whether the work is a tragedy, comedy, epic, satire, lyric, or novel. Defining the various characteristics of the relevant genre, the teacher must give a brief history of

91

the form, tracing its development through the ages and bringing that development to the period to which the work in hand belongs (such as the Elizabethan, the Restoration, the Augustan, the Romantic, the Victorian, the Modern, and Post-Modern), (Dahiya 1988:12-13).

As we teach English literature to Arab students, we should also teach them how to read closely and critically and supply them with proper analytical skills. We should give them a better understanding of literature, both as an object of ideological and cultural analysis and as a linguistic activity of reading and writing about "the other." Obviously, instructors will shoulder more responsibility in choosing and teaching literary texts and their job will be even harder in trying to avoid the religious, moral, and cultural barriers that British and American literature pose. But, in spite of these barriers, it is still our hope to graduate experts, not simply in the English language as such, but in the foreign cultures it embodies. These experts would be able to help us better understand foreign peoples and their respective cultures in an age filled with a massive influx of knowledge and education (Obeidat 1997:33-34).

Dahiya (1988:11) states:

"Teaching literature is a multi-dimensional activity. Because the literary work is a verbal construct, it has to be taught in terms of the particular use or uses of language it has made; because the literary work is also a pattern of meaning, it has to be taught as a design of moral significances or as a cultural document; and because the literary work is also an art, it has to be taught as structure imparting aesthetic pleasure. All these three aspects of literature are equally important, and all the three are present in every work of literature. Now, if the teacher of literature talks about one or another of these aspects and ignores the rest, he is not teaching literature, because he is not teaching the whole of it".

When we teach literature there should be attention to the influence of different cultures on our students, and we should take care about the linguistic and social

background of our students. Teaching English literature to students who have not read even a short story, a novel or any literary concept outside their syllabus of study, is difficult. Such students cannot enjoy their literature class; so the teaching process of literature will be mechanical and dull for the students and their teachers. Good background of the teachers and their students will help in the understanding of the works of literature. Literature offers one of the best possible ways for people living in one environment to learn something of the lives and problems of other people world wide. A literature teacher needs to have enough information and knowledge of techniques and insights to guide him and his students within the learning and teaching process, and they should have a clear picture of what literary genre that their students encounter. Every literary genre has its own level of difficulty and complexity.

2.5.2. Why Teach Literature?

We teach literature because it embodies culture. It is no coincidence that the words "culture" and "agriculture" have the same roots. Never has there been a great civilization without a great agriculture. From ancient times to modern times, no society has become or remained great or produced a culture of renown without first generating an agriculture distinguished for productivity, plenty, and wholesome nourishment. If a society prepares itself with the proper food supply, it will have the leisure to produce art, architecture, music, and literature – almost automatically from the symbolic seedbed that is agriculture (Rippley 1982:14-17). Rippley adds that "literature is governed by super-organic constructs, by abstract patterns, by the common laws of symbol, metaphor, hyperbole, epic, ballad, the novel. To neglect the teaching of literature is to fail to teach culture. Not having culture is the same as not having agriculture. Left to forage according to the law of the commons, we would

starve. Abandoned without literature, we would perish from a lopsided diet of science and technology" (ibid.).

He further states that "Literature is the living link to minds of the past. Anthropology fondles dead objects. Religion worries about God. Science deals with the laws of nature. But literature has as its goal the understanding of humankind. To teach literature, therefore, is a worthy vocation" (Rippley 1982:14-17).

However, voices both for and against literature courses in English departments have been raised. Thus, it would not be fair to present the picture of literature courses in EFL only in a negative light. Whatever, we can see at the present time, progress of technology and science in all the aspects of life, but education will remain the main thing, because it can humanize the people and give them the cultural values of life. Literature has its role in the man's humanity. It helps us to know the values of life in our society and in the other societies around us, and it has its own cross-culture.

However, others like John (1986) and Salih (1989) prefer more literature study to be included in the curriculum. John (1986) maintains that a preponderance of literature courses over language/linguistics courses in an English programme should not be blamed but should be used as a major approach to developing English majors' language proficiency. He enumerates the benefits of such an approach in terms of grammar, idiom, connotations of the words, etc. Like John, who supported the inclusion of literature in the curriculum, Salih (1989) claims that students should not be taught literature simply for language proficiency, because for him, literature courses can enhance students' English ability and knowledge of English as well as analytical thinking skill.

Applebee (1974:33) observes that the statements of purpose for the teaching of literature were twofold "to enable the student to understand the expressed thoughts of

others and to give expression to thoughts of his/her own; and to cultivate a taste for reading, to give the pupil some acquaintance with good literature, and to furnish him/her with the means of extending that acquaintance ".

Widdowson (1975:76) points out that it is a common practice in literature courses for a teacher to tell students what to see and how to feel about a given work, denying them any opportunity to experience it for themselves. Although he feels that students need guidance in their approach to a genuine experience of literature, Widdowson opposes the kind of passive, single channel academic spoon feeding that removes students from direct, active participation in discovering "the way language is used in literary discourse for conveying of unique messages".

The fact is that, at present, the attitude towards professing the "English" literary tradition (American and British) and the very concept of the role as well as the purpose of English as *language* are changing drastically in the Arab world. There has been a heated discussion about the matter: Are Arab students actually interested in studying *language* or *literature*? And how much (American or British) literature is to be included in the humanities or arts curriculum? The debate continues: What type of literature? Poetry or prose? Modern or non-modern? And there remain more crucial questions to be asked as the argument proceeds: How do we go about teaching a non-native literary text in the first place? Do we teach its history and background, or do we simply teach the literary text itself (the words on the page)? Do we need to teach it as something else may be--the text as *language*, for example? (For a detailed discussion of this point, see Obeidat (1996:37-44). Ironically, the very attempt to answer these questions has in itself given rise to further controversies. Rather than finding solutions, we have created more problems instead! (ibid.).

Such controversies lead in some ways to a cluster of other related questions: What advantages are there in teaching a foreign literature? What effect does a non-native literary text have on our students? (see on this issue Zughoul 1987). In answering these questions, and others of basically the same nature, some scholars of English in the Arab academy argue that when we introduce any Western literature (not necessarily American or British) into English programmes, what we are doing is introducing a culturally "superior," if somewhat threatening, subject that represents a world more powerful, more dominating, and more compelling than our own culture (For a thorough elaboration of this point, see Said 1978). And, in this particular context, the "English" literary tradition is considered to be, by a host of specialists, belonging to a culture that has in reality colonized or dominated our minds for prolonged periods of time. Other scholars believe that teaching British and American literature is solely an attempt towards spreading racist, reductionist, prejudiced, and hostile views which sharply conflict with the cultural and ethical codes of Arab students (Zughoul 1987). Therefore, emphatically I would say, teaching non-native literature is rarely seen as an opportunity for a better understanding of the culture which it embodies, or for a better intellectual experience (Obeidat 1996:37-44).

Creating and appreciating literature requires imagination both from the writer and from the reader. Literature can be read for relaxation, for escape, or for its diversionary effect. Literature can be read also for stimulation, for challenge or as an antidote to boredom and shallow thinking.

Teachers of literature must convince three groups of people (students, administrators and the community as a whole) about the value of teaching literature in an age that views it as irrelevant and a frill. Students can be convinced of the worth of literature if they see it as relevant to their lives and concerns. One way to build their

interest is to build on their interests using contemporary books on a theme such as heroism, masculinity, love or courage and then moving on to explore more unfamiliar and more challenging literature on the same theme. Administrators can be convinced of the value of teaching literature by seeing a programme that builds a favourable reputation for the school or the district. Many members of the community are demanding statistical validity as the justification for the existence of a programme or a discipline. Demonstrating the value of teaching literature as a means of improving reading, comprehension, and writing skills can persuade community members to support the existence of a literature programme (Hansen 1979: 22-24).

Rabinowitz (1998) argues that as literature teachers teach texts repeatedly, their perceptions and evaluations of students are shaped by remembered readings– readings that favour coherence in texts, assume the whole design of a piece, start with established themes and patterns in mind, and so on. By contrast, configurational readings reflect the haphazard piecing together that occurs on the first reading as students try to make sense of unfamiliar territory. In this regard, teachers' strategic expertise with literature may limit their perceptions of students' first reading, so that teachers see only students' lack of coherence rather than healthy strategic configurations – a classic deficit stance.

Literature should not and cannot be taught solely for a linguistic purpose as some prefer to propose. Literature has much more to offer than language would normally do since it has greater freedom and since it acknowledges no linguistic barriers that restrain our ability to use language. But it would be unfortunate to regard it as valuable only in connection with the study of linguistics. Minnis (1971:252) rightly affirms: "No linguist should ever hope to explain the aesthetic values of literature by linguistic investigation any more than the values of great music can be

explained simply by a careful examination of the score." To be sure, literature is the art that uses language which may, perhaps, be capable of linguistic investigation. But to regard it simply as a subject of linguistic analysis is a premature judgment and students have a lot to gain from its quality and excellence. (cited in Obeidat 1997).

One of the major reasons for learning a language is to read its literature, which has its own culture, moral values, and many aspects of life, etc. The English literature course aims at helping students gain understanding of western culture and society through the study of the literary works of some major writers from different periods. Literature study has very important role in developing students' awareness of the culture and sensitivities. When we study a story or a poem in a cross-cultural context, it helps us to contrast and compare cultures and attitudes to gain understanding of the other societies and nations. The important task for the teacher of English literature is to teach not only the language, but also to help students to understand and appreciate the culture and the social and philosophical values of literature. Through literature, we can understand those who live before us. It is the work which can gives us the opportunity to examine our own lives, when we want to understand others' lives. We learn and teach literature for its remarkable values and variety, and its scope and depth. We need as teachers and students to expand our knowledge and information, and the best way to get this valuable knowledge and information is reading literature.

2.5.3. Teaching Poetry

Seely (1931: viii) says that "many English teachers have come to feel no surprise when pupils tell them that they hate poetry". Some of reasons given for this are the following:

1.   The teacher himself/herself does not like poetry.

2. The teacher, overzealous and unrealistic in his/her desire to convert the students, expects too much too soon.

3. Poems are chosen without sufficient attention to the interests, experiences, maturity, and emotional and intellectual capacity of the individual students.

4. Teaching is done by conventional routines "as done unto us", thereby perpetuating undesirable attitudes.

5. The concept that school is hard work is at odds with the principle of enjoying poetry.

6. Insistence upon memorization, especially of arbitrary choices, makes poetry a chore rather than a pleasure.

7. Over-analysis, rather than study of the poem as a whole, spoils the response.

8. Over-activity, "busyness" with poetry supplants the experiencing of the poem itself (Seely 1931:24-28).

Poems are often rich in cultural references, and they present a wide range of learning opportunities. Poetry is an ancient and important human experience. According to Shelley (1988:297), poetry is "The most unfailing herald, companion, and follower of the awakening of a great people to work a beneficial change in opinion or institution".

For Stiles (1965:175) poetry is the language of kings, the song of the people, the message of love, the snarl of hate, the sound of joy, the wail of the tortured, the jibe of the jester, the reflection of sadness, the call of the lost, the prayer for the soul, the shout of triumph, and the weeping of the vanquished. Poetry is life revealed-the bitter reality of existence couched in hard, pounding, biting phrases. Above all, poetry is truth wrapped in beauty.

Stiles (1965:176) further adds poetry is life at its most exciting described in vivid, compact, rhythmic, unforgettable style. Yes, poetry is for, of and by people, it is for all who yearn to be in touch with the living truth of civilization. He states that "it is unforgivable for colleges and universities to prepare teachers of English who have not developed skill in oral interpretation of poetry".

The most important thing of all in teaching poetry is to preserve a normal atmosphere in the classroom. Neither the teacher nor the students should feel at the beginning of a lesson that they are on the verge of an experience which is either particularly "holy" or particularly "dreadful". The kind of poetry we want to use is made of language just like anything else we read; and it conforms to the same principles, building up its 'message' with the help of individual words (and their various meanings) and syntax or grammar (with its various resources for extending, organizing, and qualifying meaning) (Moody 1971:29).

Teach poetry for what it is: realistic, reflective-tough-minded if you will analyse of the universal problems of mankind in an imperfect world, (Stiles (1965:177). We know that English poetry is more difficult to teach because poetry generally is so much more condensed and coded linguistically compared to other literary genres.

Moody (1971:27) states: "There seem to be two kinds of obstacle to the enjoyment of poetry. The first is the thought that it is 'useless'. The world we live in is very practical and depends a great deal on commerce, on science (physics, chemistry, biology) and on technology (medicine, engineering)." He adds: "the second kind of obstacle consists not so much of prejudice as of memories of 'unfortunate experience'." He further adds: "Archaic spelling, familiar words used in unexpected contexts, obscure references, unfamiliar comparisons, nonsensical statements, chaotic

sentences are just a few of the features which are liable to make co-operation difficult. All the more so, if the student is being told that he ought to 'enjoy' this form of literature and that it is 'good' for him. Also the field of poetry seems to be extraordinarily complex for there are lyrical poems, epic, narrative and satirical poems; and before long the discussion is liable to bring in yet further technical expressions- metaphysical poetry, impressionistic poetry, symbolism, imagery, hyperbole, metre, and perhaps many other things besides''.

Poetry has the following unique characteristics described by Brown (1977):

1. Memorability—fragments of a poem are easy to hold in learners' mind;

2. Rhytmicality – the rhythm of a poem is the guide to the structure of information in the spoken messages;

3. Recitability—poetry offers a ready-made opportunity for participation; thus, learners can read a poem aloud either in group or in individual performance;

4. Ambiguity—since almost all poems mean more than one thing, they can stimulate course discussion by enabling learners to come up with different interpretation of a poem;

5. Universality—a poem is a universal form of human expression and its theme is common to learners of all language backgrounds and cultures;

6. Reactional language—a poem has a "reactional" purpose, that is, it encourages people to react personally to others' verbal play with words;

7. Motivation—Poetry is thought to be difficult and thus, when learners are able to appreciate it, it can be a great morale-booster;

8. Interaction—the use of poetry offers great opportunities for both teacher-learner and learner-teacher interaction.

The way and the type of teaching that teachers deal with will influence students' way of response to a poetry text. Poems are often rich in cultural references, and they present a wide range of learning opportunities. Some teachers try to avoid teaching poetry as much as they can, because it presents some special difficulties for them. To teach poetry we need some training in its methods of teaching and to overcome the problems that we face, we need the principle of selection to know what it can be suitable for the students at the college level, specially the students of Faculties of Education. We need to know the situation, level, and background of our students very well to overcome their problems and difficulties that they might face in their learning process.

Maley (1996:105) characterizes poetry as being "about using ordinary language in extraordinary ways". We know that poetry is often related to feelings of love and fear. These feelings are usually derived from contact between man and woman, human beings and nature, and life and death, etc. Maley and Duff (1995:5) list the following advantages of teaching poetry:

1. It is universal and deals with common things.

2. It deals with important things and experience that learners can respond to them.

3. It motivates student.

4. It makes students confident and enables them to play with language.

5. It promotes interactions and varies their interpretation.

6. It develops their personal reaction to the text.

7. It is a conscious process of memorization in which, an unconscious process of absorbing language is developed.

8. It develops their sensitivity towards rhythm.

9. It develops their language performance.

10. It draws the students' attention to the economic use of language.

Enjoyment of poetry is one of the important aspects in learning and teaching, and students need a good way of teaching and introducing the poetry to them. Shapiro (1985: 374) states four steps in each poetry lesson. First, the poem or poems presented in the lesson are read several times to develop an understanding of both their form and content. Second, the entire poetry lesson should be read at least twice to establish familiarity with the suggested teaching procedures. Third, the suggested procedures are rated on the assessment instrument by checking one of the three possible response options for each statement on the instrument. Fourth, written comments to further describe salient features of the lesson were added.

Swiss (1976) says that three types of concrete poetry are generally distinguishable: 1. visual (or optic); 2. phonetic (or sound); and 3. kinetic (moving in a visual succession). The visual poem is intended to be seen like a painting; the sound poem is composed to be listened to like music; and the kinetic poem is constructed to be viewed with a sense of succession, as in a motion picture.

Poetry is an especially popular genre for use in teaching literature because it provides a change of pace in language instruction, and it offers a precise yet descriptive view of the target language's literature. Methodologists most often recommend the use of modern poetry due to its inclusion of contemporary language and issues (South 1975:1-7). Poetry, however, because of its concentrated form and language, requires extra care in teacher preparation for effective and enjoyable student response (Carol 1978:299-303).

Mill (1976:8) argues that poetry is derived from the source of emotions, and from the representation of feeling, while fiction is derived from "incident", a series of states of mere outward circumstances.

When we bring poetry to classroom situation, we can give the students plenty of pre-reading activities so that they are adequately prepared to study the poem. These activities are:

1. *Communicative activities*: showing some pictures to introduce the topic**,** let the students think about their personal knowledge or experience which relates to this topic to share ideas with the help of the teacher to overcome their problems; giving the students speaking activities (sentence stems to be completed and discussed)**,** the students can give their personal response to the poem, discuss the characters and theme**,** role plays work well, interviewing a partner**,** students can compare a poem with other poems)**,** In teaching poetry the main focus of a poetry-centered language activity is the communicative activity. Poetry is an enjoyable task when it is used as a basis for communicative activities**.**

2. *Listening activities:* listening to the poem, its explanation, every single word in the class, recordings if there.

3. *Pronunciation activities*: reading the poem to the students or play a recording**,** and they can do a chunk when one half of the class claps out the rhythm while the other half beats time, and then they swap over, chant in a whisper, a shout, or show a range of emotion**,** elicit possible rhymes before revealing the poet's choice, and discuss which suggestions have exactly the same sound.

4. *Reading activities:* reading the text and related materials.

5. *Writing activities***:** writing about what happened before the beginning or after the ending of the poem, longer poems can be summarized, students can transform content words to synonyms or antonyms and then discuss, Students can use the poem as a starting point and model for some parallel writing.

6. *Vocabulary activities*: learning new words, new meanings, using the dictionary.

7. *Analysis activities*: text segmenting activity: poem seems to divide into two parts; the students can analyze the text and understand its small components.

8. *Grammar activities*: using the tenses within the poem sentences and phrases, analysis of the sentence from the grammar point view.

9. *Questioning activities*: teacher's questions and students' questions.

10. *Translation activities*: translating the whole poem or some of the lines to the mother tongue of the students.

11. *Memorization activities*: memorizing the poem and the meanings.

The teacher can reject poems that are too long, too archaic or too obscure, or that he cannot invoke any enthusiasm for. We need a poem that our students can respond to and like. The aim of teaching poetry in colleges and schools is to help students to read poems with enjoyment, comprehension and discrimination. Grayshon (1965:80) says, "I had to know and like them; the poems had to be within the cultural experience of the students and also be likely to appeal to their emotions", and he adds that "poetry must be first enjoyed, then written, and never examined" (ibid: 91).

When analyzing a poem, the teacher will read the poem till the end, divide the poem into parts, pay attention to the tone of the poem, read the poem out loud, and explain its meaning. The teacher can ask some questions to see how the poem is making its meaning, i.e.: What is the genre, or form, of the poem (an elegy, a lyric, a narrative, a dramatic monologue, an epistle, an epic…etc)? Who is speaking in the poem? What is the argument, thesis, or subject of the poem? What is the structure of the poem? How does the poem make use of setting? How does the poem use imagery? (images of the physical setting, images as figures of speech, such as metaphors), Are

105

there key statements or conflicts in the poem that appear to be central to its meaning? How does the sound of the poetry contribute to its meaning? (rhythm and the sound of the words contribute to the meaning), How is language used? (poem use puns, double meanings, ambiguities of meaning), Is there any ways in which the poem refers to, uses or relies on previous writing? (allusion or inter-textuality), What qualities does the poem evoke in the reader? What is the historical and cultural distance from the poem? What is the world-view and the ideology of the poem (areas of human experience, world that are expressed) and so on.

Moody (1971:30-33) puts practical stages and procedures to teach poetry as follows:

1. *Preliminary assessment*: The teachers' preliminary study of the poem will enable him to gain a good grasp of it before introducing it to his students; to check any facts which may need special explanation; to decide which aspects should be given special attention, and so on. A teacher needs to discover the 'approach' of the poem (Poet addressing another particular person, or mankind, represent conversation monologues, meaning on surface or underlying).

2. *Practical decisions*: Many poems are short enough to be read and studied in the classroom, and can usually be presented without any break. The teacher must distinguish between what is indispensable to the understanding of the poem from what can be worked out with the class in discussion, and needs to decide at what stage of study students should see the poem in printed form.

3. *Introduction of the work*: This is a very individual matter, depending on the teacher's own knowledge and the features of each poem, and may be influenced by what the class has recently been doing.

106

4. *Presentation of the work*: Students will usually first become acquainted with each poem by hearing the teacher reading the poem to the class himself. Poetry is predominantly an oral art form; its true effect comes from being read or recited aloud by an individual to a group. Only in this way can its dramatic and rhythmic qualities be satisfactorily demonstrated and appreciated.

   Teacher can use professional recordings of poetry that will help him to know tone of voice, emphasis pausing, etc. Also, he can use his own recordings in the classroom. If the poem has materials that cannot be grasped easily in a single hearing, the teacher can read it for second time.

5. *Discussion*: The sequence to be followed depends very much on the teacher's imagination, the poem itself, and the responsiveness of the class. In general the sequence of question and answer will follow this pattern: General (first impressions) → Particular (details) → General (conclusions).

   The teacher asks general questions (Who is speaking in the poem?, who is being addressed?, etc), when the class understands the general idea of the poem, the teacher can give details related to the poem (syntax, organizations, interpretation of metaphor, clarification of any significance allusions, digressions can develop), the final stage of generalization (why did the poet choose to treat this subject?, Do many people experience the same thing/ thoughts/ feeling?, etc.). Here the teacher tries with his students to understand the poem and break down its sentences and make it very clear for the students as a kind of analysis and interpretation.

   One danger that the teacher should avoid is the possible temptation to exploit a poem for extraneous reasons, using it as a source of data for purposes other than understanding the poem itself. It is temping, for example, to say: Here is an example of such-and-such a type of conditional clause, or here is such-and-such a type of

unusual sentence pattern. An investigation of the language in a way that contributes to the understanding of the poem is of course permissible.

6. *Reinforcement (testing)*: Not all poems may be suitable for further work, but if the poem has produced a favourable reaction the teacher may wish to establish it more permanently in the students' stock of 'experience' by means of either oral or practical activities.

   a. *Oral*: students reading a poem aloud individually, in groups, record students voices, recite mechanically a number of lines, choral reading in which groups, or even whole class can be involved simultaneously, etc.

   b. *Practical:* Various kinds of written work can be associated with poetry. Students can write accounts, stories or descriptions suggested by particular characters, episodes, or even phrases from poems. (For more details for the previous six procedures to teach poetry, see Moody 1971:30-43).

Poetry as one of the literary genres is considered to be more difficult to teach and learn than other genres, because it is less popular with Yemeni readers, especially poetry written in languages other than Arabic. The teaching methods have their influence on the students. The other types of influence on the students such as, home, students personality, background of the students, abilities, and type of poem that they ask to learn (old/new, simple/difficult, culturally alien, unfamiliar and so on). Teaching poetry depends on the teacher's ability to get his/her students' response and interpretation, meanings, criticism, and questions. Teacher should convey the required steps and procedures to teach his/her students, and trigger off their reaction to the poem, and help them to understand and appreciate the text. Stageberg (1952:5) states these on learning and teaching poetry: "when we read a poem something happens within us. The words on the page awaken a response; they bring to life a group of

images, feelings or thoughts. The nature of these is determined (1) by our own past experience with the words and (2) by our present mental and emotional set. This response within us…the experience caused by the words…is the poem. A poem then is an interaction with a reader, between the words of a poet and the total past experience and present set of the reader… A poem does not come full-blown into being. It is, on the contrary a cumulative experience in time. It is, created in the mind part by part or we read a succession of words, and not until we read the end of the poem does the experience become a completed whole, one in which all contributory impressions are fused into one total experience''.

2.5.4. Teaching Drama

Drama provides cultural and language enrichment by revealing insights into the target culture and presenting language contexts that make items memorable by placing them in a realistic social and physical context (Robinson 1983).

Students have to be made aware of different forms and styles of drama with their national and social traditions. The relationships between English dramatic traditions and those of ancient Greek and Roman times must be firmly established. The genres of drama like tragedy, comedy, tragi-comedy, burlesque, farce, and satire along with the different kinds of realistic symbolic and poetic plays should be clearly understood. Close attention needs to be paid to the varieties of dramatic conventions such as chorus, soliloquy, unities, dramatic irony used by dramatists of different periods, and for teaching Shakespeare's drama, it is very difficult to teach it to students who do not understand and enjoy his works.

Even a variety of theatrical presentations on the stages of dramatic history such as the medieval English street pageant, the intimate Elizabethan apron theatre,

the spectacular nineteenth century proscenium theatre and the Brechtian theatre of alienation along with the modern stage with the facilities of radio, tape-recorder, television, film and other technical innovations should be brought to the students' notice. They should not only be made to look at a dramatic work consisting of setting, characters, plot, theme, technique, language as aspects making a play but also to consider the audience and the character participation and their interaction as apart of the dramatic design (Dani 1999 cited in Wadgaonkar, Sawant, and Gandhi 1999: 42).

Plays put oral language development to use in a purposeful way (Fennessey 1995:18). Here the plays represent real speech of people, and this will reflect in general way the characters and the interactions of the plot.

Drama is a methodology and should not be seen as consisting of just short, separate activities, which the teacher can call on to provide the students with ten minutes of 'action'. A language lesson based on drama follows a tightly-structured framework in which all the tasks, whether speaking, listening, reading or writing, are fully integrated. Drama demands and develops sensitivity on the part of both the teacher and the learners. It is not designed to make students into actors. Drama can accommodate all cultures and abilities and, by so doing can promote in the learners a sense of security and self-confidence and a desire to communicate and to extend themselves linguistically (Perry and Sinka 1995:38).

We believe that drama in language education can help to develop social awareness and linguistic awareness, to diagnose students' needs, and to challenge and extend the use of language in learners of all ages and abilities including those with special needs (Perry and Sinka 1995:38).

Plays are useful in language classroom and it can be an ideal medium for the development of language learners' communicative competence. Way (1967)

recognizes that drama in the classroom could be more than a way to help students develop self-esteem.

Kaaland-Wells (1994:22) discovered that even though eighty two percent of her sample of Tacoma, Washington elementary teachers agreed that drama was a valuable teaching strategy, only six percent used drama as a daily part of classroom instruction.

Booth (1987:18) suggests that "classroom drama encourages students to use a wide variety of language forms and function including expressive, interactive and informational language". Drama encourages students to use a variety of language forms and experiment with many functions of language.

Radford (1988:61) identifies four ways in which, we can see students' responses to literary texts: a) validation of literary characters' differing viewpoints. b) deepening engagement through a system of multiple signs (i.e. speech, gesture, movement, etc). c) drama's operation at a variable pace (i.e. the flexibility of drama time). d) reflection on events within the text.

Byrne (1986) has a useful procedure for acquiring reading skill of a play. These are the stages which he recommends:

1. Reading the play in a lively manner or playing the recording of it.

2. Discussion by the students about setting, characters, theme, etc.

3. Assignment of roles to the students where more than one student will be given the same role.

4. The second reading of the play with appropriate pauses revealing the character's attitudes.

5. Selected students are asked to read and their mistakes are discussed by the groups later.

6. Dividing students into groups for further discussion of characters, setting, etc, and made to read the play together.

7. The students choose their roles and rehearse the play.

8. Acting out the play by a group while other groups listen carefully and discuss the performance afterwards (cited in Wadgaonkar, Sawant, and Gandhi 1999:42-43).

Perry and Sinka (1995:42-45) put forward some important factors that should be taken into account when we teach drama. These factors are linguistic, cognitive, and communicative. They also put a sample lesson for the activities that can be put together when using drama. These activities such as: 1. Greetings (Students can greet and respond to everyone in the classroom). 2. Yes- No questions (these can be ask without saying yes or no). 3. You'll never believe (Elicit how someone might respond to 'You'll never believe what happened on the bus today', etc). 4. Triangles (Ask the students to form groups of 3 and stand in small triangles, etc). 5. Photograph (Put the students in groups of 4/5 or 6/7 with larger groups, and provide each group with a list of 10 interesting newspaper headlines, etc). 6. Group improvisation (put the students in groups of 4/5 or 6/7 with larger classes; give each group a copy of a picture. Brainstorm the situation-who, what, where, relationships and so forth. Tell the groups they have 15 minutes to prepare an improvisation based on the picture which should last no more than 3 minutes, etc).

Dani (1999) puts a specimen format of teacher plan for a drama lesson to ensure the effective teaching of drama:

1. Preparation- Analysis of the play done earlier by the teacher.

2. Introduction of the play.

3. Presentation of the play by means of the signpost (short answer type) questions.

4. Discussion of various aspects of the play.

5. Reinforcement/ Recapitulation.

- Follow-up written/oral exercises.

- Practical exercise such as adaptation of the text with the details of action and movement for parts.

- Performance for a smaller audience and then for a larger audience (cited in Wadgaonkar, Sawant, and Gandhi 1999:43).

2.5.5. Teaching Prose (Novel -Short Story-Essay)

For the Yemeni readers, novels can be considered as too difficult and too long, because they are not enthusiastic readers, and they have limited language proficiency, but we can get many short and accessible novels that should be used for our learners instead of these long and difficult ones.

The major aim of teaching prose is to give language control through mastery of structures and vocabulary items (Bhatia 1981:222). Lazar (1990) argues that novels, despite their highly complicated plot, if well chosen, can provide teachers with unique opportunities for educational and linguistic development.

The teaching of a prose passage involves teaching all the new vocabulary items and structures, teaching comprehension, and using the passage to stimulate the students' own skills of expression and composition (Ghosh, Sastri, and Das 1977:83).

To deal with unfamiliar culture content, Lazar (1990) suggests that teachers consider cultural background information necessary for the comprehension of a novel, and provide the historical, political, and economic information which may form the

113

background of the novel, and when appropriate, social and literary values underlying it.

To the teacher of English, there is a fear, undoubtedly a legitimate one, that interpretation of the literary text from an ethical perspective may become strongly thematized to make reductive, dogmatic, monologic claims about its moral content, or take the moral component of the work as its sole theoretical and practical object.

From a pedagogic point of view, teachers indubitably strain to elucidate the work without subordinating the aesthetic to the moral or the moral to the aesthetic; instead, both categories are to remain in-tact in choice of forms and methods necessary for textual interpretation (Al- Maleh 2005:272). Also, she adds: "surely, any teacher of English in the Arab world knows for a fact that the first thing students look for in a story is its "moral'. They feel that the moral values asserted or implied in a literary work are worth noticing, examining, and evaluating. However, this does not imply an acceptance of any particular moral code or a particular view of moral judgment. For example, a teacher cannot assign Rousseau's *Julie* because the book will be good for readers as it provides advice for husbands and wives. A practice of this nature would force us out of epistemological subtlety into ethical naïveté. Any work needs to be assessed within the context of the culture that produced it and is not to be accepted or rejected because it does not comply with the readers' own set of beliefs or subscribe to their code of ethics" (Al- Maleh 2005:273).

Simplification is a very useful technique. It helps students comprehend the passage or text that is being taught. Also, the teacher uses familiar words and structures in his simplification and the repetition of these items in a meaningful context tends to fix them in the minds of the students (Ghosh, Sastri, and Das 1977:84).

114

What is being said, then, is that there is not and there should not be one univocal interpretation of a text that depends on an endorsement of one's own ethos and an annihilation of the rest. Nowhere in our educational practices should we shift grounds from the cognitive historical, political, and social connections of literature to merely the ethical. Questions pertaining to social or moral values of a foreign text should never be allowed to stand between the students and the assessment of the work. Besides, it goes without saying that students should not be reading books for their ethical content or import alone. They should be encouraged to look at reading as primarily a cognitive process leading to some transnational awareness of comparative 'ethicity'. "If there is to be such a thing as an ethical moment in the act of reading, teaching, or writing about literature, it must be *sui generis* , something individual and particular, itself a source of …cognitive acts, not subordinated to it." (Miller 1987, cited in Al- Maleh 2005:273).

Short stories generally present fewer characters and the events usually take place over a short period. Spack (1985) states that it is easier for the students to read short stories than novels.

Collie and Slater (1987:196) consider short stories are an ideal way to introduce learners to literature in classroom situations and talk about some of the advantages of short stories:

1. Their practical length means they can usually be read entirely within one or two class lessons. Slightly longer works can be sectioned in the same way as novels or plays, but still be completed in a few lessons.

2. They are less daunting for a foreign reader to tackle or to reread on his or her own, and are more suitable when set as home tasks. Students get that

feeling of achievement at having come to the end of a whole work, much sooner.

3. They offer greater variety than longer texts. A teacher can choose very different short stories, so that there is a greater chance for finding something to appeal to each individual's tastes and interests.

4. Short stories are especially valuable for sessional courses, summer courses or the like; or for teachers with shifting classes: evening courses, for example, or continuous-intake adult classes.

In reading a novel, we are not simply mapping utterances onto an already understood world of attitudes and behaviour, or if we are then we are reading an indifferent novel. At its best, novel forces us to re-examine our normal forms of inference and to allow fresh connections in what becomes a new world. Davidson (1984) assumes that within our own culture there is a transparent series of links between utterance, behavior and attitude (cited in Quirk and Widdoson 1985:43). TeSelle (1974:113) says that almost every novel is concerned with the structure of human experience.

In the teaching of prose the students need to do an exercise called write-before-you-read (Shadow and Spack 1984). In this exercise, students write from their own experience about an idea or a happening contained in the work they are about to read. No reference is made to the story itself. They write in class for 10-15 minutes without focusing on the mechanics of writing, so that priority is given to the development of idea. One advantage of this technique is that it gives students a fresh, uninhibited approach to a literary work. It also seems to help them comprehend challenging prose. An example for this technique is James Thurber's "The secret life of Walter Mitty". This story deals with a commonplace, henpecked man who seeks

escape from reality through daydreaming. The students can be asked to write out a daydream before assigning the story in the class, and what they have written can be discussed in the class. This technique may help students become better readers because "efficient comprehension requires the ability to relate the textual material to one's knowledge" (Carrell & Eisterhold 1983:556-557).

The teacher of literature, when teaching any kind of literary prose, should explain difficult vocabularies and culturally specific items that the students come across while reading the text. According to Petrosky (1982:20), "in order to help students understand the texts they read and their response, we need to ask them to write about the texts they read".

In teaching the short stories, it is better to choose those ones that have made into films and that students like to read and teach. The films can help students to understand it well by its visual interpretation, live actions, sounds of the work, and then this story will remain in their minds when they read the printed text. We can say that the main genres of literature like novels, short stories, plays, and poems not only the literature genres, but also there are other sub-genres of literature which can also be used in language instruction, such as folk and fairy tales and teen romances.

2.5.6. Difficulties and Problems of Learning and Teaching Literature

The weakness of English language learners and English language department graduates has been related to many factors, such as the curriculum of their secondary schools and also their curriculum in English departments, the environment of the target language, lack of knowledge of the students who enter university (background), lack of their motivation to learn English, and methods of teaching. The vocabulary of Yemeni students is poor and a lot of them do not know the basic rules of English. These students pass or even get high marks in the English literature examinations by

memorizing the texts without understanding, let alone enjoying the text. Understanding English literature is very difficult for the students due to their ignorance of English as well as of the life of its people, history and culture.

Mukattash (1983:169) divides the problems that Arab learners of English face into two types. First, university students continue to make some basic and frustrating errors in pronunciation, spelling, morphology and syntax. Secondly, they cannot express themselves "comfortably and efficiently either when dealing with 'academic topics' or 'common everyday topics'. He states that the students' major difficulty arises from the fact that they cannot use English correctly and appropriately either in the classroom or outside it when they are required to do so. This means that the difficulty is related to the students' deficiencies in communicative competence and self-expression. He also attributes the students' failure in using English as a tool of self expression to achieve their communicative goals to the study plans and methods of teaching.

Suleiman (1983) argues that the continuing dissatisfaction with the performance of Arab students in English courses suggests a lack of fundamental standards in curriculum design, testing and oral communication skills, the development of productive skills, teaching / learning strategies at university level, etc. He (ibid: 129) argues that the most noticeable problems which impede the progress of Arab students at university level may be attributed to the "inadequate mastery of the four language skills; namely listening, speaking, reading and writing". This supports Zughoul's (1987) claim that English language departments should offer solid language training. Suleiman (ibid.) adds that the major problem faced by students who attend the university is that they find it difficult to communicate in the target language. According to him, mother tongue interference is not the only factor

responsible, but also a lot more may be attributed to the teaching/learning process as a whole.

The exposure of students to the target language is very low and rarely as spoken by its native speakers, and the students will surely be weak in communication. The development of grammatical competence, sociolinguistic competence and semantic competence is not only the way of successful language learning, but also the strategic competence which involves the use of communicative strategies. The Yemeni learners have difficulties, like their weakness in English language, lack of interest or aptitude toward English and its literature, lack of previous experience or personal knowledge about literature in general and specifically English literature, and weak motivation to learn English language, specifically its literature, etc. But there are individual differences in these difficulties with the students. We know that the different texts could create different levels of difficulty for the students in their learning process.

The individual student's characteristics such as his language proficiency, interest and motivation or aptitude in literature can help him to encounter the difficulties that he faces. Teachers of English literature should have a clear idea of what genres of literature they want their students to be introduced to. Each genre of literature may be associated with different levels of difficulty and complexity. Literature sometimes presents odd perspectives on culture which may be difficult for learners to comprehend (Widdowson 1982).

Most of the students reach the universities with insufficient English and very weak proficiency skills; so they need language courses to develop their language skills. Literature can help in developing their skills of English. So we can ask what kind of literature courses we can introduce in the curriculum to help the students.

These courses should be simple and culturally not alienating, the language should not be archaic and the vocabulary should be simple. We can use films, but not long ones. These courses should be at the beginning of their study (first and second year). Other kinds of courses can be introduced later.

One of the major problems that Yemeni students face is that their previous learning background is completely ignored. The exposure to reading and writing in English is for most students restricted to their study in schools and colleges. They do not have any exposure outside their curriculum. A lot of them do not have the desire to read anything outside their study requirements.

Krashen (1993) claims: " . . . reading is the only way, the only way we become good readers, develop . . . an adequate vocabulary, advanced grammar, and the only way we become good spellers" (quoted from Day & Bamford 1998:38). As a result, Yemeni students often lack the proficiency to read literature written in English. Widdowson (1985:194) claims that the task of literature teaching is to cultivate students' "ability to perform literature as readers".

Hirvela (1989:127-132) gives "five bad reasons why language teachers avoid literature":

1. Language teachers have been indoctrinated with the idea that the term "literature" implies inaccessibility to archaic language in canonical literature;

2. A large number of teachers who are not enthusiastic about reading are unlikely to prefer teaching materials which require a good deal of reading;

3. Language teachers may too heavily rely on fixed texts or other instructional materials which tend to restrain creative approaches to language teaching;

4. Teaching literary texts for language purposes involves a considerable amount of work, such as careful and thorough reading to determine suitability of the texts during the preparatory process; and,

5. There is a lack of teacher training programme which prepares teachers to deal with literature in their classes.

Knapton and Evans (1967:3) states that to give a satisfactory answer to the question why teaching literature at all is difficult, and yet the answer can help elucidate the purpose of teaching literature, which in turn will shape a rationale for "what texts to be selected, in what order, with what form of presentation, with what activities". In the process of learning, the role, abilities, background, and goals of the student are ignored. In EFL departments, among other things, the predominance of teacher and text-centered approaches such as the lecture format has been a persistent problem. (Harper 1988; Parkinson and Thomas 2000).

Stern (1985; cited in Zou 1991) points out that many ESL and EFL teachers believe that literature is too difficult for their learners, especially those who have yet to acquire proficiency in the target language.

Davis et al. (1992:321), in their study, examine issues in literature instruction, using questionnaires to investigate the attitudes of American undergraduates of French and Spanish majors toward the study of foreign literature as well as factors affecting their opinions. Using the drop in enrollment as an indirect indicator of students feeling, the researchers trace the possible reasons for the drop and their potential impact on undergraduate students toward the study of FL literary texts: (1) "the gap separating the language and literature components," (2) "the mismatch between students' objectives and language department curricula," (3) "the lack of appeal of traditional teaching and learning styles to students," and (4) "students'

inability to respond to culturally charged texts". One of the most important problems that students have with this kind of a literature course is that English is totally a foreign language for the students. Till the senior secondary level, they have no exposure to English. When they come to college, they have to improve their English, and also study literature in that language. The literature course does not cater to the linguistic needs of the students. The prescribed texts are unfamiliar both in terms of the language and content.

In spite of all these efforts, the literary courses are unpopular and ineffective in Yemen. One of the reasons could be that the syllabus or the texts used for these leader graduates are totally alien and they are culturally unfamiliar. The best way is to introduce a minor programme of literature in the regular syllabus or curriculum from the secondary school to the intermediate level so that the students can get used to these literary terms and they will not be unfamiliar with the terms when they reach the graduation level. Another reason could be the usage of outdated and unfamiliar texts in the syllabus like Shakespeare's "Othello". Of course, we need to know about the important works of the literature, which we are studying now, but it would be enough if we studied about that part of the literature, which took the writer or poet to such great depths. Parkinson and Thomas (2000: 40-45) note that EFL learners having difficulties with literature, especially with the classics, often complain about the difficulty in the language of the texts. Literary language as a language variety complicates reading, as it tends to bring a set of deviations from the norm. For FL learners, especially those who are still struggling with the varieties of the norm in the language, deviation can bring further difficulties.

Though teaching literature is not easy it must be tried – tried constantly and placed at the centre of the whole educational process, for at every level the

understanding of words is as urgent and crucial a necessity as it is on its lowest level of learning to read and write (Frye 1970:84). So we need to understand correctly the difficulties of teaching English literature and conceptualize them in the right way.

Hirvela and Boyle (cited in Sundari 2003:98) who have taught in many countries like India and Philippines ran a survey intended to answer the following questions:

1.   Which genres of literature did the students most enjoy?

2.   Which genres of literature did the students find most difficult or intimidating?

3.   Which aspects of reading literature gave them the most problems?

The survey (Hirvela and Boyle Survey 1988) was administered to the first, second, and third year students. The results which were reported in percentages may be tabulated as follows:

Table 5: Results of the Hirvela and Boyle Survey

No	Genre	Most enjoyed	Most feared
1	Short Story	43%	0%
2	Novel	44%	7%
3	Drama	7%	20%
4	Poetry	6%	73%
		100	100

(Taken from Hirvela and Boyle Survey 1988)

To improve the teaching and learning situation of English literature, we will have to face these problems and bridge the gap between the students and their required courses of study. Students should know that literature can provide insight into the nature of human beings. Also, we need to train our teachers how to teach literature and give them the modern methods to teach literature. They should understand the situation of their students to know how to deal with it in the right way. In Yemen, the problems and difficulties, in general with English language and

specifically with its literature, are not different from those in other Arab countries. There may, however, be a slight difference, so we need to understand and investigate the Yemeni situation more and more by such kind of research that can explain the situation very well. Thus we can try to give some possible solutions to such kind of problems.

2.5.7. Use of Computers in Literature Teaching

Today, in Yemen, many schools and colleges have computers to access the world of knowledge and as a tool for learning various subjects. TV and computers can play an important role in the education process, and nowadays the TV and computer culture has reached almost all the people in the society with some exceptions in the countryside.

We know that technology can play an important role in education, especially in the classroom instruction, and it has become a new trend in learning and teaching a foreign language. Computer is a powerful tool that can be used to support and achieve the goals and aims of education process and can be used for interaction between the teachers and their students. Davis and Koch (1999) argue that "The computer itself is not evaluated, but the activities for which it is used are". It is necessary for teachers to know how to use information technology (IT) effectively in their teaching. It cannot replace the teachers, but it can help them in their teaching.

A report by U.S. Department of Education (1996) defines "technology literacy" as: Computer skills and the ability to use computers and other technology to improve learning, productivity, and performance which have become as fundamental to a person's ability to navigate through society as traditional skills like reading, writing and arithmetic.

Ulloa-Caceres (2006: 20-21) provides a summary of the strategies that second language literature uses and suggests ESL/EFL students need to acquire in order to satisfy the exigencies of academia:

1. Students need to internalize the different rhetorical patterns existing in the second language culture.

2. Students need to be aware of the expectations of the L2 reader.

3. Students need to understand the process that it takes in order to produce a product

4. Students need to know that writing is a process that affects the product.

5. The student needs to be aware that writing is a social activity; therefore, it is necessary to have knowledge of the discourse community to be able to meet the demands of the reader.

The pedagogical tools such as computers can help the students to learn. Teachers need to adopt these new pedagogical tools like computers to their classroom situation and help the students to acquire the skills of technology that can help them in their future career. The use of computers not only has an impact on the teaching field, but it also arousess an interest for classroom research and it can provide students with experiences that will be helpful in their future career as professionals.

Beauvois (1997:167) believes that the "electronic interaction in the classroom encourages students to make use of the target language". Pennington (1993:74) also thinks that composing directly on the computer helps students become engaged in a creative process of composing. According to Pennington (ibid.), computers allow students to "manipulate information as they acquire and practice strategies for managing subject matter knowledge and knowledge of the target language".

Scholes (1985:15-16) asserts that "What students need from us . . . now is the kind of knowledge and skill that will enable them to make sense of their worlds, to determine their own interests, both individual and collective, to see through the manipulations of all sorts of texts in all sorts of media, and to express their own views in some appropriate manner".

The assumptions for using computers in education are:

1. Educationalists, patents, and society would like to see the effective use of new technology in the classroom.

2. Not all classroom use of new technology is beneficial, often because of the lack of training for new and veteran teachers in the more fruitful uses of the machine.

3. By using the computer as a tool, it becomes both an amplifier of human capabilities and also a catalyst to intellectual development (Underwood, 1990: vii).

Computer programmes described by Madden (1987) and Schwartz (1984) enable the students to analyze literature from a number of perspectives. For example, SEEN (Schwartz 1989) includes tutorials for analyzing characters, plot and it also helps in the organizing of essays. SEEN also allows an open exploration of student responses (each tutorial is accompanied by its own bulletin board on which students can read and comment on the work of other students). SEEN uses the student's chosen topic to individualize the generic questions which follow.

A student who chooses to write about Romeo in *Romeo and Juliet* claiming that Romeo is "very impulsive" will see these choices embedded in the next question: "What does Romeo do in Romeo and Juliet that shows Romeo is very impulsive?" If he/she had chosen to claim that Ahab in *Moby Dick* was "willful," the question would read: "What does Ahab do in *Moby Dick* that shows Ahab is willful?" The tutorials

function as reading aids and as pre-writing prompts, because students realize that the questions apply to most works of literature. This realization make students pay more careful attention to the kinds of evidence needed to back up their topics as they read new texts (Helen J. Schwartz 1989:49-63). Schwartz further states that "A final kind of computer activity - interactive literature - helps students explore the conventions of literary texts. For poetry, Stephen Marcus' COMPUPOEM is based on a simple, imagistic model of poetry. The writer is asked to supply a noun, two modifying adjectives, a prepositional phrase, and a verb with two modifying adverbs. COMPUPOEM formats the input and produces a poem such as the following:

The snow

white, outlining

on the black branch

fleetingly, coldly

defines.

The programme's interest lies in the questions and advice that Stephen Marcus provides: What differences does syntax make in the "poeticness" of a text? How can allusion pack in meaning? As opposed to simple adverbs what can adverbial phrases add? The larger questions COMPUPOEM asks how culture-bound this model for poetry is: What modern poets sound like this? Do earlier Western poets ever sound like this? How does this formula work with reference to Haiku? Another programme could easily be written to generate the strictly structured Haiku form with randomly generated words (Masterman 1971). The point of such a programme would not be to create immortal Haiku but to consider the emotional charge of words in conjunction with each other (cited in Schwartz 1989:49-63).

With fiction, adventure games have introduced the concept of readers providing information or making choices that affect the outcome of the story. Children's programmes such as STORYTREE by Brackett (1984) introduce readers to the concept of plot consequence. Each STORYTREE text can have three kinds of screens: a story segment that simply progresses to the next screen; an option "branch," at which point the reader decides among several options ("go towards the river," "investigate the source of the growling"); or a "chance" branch, in which the reader is sent along one of several paths by a random choice of the computer. Whether the student works with examples provided in the programme or makes his/her own story, he/she can experience and analyze the consequences of plotting as compared to coincidence. Because the story line is simple, a reader can explore different turnings, but he/she will probably tire of the exercise quickly (cited in Schwartz 1989:49-63).

More challenging to the user are some of the interactive fictions now being created with new hypertext programmes. Let us first describe how hypertext works by comparing the way we read a regular, non-interactive printed text and a hypertext version of the same work. Let us consider a special kind of text - a variorum edition of *Hamlet,* containing an edited text, a list of variations in different early editions, footnotes on word meanings, critical comments, as well as a bibliography and texts of sources Shakespeare may have used. A reader gains access to this information when he/she looks at the bottom of the page or, using his/her finger as a bookmark turns to another section (perhaps using a table of contents or index first). A hypertext version of *Hamlet* could provide such aids more readily. By using a mouse to "click" on "hotspots" (designated by icons or a different color of text, for example), the reader could call up new windows of information overlaid on the play script (to act as footnotes, for example) or hypertext could save the reader's place (like a bookmark)

while taking him/her to other sources of information. In addition, hypertext can interface with other media (such as video, slides, or sound) as well as call up other programmes, such as a word processor. Having illustrated how hypertext works in a scholarly function, let us consider how this medium might affect the relationship between reader, text and author" (Schwartz 1989:49-63).

Technology should not be used to replace teachers or teaching. Technology should only be used where a noticeable gain to the teaching quality is evident. Technology should only be applied in appropriate stages (Lee 1999).

Porter (1999) states that "there are a number of claims made for the advantages which the appropriate use of technology can offer to the learner". The most relevant issues are summarized below:

1. Technology can give students a greater degree of control over their learning: by using technology, students can access information, learning spaces, and other resources at times which suit their lifestyle and their other commitments. Increasing numbers of students either follow part-time degrees or, where they study full-time, hold additional responsibilities, such as those of part-time jobs and families, which mean that they have many pressures outside their studies, and their learning has to take place at appropriate times. Technology can allow students to choose when to access resources and it also supports methods which have a far greater potential than those of traditional distance-learning, particularly in the degree of interaction which it affords. Technology-based resources can be integrated into a course of study and used to complement classroom contact, library resources, and standard methods of sharing insights.

2. Technology can enable the student to feel that they have control of their own learning: it can allow students to shape their learning by encouraging the

perception that a culture's varied media is a collection of resources which the student can be guided through, and that they have choices about the route which they take.

3.	Students can communicate and discuss ideas together, even when they are not physically (or temporally) together: as student numbers grow in relation to staff numbers, student-to-student and student-to-teacher contact time is put under increasing pressure. The use of technology such as email, conferencing systems and other computer-mediated communication tools provides a rich environment in which communication can continue outside the classroom.

4.	Technology can provide a gateway to better research methods and analytic approaches: For several of the projects described in this collection, technology has provided a method for sharing specialist research materials and research techniques with undergraduates to an unprecedented degree. Technology offers advanced research tools, and it can also provide the interface which helps the teacher to guide the student through the implementation of new techniques.

5.	Technology can help to provide the motivation to learn and experiment: new teaching methods will often provide a student with added interest in the course, and impetus to develop their own learning. Technology is only one method which can be adopted and is not guaranteed to be successful by any means, but with carefully thought-out uses and proper integration into courses, there can be significant benefits to both teacher and student.

2.6. Teaching of English Literature at Aden University

2.6.1. Introduction

In Yemen, there has been very little research done on using literature as a resource in teaching English as a foreign language. Literature is taught as a subject of study at Education Faculties only. There are no literature courses at the Faculty of Arts and in M.A programme at Aden University. Literature as an area of study like linguistic courses and ELT courses had many changes in the course of time. The number of courses taught to the students of Faculties of Education, Aden University, changed from nearly fifteen courses to six courses by the new study plan that started from 2005-2006. In the next sections, the researcher will discuss these changes in detail to explain the situation of English literature at Aden University.

We know that the changed situation of English literature courses has a relation to the situation of our teachers and the desire of the authorities of the university, and it is not related to scientific research that prove that literature courses should be reduced at the curriculum of the faculties of education. Hirvela (1989: 127-132) lists five reasons for language teachers avoiding literature:

1. ''Language teachers have been indoctrinated with the idea that the term "literature" implies inaccessibility to archaic language in canonical literature.

2. A large number of teachers who are not enthusiastic about reading are unlikely to prefer teaching materials which require a good deal of reading.

3. Language teachers may too heavily rely on fixed texts or other instructional materials which tend to restrain creative approaches to language teaching.

4. Teaching literary texts for language purposes involves a considerable amount of work, such as careful and thorough reading to determine suitability of the texts during the preparatory process.

5. There is a lack of teacher training programme which prepares teachers to deal with literature in their classes''.

That the language of literature deviates from natural or common language is axiomatic – a fact that leads Zughoul (1987) and a few other like-minded linguists to question "the validity of (the) inclusion (of literature) in the English department of a Third World country on a wide scale." The language of poetry in particular is dismissed by Zughoul as too deviant for his own as well as for other linguists' attention. Literature, then, uses language which is considerably different from the "normal" or "everyday" conversation of the common members of a speech community. It clearly uses language with greater care and complexity than the average user is able to produce. This makes it extremely difficult for teachers to explain literary texts of all kinds-poems, short stories, novels, and plays-when exposed to linguistic techniques which are supposed to simplify, reveal, or explain meaning (cited in Obeidat 1997:32).

Rowland (1948: 540) says that literature covers every aspect of life, and is a difficult subject to teach. The literature teacher must have a wide cultural background, insight into human nature, and a lively personality. The matter selected to teach is highly important. A student's life time attitude towards literature may depend on the selection of writings to which he is introduced in school. The English teacher should ask herself three questions in examining literature before she teaches it: (1) Does this relate to my students' lives? (2) Does it reach them? (3) Will they learn about life from reading it?

Here at Aden University and also at all other Yemeni universities, we need to shed light on the possibilities of integrating literature into our EFL instruction. However, in the English departments in Yemen, language and literature are not integrated at all in

one course of study; that is, literature is treated as an "object of study." We need to train our teachers on how to teach literature, how to deal with literary text, its methods of teaching, how to use new technologies in teaching literature, etc.

2.6.2. The State of Teaching English Literature and its Place in the Curriculum

There is a debate on how many literature courses should be included in the curriculum for English majors and how literature should be taught.We know that literature written in English does not have an important status in the curriculum of Aden University, especially in the English departments.

This curriculum was revised in 2005-2006, and the courses of English literature became six courses only. In the first year, there are two courses for each semester one course: *Introduction to English literature*, and *Selected Literary Readings*. In the second year, there are three courses, in the first semester one course, *The Short Story*, and in the second semester, there are two courses; *The Novel*, and *Poetry*. For the third year of bachelor degree, there is no literature course, if we do not consider translation as not one of the literary genres. There are two translation courses in each semester of the third year. For the last year (fourth), there is one course in the last semester, *Drama*.

When the researcher examined the curriculum, he found that there is a problem in the selection of literary texts. That is to say, almost all the literary texts are British or American. No modern texts or no text from world literature or multicultural literature is chosen. Also almost all texts are written by male writers, with only one woman as an exception.

Reilly (1988:2) argues that curriculum and instructional methods in language teaching may be very different if the goal is to foster language skills and language-

learning skills that can be maintained after formal instruction ends, rather than merely to produce a given level of competence by semester end.

Zughoul (1983:222) examines the curricula of a number of English departments in Arab universities (e.g. in Iraq, Syria, Kuwait, Jordan) and at two American Universities in the Middle East, and concludes that the curricula of these departments (with the exception of the American University of Beirut) were heavily dominated by the literature component. He adds that "the study of English literature does not only dominate the syllabus of the English department, but also shapes the syllabus of the secondary schools". According to him (1987:223), in English language and literature "the other two components of the syllabus – namely, language and linguistics – show a lack of balance in the curriculum, where the language component in particular stands out as the weakest". The language component typically includes two courses in communication skills and a course in writing. He (ibid.) claims "Rarely does a department in a third world country offer solid language training, i.e. training in reading comprehension, listening comprehension, term paper writing, or speech. In fact, the curriculum assumes that the incoming student is proficient in the language and that he does not need any further language training. This, indeed, is a very unrealistic assumption". Aden University differs from these other Arab universities; English literature does not dominate the syllabus of the English department. It has very little space in the new curriculum plan (2005-2006). We need to integrate literature with language and change the balance in the curriculum between literature component, language and linguistics – where the literature component in particular stands out as the weakest.

Furthermore, about one-third of the bachelor degree courses are taught in Arabic for the students of English departments, especially in the Faculty of Arts and

Education. These courses include Islamic Studies, Arabic, Social Studies, History, Computer Science and Education. So the remainder of the courses may not be enough to help those graduates communicate freely and effectively in the target language. They are thus likely to face some difficulties in their performance. The researcher suggests that it would be better and helpful if such courses are taught in English rather than in Arabic. Halliday et al (1984:18), when discussing ways of learning a foreign language, say:

> In Nigeria, English is used in almost all the teaching in high schools. This has two important results. In the first place, the quantity of classroom experience that each pupil receives is much greater outside the English lesson than within it. Some people have said that if the English language lessons were removed entirely from the schools in Nigeria, little or no effect would be noticed on the ability of the pupils in English when they came to leave schools. But, in the second place, the children are influenced by class teachers other than those who are trained in English. If those teachers' English is not very good, the pupils will suffer. Teaching in a language is an excellent way of teaching a language, but all those who teach subjects in the foreign language need to be able to perform well in it themselves.

The researcher, therefore, of the opinion that all university courses except Arabic language course(s), should be taught in English for the students of English departments, which would certainly improve the university students' linguistic ability, which would, in turn, improve their communicative competence.

In the words of the recent Ontario English Curriculum Guide (2000:8), "the study of literature is central to the English curriculum; it offers students opportunities to expand their intellectual horizons: as a creative representation of life and

experience, literature raises important questions about the human condition, now and in the past".

One of the factors underlying the loss of interest in literature is the deplorable way in which many of the teachers approach a text and conduct a class. Some of them conduct boring classes, mainly because the teaching tends to be in the form of a monologue rather than a dialogue. We can see such a situation of teaching English literature almost at all our Faculties of Education, Aden University. Also, the students need to get answers to the questions which are asked in the class from the teachers. The teachers blame their students, but it is a fallacy, and the real problem lies in the lack of adequate preparation. The students need adequate measures to make sure that they acquaint themselves with the text properly before they come to class. They do not have the interest and motivation to read. The teachers need to take care of the students' cultural background and should not give them tasks that are more paralyzing than heuristic. The Yemeni students need to get exposure to English literature from their secondary school before they come to their colleges, some of the short stories or some of the literary terms need to be addressed in the secondary school English curriculum.

We know that good teachers are as important as good methods, but an efficient teacher can be able to improve the teaching situation by applying good methods and techniques. One of the first methods in use in Yemen at the turn of twentieth century was the Grammar-Translation Method. The emphasis in this method was on the explicit teaching of formal grammar.

Some teachers at the college level use the Grammar-Translation Method as their way of teaching and others use the direct method. Some of our teachers teach English through the medium of English itself and think that any word of Arabic

spoken in the class will be against the convention of teaching English, while others use Arabic language frequently. Here we have very outdated methods of teaching or in other words, a large number of teachers are still using traditional methods, especially the Grammar-Translation Method in spite of the fact that the new books and syllabi recommend the Communicative Method. Of course, it is true that the teachers have not got training for that.

To arouse the students' interest in English literature, teachers always need to improve their teaching methodology without which they will not be able to persuade students, parents and others to give importance to the teaching of English literature. In fact, they can at least win back some students by helping them to love what they love.

When we plan courses for the students in the departments of English in Aden University, it is essential to keep in mind the needs of the learners, and what kind of literature will be taught, and the level at which it has to be taught. There are certain works of literature that might need background knowledge of a particular age or period, a particular literary genre, or literary movement, to be understood. So students must be provided with this background knowledge before they face the learning task.

We should think of English literature as another way to help students to develop their language skills further, as the researcher has already discussed in the previous sections (2.3.4, 2.3.5). There should be a way of conducting yearly evaluation, testing and the syllabi at the Faculties of Education, Aden University as well as in the other Yemeni universities.

2.6.3. Objectives of Teaching English Literature

The objectives of teaching English may have to shift and concentrate on the acquisition of active skills (speaking and writing) to the acquisition of passive skills

(listening and reading) also, and to solve the problems of teaching and learning English language and its literature. The books in the prescribed syllabus are not the solution for these problems, but the course objectives and linguistic objectives must first be made clear and books or syllabus must be prepared accordingly. The objectives of teaching literature should not be to have students memorize what their teachers say. Instead, the students need to interpret the meaning by themselves to understand it very well. If they depend only on their teachers' understanding and interpretation, they will not understand what is required of them.

Keer (1968:20-21) says that "for the purpose of curriculum design and planning, it is imperative that objectives should be identified first, as we can not, or should not, decide 'what' 'how' to teach in any situation until we know why we are doing it".

Abbad (1988:15) admits the weakness of Yemeni learners of English: "In spite of the low proficiency level in English of most applicants, they are accepted into the department". This is what happens in most of the universities in the Arab countries. English language departments accept high school graduates without taking into consideration their proficiency level and whether or not they will be able to take the load of the course.

The Commonwealth Partnership Institute in Literature (1985) has set ten principles to ensure good literature instruction as follows;

1. ''Literary study must include the genres of the novel, poetry, short story, drama in text and production, film, television, and expository prose. This point is important as English teachers often take a reductive attitude toward what constitutes literature, relying on the classics and thereby implying that other sources and types are somehow non-literary. Similarly, it is often too easy to

neglect some genres in favour of others for various reasons, which leaves large gaps in teaching.

2. Literature must be studied in the context of personal experience, history, philosophy, psychology, economics, sociology, religion and ethics, the natural sciences, and the arts. Literature is the recorded effort of humanity to figure out its relationship to the world, and as such, literature is never written in a vacuum, so why do we teach it that way?

3. Literature is dynamic, not static. It only exists as it is read and reflected upon. It arises from a complex interaction between the text and various levels of the readers' consciousness and can never be made static.

4. Teaching literary facts is not teaching literature. When the text is treated as something dead on the page rather than as something living in the readers, teachers resort to teaching literary facts.

5. Literature is not a set of answers, but a process of seeking answers, knowing that there may, in fact, be none. There are many possible readings for any text. If you accept that there is no proper answer to a literary question, you free students to pursue their own answers.

6. The end result of the literary study is not a single interpretation but an awareness of many possible interpretations. Since literature exists only in its interaction with a reader, the number of possible interpretations is limitless.

7. Literature must be taught in depth. When a class reads a text, it must really read it, explore possible ideas, and test them against their own experiences and other ideas.

8. Writing is a natural and necessary outgrowth of studying literature. Once students admit the importance of the printed word, they will feel a need to create their own words of importance, to write.

9. The essence of literary study is discourse. That is, to study literature is not only to read and write about it but to talk about it-receiving and giving opinions, challenging ideas, and proving contentions. There is a difference between discourse and discussion; discussion often aims to instill an idea already held by the teacher in the student's mind. Discourse, on the other hand, allows for the sharing of ideas and interpretations.

10. The study of literature flourishes best when it involves the entire community of scholars. Literary study is hard work, and since we teachers do not know everything, we should include outside people who can help us. We should call upon other faculty members and community members to lend special support and expertise to our literature classrooms" (cited in Bell 1995: 18-20).

Widdowson (1975) explains the aims of literature courses as follows: ''To train intelligence and sensibility, to cultivate sensitiveness and precision of response, to provide an initiation into the nature and significance of tradition''. Rodger (1973:89) explains that the aim of the teachers of literature should be to teach ''our students how to read and interpret themselves".

Literature provides us with multiple viewpoints. We need training in the teaching of literature and also do some research on the methods of teaching literature. At present, there is a lack of common goals for university literature instructors.

Many people in the field have stressed that goals and objectives form the basic principle of any curriculum (Tyler 1949, Wheeler 1967, Keer 1968, and Nicholls and Audrey 1978). For our teachers, it is very important that they should know what their

tasks are, and what they are going to do. The objectives should be practical and the main aim of teaching the English language is to develop the ability of students to read and understand books and any material which is written in English. This is the main objectives, but we should have other objectives which will help achieve other skills.

For improving the teaching situation at Aden University to achieve the aims and objectives set in the syllabus, we need to equip the university with sufficient and qualified teachers, buildings, libraries, and laboratories. The English curriculum for the four-year bachelor degree course (English Major) has the following objectives:

1. To give students a good knowledge of English; it particularly aims at improving their skills of listening, speaking, reading and writing.

2. To train them in the art of the pedagogy of English, especially at school level.

3. To raise their awareness to what constitutes a principled approach to learning and teaching a foreign language.

4. To improve and extend their range of grammatical competence.

5. To equip them with the knowledge and understanding of how language works by offering them relevant courses in linguistic.

6. To sharpen their understanding of the contrast between English and Arabic, particularly with a view to helping them with the translation from one language into another.

7. To foster literary appreciation to enable them to comprehend literary discourse in English.

8. To promote an attitude that will enable them to appreciate the role of English as an international language (cited in New Study English Curriculum Plan, Aden University 2005-2006).

If we look at the objectives of teaching English literature as per the new study curriculum plan, we will get to know that each one of the courses has its own objectives. We have the following six literature courses for the four-year bachelor degree:

1. **Selected Literary Readings (E141)**: The objectives;

    -   To acquaint students with a variety of interesting ways in which the English language has been used.

    -   To guide the students, through the questions at the end of each passage, step by step so as to help them understand its meanings.

    -   To guide students to appreciate the special qualities of each passage.

2. Introduction to English Literature (E142): The objectives;

    -   To acquaint students with main trends in English literature.

    -   To alert students to the historical details influencing English literature.

    -   To help students survey the works of major writers.

3. The Short Story (E241): The objectives;

    -   To enable students to understand and respond to short story.

    -   To provide them with the literary skills required for reading short stories so that they become story-literate.

    -   To enrich their imaginative experience.

    -   To help them to read for pleasure so that they make their own relationship with literature.

4. The Novel (E222): The objectives;

    -   To help students to understand and respond to the text of the novel.

    -   To sensitize them to the idea that the mechanics of construction of a novel has to go with the quality of its construction.

- To encourage them to construct their own analysis and interpretation.

- To enrich their enjoyment of reading this art form.

5. Poetry (E232): The objectives;

- To help students read poetry with understanding, confidence and insight.

- To provide them with a basis for reading poetry for pleasure and enjoyment.

- To enhance their sensibility to the use of language in poetry.

6. Drama (422): The objectives;

- To acquaint students with the dramatic trends right from the beginning up to the present day.

- To provide a dramatic reading of certain passages, a reading that students may imitate.

- To help students to cope with the archaic language of the plays prescribed (cited in New Study English Curriculum Plan, Aden University 2005-2006).

2.6.4. Syllabus and Materials

The teaching of English literature in the Faculties of Education can be developed by improving or changing English language teaching materials and methods and getting academic contact with the native bases. Also, it can be very useful to translate Arabic and Yemeni novels, plays, stories, etc, into English. These translated versions are likely to be received more positively by Yemeni students. The teaching of English language and especially English literature should be related to the

local values, culture, customs and tradition of the students. Translating the text into students' mother tongue is thus supposed to help students to understand the text.

Swaffar et al. (1991: 215) point out that literature became a distinct field of study in the United States in the late nineteenth century. English studies then focused on canonical texts and "instructional acts of interpretation". Also, they state that in-class expert interpretations have now existed for more than one century now.

As Purves, Rogers, and Soter (1995:13-14) describe the characteristics of literary study as follows: ''… in colleges and secondary schools people were making the study of literature a big business. Pieces of writing acquired barnacles of articles, books, and dissertations, with definitive editions, annotated editions, scholarly editions, variorum editions; with examinations of structure, imagery, and metaphor; with interpretations political, social, psychological, aesthetic, and moral; with computerized concordances and bibliographies of bibliographies . . .''.

Wilkins (1975) is of the view that the values and cultural traditions which accompany the process of culture transfer from English speaking countries are often considered alien and thus, unacceptable to the indigenous culture of the students.

Purves, Rogers, and Soter (1995: 40-42) specify the following "five basic groups" of content of literature instruction even though the emphasis among them can change: (a) "literary works," (b) "background information" ("the supposed moral and social content"), (c) "literary terms and theory," (d) "reader responses," and (e) "cultural information".

Alptekin (1984) adds that teachers of English should benefit from the familiar topics and issues that are related to the immediate milieu and environment of the students. They should also benefit from topics that have an international stamp and that are also familiar to the students (Any unfamiliar topic should be entirely

144

eliminated). He advises curriculum designers to select materials that focus upon the students who are at the centre of the whole educational process.

The teaching of English literature has become a subject in its own right distinct from the teaching of the English language. For the Yemeni students, English literature is a literature in a foreign language and the cultural and linguistic problems that they face should be solved so as to bridge the gap between them and an alien literature. Unfortunately, the difficulties in teaching and learning the English language and literature are not given enough consideration. We teach the students the prescribed syllabus as it is without taking into our account the difficulties and problems that they face in their learning process. The failures in the teaching of literature in our Faculties of Education may be due to the poor selection of material and syllabus meant for the students.

In some of EFL courses, the language proficiency as an object of the study is ignored. Wahba (1979: 360), in a critique of the programme of literature in English for advanced Egyptian students, explicitly claimed, ". . . the traditional literary programmes in foreign languages are built on flimsy assumptions and an irrelevance . . . Chronology is seen to provide no convincing logic for sequence in the syllabus. The time-honored classics excite no sense of wonder in the students who do not understand them". He (Ibid.: 359-361) urged the English literature courses in the foreign language context to consider seriously the "role of the students in the learning process," as "the objectives of the course of study and its content do not take students' background, proficiencies, attitudes, responses, and actual or potential difficulties into account".

The university syllabus does not fully satisfy the present objectives for teaching English and its literature courses. Teaching Shakespeare's plays to the

145

students in the Yemeni situation is not useful, because to learn Shakespeare, students should have sound linguistic skills and be able to follow the teaching situation. To get a taste of English literature, students should start with simple books and materials instead of the difficult ones that are presently prescribed. The lack of English proficiency contributes to making literature difficult to students. Zughoul's (1985) study indicates that these English majors' English proficiency did not allow them to study masterpieces in English. Using the Michigan Test of English Language Proficiency (MTELP) to test the graduates of English department at Yarmouk University in Jordan, who were favourably comparable with those of the rest of Arab universities, Zughoul (1985) found that the average mean score of the 168 subjects was 68. According to the test manual, test takers who receive this score are believed to be "not proficient enough to take any academic work" (quoted in Zughoul 1986: 11).

The syllabus for students who want to become teachers of English or study English literature should take into consideration the general conditions and background of the students and the initial equipment of the students and their examination requirements. Bader (1992:236) states: "The graduates from English departments are not necessarily competent in English, and that it is wrong to assume that students have the ability to "analyze and appreciate literary texts" while in fact they are still lacking important language skills''.

The individual attention in classrooms at the Faculties of Education, Aden University has not helped the students because of the large number of students in the classrooms. We still have not recognized the fact that English is a subject that needs particular skills and that it involves practical work which can only be conducted with limited number of students.

To make any syllabus and materials successful, we need an adequate number of teachers, students taught in small groups, suitable methods of teaching, and very good environment during the process of learning. The selection of the syllabus should be planned with the international audience in mind and should help the students to cross cultural boundaries.

The Yemeni students need to use teaching aids such as films, slides, audio tapes, posters, maps, projectors, and computers. Employing teaching aids requires financial resources that should be available by the authorities of the Faculties of Education, Aden University. We know that the teaching aids are an important element in the success of the teaching strategy. Research has shown that using teaching aids is a crucial factor in attracting students to the subject. It is an essential means for overcoming the outdated mode of teaching that we find and see in the schools and colleges.

2.6.5. How is English Literature taught in other Universities?

Further related questions are: How much focus should there be on literature? What are the respective roles of the related components —language, linguistics, and literature? These questions are at the heart of an on-going, heated debate in university EFL, English departments, especially those in the Arab World (Bader 1992; Obeidat 1997). Indeed, this controversy will continue. Bader (1992) emphasizes that the literature component has been the most controversial and pointes out that despite the preponderance of literature courses, English departments in EFL countries have failed to achieve their primary objective —"to graduate competent users of English" (Zughoul 1985, quoted in Bader 1992: 233).

English departments in the Arab world are more or less replicas of their counterparts in the West, in the sense that they frequently stick to the canon (with occasional departures), follow more or less the same curricula and assign text-books and reading selections not too different from those at King's, Leeds, Warwick, or Brown. Staffed by American or English professors along with their Arab colleagues (themselves western educated), these departments hardly display any propensity towards localizing curricula by opting for a particular text, which may fare better among students of different cultural inclinations. Furthermore, by emulating western paradigms, they piously echo judgments of master critics who tend to mirror a Euro-centric vision in most cases (Al- Maleh 2005: 270), and she adds that text selection is vigilantly considered by most Arab teachers and books with radical or highly controversial subjects are quickly excluded (ibid:3).

In order to test the conflicting claims regarding the place of literature in the curricula in the Arab world, I examined the curriculums of the same English departments that Zughoul mentioned above as well as a few other departments in different Arab universities including the universities of the United Arab Emirates, Kuwait, Bahrain, Sultan Qaboos (Oman), King Saud (Riyadh, Saudi Arabia), Damascus, Tashreen, al- Ba th (Syria), Sfax, al-Kairouan (Tunisia), Mohamed Ben Abdellah (Meknes, Morocco), and Alexandria (Egypt). To my surprise, I discovered that the number of courses offered in language and linguistics outnumbered the courses on literature in these curricula.

Table 6: English Curriculum in the Universities of the Arab World

University	Literature	Language/ Linguistics	Percentage of literature courses
Yarmouk University (Jordan)	8	27	23%
University of Bahrain	7	27	21%
Qatar University	6	28	18%

Kuwait University	12	14	46%
Sultan Qaboos University (Oman)	13	18	42%
United Arab Emirates University	10	25	29%

This led me to conclude that, to the best of my knowledge, English departments of the universities of the Arab World are actually heavily dominated by the language and linguistics component. This turns out to be the exactly opposite of what has been maintained by earlier publications and also in popular perception. (cited in Obeidat 1997).

If we look at the courses in the Faculties of Education, Aden University, we will find that, according to the new curriculum plan that started from 2005-2006, the number of linguistics and language courses is 26 and the literature courses are 6 only. The percentage of linguistic and language courses is 81% and literature courses are 19 % only. Aden University literature courses are like that of Qatar University; all of them have six literature courses only but the difference is that the percentage is different by 1% in their total number of English language courses.

The English departments in Aden University and other Yemeni universities need to fulfill the needs of both faculty and students and we need more effective and systematic programme than what is currently available. The students need to know the history and the cultural background of English literature in order to fulfil their language requirements and also in the culture and traditions of other societies.

The researcher thinks that English literature needs to get its rightful position at Aden University by offering new literature courses for bachelor degree programme. We also need to open an English programme at the Faculty of Arts that has literature courses, and M.A. and Ph.D. programmes in English literature. The situation of teaching English literature is different from one university to another.

Theoretically language oriented courses in Yemeni universities are said to lay the foundation for language proficiency, but the reality shows that it fails on providing students with actual exposure to language and helping them in developing subtle and sophisticated knowledge of English. This may be due to the nature of the courses that is being taught (content problem), or it may be due to the situation of the students themselves (Poor academic skills and weak background), or it may be related to many other reasons such, as lack of skilled teachers, authority of the universities, lack of practice, curriculum, teaching aids, etc.

Some may say that the solution for this lies in offering new literature courses, so as to make the right balance between literature courses and linguistic and language courses. A good solution will be to introduce a good English programme from secondary school itself and later to help students get a good command in English language in their graduate degree. We should also introduce a good English programme with the right balance between linguistics courses, language courses, and literature courses that take into account the needs and background of the linguistic knowledge of the students in all universities.

Haggan (1999) also found in her study that her students' initial purpose in joining the department was to enhance their English and not to become linguists or literature specialists. She proposed that departments of English should attend to students' aptitude and language proficiency: Literature and linguistics were suggested as the chosen areas of specializations only for these students who have an interest and an aptitude for these subjects and adequate command of the English language. In other words, before allowing students to undertake specialized courses, a stricter training should be implemented in language proficiency teaching and testing.

When we look at the literature curriculum and literature courses in most of Yemeni universities, we find that they are not designed to meet the needs of students of education faculties. The literature courses that are selected should provide direct and meaningful insights into modern western culture and society. The focus of these courses should shift from classical to modern and contemporary literature and multicultural literature. Also, we need to have literary courses that have Arab writings in English, translation of Arab writers' works, and simple works of literature that can be easy and attractive to these students.

Arab universities did not start to offer undergraduate classes in specifically American culture and literature until the late 1970s. But, by that time, with seven universities listing papers on American literature at the undergraduate level, American literature had gained a secure place in English departments. Shortly after, the study of American literature flourished and reached professional maturity in certain ways (Obeidat 1996:37-44) and he adds that "while the scarcity of English department course offerings in American literature and culture prior to the 1960s was in part due to an absence of qualified and dedicated faculty, by 1980 English departments were willing to devote resources to a field which was increasingly accepted on intellectual grounds. A few examples of the American literature classes taught between 1970 and 1980 indicate this growing vitality. By the early and mid-1980s, courses in American prose, drama, and poetry before and after 1900 were regularly taught, both at the graduate and undergraduate levels, at various Arab universities" (Obeidat 1996:37-44).

The methodology of literature teaching features, the paraphrase of a literary work, the biography of the writer, the historical contexts for particular work, the moral and ethical enlightenment of readers, and appreciation of the aesthetic features

of literary works (plots, characters, main idea, etc). The problem with this way of teaching is that it gives one interpretation of the literary text without inviting readers' responses, thereby undermining their capacity to exercise their interpretative skills on the literary text. However, the problem we face is about the ability of students to interact with the text and give their interpretations of a literary text. Needless to say the students in the Yemeni universities need to improve their skills to do that.

I find myself facing a tremendous amount of challenge as I try to maintain their interest in American literature while helping them to overcome the difficulties this study demands. Above all, the students are disappointed when they find themselves taken aback by the assumptions, attitudes, or beliefs expressed in their reading and writing assignments. Their "uneasiness" when they read subtle and complex works by Emerson, Hawthorne, and Melville, for instance, disrupts their readiness to study American literature, and thus the whole basis for their interest in American culture begins to be undermined. But, at the same time, some begin to realize that feelings of mistrust which may only be reflexive responses on their part. In my view, reading more American works and knowing more American authors speed up this recognition. Such students become aware of their own reactions, as they realize the need for themselves to have a more complex response to human history, culture, and literature at large (Obeidat 1996:37-44).

The literature teaching in Yemeni universities are almost always teacher-centered. In order to teach how to read, teachers of English literature need to know how to teach literature from the perspective of different approaches and theories. Literary texts are said to contain the best lines on beauty, nature, human beings, goodness, and life. Vendler (1994:28) has emphasized that a literature course should lead a student to a 'state of intense engagement'. Also, Abbs (1994:151-4) elaborates

on a whole range of strategies, including ' oral recreation', 'auditory imagination', 'attention articulately sounded', 'critical evaluation', and 'creative amplification', etc., which aim to bring the students' feelings, sense-perceptions, imagination and the intelligence active in all of these- inside the pattern of the words.

2.7. Summary

In the Yemeni universities, especially in the Faculties of Arts and Education, where we have English departments, we need to publish more literary journals. The students can write in these journals, can also begin by thinking in literary terms about theme, plot, character, setting, point of view, time, place, tone, etc. They can write in these journals a summary or some analysis, or discussion or idea from their prescribed texts. The researcher thinks that a number of the students, if motivated and encouraged to write in these journals, will write better than expected from them. We need to discover and encourage the hidden powers of the students that are not noticed and help them to practice and develop the four skills and cognitive thinking. The students need to be encouraged when they are in the right track and dissuaded from making mistakes. In such a manner, teachers can help them gain confidence and help them to express their ideas and abilities without fear or hesitation.

The study of literature demands that students search for "a reasoned understanding of distanced problems" and eliminate much of the "prefabricated position-taking" required by freshman rhetoric anthologies which cover controversial, "Provocative" subjects such as capital punishment (Scott 1980:7).

Chapter Three

The Methodology and the Procedures of the Study

3.1. Introduction

English has become one of the major languages in the world with its rich literature, appreciated by those who have love for it and are well grounded in it. A teacher of English literature is supposed to make his lecture more engaging and more demanding for his students. He/she needs to be categorical on focal points and adopt simple expressions so that his/her students can understand well. He/she also needs to handle the lecture within the given time slot covering all essential dimensions.

This study is conducted to elicit the required information from teachers and students in the Faculties of Education, Aden University, using quantitative and qualitative methods with the help of written questionnaires and interviews during the academic year 2007-2008.

The purpose of the present study was to investigate students' difficulties with English language and literature, especially the latter at Faculties of Education, Aden University and to find out possibilities for teaching literature as an essential part of curriculum in order to help learners in developing their skills. This chapter describes in detail the research methodology that has been employed in this study.

3.2. Design of the Study

For this study, the researcher selected 64 undergraduate students from each of the 5 faculties, totaling the number of students to 320. These five Faculties of Education are located at Aden, Saber, Zingabar, Radfan, and Lowder. The researcher distributed around 57 questionnaires amongst the teachers of these Faculties, but only 30 of them responded. Questionnaires were designed in close-end formats like three-

point, four-point, five-point scale, and multiple choices and Yes-No patterns, some of the questions were open-ended as well. The researcher wanted to get the required information from the participants to identify the problems, difficulties, suitable methods and required changes pertaining to teaching English as a foreign language, particularly its literature.

The methods adopted by the researcher have been quantitative and qualitative in order to explain the complex nature of difficulties in studying and teaching literature courses at the Faculties of Education, Aden University. As Lincoln and Guba (1985:84) noted, a qualitative case study can offer the kind of "thick description" described by Geertz (1973) and opportunities to explore multiple "constructed realities". This study focused on studying and teaching English literature in five English departments in the above Faculties of Educations as a sample of all the Yemeni universities.

These two methods of research such as quantitative (questionnaires) and qualitative (interviews) for data collection have their importance to understand the social phenomena of teachers and students. In general, quantitative research methods appeal to objectivity of findings using objective measurements and numerical data analysis to explain social phenomena investigated (Ary et al. 1979). Goetz and LeCompte (1984:95) state that qualitative research admits "the subjective perception and biases of both participants and researchers into the research frame".

3.3.   The Research Tools Used

As a main tool for the study, two types of questionnaires were used: one for teachers and the other for students. Through these questionnaires, the issues that have been discussed can be generalized to the other places of study. Questionnaires allow generalizability of results and also have a track record. They are frequently used in the

programme evaluation literature to identify participants' perceptions (Herman et al. 1987). Questionnaires are considered to be the most widely used instruments in follow-up studies. They are tailored to fit almost many programmes under investigation. The interview as another tool of investigation and a method of evaluation has also been used in this research.

The collection of data from the aforementioned subjects helped to investigate the status of teaching English as a foreign language, particularly its literature at Faculties of Education, Aden University, and also to indicate the difficulties and problems of teaching English literature. The researcher feels there are some reasons for the students of Education Faculties to feel frustrated about their literature programme because their needs as future teachers of English in schools are ignored in the curriculum. The data helped the researcher to know the students' views on their literature pogramme, and it can be used as a base for any future improvements and changes in the curriculum.

Like the two sets of questionnaires, we had two sets of interviews: one for teachers and another for students, all of them written in English without any translation into the mother tongue of the participants. The researcher along with his friends distributed the questionnaire and helped students to understand them and motivate them to answer the questions.

The researcher has used a Likert scale questionnaire that is "a self-reporting instrument in which an individual responds to a series of statements by indicating the extent of agreement. Each choice is given a numerical value, and the total score is presumed to indicate the attitude or belief in question" (Fraenkel and Wallen 1993: 552). The Likert scale is commonly used, because it is easy for use and analysis.

In this study we have a semi-structured interview as a data collection technique for the required information. This interview sought certain information from all participants and it is "guided by a list of questions or issues to be explored, but neither the exact wording nor the order of the questions is determined ahead of time" (Merriam 1988:74).

3.3.1. Teachers' Questionnaire

The teachers' questionnaire consisted of the following sections:

- Teacher Demographics: It consist of 7 items: name (optional), age, sex, qualification, college, teaching experience, courses they are currently teach.

- Teaching practice, problems, difficulties and possibilities: It consists of 22 items, investigating the respondents' views and opinions on the issues that the researcher ask them about, their agreement or disagreement with the researcher and the recommendations that required for improving the situation of teaching English as a foreign language particularly its literature.

- Comments: It has 1 item only for the respondents to give their comments and suggestions.

This method of data collection was selected, because it helps answering some specific questions whose answers the researcher was searching for. Macmillan and Schumacher (1997: 252) state that "The questionnaire is the most widely used technique for obtaining information from subjects. A questionnaire is relatively economical, has the same questions for all subjects, can ensure anonymity, and contains questions written for specific purposes".

The questionnaire was designed to get the required information on the ELT classroom situation at Aden University, particularly the English literature classes. It asked the teachers to list their teaching courses, their students' level, their attitude to English literature teaching, methods, role of literature for students, needs of the students, college situation, their experience, difficulties and problems that they face in teaching English literature, their opinion on the literature courses that are being taught for the students at college level, their students' response and attitudes to literature courses, the changes that are required, and other questions related to their teaching situation at the Faculties of Education, Aden university. The questionnaires were distributed among the teachers between March and July of 2007-2008.

3.3.2. Students' Questionnaire

The purpose of students' questionnaire was to collect information on the students' demographic data, their view on English, level, skills, the importance of literature courses, problems and difficulties they face when they learn literature, their teachers' way of teaching, general questions on English as Foreign language, their literature courses, literature syllabus, the recommended method for the success of English teaching, required changes and improvements in literature courses, and finally their comments and suggestions.

The students' questionnaire contains of the following sections:

- Teacher Demographics: it has 5 items: name (optional), age, sex, level, and college.

- Teaching practice, problems, difficulties and possibilities: It consists of 16 items: investigating the respondents' views and opinions on the issues asked by the researcher, their problems and difficulties with English language and literature and finally the recommendations for improving the

situation of teaching English as a foreign language particularly its literature.

- Comments: It has 1 item only for the respondents to give their comments and suggestions.

3.3.3 Interviews

In general, interview, as one of qualitative research methods, seeks to understand human and social behaviours from the insiders' perspectives (Seidman 1991). The teachers were selected for interviews based on their teaching experience and the courses they taught. More than 80% of the interviewed teachers were teaching English literature courses. Unfortunately, we have very few literature specialists who teach English literature courses only as most of the teachers in the Faculties of Education teach literature courses, or linguistics as well as ELT courses. These teachers were interviewed between March and July, 2008. Each interview lasted for 30 to 40 minutes.

The major purpose of an interview is to gather specific information that is in someone else's mind (Merriam 1998; Patton 2002) or to explore other people's experience of an event and understand their constructed meaning of that experience (Seidman 1998).

This semi-structured interview of the teachers and students consisted of a number of questions; teachers' interview had 11 questions while student's interview had 10 questions. The questions of the interviews intended to elicit the required information, their experience, knowledge, attitudes, responses, methods, literature teaching, and problems related to the questions of research and its objectives. Patton (1980:196) stated that "the purpose of interviewing… is to allow (the researcher) to enter into the other persons' perspective".

These face-to-face interviews held with two teachers of each college of the study depending upon their availability consent for interview with the researcher. Two students were interviewed from each level reaching up to 8 from each college of the study. The selection of teachers and students were almost random as the researcher has not any previous knowledge about them participants.

3.3.4. Pilot Study of the Questionnaires and Interviews

In order to create the most appropriate type of questionnaires, a pilot questionnaire was developed in two ways. The questionnaire was distributed among five referees; one from the English and Foreign Languages University (EFL-U) Hyderabad, one from the Institute of Languages, Aden University, one from the Faculty of Education, Aden University, and the last two were Ph.D. scholars from Lowder Faculty of Education. They were requested to be categorical in their statements, suggest any required changes, and finally correct any misunderstanding or mistakes. Some of their suggested changes and remarks were given due place. The second pilot questionnaire was conducted during November and December 2007 at Faculty of Education, Zingabar, Aden University. The researcher contacted 20 students from each of the three levels; first, second and third, thus there were 60 students in total from the faculty. Students of the fourth level could not be contacted because they were busy in teaching practice at the schools for the first semester. The researcher discussed with the students about their views on questionnaires and the situation of learning English.

This pilot study helped the researcher to refine and incorporate the required changes in the questionnaire, clarify ambiguities in the use of language and paraphrase some of the questions. Through this pilot study the researcher gathered information on what kind of changes are required and what the students need. The

students expressed their dissatisfaction and disappointment with the English pogramme, particularly the English literature courses.

The researcher discussed informally with some of the teachers regarding the students' situation. These discussions with the teachers and students were useful to make changes in the questionnaires.

The changes that were made in the teachers' and students' questionnaire after the pilot study are listed below:

- Question Nos. 2, 5,9,10 in teachers' questionnaire, and 2, 6, 14, 17, 18, 21 in students' questionnaire were modified.

- Question Nos. 3 (one paragraph), 17, 28, 31 in teachers' questionnaire, and 25 (two sections), 2,7,10 in students' questionnaire were dropped.

- Question Nos. 8,15,14,20 in teachers' questionnaire and 8, 17 in students' questionnaire were added.

- Question Nos. 34 with 33, 15 with 16, 5 with 28, 30 with 13 in teachers' questionnaire, and 8 with 19 with 12 in students' questionnaire were integrated.

- Some questions of the teachers' and students' questionnaires were paraphrased.

- The order of some questions was changed.

Similarly the following changes occurred in the interviews after the pilot study:

- Question Nos. 7,9,11 in teachers' interview, and 4 in students' interview were changed.

- Question Nos. 12, 15 in teachers' interview, and 6, 10 in students' interview were omitted.

- Question Nos. 8,15,14,20 in teachers' interview were added.

- Question Nos. 3 with 10 in teachers' interview were integrated.

- The order of some questions was changed.

3.4.   Sample and Population of the Study

A selected sample of the English major students of first, second, third, and fourth level, as well as their teachers at the Faculties of Educations, Aden University, were the participants of study. These students have literature courses in their first, second, and fourth levels.

The subjects who responded to the questionnaires and interviews are:

1. Teachers of English language at the English department in the Faculties of Education.

2. Students of English section, first, second, third, and fourth levels at the Faculties of Education.

In this study the researcher took a cluster type of sampling for the participants. The cluster sampling is randomly selected from the whole population of the study. The students are from five different faculties: three main cities and two in rural areas. The researcher went to all the faculties and met more than 60% of the participations, and with the help of some teachers and students, the questionnaires were distributed among the remaining participants. About 57 copies of the teachers' questionnaire were given to the teachers, and about 320 copies of the students' questionnaire were given to the students.

Many faculty members refused to help the researcher in the distribution of questionnaires among students while some of them took the questionnaire and did not return it. Almost all the teachers at the Faculties of Education involved in teaching

bachelor degree courses were given a copy of the questionnaire. Though, some of them refused to cooperate but many of them took and returned it to the researcher.

The study involves both male and female students of English major. The sampling design was utilized to ensure that the real sample contains both the sexes. Nevertheless, the researcher faced some difficulties due to uneven ratio of male and female students in some of the faculties, especially in the three main cities where the number of female students exceeds the number of male students. Moreover, this was not the case in the rural faculties where the number of girl students is less. The following table gives details of the male and female student ratio in the colleges of study:

Table 7: Number of the Students of Education Faculties Included in the Study

College	First year			Second year			Third year			Fourth year			Total
	Boys	Girl's	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Aden	33	123	156	27	113	140	30	134	164	32	100	132	592
Saber	35	90	125	80	75	155	80	61	141	57	64	121	542
Zangabar	36	75	111	69	42	111	36	35	71	31	49	80	373
Radfan	48	37	85	45	30	75	40	30	70	50	35	85	315
Lowder	16	3	19	14	3	17	17	3	20	22	1	23	79
Total	**168**	**328**	**496**	**235**	**263**	**498**	**203**	**263**	**466**	**192**	**249**	**441**	**1901**

Among the teachers, the target of this study has been teachers of English as a foreign language (linguistics, ELT, English as a general subject in other departments and literature) at the departments of English, but the main focus is teachers of English literature. The sample includes both male and female teachers and students in five Faculties of Educations; three in main cities Aden, Lahaj, and Zangabar and the other two in rural areas in Lowdwer, and Radfan. The students' sample was chosen in a random way and all the teachers at these five colleges. Sixty four students were

selected from each college among whom the questionnaire was distributed. The following table gives the details about it:

Table 8: Questionnaires Distributed among Students

No.	College	First year	Second year	Third year	Fourth year	Total
1	Aden	16	16	16	16	64
2	Saber	16	16	16	16	64
3	Zangabar	16	16	16	16	64
4	Radfan	16	16	16	16	64
5	Lowder	16	16	16	16	64
	Total	**80**	**80**	**80**	**80**	**320**

In the following table, there is a sample that was chosen for the interviews in these Education Faculties:

Table 9: Sample Chosen for the Interviews

| No. | College | Teachers | Students | | | | Total |
			First year	Second year	Third year	Fourth year	
1	Aden	2	2	2	2	2	10
2	Saber	2	2	2	2	2	10
3	Zangabar	2	2	2	2	2	11
4	Radfan	2	2	2	2	2	10
5	Lowder	2	2	2	2	2	11
	Total	**10**	**10**	**10**	**10**	**10**	**50**

The researcher obtained approval from the University of Hyderabad to conduct this study, and then got permission from the Higher Studies Office, Aden University, and a copy of this letter is submitted to the Faculties of Education included in the study.

The demographic data that have been derived from the respondents are: name (optional), age, sex, qualifications, level of study, college, and years of teaching experience.

3.5. Limitations of Study

This study is limited to the students and teachers of these above mentioned five Faculties of Education, Aden University that award bachelor degree in English.

The specific situation and limitation in the English departments at the Faculties of Education, Aden University is identical to that in the rest of the eight Yemeni government universities not included in this study.

The assumption is that an in-depth study of one Yemeni university rather than will be as useful and yield as many valid results as a general study of all the eight Yemeni government universities.

This study is based on combination of the quantitative as well as the qualitative research methods in the context of the Education Faculties, Aden University, Yemen.

Chapter Four

Data Analysis and Discussion

4.1. Introduction

The tools of the study (teachers' questionnaire, students' questionnaire, teachers' interview, and students' interview) were administered between March and July of 2008, on the teachers and students of the Faculties of Education (Aden, Saber, Zingabar, Radfan, and Lowder), Aden University. The total number of teachers' questionnaires was thirty and students', 283. The number of interviews held with the teachers was ten, and with the students forty.

Table 10: Number of Questionnaires and Interviews

Sl. No.	Faculty	Students' Questionnaires					Teachers' Questionnaires		Teachers' Interviews	Students' Interviews			
		Distributed	Returned				Distributed	Returned		1st level	2nd level	3rd level	4th level
			1st level	2nd level	3rd level	4th level							
1	Aden	64	10	9	16	12	16	7	2	2	2	2	2
2	Saber	64	16	16	16	16	10	6	2	2	2	2	2
3	Zingabar	64	14	16	16	16	9	6	2	2	2	2	2
4	Radfan	64	16	16	16	16	11	5	2	2	2	2	2
5	Lowder	64	15	9	10	12	11	6	2	2	2	2	2
Total		320	71	66	74	72	57	30	10	10	10	10	10
			283							40			

The data was presented in terms of frequencies and percentages in tables, and frequency distributions were made for each question. Frequencies were used to denote how often a phenomenon occurred. The researcher converted each sample size of the respondents to percentages. This furnishes information on each question and shows

how different and varied certain groups of learners are in terms of their responses to each question.

This chapter is divided to five sections. The first section deals with the analysis of teachers' questionnaire and the second, with the analysis of students' questionnaire. The third section summarises teachers' interviews and the fourth, students' interviews. The last section gives a summary of the chapter. Samples of teachers' and students' comments and suggestions are also included in this chapter.

4.2. Analysis of Teachers' Questionnaire

This section is divided into three sub-sections: demographic data, analysis of close-ended questions, and analysis of open-ended questions. In all these three sections the teachers' views and responses are highlighted in tables and points.

4.2.1. Demographic Data

The teachers' questionnaire was distributed among 57 teachers but only 30 of them responded and returned the questionnaire. Of the 30 teachers, 22 were male and 8 were female. Table 11 indicates the distribution of faculty population in each faculty who answered the questions and returned the questionnaires.

Table 11: Distribution of Faculty Population by College

Category (College)	Frequency	Percentage
Aden	7	23.33%
Saber	6	20%
Zingabar	6	20%
Radfan	5	16.66
Lowder	6	20%
Total	**30**	**100.00**

There were seven teachers from Aden Faculty (23.33%), six from Saber Faculty (20%), six from Zingabar (20%), five from Radfan (16.66), and six from Lowder (20%). Initially the researcher wanted to survey all the seven Faculties of

Education, Aden University, which have bachelor degree, but he faced some obstacles in Yafa and Shabwah faculties; so only five Faculties at Aden, Saber, Zingabar, Radfan, and Lowder) were surveyed.

The age group of the teachers ranging between 25 and 60 is indicated in the table 12.

Table 12: Age Group of the Teachers

Category	Frequency	Percentage
25-30	12	40%
31-35	6	20%
36-40	5	16.66%
41-45	5	16.66%
46-50	1	3.33%
51-55	0	0%
56-60	1	3.33%
60 and over	0	0%
No Response	0	0%
Total	**30**	**100.00**

The male teachers (22 or 73.33%) are more than the female teachers (8 or 26.66%). Further, the female teachers are more in the urban faculties (Aden, Saber, Zingabar) than in other two rural faculties (Radfan and Lowder). Aden faculty has three female teachers, Saber and Zingabar have two female teachers each, but Radfan has only one and Lowder has no female teacher.

Table 13: Sex of the Teachers

Category (College)	Frequency			Percentage		
	M	F	Total	M	F	Total
Aden	4	3	7	57%	43%	23.33%
Saber	4	2	6	67%	33%	20%
Zingabar	4	2	6	67%	33%	20%
Radfan	4	1	5	80%	20%	16.66
Lowder	6	0	6	100%	00.00	20%
Total	**22**	**8**	**30**	**73.33**	**26.66%**	**100.00**

As indicated by the teachers' response regarding their qualifications, a largest number of them hold a bachelors' degree (18), and only 7 of them have master degree, and three completed their doctoral degree.

Table 14: Educational Background of the Teachers

Category	Frequency	Percentage
B.A or B.Ed	18	60%
M.A or M.Ed	7	23.33%
Ph.D.	3	10%
No Response	2	6.66%
Total	**30**	**100.00**

The teachers of these Faculties of Education varied widely in terms of their experience, which ranged from one to above twenty years; three teachers taught for one to two years (10 %); four teachers taught for three to four years (13.33%); six teachers taught for five to six years (20%); three teachers taught for seven to eight years (10 %); six teachers taught for nine to ten years (20%); two teachers taught for eleven to twelve years (6.66 %); one teacher taught for seventeen to eighteen years (3.33 %); one teacher taught for nineteen to twenty years (3.33%); one teacher taught for more than twenty years (35years) (3.33 %); and three teachers have no response to their teaching experience (10 %). As indicated in Table 15, the teachers varied widely in their teaching experience at the Faculties of Education, Aden University. Their teaching experience ranged from one to above twenty one years.

Table 15: Teaching Experience

Category	Frequency	Percentage
1-2 Years	3	10%
3-4 Years	4	13.33
5-6 Years	6	20%
7-8 Years	3	10%
9-10 Years	6	20%
11-12 Years	2	6.66%
13-14 Years	0	0.0
15-16 Years	0	0.0
17-18 Years	1	3.33%
19-20 Years	1	3.33%
21 and above	1	3.33%
No Response	3	10%
Total	**30**	**100.00**

Regarding the courses that the teachers teach and their specialization, it can be stated that 33.33% of them teach linguistics courses, but it does not mean that they are

specialist in linguistics and most of them have a bachelor degree only. Literature courses are taught mostly by teachers who are not specialists in literature. Only one teacher has specialization in literature, but all others who teach literature are not specialists of literature. Most of the teachers have a bachelor degree (18 teachers, i.e. 60%), and they teach courses in all the fields, i.e. linguistics, ELT, and literature. A few teachers have either Master or Ph.D. degrees in linguistics, applied linguistics, and ELT. Only one teacher has specialization in literature.

Table 16: Subjects Areas of Teachers

Area	Frequency	Percentage
Linguistics	10	33.33%
ELT	8	26.66%
Literature	5	16.66%
Language and Literature	5	16.66%
No Response	2	6.66%
Total	**30**	**100.00%**

4.2.2. Analysis of Close-Ended Questions

In this section, the close-ended questions in the teachers' questionnaire are analysed. These are presented in the Tables 17-35. The discussion of each question is displayed in a table, in which the frequencies and percentages are also indicated.

Question 1: In your opinion, what is the level of proficiency of most of your students? The responses to this question make it clear that the proficiency of 43.33% of the students can be placed at low-intermediate level, 33.33% at intermediate level, 13.33% at beginners level, and only 10% is considered as high intermediate and advanced. Table (17) shows the level of the students' proficiency as collected from the teachers' responses to the question.

Table 17: Levels of Proficiency

Beginner	Low-intermediate	Intermediate	High-intermediate and advanced	Total
4 (13.33%)	13 (43.33%)	10 (33.33%)	3 (10%)	30

Question 2: What do you think of teaching? Teachers were divided into two equal groups, the first group considered teaching very interesting, and the second group said it was interesting. None of the teachers said that the teaching was not interesting.

Table 18: Teaching in Teachers' View

Teachers' Response	Very interesting	Interesting	Not interesting	Total
	15 (50%)	15 (50%)	0 (0%)	30

Question 3: Which method do you use in your teaching process? The method of teaching is an important part in the teaching process, and it has its value for the failure or the success of learning. Here the teachers used different methods, modern and traditional methods. Majority of them (76.66%) used different methods (lecturing, student-centered, combination of direct and bilingual method, combination of lecturing and discussion, combination of Grammar Translation, Direct Method, and Communicative Methods, and eclectic techniques of different methods), 10% used Communicative Method, and 3.33% used the other methods each i.e. Grammar Translation, Audio-Lingual, and Direct Method as it is stated in Table 19.

Table 19: Methods of Teaching

Grammar-Translation	Audio-Lingual	Direct Method	Communicative	Different methods	No Response	Total
1 (3.33%)	1(3.3%)	1(3.33%)	3(10%)	23(76.66%)	1(3.33%)	30

Question 4: How important do you think a literature courses is for education faculty students? The importance of literature courses for the students' of the Faculties of Education is that 63.33% of the teachers consider it very important, 30% important and only 6.66% unimportant.

Table 20: The Importance of English Literature

Very important	Important	Moderate	Unimportant	Total
19(63.33%)	9(30%)	0(0%)	2(6.66%)	30

171

Question 5: Have you received or attended any training pogramme or seminars on teaching language or literature? Most of the teachers (56.66%) did not receive or attend any training programme, especially in the rural colleges, and 43.33% of them received and attended some training programmes. Table 21 describes the teachers' responses to their training.

Table 21: Training of the Teachers

Yes	No	Total
13 (43.33%)	17 (56.66%)	30

Question 6: Literature courses have a role in preparing students to be English teachers in their future career. How do you feel about each one of the following? 49.44% of the teachers reported that literature courses were very important, 44.44% considered them important, and 5.55% said that they were unimportant for preparing students for their future career. Table 22 gives details about the teachers' responses for each literature course that has been taught at different Faculties of Education.

Table 22: Role of Literature Courses

No	Literature courses	Very important	Important	Unimportant	Quite unimportant
A	Introduction to English Literature.	17(56.66%)	12(40%)	1(3.33%)	0(0%)
B	Selected Literary Readings.	12(40%)	17(56.66%)	2(66.66%)	0(0%)
C	Short Story.	20(66.66%)	10(33.33)	0(0%)	0(0%)
D	Novel.	18(60%)	12(40%)	0(0%)	0(0%)
E	Poetry.	11(36.66%)	15(50%)	3(10%)	1(3.33%)
F	Drama.	11(36.66%)	14(46.66%)	4(13.33%)	1(3.33%)
	Total	**89 (49.44%)**	**80(44.44%)**	**10(5.55%)**	**2(1.11%)**

Question 7: Do you think these literature courses (Introduction to English Literature- Selected Literary Readings - Short Story - Novel- Poetry -Drama) are sufficient to fulfill the future and present needs of students at Faculties of Education. An overwhelming majority of the teachers, i.e. 83.33% expressed that literature courses were adequate only to fulfill the future and present needs of students at Faculties of

Education, 10% of the teachers said the courses were not at all adequate, and 6.66% of them said that the courses were adequate as shown in Table 23.

Table 23: Teachers' Views on the Literature Courses

Adequate	Adequate to some extent	Not at all adequate	Total
2 (6.66%)	25(83.33%)	3(10%)	30

Question 8: Keeping in mind your teaching experience, the syllabus of teaching English at the Faculties of Education should emphasise more on: Most teachers (53.33%) agree that the combination of Language, ELT courses and Literature is the best solution, and 16.66% agree that linguistics and ELT courses each should be emphasized.

Table 24: Syllabus

Linguistics courses	ELT (English language teaching) courses	English Literature	Combination of Language, ELT courses and Literature	No response	Total
5(16.66%)	5(16.66%)	3 (10%)	16 (53.33%)	1 (3.33%)	30

Question 9: Students have difficulties with literature courses, because of: 23.33% of the teachers agree that the poor academic skills of the students is the main reason for the difficulties the students have with literature course. 20 % of the teachers hold the view that the content of the literature course is the second one. The third reason for the difficulties is lack of motivation among the students as stated by 16.66% of the teachers. The fourth reason cited by 13.33% of the teachers is that the courses contain old language. Table 25 contains all the responses to this point.

Table 25: Difficulties

Sl. No.	Difficulties	Total
a	Content of these courses	6 (20%)
b	Methods of teaching	3 (10%)
c	Teachers	1 (3.33%)
d	Poor academic skills of the students	7(23.33%)

e	Lack of motivation	5 (16.66%)
f	Old language of some literary texts	4 (13.33%)
g	Vocabulary	2 (6.66%)
h	Cultural /philosophical differences(alien)	1 (3.33%)
i	Interpretation of the theme	1 (3.33%)
No Response		0 (0%)
Total		30

Teachers add some other reasons such as:

i. Students' environment is not helpful for them to study literature.

ii. Students are not provided with sufficient suitable references.

Question 10: Introduction to English Literature syllabus prescribed for bachelor degree students is: please put (√). 43.33% of the teachers agreed that the Introduction to English Literature syllabus prescribed for bachelor degree students is inadequate and needs to be improved, and 36.66% agreed that it is adequate for the students.

Table 26: Introduction to English Literature Syllabus

Adequate for the students	Inadequate and needs to be improved	Unsuited to the students	Uncertain	No Response	Total
11(36.66%)	13(43.33%)	2(6.66%)	2(6.66%)	2(6.66%)	30

Question 11: Selected Literary Readings syllabus prescribed for bachelor degree students is: please put (√). 40% of the teachers are of the opinion that Selected Literary Readings syllabus prescribed for bachelor degree students is inadequate and needs to be improved, and according to 36.66% teachers it is adequate for the students.

Table 27: Selected Literary Readings Syllabus

Adequate for the students	Inadequate and needs to be improved	Unsuited to the students	Uncertain	No Response	Total
11(36.66%)	12 (40%)	1(3.33%)	3(10%)	3(10%)	30

Question 12: Short story syllabus prescribed for bachelor degree students is: please put

(√). 43.33% of the teachers response was that Short Story syllabus prescribed for bachelor degree students was adequate for the students and 26.66% stated that it is inadequate and needed improvement.

Table 28: Short Story Syllabus

Adequate for the students	Inadequate and needs to be improved	Unsuited to the students	Uncertain	No Response	Total
13(43.33%)	8(26.66%)	1(3.33%)	4(13.33%)	4(13.33%)	30

Question 13: Novel syllabus prescribed for bachelor degree students is: please put

(√). 50% of the teachers agreed that the Novel syllabus prescribed for bachelor degree students was inadequate and needed to be improved, and 33.33% said it was adequate for the students.

Table 29: Novel Syllabus

Adequate for the students	Inadequate and needs to be improved	Unsuited to the students	Uncertain	No Response	Total
10(33.33%)	15 (50%)	1(3.33%)	2(6.66%)	2(6.66%)	30

Question 14: Poetry syllabus prescribed for bachelor degree students is: please put

(√). Poetry syllabus prescribed for bachelor degree students was adequate for the students as per the statement of 36.66% of the teachers and 33.33% of them said it was inadequate and needs improvement.

Table 30: Poetry Syllabus

Adequate for the students	Inadequate and needs to be improved	Unsuited to the students	Uncertain	No Response	Total
11(36.66%)	10(33.33%)	4(13.33%)	2(6.66%)	3(10%)	30

Question 15: Drama syllabus prescribed for bachelor degree students is: please put

(√). Drama syllabus prescribed for bachelor degree students got an equal response

from the teachers. 33.33% of them said it was adequate, and 33.33% said it was inadequate and needed to be improved.

Table 31: Drama Syllabus

Adequate for the students	Inadequate and needs to be improved	Unsuited to the students	Uncertain	No Response	Total
10(33.33%)	10(33.33%)	6 (20%)	3(10%)	1(3.33%)	30

Question 16: Literature courses should be taught in one or more of these levels (first-second-third- fourth) Please circle the appropriate one: As shown in Table 32, 53.33% of the teachers state from their experience that the best year to teach *Introduction to English Literature* course is the first year. 46.66% of the teachers state that it is better to teach the course "*Selected Literary Readings*" in the first year. Around 53.33% of the teachers agree that the course "*The Short story"* should be taught in the second year. 46.66% of the teachers state that "*The Novel"* should be taught in the third year and 36.66% of them state that "*Poetry*" should also be taught in the third year. 73.33% of the teachers' preferred to put "*Drama"* in the fourth year, the last year for the students' degree.

Table 32: Levels for Teaching Literature Courses

Course	First	Second	Third	Fourth	No Response	Total
Introduction to Eng. Literature	16 (53.33%)	7 (23.33%)	4 (13.33%)	0 (0%)	3(10%)	30
Selected Literary Readings	14(46.66%)	9(30%)	5(16.66%)	0(0%)	2(6.66%)	30
The Short story	4(13.33%)	16(53.33%)	8(26.66%)	0(0%)	2(6.66%)	30
The Novel	0(0%)	8(26.66%)	14(46.66%)	6(20%)	2(6.66%)	30
Poetry	3(10%)	6(20%)	11(36.66%)	9(30%)	1(3.33%)	30
Drama	0(0%)	1(3.33%)	5(16.66%)	22(73.33%)	2(6.66%)	30

Question 17: Which of the following should have the highest priority for the success of the English teaching programme at the Faculties of Education, Aden University? The responses in order of preference are: a) new courses on language skills (reading, writing courses, etc.), b) teachers' training, c) improving teaching materials, and d) integrating literature with language in new courses.

Table 33: The Highest Priority for the Success of the English Teaching Programme

Difficulties		Total
a. Reform the syllabus by:	New Language skills courses (reading, writing courses…etc.)	6 (20%)
	New literature courses not culturally alien.	1(3.33%)
	New literature courses with Arab writings in English	2(6.66%)
	Integrating literature with language in new courses	4(13.33%)
	New courses with English translations of Arabic literature	1(3.33%)
b. Teaching the other courses (Islamic Studies, Social Studies, History, Computer Science, Education, etc.) in English for the students of English departments.		2 (6.66%)
c. Reform the methods of teaching		2(6.66%)
d. Improve teaching materials		5(16.66%)
e. Reform the examination system		0(0%)
f. Train the teachers		6(20%)
No Response		1(3.33%)
Total		30

Question 18: Some of the difficulties and problems faced by the teachers when they teach English language and literature subjects are mentioned below. Put (√) in front of the ones that apply to your situation. The difficulties and problems faced by the teachers when they teach English language and literature are mainly the following five: (a) poor proficiency of students (16.66%), (b) lack of references and suitable materials (13.33%), (c) large classes and inadequate seating arrangement (10%), (d) mixed ability classes (10%), and (e) lack of motivation to learn English on the part of the students (10%). The other two difficulties and problems that got the same percentage (6.66%) are: difficult and alien vocabulary in the syllabus, and the

structure of some literary texts. Also, there are other difficulties and problems that mentioned by teachers as shown in Table 34.

Table 34: Some of the Difficulties and Problems Faced by the Teachers

Sl. No.	Difficulties and Problems	Response
	The time allotted for teaching is not sufficient.	1(3.33%)
2	Large classes and inadequate seating arrangement.	3(10%)
3	The mixed ability classes	3 (10%)
4	Lack of motivation to learn English on the part of the students.	3 (10%)
5	Lack of references and suitable materials.	4(13.33%)
6	The alien and old language of some text materials.	1(3.33%)
	Poor proficiency of students	5(16.66%)
8	Cultural background and basic concepts of English literature.	1(3.33%)
9	Difficult and alien Vocabulary in the syllabus.	2(6.66%)
	Difficulty to choose the suitable method that suit the situation of students.	1(3.33%)
11	Structure of some literary texts	2(6.66%)
12	Style in some literary texts	1(3.33%)
13	Themes of some literary texts	1(3.33%)
14	Cultural differences (alien)	1(3.33%)
No Response		1(3.33%)
Total		30

The other difficulties and problems faced by the teachers when they teach the English language and literature subjects are:

1. Lack of support for the English section and teacher.

2. Lack of students' co-operation.

3. Indiscriminate use of the mother tongue in the English classes.

Question 19: Do you think there is a need for teaching English literature in our Educational Faculties? What should be the proportion of English literature to language in the curriculum in your view? The majority of the teachers (86.66%) express the view that there is a need for teaching English literature in the Faculties of Education, and none of them states that there is no need for that, but 13.33% did not respond to the question.

178

a) Yes: 26 (86.66%)

b) No: 0 (0%)

c) No response: 4 (13.33%)

The proportion of English literature courses (as opposed to the English language courses) in the curriculum was viewed differently. 43.33% of the teachers held that it should be 30%, and 16.66% of the teachers gave it 20% only.

Table 35: The Proportion of English Literature to Language in the Curriculum

10%	20%	25%	30%	40%	50%	No response	Total
2(6.66%)	5(16.66%)	4(13.33%)	3 (43.33%)	1(3.33%)	2(6.66)	3(10%)	30

Question 20: Do you find the situation in the Faculties of Education helpful for teaching English literature? Most of the teachers (56.66%) said it was helpful, but 43.33% of them said that it was not helpful for teaching English literature. So here the situation needs to be revised because the difference in the percentage between the two sides is not much.

a) Yes: 17 (56.66%)

b) No: 13 (43.33%)

c) No response: 0 (0%)

Some of the teachers find the situation in the Faculties of Education not helpful for teaching English literature, and they gave these reasons:

1. There is no specialist, i.e. literature courses are taught by unqualified teachers particularly in rural areas.

2. Most courses do not give sufficient background information about English literature. The focus is not on literature, but education and language skills.

3. Large classes, lack of reference books, and poor background of the students.

4.   More importance is given to university requirement subjects (general courses) than to literature courses.

5.   Lack of teachers and training opportunities for teachers.

6.   Lack of modern teaching aids.

7.   No encouragement to learn literature.

Question 21: Do you feel that the examination system and testing need a change? If so, what kind of change does it need? Please clarify your answer. Most of the teachers (53.33%) said there is no need for any change in the examination system and testing, and 33.33% said that there is a need for a change.

     a) Yes: 10(33.33%)

     b) No: 16(53.33%)

     c) No Response: 4(13.33%)

Some teachers gave comments and suggestions for developing and improving the examination system and testing, and tried to justify their opinions. The most important of these opinions are:

1.   Teachers need training courses in language testing.

2.   Assessing students' performances by means of a one-time quiz and a final examination is not adequate. Assessment is continuous process.

3.   There is a need for other means and methods in the evaluation process.

4.   The present examination system needs to be modified to include other types of examinations such as oral, seminars, etc.

5.   Types of questions should reflect the modern methods of teaching and learning.

6.   Examinations need to be unified in all the Faculties of Education (central examination). They need to be changed from the traditional system to

modern ones, and the subjective types questions are to be mixed with objective types questions.

4.2.3. Analysis of Open-Ended Questions

Question 22: Which of the prescribed text-books or materials need to be changed or to get some improvements? Write any proposed improvements that you feel would help improve and change these literature courses? The improvements proposed by teachers to improve and change the literature courses are as follows:

1. All the prescribed text-books or materials at the Faculties of Education need to be modified and revised.

2. The syllabuses on novel and poetry courses need to be improved.

3. The course on introduction to English literature needs to be simplified, revised or even changed to generate students' interest.

4. The materials for English literature courses are to be selected from modern English literature, and be related to the students' culture.

5. Language testing course (4th level) needs to be improved.

6. Teaching English grammar should be continued up to the third level.

7. University requirement subjects need improvement.

Question 23: Please write any comments or suggestions you like to express: Teachers expressed their comments and suggestions as follows:

1. Literature courses are important and they help the students very much in their study.

2. Literature courses should include some courses or at least materials that are related to Arabic and Islamic culture.

3. It would be better for the students if they learn something about English literature earlier at the secondary level.

4. Qualified teachers, modern text-books and materials are badly needed.

5. Workshops and seminars should be held to discuss the problems of teaching the English language.

4.3. Analysis of Students' Questionnaire

This section is divided into three sections demographic data, analysis of close-ended questions, and analysis of open-ended questions. In all these three sections the students' views and responses will be highlighted.

4.3.1. Demographic Data

The students' questionnaire was given to 320 students, but only 283 of them responded and returned it. Of the 283 students, 136 were male and 146 were female. Table 36 indicates the distribution of students' population by faculty and their level. In Table 36 the frequency and percentage of the students' population are shown for each Faculty of Education at Aden University.

Table 36: Distribution of Students' Population in each Faculty

No.	Colleges	Students' Questionnaire												Total
		First Year			Second Year			Third Year			Forth Year			
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Aden	2	8	10	1	8	9	5	11	16	6	6	12	47 (16.60%)
2	Saber	8	8	16	3	13	16	8	8	16	8	8	16	64 (22.61%)
3	Zingabar	3	11	14	8	8	16	7	9	16	8	8	16	62 (21.90%)
4	Radfan	6	10	16	8	8	16	8	8	16	8	8	16	64 (22.61%)
5	Lowder	12	3	15	7	2	9	9	1	10	11	1	12	46 (16.25%)
	Total	31	40	71	27	39	66	37	37	74	41	31	72	283 (100.00)
	Total Male	136 (48.05%)						Total Female			147(51.94%)			

182

Around 48.05% of the students' population is male and 51.94% is female. Aden faculty has 14 male students, and 33 female; Saber has 27 male and 37 female; Zingabar has 26 male and 36 female; Radfan has 30 male and 34 female; and Lowder faculty has 39 male and only 7 female students.

The age group of the students is between 18 years and 30 years as it is indicated in Table 37. The students in the age group of 22 were the highest, i.e. 65 and these in the age group of 23 were the second highest, i.e. 56. The students in the age groups of 18 and 30 were only one in each group.

Table 37: Students' Age

Category	Frequency	Percent
18	1	0.35%
19	12	4.24%
20	44	15.54%
21	37	13.07%
22	65	22.96%
23	56	19.78%
24	22	7.77%
25	10	3.53%
26	4	1.41%
27	2	0.70
28	0	00.00
29	0	00.00
30	1	0.35
No Response	29	10.24%
Total	**283**	**100.00**

The students who participated in the research were 283, of which 136 were male (48.05%) and 147 were female (51.94%). The imbalance of gender is due to the fact that female students are more than male students at Aden University, especially in the Faculties of Education.

Table 38: Sex of the Students

Category	Frequency	Percent
Male	136	48.05%
Female	147	51.94%
No Response	0	00.00
Total	**283**	**100.00**

The majority of the students were in the third level; they formed (26.14%) of the subjects. The other participants were scattered across the remaining levels. They were 25.08% in the first level, 23.32% in the second level, and 25.44% in the fourth level. The differences among the participants from the first, second, third and fourth levels are not large, because the sample of the study was drawn equally from all the levels.

Table 39: Year of Study

Category	Frequency	Percent
First	71	25.08%
Second	66	23.32%
Third	74	26.14%
Fourth	72	25.44%
No Response	0	00.00
Total	**283**	**100.00**

These instruments of the research were given to the students of the five Faculties of Education, Aden University, namely Aden, Saber, Zingabar, Radfan, and Lowder. The Faculty of Education, Lowder had the least number of students, i.e. 46,16.25% who responded to the questionnaire, whereas Saber and Radfan had the highest number of students that is 64 each (22.61% each faculty), followed by Zingabar (62, 21.90%), and Aden (47, 16.60%).

The researcher selected an equal number of participants (64) from each faculty, but it was very difficult to collect all the questionnaires back from the students due to the following reasons: carelessness of the students and teachers' apathy.

Table 40: Colleges

No	Category	Frequency	Percent
1	Aden	47	16.60%
2	Saber	64	22.61%
3	Zingabar	62	21.90%
4	Radfan	64	22.61%
5	Lowder	46	16.25%
6	No Response	0	00.00
	Total	283	100.00

4.3.2. Analysis of the Close-Ended Questions

This section, which covers the data presented in Tables 41 through 91, deals with the analysis of the Close-Ended Questions related to the students' perceptions of their difficulties, attitudes, required changes, opinions, problems, and needs. The discussion of the questions is presented in tables to explain the frequencies and percentages at each faculty. In the tables, significant differences between the students' perception in the five faculties are displayed in detail to explain the situation of teaching English language and literature.

Question (1): How do you visualize the importance of English for yourself? Please put a (√) tick in one of the boxes: The English language is important for almost all the students as shown in the Table 41. 195 (68.90%) of the students agree that English language is a very important language, and (84, 29.68%) say it is important. So 279 students out of 283 respondents visualize English as important for them. Only four students see it differently, is one (0.35) says it is not very important and three (1.06) say it is not at all important.

Table 41: The Importance of English

College	Very Important	Important	Not Very Important	Not at all important	Total
Aden	34 (72.34%)	12 (25.53%)	1 (2.12%)	0(0%)	47
Saber	46 (71.87%)	18 (28.12%)	0(0%)	0(0%)	64
Zanjabar	42 (67.74%)	18 (29.03%)	0(0%)	2 (3.22%)	62
Radfan	45 (70.31%)	19 (29.68%)	0(0%)	0(0%)	64
Lowder	28(60.86%)	17 (36.95%)	0(0%)	1 (2.17%)	46
Total	**195(68.90%)**	**84(29.68%)**	**1 (0.35%)**	**3 (1.06%)**	**283**

Question (2): On which level of proficiency do you find yourself? Around 51.2% of the students stated that their proficiency was at intermediate level, and 20% stated that it was at low-intermediate level; only 16.2 stated that it was at the beginners' level and 9% at high-intermediate and advanced level.

185

Table 42: Levels of proficiency

College	Beginner	Low-intermediate	Intermediate	High-intermediate and advanced	No Response	Total
Aden	6 (12.8%)	7 (14.9%)	30 (63.8%)	4 (8.5%)	0	47
Saber	12 (18.7%)	15 (23.4%)	29 (45.3%)	8 (12.5%)	0	64
Zanjabar	6 (9.6%)	12 (19.35%)	35 (56.4%)	5 (8.06%)	4 (6.4%)	62
Radfan	7 (10.9%)	12 (18.7%)	35 (54.68 %)	6 (9.37%)	4(6.25%)	64
Lowder	15(32.60%)	10 (21.73%)	16 (34.78%)	2 (4.34%)	3(6.52%)	46
Total	**46(16.2%)**	**56(20%)**	**145(51.2%)**	**25(9%)**	**11(4%)**	**283**

Question (3): I feel that literature courses could help me improve my English: An overwhelming majority of the students (77.06%) stated that literature courses could help them to improve their English, but 15.9% said they were not sure, and 5.3% disagreed.

Table 43: Literature Courses could Help to Improve the English Language

College	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	No Response	Total
Aden	7 (14.9%)	20 (42.5%)	16 (34.04%)	4 (8.5%)	0(0%)	0(0%)	47
Saber	16 (25%)	34 (53.12%)	9 (14.06%)	5 (7.8%)	0(0%)	0(0%)	64
Zanjabar	12 (19.35%)	36 (58.o6%)	12 (19.35%)	2 (3.22%)	0(0%)	0(0%)	62
Radfan	20 (31.25%)	35 (54.6%)	6 (9.37%)	0 (%)	0(0%)	3(4.68%)	64
Lowder	10 (21.73%)	28 (60.86%)	2 (4.34%)	4 (8.69%)	0(0%)	2(4.34%)	46
Total	**65(23%)**	**153(54.06%)**	**45(15.9%)**	**15(5.3%)**	**0(0%)**	**5(1.76%)**	**283**

Question (4): I feel that my present literature courses are adequate for developing: 41.69% opined that the present literature courses were adequate for developing the reading skills and 28.26% favoured the speaking skills, but only (21.5%) choose the writing skills. Table 44 contains the other responses relating to this point.

Table 44: English language skills

College	Writing Skills	Reading Skills	Speaking skills	Listening Skills	No Response	Total
Aden	10(21.27%)	23 (48.9%)	14 (29.78%)	0 (0%)	0(0%)	47
Saber	19(29.68%)	25(39.06%)	19 (29.68%)	1 (1.56 %)	0(0%)	64
Zanjabar	11(17.74%)	27 (41%)	20 (32.8%)	0 (3.3%)	4(6.45%)	62
Radfan	5 (9.7%)	24 (43.5%)	22 (35.48%)	7 (11.29%)	6(9.37%)	64
Lowder	16(34.78%)	19 (41.30%)	5 (10.86%)	3 (6.52%)	3(6.52%)	46
Total	**61(21.5%)**	**118(41.69%)**	**80(28.26%)**	**11(3.88%)**	**13(4.59%)**	**283**

Question (5): While following lectures on literature courses, you might face problems that are given below: a. Understanding the idea. The responses in order of difficulty are:

(a) Understanding the idea (59.36%), (b) Content of literature courses (52.65%), (c) Understanding the word meaning (51.59%), (d) A lot of new vocabularies (49.1%), (e) Following the lecture and writing notes at the same time (48.76%), (f) Understanding the literary terms (45.58%). These and the other responses are shown in Table 45.

Table 45: Problems while Following Lectures of Literature Courses

No	Problems	Not at all Difficult	Difficult, but can manage	Very difficult	No Response
a	Understanding the idea.	89(31.4%)	168(59.36%	19(6.7%)	7(2.47%)
b	Following the lecture and Writing notes at the same time.	68(24.02%)	138(48.76%)	70(24.7%)	7(2.47%)
c	Understanding the literary terms.	46(16.25%)	129(45.58%)	95(33.56%)	13(4.59%)
d	Content of these courses.	75(26.5%)	149(52.65%)	41(14.48%)	18(6.36%)
e	Understanding the word meaning.	87(30.7%)	146(51.59%)	34(12.01%)	15(5.3%)
f	A lot of new vocabularies.	59 (20.8%)	139 (49.1%)	73(25.79%)	12(4.24%)

Some students added these problems:

- Explanation of some teachers is not comprehensible and fast, and involves difficult words with unclear pronunciation.

- Continuation of the explanation although students feel bored.

- Teachers' indifference to the students' lack of understanding.

- A great deal of use of the mother tongue (Arabic).

- Limitation of the teaching aids.

Question (6): You have difficulties with literature courses, because of: The main reasons for the difficulties that the students face with literature courses are four as indicated in Table 46. Around 18.02% of them stated that the poor academic skills of the students is the first one. 16.96% of the students said that the quality of teachers is the second one. 15.5% stated that the method of teaching is the third one, and 14.13

who said that the content of these courses was the fourth one. All these along with other responses and reasons are expressed in Table 46.

Table 46: Difficulties with Literature Courses

Difficulties	College					Total
	Aden	Saber	Zanjabar	Radfan	Lowder	
a. Content of these courses	8 (17.02%)	15 (23.43%)	8 (12.9%)	7 (10.9%)	2 (4.34%)	40 (14.13%)
b. Method of teaching	10 (21.27%)	9 (14.06%)	12 (19.35%)	8 (12.5%)	5 (10.86%)	44 (15.5%)
c. Quality of teachers	7 (14.9%)	19 (29.68%)	9 (14.5%)	8 (12.5%)	5 (10.86%)	48 (16.96%)
d. Poor academic skills of the students	7 (14.9%)	6 (9.37%)	11 (17.7%)	10 (15.6%)	17 (36.95%)	51 (18.02%)
e. Lack of motivation	2(4.25%)	4(6.25%)	4(6.45%)	5(7.8%)	3(6.52%)	18(6.36%)
f. Old language	5(10.6%)	5(7.8%)	4(6.45%)	7(109%)	5(10.86%)	26(9.18%)
g. Vocabulary	0(0%)	1(1.56%)	2(3.22%)	2(3.12%)	4(8.69%)	9(3.18%)
h. Cultural differences(alien)	1 (2.12%)	3 (4.68%)	10 (16.12%)	9 (14.06%)	1 (2.17%)	24 (8.48%)
i. Interpretation of the theme	0(0%)	1(1.56%)	2(3.22%)	2(3.12%)	4(8.69%)	9(3.18%)
No Response	7(14.9%)	1(1.56%)	0(0%)	6(9.37%)	0(0%)	14(4.94%)
Total	**47**	**64**	**62**	**64**	**46**	**283**

Some students added certain other reasons for the difficulties with literature courses:

1. Teachers speak English only.

2. Unqualified teachers.

3. Limitation of the teaching aids.

Question (7): Please state the level of the importance of English literature in English language learning for you as a student of the Education College? As shown in Table 47, 42.04% of the students stated that English literature was important for them, 27.20% indicated that it was very important, 21.55% indicated that it was moderately important, and only 3.18% reported that it was unimportant.

Table 47: The Importance of English Literature

College	Very Important	Important	Moderate	Unimportant	No Resp.	Total
Aden	16(34.04%)	16 (34.04%)	8 (17.02%)	0 (0%)	7(14.9%)	47
Saber	7 (10.93%)	15 (23.43%)	33 (51.56%)	6 (9.37%)	3(4.68%)	64

Zanjabar	17(27.41%)	37 (59.67%)	8 (12.90%)	0 (0%)	0(0%)	62
Radfan	24 (37.5%)	30 (46.87%)	5 (7.81%)	0(0%)	5(7.81%)	64
Lowder	13(28.26%)	21 (45.65%)	7 (15.21%)	3 (6.52%)	2(4.34%)	46
Total	**77(27.20%)**	**119(42.04%)**	**61(21.55%)**	**9(3.18%)**	**17(6%)**	**283**

Question (8): Which of the following should have the highest priority for the success

of the English teaching programme at the Faculties of Education, Aden University?

As shown in Table 48, 15.54% students stated that new language skills courses

(reading, writing courses, etc.) had the first priority for the success of the English

teaching programme at the Faculties of Education, Aden University. 12.72% reported

that improvment of the teaching materials was the second priority. 11.66% reported

that training of the teachers was the third one and 11.30% reported that the reform of

the methods of teaching was the fourth step for the success of the English teaching

programme. Some students proposed certain other steps as indicated in the table

below.

Table 48: The Priority for the Success of the English Teaching Programme

Required improvements		College					Total
		Aden	Saber	Zanjabar	Radfan	Lowder	
a. Reform the syllabus by:	New Language skills courses (reading, writing courses…etc.)	7 (14.9%)	7 (10.93%)	13 (20.96%)	12 (18.75%)	5 (10.86%)	44 (15.54%)
	New literature courses not culturally alien.	1 (2.12%)	4 (6.25%)	2 (3.22%)	2 (3.12%)	2 (4.34%)	11 (3.88%)
	New literature courses with Arab writings in English	2 (4.25%)	8 (12.5%)	4 (6.45%)	7 (10.93%)	5 (10.86%)	26 (9.18%)
	Integrating literature with language in new courses	2 (4.25%)	6 (9.37%)	5 (8.06%)	6 (9.37%)	2 (4.34%)	21 (7.42%)
	New courses with English translations of Arabic literature	3 (6.38%)	5 (7.81%)	8 (12.90%)	7 (10.93%)	8 (17.39%)	31 (10.95%)
b. Teaching the other courses (Islamic Studies, Social Studies, History, Computer Science, Education, etc.) in English for the students of English departments.		3 (6.38%)	2 (3.12%)	6 (9.67%)	6 (9.37%)	4 (8.69%)	21 (7.42%)
c. Reform the methods of teaching		7 (14.9%)	9 (14.06%)	7 (11.29%)	4 (6.25%)	5 (10.86%)	32 (11.30%)
d. Improve teaching materials		7 (14.9%)	8 (12.5%)	8 (12.90%)	7 (10.93%)	6 (13.04%)	36 (12.72%)

189

e. Reform the examination system	3 (6.38%)	6 (9.37%)	3 (4.83%)	2 (3.12%)	3 (6.52%)	17 (6%)
f. Train the teachers	7 (14.9%)	9 (14.06%)	5 (8.06%)	6 (9.37%)	6 (13.04%)	33 (11.66%)
No Response	5 (10.63%)	0 (0%)	1 (1.61%)	5 (7.81%)	0 (0%)	11 (3.88%)
Total	47	64	62	64	46	283

The other points added by some students for the success of the English teaching programme are:

- Reform the methods of teaching and train the teachers.

- Provide the faculties with new technologies and teaching aids.

- Allow use of the computers and internet in teaching.

- Award of marks for the students' activities inside the class.

- Free classes to discuss students' problems.

- New grammar courses.

- Motivate the students to use English outside the classroom and give them the chance to express their opinions.

Question (9): Which literature courses are important for you as a student of Education College? Please state its importance to you. The responses in order of importance for the literature courses are:

(a) Short Story (77.37%), (b) Introduction to English Literature (74.9%), (c) Selected Literary Readings (74.6%), (d) Poetry (67.48%), (e) Novel (67.48%), (f) Drama (52.28%). Table 54 contains the other responses of the students. The short story course who considered as the most important and the Drama course as less important. In general, the students order these courses regarding its important in a good way, but they did a mistake with Drama course that is more important than Selected Literary Readings course.

Table 49: Importance of the Literature Courses

	Important	Moderate	Unimportant	No Response	Total
Introduction to English Literature	212 (74.9%)	34 (12.01%)	14(4.94%)	23 (8.12%)	283
Selected Literary Readings	211 (74.6%)	37 (13.07%)	5 (1.76%)	30 (10.60%)	283
Short story	219 (77.37%)	22 (7.77%)	9 (3.18%)	33 (11.66%)	283
Novel	188 (66.42%)	50 (17.66%)	17 (6%)	28 (9.89%)	283
Poetry	191 (67.48%)	48 (16.96%)	15 (5.3%)	29 (10.24%)	283
Drama	148 (52.28%)	67 (23.67%)	27 (9.54%)	41 (14.48%)	283

Question (10): Which one of the previous literature courses is more difficult? Put them in a new order according to their difficulty for you: In response to this question, the students rank ordered the literature courses according to their level of difficulty like the following:

1. Poetry--- 20.49%.

2. Drama---20.14%.

3. Introduction to English Literature---12.36%.

4. Novel---11.66%.

5. Selected Literary Readings---10.6%.

6. Short story---6.71%.

Table 50: The Previous Literature Courses that are more Difficult

College	Aden	Saber	Zanjabar	Radfan	Lowder	Total
Introduction to Eng. Literature	5(10.63%)	6(9.37%)	12(19.35%)	1(1.56%)	11(23.9%)	35(12.36%)
Selected Literary Readings	2(4.25%)	9(14.06%)	11(17.74%)	1(1.56%)	7(15.21%)	30(10.6%)
Short story	4(8.51%)	7(10.93%)	6(9.67%)	1(1.56%)	1(2.17%)	19(6.71%)
Novel	6(12.8%)	10(15.62%)	11(17.74%)	1(1.56%)	5(10.86%)	33(11.66%)
Poetry	7(14.9%)	13(20.31%)	13(20.96%)	19(29.68%)	6(13.04%)	58(20.49%)
Drama	6(12.8%)	11(17.18%)	8(12.90%)	26(40.62%)	6(13.04%)	57(20.14%)
No Response	17(36.17%)	8(12.5%)	1(1.61%)	15(23.43%)	10(21.73%)	51(18.02%)
Total	47	64	62	64	46	283

Question (11): Do you think the content of these literature courses is: (please put a (√) tick). The responses of the students to the content of the literature courses are:

(a) Introduction to English Literature, 45.5% of the students indicated that the content of the *Introduction to English literature* course was sufficient, 25.1% of them indicated that it was insufficient, and 21.5 indicated that it was too much. (b) *Selected literary readings*: 38.51% of the students stated that the selected literary readings course was sufficient, 34.27% of the students stated that it was insufficient, and 15.19% of them stated that it was too much. *(c) Short story*: 40.63% of the students stated that the content of the short story course was sufficient, 25.79% of the students said that it was insufficient, and 17.31% of them said that it was too much. *(d) Novel*: 38.86% of the students stated that the content of the novel course was sufficient, 27.20% stated that it was insufficient, and 14.13% of them stated that it was too much. *(e) Poetry*: 35.33% of the students stated that the content of poetry course was sufficient, 29.68% said that it was insufficient, and 15.90% of them said that it was too much. *(f) Drama*: 31.09% of the students indicated that the content of drama course was sufficient, 24.38% indicated that it was insufficient, and 18.72% indicated that it was too much.

Table 51: The Content of the Literature Courses

	Sufficient	Insufficient	Too much	No Response	Total
Introduction to English Literature	125 (45.5%)	69 (25.1%)	62 (21.5%)	27 (%)	283
Selected Literary Readings	109 (38.51%)	97 (34.27%)	43 (15.19%)	34 (12.01%)	283
Short story	115 (40.63%)	73 (25.79%)	49 (17.31%)	46 (16.25%)	283
Novel	110 (38.86%)	77 (27.20%)	40 (14.13%)	56 (19.78%)	283
Poetry	100 (35.33%)	84 (29.68%)	45 (15.90%)	54 (19.08%)	283
Drama	88 (31.09%)	69 (24.38%)	53 (18.72%)	73 (25.79%)	283

Question (12): In which level do you prefer to study these courses? The students' responses in order of their preference to study literature courses are: (a) *Introduction*

to English literature: 49.11% of the students prefer to study introduction to English literature course in the first year, 21.90% in the second year, 12.72% in the third year, and 6.71% in the fourth year. (b) *Selected Literary Readings:* 37.45% of the students prefer to study selected literary readings course in the first year, 29.32% in the second year, 15.90 % in the third year, and 5.65% in the fourth year. (c) *Short story*: 48.40% of the students prefer to study the short story course in the second year, 17.31% in the first year, 15.90% in the third year, and 8.48 in the fourth year. (d) *Novel*: 36.04% of the students prefer to study novel course in the third year, 35.33% in the second year, 13.07% in the fourth year, and 4.24% in the first year. (e) *Poetry*: 32.86% of the students prefer to study poetry course in the third year, 32.15% in the second year, 16.25% in the fourth year, and 8.48% in the first year. (f) *Drama***:** 44.16 of the students prefer to study drama course in the fourth year 21.55% in the third year, 13.07% in the second year, and 7.06% in the first year.

Table 52: The Levels in which Students Prefer to Study Literature Courses

	First	Second	Third	Fourth	No Response	Total
Introduction to English literature	139 (49.11)	62 (21.90%)	36 (12.72%)	19 (6.71%)	27(9.54%)	283
Selected Literary Readings	106 (37.45%)	83(29.32%)	45 (15.90%)	16 (5.65%)	33(11.66%)	283
Short story	49 (17.31%)	137(48.40%)	45 (15.90%)	24 (8.48%)	28(9.89%)	283
Novel	12(4.24%)	100 (35.33%)	102 (36.04%)	37 (13.07%)	32(11.30%)	283
Poetry	24 (8.48%)	91(32.15%)	93 (32.86%)	46(16.25%)	29(10.24%)	283
Drama	20 (7.06%)	37(13.07%)	61 (21.55%)	125(44.16%)	40(14.13%)	283

Question (13): What is your general attitude and response to your English literature classes? 42.40% of the students indicate their attitudes and responses to the English literature classes like the following: 42.40% are neutral, 32.15% are interested, 12.72% are bored in these classes, and 0.70% feel that these courses are irritating.

Table 53: Students' Attitude and Response to English Literature Classes

College	Interested	Boring	Irritating	Neutral	No Response	Total
Aden	19 (40.42%)	5 (10.63%)	0 (0%)	8 (17.02%)	15 (31.91%)	47
Saber	12 (18.75%)	13 (20.31%)	0 (0%)	39 (60.93%)	0 (0%)	64
Zanjabar	19 (30.64%)	6 (9.67%)	0 (0%)	32 (51.60%)	5 (8.06%)	62
Radfan	26 (40.62%)	4 (6.25%)	2 (3.12%)	21 (32.81%)	11(17.18%)	64
Lowder	15 (32.60%)	8 (17.39%)	0 (0%)	20 (43.47%)	3 (6.52%)	46
Total	91(32.15%)	36 (12.72%)	2 (0.70%)	120 (42.40%)	34 (12.01%)	283

Question (14): Are you satisfied with the present syllabus and text-books of English for bachelor degree level? If not, Please give reasons for your answer. More students, i.e. 38.86% express their dissatisfaction with the present syllabus and text-books of English and 37.10% of the students are satisfied with it.

Table 54: Satisfaction of the Students to the Present Syllabus and Text-books

College	Yes	No	No Response	Total
Aden	9(19.14%)	21(44.68%)	17(36.17%)	47
Saber	16(25%)	38(59.37%)	10(15.62%)	64
Zanjabar	35(56.45%)	23(37.09%)	4(6.45%)	62
Radfan	22(34.37%)	21(32.81%)	21(32.81%)	64
Lowder	23(50%)	7(15.21%)	16(34.78%)	46
Total	105(37.10%)	110(38.86%)	68(24.02%)	283

The students give the following reasons for their dissatisfaction with the present syllabus and text-books of English:

1. Teachers teach for examinations and not for the advantage of the students.

2. The syllabus is old and it has not clear aims, so it does not help the students to improve their skills.

3. There are some subjects which are unclear, and uninteresting, hence not understood.

4. The syllabus has nothing related to Yemen and its culture.

5. Literature courses are difficult and boring, so they need to be modified or changed.

6. It does not provide the students with the materials they need.

7. Syllabi do not match with the students' level.

8. Shortage of the references books.

9. It does not encourage the students to communicate, and it does not focus more on developing speaking skills.

10. The organization of the courses is not good, and it does not include any modern techniques.

11. It does not motivate the students to learn.

12. Shortage of grammar courses, i.e. there are only two.

Question (15): Are you satisfied with the present system of examination? If not, what kind of improvement do you suggest? 41.69% of the students indicate that they are satisfied with the present system of examination, and 32.86% indicated that they are not satisfied with it.

Table 55: System of Examination

College	Yes	No	No Response	Total
Aden	18(38.29%)	16(34.04%)	13(27.65%)	47
Saber	16(25%)	30(46.87%)	18(28.12%)	64
Zanjabar	35(56.45%)	20(32.25%)	7(11.29%)	62
Radfan	23(35.93%)	21(32.81%)	20(31.25%)	64
Lowder	26 (56.52%)	6 (13.04%)	14(30.43%)	46
Total	118(41.69%)	93(32.86%)	72(25.44%)	283

Most of the students who answered 'Yes' did not clarify their answer though some of them said that the system of examination was good. For the students whose answer was 'No' the following reasons were given:

1. The period between one examination and another is short.

2. It encourages memorization, not understanding.

3. The time is not sufficient in contrast to the number of questions.

4. It should focus on all skills and not only one.

5. Some examinations are good and others are bad.

195

6. Some examinations are difficult, unclear, and incomprehensible.

7. Some examinations have fewer questions, so if students answered wrongly they lose marks.

8. During the examinations, some teachers suspect that some students cheat, but it is not true.

9. Coding of the examination answer scripts is necessary.

4.3.3. Analysis of the Open-Ended Questions

Question (16): What kind of changes do you think these courses need? Write any proposed improvements that you feel will help to improve and change these literature courses?

The students proposed the following changes and suggested improvements to improve the literature courses:

➢   New literature courses with Arabic and Islamic writers, stories, and culture.

➢   Poetry and novel courses need changes.

➢   No need for Shakespeare as a separate subject.

➢   Simplification of the literature syllabus.

➢   Archaic language should be avoided as far as possible.

➢   Courses of English literature should include English translations of Arabic texts.

➢   Subjects for the beginners should have simple to medium level of difficulties. This should be followed at least at the first and second levels.

➢   Courses of English literature should be there at all the levels, not only in three of them.

➢   Teachers of literature should be specialists.

- The syllabi of 'Introduction to English Literature' and 'Selected Literary Readings' need to be revised.

- The Poetry course should cover all types of poetry

- Interesting novels, dramas, and short stories are very important to be included in the syllabus.

- Teachers' ways and methods of teaching need to be improved, and because of this, students hate literature courses.

- Teachers are required to use simple and easy vocabulary items while teaching.

- Omission of some difficult materials in *Selected Literary Readings* course is necessary.

- Literature courses should match the students' culture, i.e. Islamic teachings.

- The four English language skills should be integrated with the literature courses.

- Teachers need training.

- Summary for each literature class should be given to students.

- New vocabularies, writers' names, dates, and poems creak a problem for some students.

- Drama needs to be acted by students or at least to be shown on video.

- Students in literature classes need practical tasks.

Question (17): Please write any comments or suggestions you like to express:

The students comments are as follows:

- Teachers' socio-economic situation reflects positively or negatively on their teaching.

- Teachers should not award marks according to their sweet will, but according to the students' performance.

- Some of the teachers do not prepare their subjects well before coming to class.

- Students should be more careful in their study.

- Learning English literature is very interesting, and the students should be familiar with different genres of literature.

- The faculties should have places for students to take rest between the lectures.

- Students should be encouraged and given freedom to express their opinions.

- Shortage of the prescribed books and reference materials at the faculty's library has to be looked into.

Suggestions that the students give are as follows:

- Need for change in some courses.

- Need for good teachers, because teaching is more than a job.

- Training for the teachers is needed.

- There is a need for language laboratories, teaching aids, modern ways and techniques in the colleges.

- The speaking skill should be emphasised at all the levels including practice to improve the language skills.

- A need for new courses which concentrate on the students' skills to prepare them for the job market.

- A need for replacing some teachers.

- The number of the university requirement courses should be decreased, and English courses need to be increased.

- ➤ Teaching time is not sufficient.

- ➤ Literature should be introduced from the secondary school level.

- ➤ Teachers should help students to overcome the difficulties they face.

- ➤ There is a need for some teachers who speak English as a native language.

- ➤ Students need competitions related to literature and other subjects.

4.4. Summary of Teachers' Interview

This open-ended interview was conducted to gather Yemeni teachers' perceptions regarding teaching English literature with reference to the methods, students' problems, their needs, and problems, literature teaching situation and syllabus. The researcher reflects on the meaning of what he heard from the teachers, and be organized and written on papers by their own words that they have said. There were totally ten teachers- two from each faculty who participated in the interviews, six of them were male and four, female. The teachers age group ranged from between 24 and 46.

1) *Do you think the time or number of lectures allotted to teach English is adequate? If not, what would be your suggestion*? A majority of the teachers indicated that the time and number of lectures allotted to teach English (80% and 60% respectively) was adequate, 20% indicated that the time was not adequate, and 40% indicated that the number of classes was not adequate (Table 56).

Table 56: The Time or Number of Lectures

	Adequate		Not adequate	
	Time	Number of Classes	Time	Number of Classes
Frequency	8	6	2	4
Percentage	80%	60%	20%	40%

Some teachers suggested that there was a need to increase the number of classes or lectures from one to two per week, so that students could get more exposure to the English language. Some others said that the time was adequate for some courses, but it was not adequate for some other course like grammar and literature course.

2) *What is the teaching method that you apply most of the time*? Half of the teachers reported that they used the discussion and lecture method, and 10% used the Grammar Translation Method, 10%, Communicative Method, 10% Direct Method, 10% eclectic methods, and 10% different methods.

Table 57: The Teaching Method

Method	Opinion	Percentage
Discussion and lecture method	5	50 %
Grammar Translation Method	1	10 %
Communicative method	1	10 %
Direct method	1	10 %
Eclectic Method	1	10 %
Different methods	1	10%

3) *What is your attitude to English literature teaching*? All the teachers stated that English literature was important for the students of English language for the following reasons:

1. English literature is necessary and indispensable. It helps the students to expand their knowledge base.

2. Teaching English literature is necessary, because it opens a wide scope for the students to learn English. It is very essential as it enhances the writing and reading skills.

3. It is necessary to open new horizons of thinking and grasp more vocabularies.

4. As English is an international language, there is a need to gain knowledge about its literature.

5. It is very essential; it is one of the important sources of language enrichment, and it helps to prepare the students to acquire in English language skills, vocabulary, and critical thinking.

6. It deserves to be studied as it is the type of English which touches the personal feelings very closely.

4) Do you think the teaching methods and the material you use now are sufficient and effective enough to enable your students to achieve their goals of foreign language learning? As shown in Table 58, 40% of the interviewed teachers reported that it was sufficient, and also 40% reported that it was sufficient to some extent.

Table 58: The Teaching Methods and the Teaching Materials

Opinion	Frequency	Percentage
Sufficient	4	40 %
Not sufficient	2	20%
To some extent	4	40 %

However, some teachers expressed that the methods and materials at the Faculties of Education were adequate and effective to achieve the goals of teaching English, but others said they were not adequate, because there was a need for new techniques and materials that could help the teachers to achieve the goals better. Another view was that the environment did not help the students to learn well, and the availability of the materials was a big problem also. As the students were weak and their language was poor, and they were not able to achieve their goals.

5) What do you think is the best way to help your students overcome their problems and difficulties in learning literature? Teachers' answers to this question can be categorized under the following points:

➢ Simplifying the content.

- ➢ Encouraging the students to read more literary works.

- ➢ Motivating them to appreciate literature.

- ➢ Asking them to read and prepare the lesson for the next class.

- ➢ They must learn to help each other and participate in the classroom activities, and they should not depend on the teacher only.

- ➢ Developing students' skills, especially the reading skill.

6) *Do you think that the teachers of English literature need some kind of special training before they teach literature in the class? What are they?* Almost all the teachers (9 teachers) said that they need special training before they start teaching literature and only one teacher did not subscribe to this view. The answers to this question can be arranged like the following:

1. Training can help the teachers to overcome the problems that may face.

2. Training on how to deal with new materials and techniques.

3. Training to know different ways of teaching and to improve the teachers' skills.

4. Training on suitable methods of literature teaching and its genres like poetry, etc.

5. Training on how to deal with students when they did not understand or face difficulties.

6. Workshops and seminars on teaching English literature and exchange of experiences among the teachers.

7) *What are the various challenging situations you face in your work experience? Please give some examples.* Challenges specified in the interviews of the teachers in their work experience are the following:

1. Lack of motivation to learn English on the part of the students.

2. Weak academic level of students.

3. Students non participation in the class.

4. Excessive memorization by students.

5. Crowded classes.

6. Lack of suitable reference books in the library.

7. Difficulty in the content of some courses like Introduction to English Literature, Advanced composition course, etc.

8) In your view, what are the effects of teaching English literature in Yemen? The answers to this question are an amalgamation of various views expressed in interviews with the teachers. Broadly, they can be categorized into five points:

1. It helps in understanding the foreign culture.

2. It helps in a better expression of self.

3. It creates an awareness of other societies.

4. It gives more Information and knowledge.

5. It expands the students' minds and imagination.

9) Is teaching English literature of native and non-native speakers an important part of a foreign language classroom? Why? All the ten teachers who participated in the interview stated that teaching English literature written by native and non-native speakers was an important part of a foreign language classroom, and they gave the following reasons:

1. It can help the students to increase their vocabulary and expressions in English.

2. It can help the students to get more knowledge about the English people and their culture.

3. It is an important part of foreign language teaching.

4. A language and its modern and old vocabulary can be useful to the learning process.

5. It can help to know the differences between the two sides, i.e. literature written by native and non-native speakers.

10) *Do you feel that the literature syllabus aligns well with the college curriculum? Is it a valuable addition to the college curriculum? Please explain your answer.* Regarding the answer to this question, the teachers were divided into two equal groups with five in each one. The first groups' view is that literature aligns well and it is compatible with and is a valuable addition to the college curriculum. Some of them add that the syllabus of teaching English literature at the Faculties of Education force the teachers to teach only two novels, i.e. Animal Farm and Old Man and the Sea. It does not give them the freedom to choose what is suitable for the students. The second groups' opinion is that literature does not align well and it is incompatible with the college curriculum, but it is a valuable addition to the college curriculum. They add that there is a need to more courses for teaching English literature that can be integrated well with the language; the present six courses are not enough.

11) *Is there anything else that you would like to add?* Teachers gave some comments and suggestions as the following:

1. Retold versions in simple and lucid language should be available.

2. Content of some literature courses is not suitable for the level of the students.

3. There is a need for specialist teachers to teach literature courses.

4. Listening to resources to fortify students' listening skill.

5. Teachers need training from time to time to keep themselves updated in the new innovations in the field of language teaching.

6. There is a need for language laboratories, cassettes and valuable books and references that can be used by the teachers.

4.5. Summary of Students' Interview

These open-ended interviews were conducted to gather the students' perceptions of learning English literature (i.e. their preference and choice for English as a major, their classes, literature courses, difficulties, and problems, importance of literature courses, attitude to learn literature, literature teaching situation and curriculum). There were twenty-three male students and seventeen female students who participated in the interviews. Eight students were taken from each faculty with a total number of forty students.

Table 59: Sex-wise Distribution of the Students

Category	Sex		Frequency	Percentage
	Male	Female		
Aden	3	5	8	20%
Saber	4	4	8	20%
Zingabar	4	4	8	20%
Radfan	6	2	8	20%
Lowder	6	2	8	20%
Total	**23 (57.5%)**	**17 (42.5%)**	**40**	**100.00**

1. *Why did you select English as a major?* Students answered this question by stating the following reasons:

1. It is an international language and it has access to everything.

2. It can help to get a good job.

3. The love for English language and its pronunciation.

205

4. Some students' fathers are English teachers.

5. It is the parents' wish.

6. It is the language of the world, and the need for English is everywhere.

7. Students did not get the percentage that can help them to go to medical college, so their second choice was English.

8. To be an English teacher and interpreter.

9. It is easier than Arabic, and I want to know the language.

10. It will make the students able to communicate with the foreign world.

11. It is the best subject in the Faculty of Education.

12. Students' family condition did not help them to go to another faculty.

2. *Do you think the time or number of classes allotted to teach English is adequate. If not, what would be your suggestion?* Regarding the time and the number of classes allotted to teach English, the students' answers and the suggestions were as follows:

   a) Yes: 25 (62.5%)

   b) No: 15 (37.5%)

The suggestions:

1. More time should be devoted to speaking and listening.

2. Some teachers can manage the time and others cannot.

3. There should be two lectures for each subject per week.

4. Teachers should come regularly to their classes.

5. The number of students in the classes should be less to help the teachers teach their subjects well.

3. *Among the texts you have read in English literature, which one is the most difficult/interesting to you and why?* Among the texts that students read and learnt in

English literature, they faced some difficult and interesting texts. These texts can be divided into three groups as follow:

The most difficult texts:

1. Elizabeth and Attack of Normans in Introduction to English literature course (1st year).

2. Gandhi Paper and Snow Goose in Selected Literary Readings (1st year).

3. The Sick Rose, Frankenstein, Get me out of Here , No Body Knows, the Pit and the Pendulum, the Luncheon, and Heart of Darkness (it is a novel but students read it as short story) in Short story (2nd year).

4. Great Expectations, and Animal Farm in novels (2nd year).

5. The Stolen Letter, Sick Worse, Ozamindiaz in poetry (2nd year).

The most interesting texts:

1. John Donne, John Keats, the Silver Box in Selected Literary Readings (1st year).

2. The Ghost, Golden Glass, Snicks Eyes, the Merchant of Venice, William Walsen, the Man and his boots, The Man who could Work the Miracles, Old Man on the Bridge, and Extremely Good Day in Short story (2nd year).

3. Treasure Island in novel (2nd year).

4. No John in poetry (2nd year).

Difficult texts but Interesting:

1. Old Man and the Sea in novel (2nd year).

2. Pride and Prejudice, Twelfth Night, and The Door in the Wall in Short story (2nd year).

From all these poems, novels, short stories, and other texts that have been taught to the students, we come to know that these subjects are not learnt by all the students. It has some differences from year to year and from one faculty to another, because it depends on the teacher's choice from the list of books presented in the curriculum. Sometimes there are teachers who choose the materials on their own and these are not stated in the curriculum. Some of the students gave the following reasons as to why they consider these texts as difficult or interesting:

1. For the difficult texts:

➢ These are difficult to read and have more ideas, more incidents, and not clear.

➢ These have difficult words and complicated situations.

➢ These have archaic language and are long. Some texts are short but boring.

➢ The way of teaching is bad.

2. For the interesting texts:

➢ These are easy to understand and have dramatic situations.

➢ These are short; though sometimes long, they are not boring.

➢ These are not complicated and have clear ideas.

➢ Teachers' explanation is good.

4. *Which genre (Poetry, Drama, Novel, Short story, etc.) in English literature is more difficult, and why?* Students' opinion about the levels of difficulties of these genres can be put in Table 60 starting from the most difficult to the least difficult.

Table 60: Difficulty of the Literary Genres

Genre	Frequency
Poetry	20(50%)
Drama	8(20%)
Novel	8(20%)
Short story	2(5%)
Introduction to Eng. Literature	2(5%)
Selected Literary Readings	0(0%)
Total	**40**

The students stated the following reasons to justify why poetry is the most difficult genre:

1. It is full of difficult words and vocabularies.

2. It has archaic words, different structures, and many ideas within one poem.

3. It has metaphors which are difficult to be understood.

4. It needs high cognitive level and good background to be understood.

5. Its words and phrases can not be translated into Arabic easily.

6. There are no dictionaries and reference books that can help students to search and understand its ambiguity.

7. The shortage of teaching aids and the teachers' way of teaching poems are not helpful to understand it.

5. *Do you face any problems or difficulties in your study? What are they, and how do you overcome them?* Most students state that they face problems and difficulties in their study and they are mentioned below:

    a) Yes: 32 (80%)

    b) No: 8 (20%)

Students' problems and difficulties:

1. The syllabus of some courses is not clear and difficult.

2. Students did not learn English grammar well.

3. Overloading the content of the university requirement subjects which need a lot of time for reading.

4. Poetry is a tough subject.

5. The pronunciation of some of the teachers is bad, and some of them speak Arabic most of the time

6. Literary terms and the translations of the literary texts are difficult.

209

7.   No interesting way of teaching and some teachers' teaching method is old.

8.   The background of the students is very weak, and no co-operation among them.

9.   Examination papers are printed in a bad way and cheating during examinations is one of the problems.

10.   The handouts are something different from what the teachers teach in the class.

11.   Bad dealing of some teachers who also do not open the way for creative thinking.

12.   Students have a bad picture about literature, because the teachers' way of teaching and their bad experience.

13.   The time allotted is limited in contrast to the materials provided.

14.   How to collect ideas and make utterance in literature courses is a problem for the students.

15.   No homework or assignments for the students to do, and even if it is there, it is very less.

16.   Large classes are a big problem.

17.   Limitation of the updated references in the English departments and libraries, and also limitation of the teaching aids and group work activities.

18.   The courses 'General English' and 'Curriculum Design' are difficult.

The students' suggestions to overcome some of these difficulties and problems are the following:

1.   Searching for materials and working hard.

2.   Reading more and discussing with teachers.

3.   Writing notes after the teachers.

4.   Asking those classmates who have an advanced level of understanding in the subject.

5.   Self study, reading books, magazines and watching T.V.

6.   Using the internet and using other libraries.

6. *Do you think that literature courses have helped you improve your skills? Please explain your answer*. The response of the students to this question is very important as it can help them to know the importance of English literature. 34 (85%) students stated that the literature courses helped them to improve their skills and 6 (15%) students said that literature courses did not help them to improve their skills. The students, who said yes, gave the following reasons to support their answer:

1.   It helps to improve the skills of reading, writing, and other skills.

2.   It has more benefits in the speaking skill and other skills.

3.   It gives more knowledge and information.

4.   It helps to write poetry and short stories.

5.   It helps to be creative.

6.   It helps in integrating the skills and teaches how to write paragraphs in a good style.

7.   It helps to improve pronunciation and learning new vocabularies.

8.   It helps to get some real life experience from stories, novels, etc.

9.   It helps to communicate and interact with others and to know about their culture.

10. It helps to know all the genres and types of literature.

The other group only stated that literature courses did not help them to improve their skills and they hated it.

7. *Given a choice, would you have chosen literature courses to be included in the curriculum? Why?* Most of the students (26, i.e. 65%) stated that they would choose literature courses to be included in the curriculum, and (14, 35%) said that they would not. They gave some reasons for their answers like the following:

Students who said 'Yes':

➢ It helps to improve different skills.

➢ It is interesting, very important, and helps to find good ideas.

➢ It helps to correct English and expand thinking.

➢ It helps to summarise things better.

Students who said 'No':

➢ Students hate it, and they did not understand it.

➢ It is difficult and the way it has been taught is bad.

➢ It does not help students, and there is a need for grammar lessons.

➢ There is a need for simple topics only.

8. *Is there anything else that you would like to add?* In this last question of the interview, the students gave the suggestions and comments mentioned below:

1.   A need for extra evening classes to improve the language.

2.   The number of the university requirement subjects should be decreased.

3.   A need for language laboratories, and other modern aids, and more practice on listening and speaking.

4.   Qualified and specialist teachers, with long experience and good style are needed.

5.   English departments need to observe the teachers, what they teach and how.

6.   The curriculum and the number of the study years need to be revised.

7. The syllabus before the college stage should be revised and improved to help students to come to college with a good command over English.

8. There is a need for activities along with lectures to make teaching interesting.

9. The situation in the Faculties of Education is bad, and there is a need for better classes with good seating arrangement.

10. A need for separate classes for girls to give them more freedom.

11. Training for the teachers.

4.6. Summary of Data Presentation

In this section, I will try to make a comparison between the teachers' and students' responses and give a summary. The research questions of the study were as follows:

1. Is there a relationship between the degree of the importance of English literature and the degree of fulfillment of its importance in the present English programme?

2. Is there any difference in the perception of the importance of English literature among students and teachers?

3. What are the difficulties and the problems of undergraduates when they are learning English literature in the Faculties of Education, Aden University?

4. What are the difficulties and problems as perceived by the teachers?

5. Are there differences in the perception of the difficulties and problems of English literature between the students and teachers?

6. What do the students do when encountering these difficulties?

7. What are the current uses of English literature in EFL instruction in Yemen?

8. What are the factors that Yemeni EFL teachers consider necessary to improve the literature teaching situation and integrate it with other courses in their teaching?

9. What are the attitudes of Yemeni EFL teachers towards the use of English literature in their classroom?

In respect of the differences in the perception of the importance of English literature among the teachers and students and the relationship between the degree of the importance of English literature, 93.33% of the teachers and 69.24% of the students said that English literature was important for the students, and the degree of fulfillment of this importance in the present English programme is far away from what it should be. There are only six courses which are taught in the present programme out of 32 English courses that belong to linguistics and language courses. The percentage of English literature courses as the researcher stated in Chapter Two (section 2.5.5), is only 19 %, the percentage of linguistics and language courses is 81%. This means the literature courses are less than the requirement. Most of the teachers (66.66%) recommend that the quantum of English literature courses in the curriculum should be 25% and above. This means there is a need for two more literature courses to be added to the present six courses.

Table 61: The Differences in Teachers' and Students' Perception

Category	Very important	Important	Moderate	Unimportant	No Response	Total
Teachers	19(63.33%)	9(30%)	0(0%)	2(6.66%)	0 (0%)	30
Students	77(27.20%)	119(42.04%)	61(21.55%)	9(3.18%)	17(6%)	283

In the teachers' interview, they stated that teaching English literature of native and non-native speakers was an important part of a foreign language classroom and gave the following reasons:

- It can help the students to increase their vocabulary and improve their expression in English.

- It can help the students to get more knowledge about the English people and their culture.

- It is an interesting and important part in a foreign language teaching programme.

- It can help to know the differences between the two sides, i.e. native and non-native writers' writings.

The difficulties and problems indicated by the students and teachers, and the reasons for these problems with reference to the literature courses can be discussed under three important points:

a) The reasons for the difficulties the students face and also the difference in the perception of these reasons among the teachers and the students are expressed in Table 62 below:

Table 62: The Reasons for the Difficulties

No	Reasons for the difficulties	Teachers	Students
a	Content of these courses	6 (20%)	40 (14.13%)
b	Methods of teaching	3 (10%)	44 (15.5%)
c	Teachers	1 (33.33%)	48 (16.96%)
d	Poor academic skills of the students.	7(23.33%)	51 (18.02%)
e	Lack of motivation	5 (13.33%)	18(6.36%)
f	Old language	4 (13.33%)	26(9.18%)
g	Vocabulary	2 (6.66%)	9(3.18%)
h	Cultural differences(alien)	1 (33.33%)	24 (8.48%)
i	Interpretation of the theme	1 (33.33%)	9(3.18%)
No Response		0 (0%)	14(4.94%)
Total		**30**	**283**

Teachers and students together agree that the main reason for these difficulties with the English literature courses is the poor academic skills of the students. According to the teachers, the second reason was the content of literature

courses, but students had another opinion, i.e. the teachers' level, ways and style of teaching, their dealing, and their qualification to teach literature courses. The third reason for the teachers is the lack of motivation among the students to learn English literature, but for the students it is the method of teaching that the teachers use in their teaching process. Archaic language of the literature courses comes as the fourth reason from the teachers' view, but the content of the literature courses is the fourth reason as per the students' view. There are also other reasons as it has been shown in the previous table for these difficulties. The teachers and the students agree that the previous reasons are very important and they put their responses accordingly. The teachers added some other reasons, such as:

➢ Students' environment where they live is not helpful for them to study literature.

➢ Students are not provided with the suitable and sufficient references.

The students added some other reasons for these difficulties:

➢ Unqualified teachers.

➢ Teachers speak English only.

➢ Limitation of teaching aids.

b) Let us now discuss the difficulties and problems the teachers and students face with literature courses, and the differences between them.

<u>Students' difficulties and problems</u>

The difficulties and problems the students face during the lectures on literature courses are shown in their answers to question number six in the students' questionnaire. Students have three options: not at all difficult; difficult, but can manage; and very difficult. Most of the students chose the second and the third ones.

It means that these two points are difficult for them, even if some of them can manage these difficulties:

1. Understanding the idea.

2. Following the lecture and writing notes at the same time.

3. Understanding the literary terms.

4. Content of literature courses.

5. Understanding the word meaning.

6. A lot of new vocabularies introduced during the lecture.

Students also add that they face some other problems and difficulties with:

1. **Teachers** (i.e. the teachers' explanation is difficult, quick, involves difficult words, continuation of the explanation although students find it boring, their apathy towards the students' understanding, their ways of teaching are not interesting, their pronunciation is bad, and some of them speak Arabic most of the time, their bad dealing with students, and they do not open the way for creative thinking, their handouts are something different from what they teach in the class, etc.).

2. **The syllabus** (i.e. it is not clear, difficult, students did not learn English grammar well, overloading of the requirement subjects, poetry is a tough subject, difficult literary terms, and the translation of literary text is difficult, the courses 'General English' and 'Curriculum Design' are difficult subjects).

3. **With themselves as students** (i.e. their background is very weak, no co-operation between them, a bad idea about literature among the students because of the bad ways of teaching, worry about how to gather ideas and participate in the discussion in literature courses).

4. **Other problems** such as: examinations papers are printed in a bad way, cheating by students during examinations, teaching hours are limited in contrast with the materials, almost no homework or assignments for the students to do, limitation of the updated references in the English departments and libraries, limitation of the teaching aids and group work activities, and large classes).

Teachers also faced some problems and difficulties while teaching English language and literature and these were related to:

1. **The students** (their weak background of linguistic skills and knowledge, different levels of language abilities, lack of their co-operate, passive role in the class, and their lack of motivation to learn English).

2. **Syllabus** (its difficult and unknown vocabularies, difficult structures in some literary texts is).

3. **Other problems** such as: lack of references and suitable materials, crowded classes and inadequate seating arrangement, excessive memorization, frequent use of Arabic in the English classes, and difficulty in the content of some courses (Introduction to English Literature, Advanced composition course, etc.).

There is no significant difference between the teachers' and students' perception of the difficulties. Almost all of them experience the same problems and difficulties.

c) Why the learning of English Literature is so difficult for students?. In this regard the students stated that poetry was the most difficult literary genre in their interview. They gave the following reasons for it: Poetry is full of difficult words and expressions that can not be translated into Arabic easily,

archaic words, complex structures, metaphors, many ideas within one poem that is difficult to understand, shortage of dictionaries, references, teaching aids and the teachers' way is not helpful, so it needs high level of students.

Further, the students add that learning of English literature is difficult because it is difficult to read with more ideas, difficult words, archaic language, complex situations, and it is boring because of its bad way of teaching.

The teachers, in their interview, suggest these steps that can help students to overcome the problems and difficulties in learning literature by: a) simplifying the information, b) encouragement students to read more of literature, c) reinforcing their motivation to appreciate literature, d) developing their skills, e) cooperative learning, f) participation during the class, g) less dependence on the teacher only. Students suggest that they can overcome these difficulties and problems by: a) working hard, b) reading more, c) writing short notes, d) asking question to their teachers and classmates who have an advanced level of understanding, e) self study.

The current uses of English literature in the Yemeni EFL instruction can be known from the kind of syllabus it has and the material used for teaching the English literature courses. These have been discussed in Chapter Two (2.6) in detail. As mentioned earlier there are only six literature courses out of a total of 32. The researcher examined some of the documents at the Faculty of Education, Zingabar. These documents are related to the English syllabus. Teaching of English started in this faculty from its anticipation in 1979, but it is started its bachelor degree from the academic year 1993-1994 and its first batch graduated after four academic years of study, i.e. in 1996-1997. From the academic year 1993- 1994 to 1997-1998, the number of the literature courses was almost twelve (Selected literary Readings, Fiction, Poetry, Drama, Non- British literature (each one for two semesters), Non-

fiction Prose, and Literary Criticism (for one semester each). In the academic year 1998-1999 the syllabus and the curriculum for the Faculties of Education, Aden University changed; as a result, the 12 literature courses were reduced to four only (Poetry, Short Story, Non-fiction Prose, and Novel for one semester each), and this continued for around seven academic years up to 2004-2005. In the academic year 2005-2006 the new curriculum plan was implemented with six literature courses that we have already discussed.

There are some factors that both the English teachers and students of Yemen consider extremely important to improve the literature teaching situation and they are as follows:

1.   Reform the syllabus by including new language skills courses (reading, writing, etc.).

2.   Train the teachers.

3.   Improve the teaching materials and methods.

The attitude of Yemeni EFL teachers towards the use of English literature in their classroom is very positive as they state that English literature is necessary, indispensable, and forms an important part and helps the students to expand and increase their knowledge base. It opens a wide horizon for the students to learn English, and improves their way of thinking and helps them to acquire more vocabularies and takes them to greater heights in English studies. It is very essential as it enhances the skills of writing and reading. It is one of the important sources of language enrichment and helps the students to develop critical thinking.

From the above discussion, we can easily determine the reasons as to why literature courses are unpopular and ineffective in the Yemeni situation, especially with the students at the Faculties of Education, Aden University:

1. Students are not at all exposed to literature during their previous courses of study (Basic and Secondary education).

2. Literature courses are difficult in general, so they are unpopular and ineffective.

3. English is a foreign language for the Yemeni students.

4. Most of the prescribed texts are unfamiliar both in terms of the language and the content.

5. The texts used for teaching these courses are totally alien and are culturally unfamiliar.

6. The usage of outdated and unfamiliar texts in the syllabus, like Shakespeare's plays.

7. A prescribed like the satire *Animal Farm* which talks about Russian politics is in no way connected to this country discourages students to study literature.

8. Some of the chosen literary texts are certainly difficult for students with poor academic skills like some selected materials, Shakespeare's plays, etc.

9. Literature needs to be taught by using the multimedia systems and other teaching aids.

Chapter Five

Findings, Conclusions, and Recommendations

5.1. Introduction

This chapter gives a summary of this investigation with the conclusions and recommendations for future. This study deals with the teachers' and students' opinions and responses to the instruments of the study and their attitudes to teaching and learning English literature at Faculties of Education, Aden University. These participants (teachers and students) helped the researcher to accomplish the purpose of the study. A total of 283 students and 30 teachers were randomly chosen as the subjects of this study from five Faculties of Education that situated at Aden, Saber, Zangabar, Radfan, and Lowder and affiliated to Aden University.

The instruments of the study were two sets of questionnaires; one for teachers and another for students. Similarly we had two sets of interviews; one for teachers and another for students. All these were written in English without any translation into the mother tongue of the participants. The researcher along with his friends distributed the questionnaire among the students and explained the questions to them when they found those difficult to answer. Majority of the students answered the questions in the presence of the researcher, but the teachers did it independently.

5.2. A Summary of the Findings

As the researcher indicated in the summary of chapter four the students and their teachers of English literature at the Faculties of Education face a number of difficulties and problems.

The first difficulty of the students is that their academic skills are poor and they lack the ability to understand English literature that is too difficult for them.

The second difficulty is associated with their teachers. Different teachers in different situation create different types of difficulty for the students. This nature of difficulties in studying literature courses was influenced by who taught these courses, his beliefs, experiences, objectives, teaching techniques and methods, use of secondary materials, and his ability to deal with the students as many of the students complain of teachers' ill-treatment.

The third difficulty was the methods of teaching that the teachers use in their classes. Most students insist that the teachers' ways and methods are very important in teaching, and those can be described as the key to the students' success.

The fourth difficulty is with the content of the literature courses. Most of this content is not suitable and does not match with the needs of the students. It needs to be revised and updated by a committee of literature teachers from all the Faculties of Education, Aden University, with the final year student representatives from each faculty.

The findings of this study indicate that the teaching and studying of English literature are fraught with difficulties emanating from the content, the methods, and the curriculum, and there are other difficulties the students encounter during the lectures: understanding the idea, following the lecture and writing notes at the same time, understanding the literary terms, content of the literature courses, understanding the new vocabularies used by the teachers, etc.

Also they add certain other difficulties and problems that they face with their teachers (explanation difficult, quick, sometimes boring, teachers' carelessness towards the students' understanding, their bad pronunciation, ill-treatment, old and

uninteresting way of teaching, their handouts which are different from what they teach in the class), with themselves as students; their weak background, weak level, no co-operation among themselves, cheating during examinations, etc.), and with the syllabus (difficult in general and especially in the case of poetry, General English course, and Curriculum Design course), and other problems such as lack of teaching aids and group activities, new vocabularies, overloading the content of the university requirement subjects, large classes, examinations, limited time for teaching in contrast to the materials, translation of the literary texts, limitation of the updated references in the libraries, etc.

Teachers of English language and literature also face a number of difficulties and problems: lack of motivation and weak background of students, different language abilities among the students in the same class, no co-operation, bad speaking skill, passiveness participation, etc, and lack of reference books and suitable materials, large classes, lack of support for the English section and teachers, and difficulty in the content of some courses like (Introduction to English Literature, Advanced Composition Course, etc.

Poetry and drama are usually difficult for most students in this study, and this finding is supported by other studies such as Hirvela and Boyle Survey (1988) that has been discussed in Chapter Two (section 2.4.6). The teachers and students together agree that English literature is an important part in the English curriculum, and it should be encouraged. They state that the literature courses can help the students to improve their language skills, increase their vocabulary and sharpen their expressions, help to acquire more knowledge about the English people and their culture along with the differences between the English and Arabic literature and cultures.

All of the teachers and students prefer to study *Introduction to English Literature*, and *Selected Literary Readings* in the first year, *Short story* in the second year, *Novel* and *Poetry* in the third year, and *Drama* in the fourth year.

The kind of changes that the literature courses need and the improvements that teachers and students propose will help to improve the teaching and learning of English literature. These are as follows:

1. Teachers need: training, to be specialist, to use simple and easy vocabularies, and to improve their methods of teaching.

2. The syllabuses of English literature need to be interesting, simplified, revised, avoided the old language as possible, include some Arabic literary pieces in English translation, start from simple to medium and then difficult and it should be at all the levels, not only at three levels (first, second, and fourth). Short Story course, need more than one story to be taught; Drama needs to be acted or watched on video, and Poetry course is recommended to cover all types of poetry.

3. The Teaching of four English language skills should be integrated with literature courses and University requirement subjects need some change and improvement.

4. All the prescribed text-books or materials at the Faculties of Education need to be modified, or revised and the materials of English literature to be selected from modern English literature, and related to the students' culture.

The lecture-based mode of teaching has been found as a problem by scholars (e.g. Harper 1988; Parkinson & Thomas 2000), but it is used by most of the teachers who have no training in the modern teaching methods suitable for each type of the said courses. Harper's (1988:402) statement is significant here: "We unfairly blame

our students for difficulties that essentially stem from our own methodological weakness and unrealistic expectations".

The teachers and students gave some comments and suggestion to develop and improve the examination system and testing, such as a need for other types of examinations such as discussion and seminars, types of questions should reflect the modern methods of teaching and learning, change in the examination pattern from traditional system to the modern ones, and the essay type questions to be mixed with objective types questions, and assessment of the students' performance by means of a one-time quiz and a final examination is not adequate. Assessment should be a continuous process.

5.3. Conclusion

The findings of this study throw light on the following: (i) The students' demand for reexamination of the syllabus and its content because they as the students of the Faculties of Education will be in teaching in their future career. (ii) The findings of the study indicate that students' difficulties in studying English literature are significantly related to their poor academic skills, teachers, traditional methods of teaching, and unsuitable content of the courses.

Many of the students indicate that they need translations of some English texts and also translations of some Arabic literary pieces to be made a part of the English literature course. The researcher thinks that English translation of some Arabic texts can be recommended better than translation of some English texts. Marckwardt (1978) and Bay-Peterson (1990) point out that "Translation is a common classroom activity in university EFL literature classes and may be partly to blame in students not becoming independent readers".

The findings show that students lack the ability to meet the requirements of the university level learning in English and their literary ability is weak in contrast with the presented courses.

Additionally, the findings show that at the Faculties of Education, the syllabus designers and the teachers of the departments of English should pay attention to the students' needs and interest in order to make teaching and learning of English literature successful in Yemen. At the same time, the factors such as the curriculum, the course requirements and objectives have their influence on the students' failure and successes, and this study can help the curriculum planners and designers as well as the teachers of English to update the objectives by selecting suitable teaching materials.

The researcher can draw the following conclusions about the students' difficulties, and problems and the improvements required in the future to help both the teachers as well as the students:

1. Students' difficulties and problems at the five Faculties of Education included in this study are almost similar in situation and background.

2. Students are interested in English, but their weak academic background and levels do not help them to understand its literature adequately.

3. Poor academic skills of the students, teachers, unsuitable methods of teaching, lack of motivation of the students, and old language of the literature courses, and the content of literature courses are the main sources for the students' difficulties and problems.

4. Some of the students' problems and difficulties are related to their own situation, such as: no co-operation among them, their weak background, no group work, lack of motivation, their passive role in the class, etc.

5. Some problems and difficulties are created by the teachers, such as: unqualified teachers, their way of explanation (not clear, quick, and boring), unclear pronunciation, using the mother tongue more while teaching, their old teaching methods, and lack of training, etc.

6. Some problems and difficulties are related to English literature content, such as: difficult literary terms and structure of some literary text, how to collect ideas and make utterance, difficulty in translation of literary text, difficult and alien vocabulary and words, more ideas and incidents, boring and complicated situation in some literary texts.

7. English teachers at Yemeni Universities, especially Aden University need special training to teach different kinds of language courses because majority of their courses are being taught by young and inexperienced teachers, most of them B.A and M.A holders, and so they.

8. Students need more practice and speaking activities to improve their level.

9. Students faced difficulties with all the six literature courses that they have, but poetry course is the difficult genre for them then the drama course.

10. Teachers and students stated that the main three factors for the success of the English teaching programme at the Faculties of Education are: reforming the syllabus by new language skills courses (reading, writing courses, etc.), training the teachers, and improving teaching materials.

11. Students suffer from an uninteresting and outdated ways of teaching methods, lack of the teaching aids, lack of new and modern technologies, and lack of computers and internet in teaching, their syllabus that is not clear, with difficult content, university requirement subjects are big problem, college situation that

has large classes, inadequate seating arrangement, lack of books and references in library, and no language laboratory.

On being requested by the researcher to write their comments and suggestions regarding their situation, the teachers and students stated the following:

1. Literature courses are important and they help the students very much in their study.

2. Literature courses should include some subjects related to Arabic and Islamic culture.

3. The English course at the school level needs to be revised and improved in order to help students to come to college with a good command of English. English literature should be introduced at the secondary school level so that students will have some familiarity with it when they come to college.

4. Qualified and specialist teachers with good experience are badly needed, because teaching is more than a job.

5. Workshops and seminars should be held from time to time to discuss the problems of teaching the English language.

6. Content of some literature courses is not suitable for the level of the students, and the number of the university requirement courses should be decreased, and English courses need to be increased.

7. There is a need for teachers' training, extra evening classes to improve students' English, comfortable classes with good seating arrangement, separate classes for girls, language laboratories and other modern aids and techniques. There is a shortage of the prescribed books and references materials.

8. Teachers treatment, outside appearance, honesty, their preparation for the subject, their situation (social and economic) will reflect positively or negatively on their teaching. They should be closed to the students, help them to pass their difficulties.

9. Students should be given freedom to express their opinions and be provided with activities along with lectures.

10. The number of the study years and the time of lectures need to be revised, and English departments need to supervise what the teachers teach and how.

5.4. Recommendations.

Based on the findings of this study, the following recommendations may be given to help teachers, students, curriculum planners and designers of English in Aden University, and it may be generalised to include other Yemeni universities also:

1. Since this study elicited valuable information regarding teaching English, it is recommended that such a study be a part of the annual evaluation in the English departments.

2. The English programme should provide the students with more listening and speaking practice and include subjects that can help the students to improve their language skills and Proficiency.

3. The English programme at the Faculties of Education should meet the needs of the students who are the potential teachers in the future.

4. Workshops and seminars should be held from time to time to discuss students' problems, difficulties, changes required in the programme.

5. Some Arabic literary pieces in English translation should be included in the course.

6. Training on teaching, using new methods and technologies should be provided to all teachers.

7. All the Faculties of Education should be supported with well-qualified teachers, well-equipped libraries, latest text-books, teaching materials, and reference books.

8. The English programme should be reorganized with at least ten literature courses instead of six at present, and the present courses and the prescribed teaching materials must be revised.

9. The students need to be prepared for studying English literature and this programme should be student-centered.

10. Teachers should help students to overcome their problems and deal with them in friendly way.

11. The teachers and students can overcome their difficulties with literature courses by virtue of the following strategy: integrating literature and language, Hoffman and James (1986) called for "the integration of foreign language and literature teaching at all levels of the college curriculum". Language through literature is thus reflected as a crucial means for helping students to develop the various communication skills.

12. Faculties of Education should be provided with language laboratories for a more effective teaching and learning of the English language.

13. Tests should include different types of question and students should be assessed at regular intervals.

14. The teaching materials should be standardized in all the Faculties of Education, Aden University.

To conclude, this study is an attempt to know the importance, difficulties, and prospects of teaching and learning English literature at the Faculties of Education, Aden University, and it provides the required input for the teachers, researchers, syllabus designers and others who are interested in literature teaching. Similar studies are also needed on other Yemeni universities to get a comprehensive and composite picture of the English teaching and learning scenario, to be specific English literature, in Yemen.

APPENDICES

Teachers' Questionnaire

Research Project: Teaching English Literature to Undergraduates at Aden University: Importance, Difficulties, and Prospects

Dear Teachers,

I am a research scholar at University of Hyderabad. This questionnaire is an important part of my research project, and will be used for academic research only, and the results of the study will be used as a basis for improving English literature teaching and learning.

Please offer your true experiences and feelings. Your answers are considered highly valuable and will be kept confidential. Please complete all the questions.

Thank you very much for your time and patience.

Yours sincerely,

Hussein Fadhl Hussein

Name: -- (Optional) Age: -----------
Sex: Male   (   )   Female (   )   Qualification:--
College: --
Teaching experience: ---
Courses you are currently teach: (1) ---
(2)---(3)---------------------------------------
(4)---(5)---------------------------------------

1. In your opinion, what is the level of proficiency of most of your students?

a. Beginners. (   ) b. Low-intermediate. (   )   c. Intermediate   (   )
d. High-intermediate and advanced.   (   )

2) What do you think of teaching?
Very interesting   (   )   Interesting   (   )   Not interesting   (   )

3) Which method do you use in your teaching process?
a. GTM (   )   b. Direct Method (   )
c. Audio-Lingual Method   (   ) d. CLT (   )
d. Others---
----

4) How important do you think a literature course is for Education Faculty students?
a. Very important   (   )   b. Important (   )   c. Moderate (   )
   d. unimportant   (   )

5) Have you received or attended any training programme or seminars on teaching language or literature?   Yes (   )   No (   )

6) Literature courses have a role in preparing students to be English teachers in their future career. How do you feel about each one of the following?

N	Literature courses	Very important	Important	Unimportant	Quite unimportant
a	Introduction to Eng. Literature.				
b	Selected Literary Readings.				
c	The Short Story.				
d	The Novel.				
e	Poetry.				
f	Drama				

7) Do you think these literature courses (Introduction to Eng. Literature- Selected Literary Readings -Short Story- Novel- Poetry -Drama) are sufficient to fulfill the future and present needs of students at Faculties of Education.
a. Adequate (   ) b. Adequate to some extent (   ) c. Not at all Adequate (   )

8) Keeping in mind your teaching experience, the syllabus of teaching English at the Faculties of Education should emphasise more on:
a. Linguistics courses   (   ) b. ELT (English language teaching) courses (   )
c. English Literature   (   ) d. Combination of Language, ELT courses and Literature   (   ) e. Other opinions (Specify) -------------------------------
----
----

9) Students have difficulties with literature courses, because of:

(   ) a. Content of these courses.   (   )
(   ) b. Methods of teaching.   (   )
(   ) c. Teachers.   (   )
(   ) d. Poor academic skills of the students.   (   )
(   ) e. Lack of motivation.   (   )
(   ) f. Old language of some literary texts.   (   )
(   ) g. Vocabulary.   (   )
(   ) h. Cultural /philosophical differences (alien).   (   )
(   ) i. Interpretation of theme.   (   )
(   ) j. Other reasons (Specify).

----

10) Introduction to Eng. Literature syllabus prescribed for bachelor degree students is: please put(√).

a. Adequate for the students.   (   )

b. Inadequate and needs to be improved.   (   )

c. Unsuited to the students.   (   )

d. Uncertain   (   )

11) Selected Literary Readings syllabus prescribed for bachelor degree students is: please put (√).

a. Adequate for the students.   (   )

b. Inadequate and needs to be improved.   (   )

c. Unsuited to the students.   (   )

d. Uncertain   (   )

12) Short story syllabus prescribed for bachelor degree students is: please put (√).

a. Adequate for the students.   (   )

b. Inadequate and needs to be improved.   (   )

c. Unsuited to the students.   (   )

d. Uncertain   (   )

13) Novel syllabus prescribed for bachelor degree students is: please put (√).

a. Adequate for the students.   (   )

b. Inadequate and needs to be improved.   (   )

c. Unsuited to the students.   (   )

d. Uncertain   (   )

14) Poetry syllabus prescribed for bachelor degree students is: please put (√).

a. Adequate for the students.   (   )

b. Inadequate and needs to be improved.   (   )

c. Unsuited to the students.   (   )

d. Uncertain   (   )

15) Drama syllabus prescribed for B.A students is: please put (√).

a. Adequate for the students.   (   )

b. Inadequate and needs to be improved.   (   )

c. Unsuited to the students.   (   )

d. Uncertain   (   )

16) Literature courses should be taught in one or more of these levels (first- second-third- fourth) Please circle the appropriate one:

a. Should *Introduction to Eng. Literature* be taught in: first / second / third / fourth.

b. Should *Selected Literary Readings* be taught in: first / second / third / fourth.

c. Should *Short story* be taught in: first / second / third / fourth.

d. Should *Novel* be taught in: first / second / third / fourth.

e. Should *Poetry* be taught in: first / second / third / fourth.

f. Should *Drama* be taught in: first / second / third / fourth.

17) Which of the following should have the highest priority for the success of the English teaching programme at the Faculties of Education, Aden University?

    a. Reform the syllabus by:

        1. New Language skills courses (reading, writing courses…etc.)   (   )

        2. New literature courses not culturally alien.   (   )

        3. New literature courses with Arab writings in English.   (   )

        4. Integrating literature with language in new courses.   (   )

        5. New courses with English translations of Arabic literature.   (   )

        6. Other…………………………………………………………   (   )

    b. Teach the other courses (Islamic Studies, Social Studies, History, Computer Science and Education, etc.) in English for the students of English departments.   (   )

    c. Reform the methods of teaching.   (   )

    d. Improve teaching materials.   (   )

    e. Reform the examination system.   (   )

    f. Train the teachers.   (   )

    g. Other (Specify)   (   )

    ----

18) Some of the difficulties and problems faced by the teachers when they teach English language and literature subjects are mentioned below.

Put (√) in front of the ones that apply to your situation.

1. The time allotted for teaching is not sufficient.   (   )

2. Large classes and inadequate seating arrangement.   (   )

3. The mixed ability classes.   (   )

4. Lack of motivation to learn English on the part of the students.   (   )

5. Lack of references and suitable materials.   (   )

6. The alien and old language of some text materials.   (   )

7. Poor proficiency of students.   (   )

8. Cultural background and basic concepts of English literature.   (   )

9. Difficult and alien Vocabulary in the syllabus.   (   )

10. Difficulty to choose the suitable method that suit the situation of students. (   )

11. Structure of some literary texts.   (   )

12. Style in some literary texts.   (   )

13. Themes of some literary texts.   (   )

14. Cultural differences (alien)   (   )

15. Other (specify). --

----

19) Do you think there is a need for teaching English literature in our Education
Faculties? What should be the proportion of English literature to language in the
curriculum in your view?   Yes (   )   No (   )
        10% (   )   20% (   )   25% (   )   30% (   )   40% (   )   50% (   )

20) Do you find the situation in the Faculties of Education helpful for teaching
English literature?   Yes   (   )   No   (   ) If
'No', can you specify the reasons?

----

21) Do you feel that the examination system and testing need a change? If so, what
kind of change does it need? Please clarify your answer.
Yes   (   )   No (   )

----

22) Which of the prescribed textbooks or materials need to be changed or to get some
improvements? Write any proposed improvements that you feel would help improve
and change these literature courses?

----

23) Please write any comments or suggestions you like to express:

Thank you for taking the time to complete this questionnaire.

Students' Questionnaire
Research Project: Teaching English Literature to Undergraduates at Aden University: Importance, Difficulties, and Prospects

Dear students,
I am a research scholar at University of Hyderabad. This questionnaire is an important part of my research project, and will be used for academic research only, and the results of the study will be used as a basis for improving English literature teaching and learning in general in Yemen and at Aden University in particular.
Please express your opinions frankly. Your answers are considered highly valuable and will be kept confidential.

Thank you very much for your time and patience.

Yours sincerely,

Hussein Fadhl Hussein

Name: -- (Optional) Age: ----------
Sex: Male (   ) Female (   )   Level: ------------------------------------
College: --

1) How do you visualize the importance of English for yourself? Please put a (√) tick in one of the boxes:
    a. Very important   (   )   b. Important   (   )
    c. Not very important   (   )   d. Not at all important   (   )

2) On which level of proficiency do you find yourself?
a. Beginner. (   )   b. Low-intermediate. (   )   c. Intermediate. (   )
d. High-intermediate and advanced. (   )

3) I feel that literature courses could help me improve my English:
    a. Strongly agree. (   ) b. Agree. (   )   c. Not sure. (   )   d. Disagree . (   )
    e. Strongly disagree.(   )

4) I feel that my present literature courses are adequate for developing:
a. Writing skills (   ) b. Reading skills (   ) c. Speaking skills (   )
    d .Listening skill (   )

5) While following lectures on literature courses, you might face problems that are given below. Put a (√) tick in the appropriate box according to their degree of difficulty.

N	Problems	Not at all Difficult	Difficult, but can manage	Very difficult
a	Understanding the idea.			
b	Following the lecturer and writing notes at the same time.			
c	Understanding the literary terms.			
d	Content of these courses.			
e	Understanding the word meaning.			
f	A lot of new vocabularies.			

g. Others specify if any,……………………………………………………….......

6) You have difficulties with literature courses, because of…,
    a. Content of these courses.   (   )
    b. Methods of teaching.   (   )
    c. Quality of teachers.   (   )
    d. Poor academic skills of the students.   (   )
    e. Lack of motivation.   (   )
    f. Old language   (   )
    g. Vocabulary   (   )
    h. Cultural differences (alien)   (   )
    i. Interpretation of the theme.   (   )
    j. Other reasons (Specify)   (   )

----

7) Please state the level of the importance of English literature in English language learning for you as a student of the Education College?
 a. Very important (   )   b. Important (   )   c. Moderate (   )   d. Unimportant (   )

8) Which of the following should have the highest priority for the success of the English teaching programme at the Faculties of Education, Aden University?
    a. Reform the syllabus by:
       1. New Language skills courses (reading, writing courses…etc.)   (   )
       2. New literature courses not culturally alien.   (   )
       3. New literature courses with Arab writings in English.   (   )
       4. Integrating literature with language in new courses.   (   )
       5. New courses with English translations of Arabic literature.   (   )
       6. Other…………………………………………………………….. (   )

b. Teaching the other courses (Islamic Studies, Social Studies, History, Computer Science, Education, etc.) in English for the students of English departments. (   )

    c. Reform the methods of teaching.   (   )
    d. Improve teaching materials.   (   )
    e. Reform the examination system.   (   )
    f. Train the teachers.   (   )
    g. Other (Specify)   (   )

----

9) Which literature courses are important for you as a student of Education Faculty? Please state its importance to you.

	Important	Moderate	Unimportant
a. Introduction to English Literature.	----------	----------	----------
b. Selected Literary Readings.	----------	----------	----------
c. Short story.	----------	----------	----------
d. Novel.	----------	----------	----------
e. Poetry.	----------	----------	----------
f. Drama.	----------	----------	----------

10) Which one of the previous literature courses is more difficult? Put them in a new order according to their difficulty for you:
a. -- b.--
c. --- d.--
e. --- f. --

11) Do you think the content of these literature courses is: (please put a (√) tick).

	Sufficient	Insufficient	Too much
a. Introduction to English Literature.	----------	----------	----------
b. Selected Literary Readings.	----------	----------	----------
c. Short story.	----------	----------	----------
d. Novel.	----------	----------	----------
e. Poetry.	----------	----------	----------
f. Drama.	----------	----------	----------

12) In which level do you prefer to study these courses?
a. Introduction to Eng. Literature.   first/ second/ third/ fourth
b. Selected Literary Readings.   first/ second/ third/ fourth
c. The Short story.   first/ second/ third/ fourth
d. The Novel.   first/ second/ third/ fourth
e. Poetry.   first/ second/ third/ fourth
f. Drama.   first/ second/ third/ fourth

13) What is your general attitude and response to your English literature classes?
 a. Interested (   )   b. Boring (   )   c. Irritating (   )   d. Neutral (   )

14) Are you satisfied with the present syllabus and text-books of English for bachelor degree level? If not, Please give reasons for your answer.

Yes (   )   No (   )

----

15) Are you satisfied with the present system of examination? If not, what kind of improvement do you suggest?   Yes (   )   No (   )

(Specify your answer)

----

16) What kind of changes do you think these courses need? Write any proposed improvements that you feel will help to improve and change these literature courses?

----

17) Please write any comments or suggestions you like to express:

Thank you for taking the time to complete this questionnaire

Appendix - C
Teachers' Interview

Research Project: Teaching English Literature to Undergraduates at Aden University: Importance, Difficulties, and Prospects

Name: -- Date: -------------------------
Site:---

1) Do you think the time or number of lecturers allotted to teach English is adequate? If not, what would be your suggestion?

----

2) What is the teaching method that you apply most of the time?

----

3) What is your attitude to English literature teaching?

----

4) Do you think that the teaching methods and materials you use now are sufficient and effective enough to enable your students to achieve their goals of foreign language learning?

----

5) What do you think is the best way to help your students overcome their problems and difficulties in learning literature?

----

6) Do you think that the teachers of English literature need some kind of special training before they teach literature in the class? What are they?

----

7) What are the various challenging situations you face in your work experience? Please give some examples. ---

----

----

8) In your view, what are the effects of teaching English literature in Yemen?

----

9) Is teaching English literature of native and non-native speakers an important part of a foreign language classroom? Why?

----

10) Do you feel that the literature syllabus aligns well with the college curriculum? Is it a valuable addition to the college curriculum? Please explain your answer.

----

11) Is there anything else that you would like to add?

Appendix - D

Students' Interview

Research Project: Teaching English Literature to Undergraduates at Aden University: Importance, Difficulties, and Prospects

Name: -- Date: -----------------------------------

Site: -- Level: -----------------------------------

1. Why did you select English as a major?

----

2. Do you think the time or number of classes allotted to learn English is adequate. If not, what would be your suggestion?

----

3. Among the texts you have read in English literature, which one is the most difficult/interesting to you and why?

----

4. Which genre (Poetry- Drama- Novel- Short story…etc) in English literature is more difficult, and why?

----

5. Do you face any problems or difficulties in your study? What are they, and how do you overcome them?

---246-------------------------------------

----

6. Do you think that literature courses have helped you improve your skills? Please explain your answer.

----

7. Given a choice, would you have chosen literature courses to be included in the curriculum? Why?

----

8. Is there anything else that you would like to add?

BIBLIOGRAPHY

BIBLIOGRAPHY

Abbad, Aziza (1988). *An Analysis of Communicative Competence Features in English Language Texts in Yemen Arab Republic*. Unpublished Ph.D. Dissertation, University of IIIinois at Urbana- Champaign.

Abbs, Peter. (1994). *The Educational Imperative: A Defense of Socratic and Aesthetic Learning*. London: The Falmer Press.

Aden University. (2005-2006). *New Study Curriculum Plan*. Aden: Yemen.

Adeyanju, Thomas, K. (1978). Teaching Literature and Human Values in ESL: Objectives and Selection. *English Language Teaching Journal*, 32(2): 133-138.

Al. Ardi, A. Salah. (1997). *History of Education in Aden 1839-1967*. M.A Thesis. Faculty of Education, Aden University.

Al-Attar, Mohammed S. (1965). *Al-takhaluf al-iktisadi wal-ijtimai; fi al -Yemen*. Beirut: Dar al-Taliah.

Al-Haaj, Ahmed A. (1999). *Ataleem fe Al-Yaman: Gathur Tashakulah wa Ittijahat tadurah* (Education in Yemen: Its Roots Formation and Development Trends). Sana'a: Dar al.Fikr al.ma'asser.

Al- Maleh, Layla. (2005). English Literature and Arab Students. *Academic Exchange Quarterly*, 9 (1): 269-274, ISSN 1096-1453.

Alpetkin, C. & M. Alpetkin. (1984). The Question of Culture: EFL Teaching in non-English Speaking Countries. *ELT Journal*, 38(1): 14-20.

Al-Raymi, M. M. Hasan. (1999). *The Teaching of Cohesive Devices in English to Arab Learners*. Unpublished Ph.D. Thesis, Faculty of Arts and Fine Arts: University of Pune, India.

Al-Thyfani, A. (1997). *Ataleem fe Al-Yaman men adolah Al-Ayobyah ela dolat al-wahdah.* (Education in Yemen: From Ayobian Nation to United Nation). Yemen: Republic Institution.

Al.Usaily, M. A. (1976). Prose Narrative as an ELT Tool. *The Journal of the Department of English*. Faculty of Arts, Sana'a University, Yemen, 1 (3): 85-98.

Applebee, A. N. (1974). *Tradition and Reform in the Teaching of English: A History*. Urbana, IL: NCTE.

Applebee, A. N. (1993). *Literature in the secondary School: Studies of curriculum and instruction in the United States* (NCTE Research Report No.25). Urbana, IL: NCTE.

Ary, D., Jacobs, L., Razavich, A. (1979). *Introduction to Research in Education*. 5th (ed.). Harcourt Brace College Publishers.

Ba-Abbad, Ali H. (1984). *Attaribiyah watt'lim Fi-l- Jumhuriyya Al-Arabia Al-Yemenia.* (Education in the Yemen Arab Republic). Sana'a: Sana'a University, Yemen Arab Republic.

Ba-Abbad, Ali H. (1987). *Ataleem fe Al- Gomhoryah al-Arabyah al- Yamanyah (mathyh- hadryh- mosttkablh.* (Education in Yemen Arab Republic: past, present, and future). Beirut: Atanweer.

Bader, Y. (1992). Curricula and teaching strategies in university English Departments: A need for change. *IRAL,* 30, 233-240.

Bancroft, M. A. (1994). Why Literature in the High School Curriculum? *English Journal*, 66 (7): 23-24.

Bardovi- Harlig, K. (1997). The Place Of Second Language Acquisition in Language Teacher Preparation. In K. Bardovi- Harlig & B. Hartford (Eds.), *Beyond Methods, Components of Second Language Teacher Education*. New York: McGraw- Hill, 18-41.

Bassnett, S. & F. Grundy (1993). *Language Through Literature: Creative Language Teaching Through Literature*. London: Longman.

Bay-Peterson, O. (1990). On the language-literature rift, and the case for using literature in language classes. In *Proceedings of the seventh conference on English teaching and learning in the Republic of China*. Taipei, Taiwan: Crane (pp. 27-45).

Beauvois, Margaret.H. (1997). Computer-mediated Communication: Technology for Improving Speaking and Writing. *Technology-Enhanced Language Learning. Ed. Michael Bush*. Lincoln Wood, IL: National Textbook Company, pp.165-184.

Bell, Melody Jane.(1995). *A Response-Based Approach to Teaching Literature: A Focus on Eighth Grade*. Unpublished M.A Thesis, USA: Graduate School of the Texas Woman's University, College of Arts and Sciences.

Beretta, A. (1989). Attention to form or meaning? Error treatment in the Baqngalore Project. *TESOL Quarterly*, 23 (2): 283-303.

Bhatia, K.K. (1981). *New Techniques of Teaching English as a Foreign Language*. Jullundur: New Academic Publishing Company.

Booth, D. (1987). *Drama Words*. Toronto: Toronto Board of Education.

Bose, M. N. K. ((2002). *English Language Teaching (ELT) For Yemeni Students: A Guide for Teaching English in Yemeni Schools*. Sana'a: Obadi Centre.

Britton, J. (1970). *Language and Learning*. London: Penguin.

Brown, William R.. (1963). The Yemeni Dilemma. *The Middle East Journal*, 17 (Autumn, 1963): 349-367.

Brown, G. (1977). *Listening to Spoken English*. London: Longman.

Brumfit, C. J. (1985). *Language and Literature Teaching: From Practice to Principle*. London: William Clowes Limited.

Brumfit, C. J. (1999). Reading skills and the study of literature in a foreign language. In Brumfit & Carter (eds). *Literature and language Teaching*. Hong Kong: OUP:184-190.

Burke, S. J. & Brumfit, C. J. (1999). Is literature language? Or Is language literature? In Brumfit & Carter (eds). *Literature and language Teaching*. Hong Kong: OUP. (171-176).

Carol, L. Creed (1978). Prelude to Poetry. *Foreign Language Annals*, 11, 299-303.

Carrell, Patricia and Joan Carson Eisterhold (1983). Schema theory and ESL reading pedagogy. *TESOL Quarterly*, 17(4): 553–74.

Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. New York: Cambridge University Press.

Close, R. A. (1963). *English as a Foreign Language*. Cambridge, Massachusetts: Harvard University Press.

Coles, R. (1989). *The Call of Stories: Teaching and the Moral Imagination*. Boston: Houghton Mifflin.

Collie, J. and S. Slater (1987 / 2000). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.

Collier, V. (1987). Age and Rate of Acquisition of Second Language for Academic Purposes. *TESOL Quarterly*, 21 (4): 617-641.

Court, F. E. (1985). Adam Smith and the teaching of English literature. *History of Education*, 25(3): 325-340.

Culler, Jonathon. (1975). *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*. London: Routledge and Kegan Paul.

Dahiya. Bhim S. (1988). *Teaching English Literature*. Hundustan Publishing Crop. Press.

Davis, J. N., L. C. Gorell, R. R. Kline, & G. Hsieh (1992). Readers and foreign languages: A Survey of Undergraduate Attitudes toward the Study of Literature. *The Modern Language Journal*, 76 (3): 320-332.

Davis C. K. & R. Koch (1999). Practicing technology: Incorporating technology in the undergraduate writing class. *Available: http: www. millersv. edu/-resound/*vol3iss1/practicing technology/index.html.*

Day, R. R., & J. Bamford (1998). *Extensive Reading in the Second Language Classroom*. New York: Cambridge University Press.

Duff, A. and A. Maley (1999). *Literature*. Oxford: O. U. P.

Dulay, H. , M. Burt, & D. Krashen (1982). *Language Two*. Oxford: O. U. P.

Eagleton, T. (1994). *The Rise of English. In Falling into Theory: Conflicting Views on Reading Literature*. Edited by David H. Richter. Boston: Bedford Books of St. Martin's Press, Pp. 44-54.

Ellis, G., J. Brewster (2002). *Tell it Again! The New Story telling. Handbook for Primary Teachers*. Penguin Longman.

Fennessey, S. (1995). Living History Through Drama and Literature. *The Reading Teacher*, 49, 16-19.

Finocchiaro, M. (1989). *English as a Second/ Foreign Language: From Theory to Practice* (4th ed.). Englewood Cliffs, New Jersey: Prentice- Hall, Inc.

Fraenkel, J. R. , & Wallen, N. E. (1993). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.

Frye, N. (1970). *The Stubborn Structure: Essays on Criticism and Society*. London: Methuen.

Ghosh, R. N, Sastri, H. N. L, & Das, B. K. (1977). *Introduction to English Language Teaching: Methods at the College Level*. New Delhi: OUP.

Geertz, Clifford. (1973). Thick Description: Toward an Interpretive Theory of Culture. *In The Interpretation of Cultures: Selected Essays*. New York: Basic Books: 3–30.

Ghanim, M. (2005). History of English Teaching in Yemen. *Yemen Times*. Issue: (844), Volume 13, May 2005, Available: *http://www.yementimes.com/article.shtml?i=8448p=education&a=3*

Ghanem, A. Mageed. (1978). *Teaching English in Democratic Yemen*. Aden: Educational Research Centre.

Ghosn, I. K. (2002). Four Good Reasons to Use Literature in Primary School. *ELT Journal, 56* (2): 172-179.

Gibson, R. (1998). *Teaching Shakespeare*. Cambridge: Cambridge University Press.

Goetz, J. P., & M. D. LeCompte. (1984). *Ethnography and Qualitative Design in Educational Research*. Orlando, Fl: Academic Press.

Grayshon, M.C. (1965). Intensive Writing and Overseas Students. *English Language Teaching Journal*, 19 (2): 73-91.

Gurrey, P. (1964). *Teaching English as a Foreign Language*. London: ELBS.

Haggan, M. (1999). A linguist's view: The English Department re-visited. *English Teaching Forum, 37 (1):* 22-25.

Halliday, M., A. McIntosh and P. Strevens. (1972/1984) (8th impression) 'Learning Foreign Languages. In R. Nasr (ed.), *Teaching and Learning English*. Harlow: Longman.

Hansen, D. W. (1979). Why Teach Literature? *Paper presented at the Annual Meeting of the National Council of Teachers of English* (69th), San Francisco, CA, November 22-24.

Harper, S. N. (1988). Strategies for Teaching Literature at the Undergraduate Level. *Modern Language Journal, 72,* 402-408.

Harris, Arna, S., and Allen C. Harris. (1967a). A Selected Annotated Bibliography of American Literature for TESOL: part I – The novel. *TESOL Quarterly* 1(3): 56-62.

Harris, Arna, S., and Allen C. Harris. (1967b). A selected Annotated Bibliography of American Literature for TESOL: part II – The Short Story, Drama, Poetry. *TESOL Quarterly* 1(4): 53-62.

Hashem, Mouna H. (1992). *Factors that Influence School Effectiveness in Primary Schools in Sana'a, Republic of Yemen*. Unpublished Ph. D. Dissertation, The University of Michigan.

Heath, S. B. (1996). Re-creating Literature in the ESL Classroom. *TESOL Quarterly*, 30, 776-779.

Herman, J., Morris, L., & Fitz-Gibbon, C. (1987). *Evaluator's Handbook*. Newbury Park, CA: Sage Publications.

Hessler, P. (2001). *Rivertown*. New York: Harper Collins.

Higgs, T. V. , & R. Clifford. (1982). The Push toward Communication. In T. V. Higgs (Ed.), *Curriculum, Competence, and the Foreign Language Teacher*. Lincolnwood, IL; National Textbook Company, pp. 57-79.

Hillenbrand, C. (1994). Yemen: Language Situation. In *R. E. Asher* (ed.), *The Encyclopedia of Language and Linguistics*. Oxford: Pergamon Press, Vol. 9, P.5073.

Hirvela, A. (1989). Five Bad Reasons Why ESL Teachers Avoid Literature. The *British Journal of Language Teaching*, 27, 127-132.

Hirvela, A. & J. Bolye. (1988). Literature courses and student attitudes. *The ELT Journal*, 42 (3): 179-184.

Hoffmann, E. F., & D. James. (1986). Toward the integration of foreign language and literature teaching at all levels of the college curriculum. *ADFL Bulletin*, *18*, 29-33.

Hsieh, Y. L. (1988). Adding a Foreign Language in Taiwan. *English Teaching and Learning*, 47, 57-72.

John, L. (1986). Language Versus Literature in University English Departments. *English Teaching Forum,* 24(4): 18-22.

Jones, B. F. (1985). Reading and Thinking. In A. L. Costa (ed.) *Developing minds: A resource book for teaching thinking*. Alexander, VA: Association for Supervision and Curriculum Development, 108-113.

Kaaland- Wells, C. (1994). Classroom Teachers' Perception and Uses of Creative Drama. *Youth Theatre Journal*, 8, 21-26.

Keer, Jhon F. (1968). *The Problem of Curriculum Reform*, Published in Keer, Jhon F. (ed.): Changing the Curriculum. London: ULP.

Knapton, J., & Evans, B. (1967). Why Teach Literature at all? In *Teaching a literature-centered English program*. New York: Random House (pp. 3-9).

Langer, Judith A. (1994). *A Response-Based Approach to Reading Literature*. Albany: National Research Center on Literature Teaching and Learning.

Lazar, G. (1990). Using Novels in the Language Learning Classroom. *The ELT Journal*, 44, 204-214.

Lazar, G. (1993). *Literature and Language Teaching*. New York: Cambridge University Press.

Lee, W. R. (1970). Editorial. *English Teaching*, 25(1):1-2.

Lee, S.D. (1999). Online Tutorials and Digital Archives or 'Digitising Wilfred'. (Bristol: JISC Technology Applications Programme*). <http://www.jtap.ac.uk/reports/htm/jtap-027-1.html>*.

Littlewood, W. T. (1999). Literature in the School Foreign-Language Course. In Brumfit & Carter (eds.). *Literature and language Teaching*. Hong Kong: OUP: 177-183.

Long, M. N. (1999). A feeling for language: The multiple values of teaching literature. In Brumfit & Carter (eds). *Literature and language Teaching*. Hong Kong: OUP: 42-60.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage Publication, Inc.

Madden, F. (1987). Desperately seeking literary response. *Computers and Composition*, *4* (3): 17-34.

Macmillan, J. H. & Schumacher, S. (1997). *Research in Education: A conceptual Introduction*. New York: Longman.

Maley, A. (1996). That's for Your Poetry Book. In R. Carter & J. McRae (eds.), *Language, Literature and the Learner Creative Classroom Practice*. London: Longman, 100-114.

Maley, A., & Duff, A. (1978/1999). *Drama Techniques in Language Learning*. Cambridge: Cambridge University Press.

Maley, A., & Duff, A. (1995). *The Inward Ear*. Cambridge: CUP.

Marckwardt, Albert, H. (1978). *The Place of Literature in the Teaching of English as a Second or Foreign Language*. Honolulu: University of Hawaii Press.

Marklein, M. (2003, November 5). Students taking strides in foreign languages. *USA Today*. Retrieved June 2006, from http://www.usatoday.com/news/education/2003-11-05-foreign-languageusat x.htm.

McCarthy, Michael. (1996). *Discourse Analysis for Language Teachers*. Cambridge: CUP.

McLaughlin, B. (1981). Differences and Similarities between First and Second-Language Learning. *Annals, New York Academy of Sciences*, 81, 23-31.

McKay, S. (1999). Literature in the ESL Classroom. In Brumfit and Carter (eds), *Literature and Language Teaching*. Oxford: Oxford University Press, pp. 191-198.

Meek, M. (1991). *On Being Literate*. Portsmouth, NH: Heinemann Educational Books.

Merriam, S. B. (1998). *Qualitative research and case study applications in education* (2nd ed.). San Francisco: Jossey-Bass.

Merriam, S. B. (1988). *Case Study Research in Education: A Qualitative Approach*. San Francisco, CA: Jossey-Bass Publisher.

Miller, Robert Keith. (1980). The Use of Literature in English Composition. *The English Journal*, 69 (9): 54-55.

Ministry of Education. (1979). *Ministry Record (Government Document)*. Sana'a: Ministry of Education, Yemen Arab Republic.

Ministry of Education. (1984-1985). *Al-Ihsaa Al-Tarbawi* [Education Statistics]. Sana'a: Ministry of Education, Yemen Arab Republic.

Ministry of Education. (2001-2004). *Central Statistical Organ, Statistical Year Book*, Sana'a.

Ministry of Education. (2004), Education in Republic of Yemen "The National Report". *Presented to forty seventh session of the international conference at education. 8-11 September, Geneva*.

Mill, J. S. (1976). *Essays on Poetry*. Columbla, S. C: University of South Carolina Press.

Montgomery, C., & Eisenstein, M. (1985). Reality Revisited: An Experimental Communicative Course in ESL. *TESOL Quarterly*, 19, 317-334.

Moody, H. L. B. (1971). *The Teaching of Literature in Developing Countries*. London: Longman.

Mukattash, L. (1983). The Problem of Difficulty in Foreign Language Learning. In E. Dahiyat, and M. Ibrahim (eds.), *Papers from the First Conference on the Problems of Teaching English Language and Literature at Arab Universities*. Amman-Jordan: University of Jordan.

Nicholls, H. P. & Audrey (1978). *Developing Curriculum of a Practical Guide*. (2nd editions). London: George Allen & Unwin.

Noll, V. H. & Scannel, D. P. (1972). *Introduction to Educational Measurement*. (3rd ed). Boston: Haughton Mifflin Company.

Obeidat, Marwan M. (1996). The Cultural Context of American Literature: A Barrier or a Bridge to Understanding?. *Journal of American Studies of Turkey*, 4: 37-44.

Obediat, Marwan, M. (1997). Language vs. Literature in English Departments in the Arab World. *English Teaching Forum*, 35 (1): 30-36.

Omaggio, A.C. (2001). *Teaching languages in context: Proficiency-oriented instruction*, 3rd ed. Boston, MA: Heinle & Heinle Publishers.

Ontario Ministry of Education and Training. (2000). *Ontario Curriculum Guide Grades 10 & 11*. Toronto: Quens Printer for Ontario.

Oster, J. (1989). Seeing with Different Eyes: Another View of Literature in the ESL Class. *TESOL Quarterly*, *23,* 85-103.

Parkinson, B., & Thomas, H. R. (2000). Introduction. In *Teaching literature in a second language*. Edinburgh: Edinburgh University Press, (pp. 1-25).

Parr, S. R. (1982). *The Moral of the Story*. New York: Teachers College Press.

Pattison, B. (1963). In From ELT Journal Twenty Years Ago. *The ELT Journal*, 37, 1, 35.

Patton, M. Q. (1980). *Qualitative Evaluation Methods*. Newbury Park, CA: Sage Publications.

Pennington, Martha C. (1993). Exploring the Potential of Word Processing for Non-Native Writers. *Computers and the Humanities*, 27 (3): 149-163.

Perry, David & Sinka, Indra. (1995). Drama in Language Teaching. *MET* , 4 (2): 38-40.

Petrosky, A. (1982). From Story to Essay: Reading and Writing. *College Composition and Communication*, 33 (1): 19-36.

Pickett, G. D. (1999). Reading Speed and Literature Teaching. In In Brumfit and Carter (eds), *Literature and Language Teaching*. Hong Kong: Oxford University Press, pp. 262-280.

Pollock, Thomas Clark. (1946). The Direct Approach to the Teaching of Literature. *College English*, 8, (1): 33-35.

Porter, Sarah**.** (1999). *Introduction: Technology in Teaching Literature and Culture: Some Reflections*. Humanities Computing Development Team, University of Oxford.

Povey, John F. (1967). Literature in TESOL Programs: the Language and the Culture. *TESOL Quarterly,* 1(2):40-46.

Povey, John F. (1972). Literature in TESOL Programs: the Language and the Culture. In H. Allen and R. Campbell (eds). *Teaching English as a Second Language*. New York, McGraw Hill.

Pugh, S. (1989). Literature, Culture, and ESL: A Natural Congruence. *Journal of Reading*, 32, 320-329.

Purves, A. C., Rogers, T., & Soter, A. O. (1995). By way of introduction: Readers, writers, and literature. In *How porcupines make love III: Readers, Texts, Cultures in the Reader-Based Literature Classroom* (2nd ed.). New York: Longman (pp. 1-18).

Quirk, R., & Widdowson, H. G. (Eds.). (1985). *English in the World; Teaching and Learning the Language and Literatures*. New York: Cambridge University Press.

Rabinowitz, P. J. (1998). A Thousand Times and Never Like: Re-reading for Class. In P.J. Rabinowitz & M. Smith, *Authorizing Reader: Resistance and Respect in the Teaching of Literature*. New York: Teachers College Press (pp. 88-102).

Radford, A. (1988). *Transformational Grammar*. New York: Cambridge University Press.

Ram, R.V. (1997). Grounding literature in language pedagogy: A conceptualist gesture. *The Journal of English Language Teaching*, 5 (32): 116-122.

Reilly, T. (1988). Maintaining Foreign Language Skills. *ERIC Digest, ED296573.* U.S. District of Columbia.

Rice, Donald B. (1991). Language Proficiency and Textual Theory: How the Twain might Meet. *ADFL Bulletin,* 22(3): 12-15.

Richards, J. C. , & Rodgers, T. S. (1986/2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Rippley, La Vern J. (1982). paper was presented at ADFL Seminar West, held at Northfield, Minnesota, 14–17 June. *ADFL Bulletin,* 14 (2): 17-17.

Rodger, A. (1973). Linguistics and the teaching of literature. In Hugh & O'Donnell (eds.). *Applied Linguistics and the Teaching of Literature*. London: Longman: 88-98.

Robinson, Henry. (1983). Using Drama texts in the classroom. Source: Teaching English web pages: *http://www.teachingenglish.org.uk/think/literature/drama_texts.shtml*.

Rosenblatt, L. M. (1938). *Literature as Exploration*. New York: D. Appleton-Century.

Rosenblatt, Louise M. (1995). *Literature as Exploration*. New York: The Modern Language Association of America.

Rowland, Virginia. (1948). The importance of English. *The English Journal*, 37, (10): 539-542.

Rutledge, D. R. (1968). Teaching Literature: Some honest doubts. *Toronto Education Quarterly*, April, 19-22.

Said, E. W. (1978). *Orientalism*. New York: Random House.

Saif, Abdulsalam. D. (1999). *Analyzing the High School Biology Education in Yemen*. Unpublished Ph.D. Thesis, USA: The University of Southern Mississippi.

Salih, M. H. (1989). From language to literature in university English departments. *English Teaching Forum, 27(2):* 25-28.

Scholes, Robert. (1985). *Textual Power: Literary Theory and the Teaching of English*. New Haven: Yale UP.

Schwartz, H. J. (1984). SEEN: A Tutorial and User Network for Hypothesis Testing. In W. Wresch (ed.), *The Computer in Composition Instruction: A Writer's Tool*. Urbana, IL: National Council of Teachers of English.

Schwartz, Helen J. (1989). Literacy Theory in the Classroom. *Computers in Literature and Writing*, 7(1): 49-63.

Scott, Charles, T. (1965). Literature and the ESL Program. *In Teaching English as a Second Language*, ed. by Harold B. Allen. New York: McGraw-Hill Book Co, 292-299.

Scott, Patrick, G. (1980). Flowers in the Path of Science: Teaching Composition through Traditional High Literature. *College English*, 42 (1): 1-9.

Seely, H. F. (1931). *Enjoying Poetry in School*. Richmond, Virginia: Johnson Publishing Company.

Seidman, I. (1991). *Interviewing as Qualitative Research*. Teachers College. New York: Columbia University.

Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-230.

Sell, R. D. (1995). Why is literature central? In R. D. Sell (Ed.), *Literature throughout foreign language education: The implications of pragmatics*. London: Phoenix ELT (pp. 4-20).

Shadow, Catherine, & Ruth Spack. (1984). Write before you Read. *Workshop presented at the MATSOL Fall Conference*. Bradford, Massachusetts, October 1984.

Shapiro, Sheila. 1985. An Analysis of Poetry Teaching Procedures in Sixth-Grade Basal Manuals. *Reading Research Quarterly*, 20 (3): 368-381.

Shelley, P. B. (1988). A defence of poetry. *In Shelley's Prose, ed. by D. L. Clark*. London: Fourth Estate (pp. 275-297).

Shrum, J. L. & Glisan, E. W. (1994). *Teachers' handbook: Contextualized Language Instruction*. Boston: Heinle & Heinle.

Shuman, R. B. (1995). Big Guns, Thwarted Dreams: School Violence and the English Teacher. *English Journal*, 84 (5): 23-28.

Singh, Amardeep. (2005). Why teach literature? Part 2: The Reading Experience Responds. Available: *http://www.lehigh.edu/~amsp/2005/01/why-teach-literature-part-2-reading.html*

Smith, Alfred N. (1976). Combining Structure Drills and Reading Comprehension Exercises to Teach Literature. *Foreign Language Annals*, 9, 525-29.

South, M.S. (1975). Un-puzzling the Puzzle: Modern Poetry in Foreign Language Learning, (*ERIC ED 138056*), pp.1-7.

Spack, R. (1985). Literature, Reading, Writing and ESL: Bridging the Gaps. *TESOL Quarterly,* 19, 703-725.

Spolsky, B. (1986). *Language and Education in Multilingual Settings*. England: Multilingual Matters Ltd.

Stageberg, N. C. (1952). *Poetry as Experience*. New York: American Book Company.

Stern, S. L. (1987). Expanded dimensions to literature in ESL/EFL: An integrated approach. *English Teaching Forum, 25(4):* 47-55.

Stiles, Lindley J. (1965). What Shall We Do about Poetry in the Schools? *The Elementary School Journal*, 65, (4): 175-178.

Stone, Donald (1997). *Communications with Future*. Ann Arbor: The University of Michigan Press.

Sundari, Seetharaman. (2003). *An Exploration of Instructional Practices, Problems, and Alternatives in General English Courses in Madras (Chennai) University, India*. Unpublished Ph.D. Dissertation. The State University of New Jersey. New Brunswick, New Jersey.

Suleiman, S. (1983). Teaching English to Arab Students at the University Level. In E. Dahiyat, and M. Ibrahim (eds.), *Papers from the First Conference on the Problems of Teaching English Language and Literature at Arab Universities*. Amman-Jordan: University of Jordan.

Swaffar, J. K., Arnes, K. M., & Byrnes, H. (1991). *Reading for Meaning: An Integrated Approach to Language Learning*. Englewood Cliffs, NJ: Prentice-Hall.

Swiss, Thom. (1976). Approaches to Teaching Concrete Poetry: An Annotated Bibliography. *College English*, 38 (1): 46-49.

Tate, Gary. (1993). A Place for Literature in Freshman Composition. *College English*, 55: 317-321.

TeSelle, S. M. (1974). *Literature and the Christian Life*. London: Yale University Press.

Topping, Donald, M. (1968). Linguistic or Literature: An Approach to Language. *TESOL Quarterly*, 2 (2): 95-109.

Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.

Underwood, J. & Underwood, G. (1990). *Computers and Learning: Helping Children Acquire Thinking Skills*. Cambridge; Massachusetts: Basil Blackwell Inc.

Ulloa-Caceres, Gloria E. (2006). *Computers in Second Language (L2) Composition Classrooms*. Unpublished Doctoral Dissertation. Department of English in the Graduate School, Southern Illinois University, Carbondale.

U. S Department of Education. (1996). *Getting America's Students Ready for the Twenty-First Century: Meeting the Technology Literacy Challenge*. A Report to the Nation on Technology and Education. [Online]. Available: http:// www.ed.gov

Valdes, M. j. (1986). Culture in Literature. In J. M. Valdes (ed.), *Culture Bound, Bridging the Culture Gap in Language Teaching*. New York: Cambridge University Press.

Vendler, Helen. (1994). What we have Loved, others will Love. *In Falling into Theory: Conflicting Views on Reading Literature*. Edited by David H. Richter. Boston: Bedford Books of St. Martin's Press, 27-36.

Wadgaonkar, P.D., T.S. Sawant, and M.M. Gandhi. (1999). *English Language and Literature Teaching*. New Delhi: Dhawan Industries Offset.

Wahba, W. H. (1979). *Theoretical and Curricular Bases for the Program of Literature in English—Applied Particularly to the Advanced Egyptian Student*. Unpublished Doctoral Dissertation, University of Texas at Austin.

Walz, J. (1998). Meeting Standards for Foreign Language Learning with World Wide Web Activities. *Foreign Language Annals,* 31 (1): 103-114.

Way, B. (1967). *Development Through Drama*. London: Longman.

Wessels, Charlyn, 1987. *Drama* (Resource Books for Teachers). Oxford: OUP.

Wheeler, D. K. (1967). *Curriculum Process*. London: ULP.

Widdowson, H.G. (1975). *Stylistics and the Teaching of Literature*. London: Longman.

Widdowson, H. G. (1982). The Use of Literature. In H. M. Hines & W. Rutherford (Eds.), *On TESOL 81*. Washington, DC: Teachers of English to Speakers of other Languages.

Widdowson, H. G. (1985). *Learning Purpose and Language Use*. Oxford: OUP.

Widdowson, P. (1999). *Literature.* New York: Routledge.

Wilkins, D. A. (1975). *Second Language Learning and Teaching*. London: Edward Arnold.

Zahlan, A. R. (1986). Teaching Style through Literature. *Paper Presented at the Annual Meeting of the Conference on College Composition and Communication*. New Orleans, LA.

Zou, J. T. (1991). *Integrating Literature in English Language Instruction in Non-native Speaking Environments: A Theoretical Framework for College Level Programmes*. Unpublished Ph.D Dissertation, Indiana University, Bloomingtone.

Zughoul, M. R. (1983). The Unbalanced Program of the English Department in the Arab World. In E. Dahyyat and M. Ibrahim (eds.), *Papers from the First Conference on the Problems of Teaching English Language and Literature at Arab Universities*. Amman: University of Jordan.

Zughoul, M. R. (1985). Formulating Objectives for the English Departments in Arab Universities. *Dirasat*: *A Research Publication of the University of Jordan.* 12/3.

Zughoul, M. R. (1986). English Departments in Third World Universities: Language, Linguistics, or Literature? *English Teaching Forum,* 24 (4): 10-17.

Zughoul, M. R. (1987). Restructuring the English Department in Third World Universities: Alternative Approaches for the Teaching of English Literature. *IRAL,* 25 (3): 221-237.