

## The Effectiveness of Methods of Teaching Literature on Developing Kurdish Learners' Speaking Skill

Tara Abdul Qadir Mustafa, Dr.ShireenSadallah

The Supervisors Dr.ParweenShawkatKawthar  
Salahaddin University/Kurdistan Region-Iraq

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**Abstract:** The aims of the research are about the effectiveness of methods of teaching literature on developing learners' speaking skills and finding out learners' perceptions towards these methods and literature in general. The study concentrates on the theoretical assumptions and practical applications of using literature in English Language Teaching classroom. The researcher has selected (170) undergraduate students and (10) literature instructors from three different colleges of Salahaddin University. To conduct the study the researcher has used questionnaires for students and teachers, classroom observation checklist, and oral test for the students. The process of the gathered data reveal that students hold mixed views about literature and the methods that are used by instructors. It is clear from the results that the majority of the students and instructors have positive attitude towards literature and the applied methods for teaching literature, and also, the results show that literature has a great impact in advancing the learners' speaking skills.

**Key words:** Teaching literature, method, speaking skill

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### I. INTRODUCTION

Literature has an important role in teaching English as a foreign language. It also has a great effect on developing learners' speaking skill because through teaching literature, the learners are presented with a rich source of grammatical structures and new vocabulary items that help them to improve their communicative skills. According to (Brumfit 1986; Lazar 1993; Paran 2006) most of the researchers believe that literature is a beneficial source for cultural knowledge and language awareness in ELT process and they consider literature as a useful and creative source in practicing language teaching, it is also seen as a teaching material that make learners to participate actively in the learning process by using different classroom activities.

There is not only one method which suits all sorts or levels of learners. Giving lectures in a traditional way may stimulate one but disappoint the others at the same time. Therefore, instructors and lecturers have to provide a careful lesson plan with inclusion of various teaching techniques and strategies so as to satisfy all the learners and their needs. For the instructors to be effective in their teaching process, they need to learn, select, and utilize suitable teaching methods in their classroom lessons. Because of the important role of literature in developing learners' speaking skill learners are required to participate in different literary activities so as to express their idea concerning the main elements of any literary text that is taught in the class. As a result the learners are in need to practice their speaking skill to enhance their English language learning process.

#### Theoretical Background

##### 1.2 The Importance of literature in Developing Speaking Skill

Speaking skill does not cover only knowing the linguistic feature of the message, but expanding oral communication requires more than memorized vocabulary and grammatical items. One of the obstacles in developing speaking skill is that most of the instructors do not simplify the situations for real practice in speaking, furthermore the instructors should take into account the learners' needs and interests while they teach literature so as to make learners to take part in oral activities to exchange their thoughts while they practice EL. (Derakhshan et al., 2015).

Widdowson (1985) states that through literary texts learners feel more freedom in expressing their ideas and feelings in learning and teaching process, because in some literary texts the writer leaves suspension to the reader this makes the reader or the learner to think and keep reading to find out what will happen next and creates expectation by the learner that push them to speak, communicate and discuss the topics deeply.

Literary texts are considered as best means for developing speaking skill, because they encourage learners to different analysis through discussion and imagination because in literature there are some texts that hold various interpretations that encourage learners to speak and express their views concerning that text, as a result their speaking skill will develop (Collie & Slater, 1987). Brumfit and Carter (1986) believe that literary texts provide

learners with examples of language resources, and through such texts the learner is able to take an active communicational role in working with the language that the learner is going to learn. Therefore, literature lessons provide learners actual chances for group work and open ended investigation by the individual learner.

### 1.3 Literature and Language Development

Literature can be used as a useful means by language instructors to help learners to increase their receptive vocabulary. As Widdowson (1975) states that a diversity of English in literature texts can be very beneficial in making learners be sensitive in getting linguistic variation and the values related to them. Collie and Slater (1987) believe that literature has a vital role in forcing learners to memorize lexical and syntactical items, and also supports learners to progress their ability to make implications from linguistic clues, to deduce meaning from the context.

Littlewood (1986) adds that literary texts form the basis for explanations and for creating exercises, which can transfer linguistic structures to the reader's active role. In addition, as McKay (1986:191) quotes Povey, "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".

**1.4 Approaches to using literature with the language learner** There are different methodological approaches by different authors that instructors may use in teaching literary texts. Carter and Long (1991) suggest three models: (1) the cultural approach (2) the language based approach and (3) the personal growth approach.

#### 1.4.1 The Cultural Model:

This model represents traditional approach to literature teaching; It is a teacher-centered approach where the instructor gives the students lectures with the social, historical, and political background information of the literary texts. In this model the focus is on historical movements of literature, the variety of genres, biographical facts relate to authors. Also literature is seen as a product and utilized as a way to learn about the target culture. Applying this model in teaching literature will raise the students' cultural awareness and raises their appreciation of other universal beliefs that are different from their own (Carter and Long, 1991).

#### 1.4.2 The Language-Based Model:

It is known as a student centered approach and the main focus is on studying the language of the literary text. It is used to provide examples about the specific types of linguistic features, for instance literal and figurative language. Though this approach provides the students to the bits of language and different creative uses of language, it also aims to support students discover ways into the text in a methodological way.

Another reason for using this approach is to raise students' language skills. Instructors may use the literary text to organize and prepare a variety of vocabulary and grammar activities which give students the chance to improve and enrich their language input. This model also creates frequent use of stylistic clarification of the text to help the students to construct meanings and to be competent reader (Carter and Long, 1991).

#### 1.4.3 The Personal Growth Model

This approach stresses on the engagement of the students with literature. Students are motivated to express their thoughts, opinions, and feelings and make relationships between their own personal and cultural experiences and those written in the text. Furthermore, this model considers literature as a useful means for motivating the students draw on their personal feelings, experiences and emotions. Students are active participants both intellectually and emotionally as they are allowed to express their ideas and thoughts. This model also concentrates on the pedagogical responsibility of the instructor in selecting the texts that meet students' interest (Carter and Long, 1991).

## II. The Procedures

### 2.1 The Sample Selection

The sample that is selected for this study is the students of the second, third, fourth stages and 10 teachers in English language departments. The sample contains 170 students divided between 72 male and 98 female students with 3 male and 7 female teachers. The sample represents 20% of the total population. Table (1) shows the division of Gender in the sample and table (2) shows the division of teachers' gender in the sample

**Table(1)** the division of students' Gender in the sample

		F	%
college	Education	65	38.2%
	Basic	23	13.5%
	Language	82	48.2%
Gender	Male	72	42.4%

	Female	98	57.6%
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**Table(2)** the division of Teachers' Gender

		F	%
College	Education	2	20.0%
	Basic	4	40.0%
	Language	4	40.0%
Gender	Male	3	30.0%
	Female	7	70.0%

## 2.2 The application of the instruments

The researcher has implemented four instruments to gather the data for the study. These instruments are:

### 2.3 The questionnaire

The questionnaire is applied to the students of the second, third, fourth stages and to the teachers in all English Language Departments in order to find out whether the teaching methods are effective on students' speaking skill or not and to find out their perceptions of students toward literature.

### 2.4 The Construction of the Classroom Observation

The researcher used this tool to have a clear image of how literature lessons are taught by literature instructors and to investigate the students' reactions towards the lesson based on the methods utilized by instructors in delivering lectures, the researcher used classroom observation as a beneficial tool to collect, realistic and reliable data. The importance of observation is mentioned by Wilkinson and Birmingham(2003) who say that observation tool allows every researchers to understand much more about what is happening in complicated real world circumstances than they can ever find out by asking simple questions from those who have experiences in that specific field which the researcher works on it.

### 2.5 The Oral Test for the Students

The researcher conducted the oral test by testing 80 students from three different stages (second, third, and fourth) ,and they are divided into three groups each of twenty students .The researcher tested each group in different settings. The questions of the test are various and general and rooted in our daily life topics. They did the test in pairs in front of the researcher without allowing others to hear and during their speaking the researcher ticked the scales of the rubrics each item scored on 10 degree. Each group took an hour with four minutes per student.

## III. Discussion Of The Results

Through the application of SPSS statistical programme the following results are obtained.

### 3.1 The Results of the Students' Questionnaire

Through the results of the students' questionnaires, the students of second, third, and fourth stages who study literature have positive attitudes and agreed on certain points concerning literature, these points are the following:

1. Most of the students believe that they have to learn English language to express their ideas, beliefs, emotions...etc. Also they believe that the most important skill that they have to develop is speaking skill in that way they see that studying literature is one of the best ways that provides learners with a variety of sources of authentic language examples, like asking students to narrate or summarize detailed events inside the literary texts.
2. The majority of the students are interested in learning English literature, because studying literature supports them to improve their English language due to its social, cultural, and religious fields, so this indicates that the literary texts that are provided for English language teaching classes are suitable for their learning purposes and these texts have great effects on developing the students' confidence in expressing their ideas and beliefs also the activities are that are used by the instructors in teaching literature are effective in improving their conversational skills. Also the majority of the students believe that studying literary texts in English helps them appreciate the culture of different countries and help them to increase cultural awareness between different cultures and through literary texts they learn to respect the culture of other people. Furthermore literature helps them to improve English language vocabularies that are helpful for developing speaking skill.

3. The majority of the students believe that literature has a great role in enriching learners' language proficiency and they feel that their English language ability improves after studying literature lessons, and also they have the ability to interpret and discuss the literary texts according to their own understanding of the texts. Most of the students support the way their instructors use in lecturing literary texts because they use structured and planned methodologies in teaching literature so as to encourage the students to try their analysis and speak about it. The majority of the students satisfy with the variety of the texts that are existed in their textbook and they believe that the literary texts that they study are helpful to develop their speaking skill; therefore they like to take part and share literary information with their classmates in the discussion on literature in the classes. They support the way the instructors use in lecturing literary texts because they believe that the literature lectures are student-centered.

4. Most of the students find that studying literature can be considered as one of the basic means for developing speaking skill and their interest in learning English has increased through studying literature because its language is somehow easy and understandable to them.

In general, the results from the analysis of the questionnaires confirm the positive role of in ELT and the results reveal that it has a great impact on developing learners' speaking skill. See table(3)

**Table (3) The Results of the students' Questionnaire**

Item	Negative (Rarely + Never)		Positive (Frequently + always)		Mean	Std. Deviation
	F	%	F	%		
1	51	30.0%	119	70.0%	2.9412	.94653
2	15	8.8%	155	91.2%	3.5588	.71299
3	60	35.3%	110	64.7%	2.8353	.84050
4	49	28.8%	121	71.2%	2.9176	.89326
5	65	38.2%	105	61.8%	2.7706	.90381
6	38	22.4%	132	77.6%	3.1294	.92036
7	34	20.0%	136	80.0%	3.2824	.89193
8	77	45.3%	93	54.7%	2.6412	.82531
9	83	48.8%	87	51.2%	2.4412	.92918
10	57	33.5%	113	66.5%	2.8235	.87944
11	62	36.5%	108	63.5%	2.8059	1.01058
12	58	34.1%	112	65.9%	2.8941	.89738
13	51	30.0%	119	70.0%	2.8353	.83343
14	46	27.1%	124	72.9%	3.0294	.84564
15	41	24.1%	129	75.9%	3.0235	.86314
16	57	33.5%	113	66.5%	2.8176	.84737
17	65	38.2%	105	61.8%	2.7235	.86348
18	47	27.6%	123	72.4%	2.9529	.80539
19	55	32.4%	115	67.6%	2.9176	.90641
20	62	36.5%	108	63.5%	2.7588	.97638
21	27	15.9%	143	84.1%	3.1765	.74859
22	35	20.6%	135	79.4%	3.2353	.85861
23	56	32.9%	114	67.1%	2.9235	.87708
24	35	20.6%	135	79.4%	3.1412	.82351
25	40	23.5%	130	76.5%	3.0941	.86515
26	37	21.8%	133	78.2%	3.0882	.89600
27	54	31.8%	116	68.2%	2.8706	.83967

28	49	28.8%	121	71.2%	2.9235	.91019
29	68	40.0%	102	60.0%	2.7176	.98042
Total					2.9404	.41839

#### IV. The Results of the Teachers' Questionnaire

According to the results obtained from teachers questionnaires all the domains scored a high level of acceptability. The majority of the literature teachers believe that literature has a great effect on developing students' speaking skills, and the majority of the teachers believe that (Literature helps students get better understanding of the culture of English speaking community, -Enough time is provided for the development of speaking ability, Various exercises are devoted to speaking ability, Literary text is effective in which it helps learners to speak well, Mostly students are novice and the teacher speaks English most of the time, Different activities such as seminars, group discussions and debates competitions were regularly arranged to push learners speak, Speaking in literature class with class mates and teachers is always in English, Literary texts can stimulate the development of conversational skills, Literature can help students by developing confidence and independence in expressing students own ideas).See table (4)

**Table (4) literature and speaking skill.**

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
D1Q1	0	0.0%	0	0.0%	0	0.0%	3	30.0%	7	70.0%	4.70	0.48
D1Q2	0	0.0%	1	10.0%	3	30.0%	4	40.0%	2	20.0%	3.70	0.95
D1Q3	1	10.0%	0	0.0%	3	30.0%	5	50.0%	1	10.0%	3.50	1.08
D1Q4	0	0.0%	0	0.0%	1	10.0%	3	30.0%	6	60.0%	4.50	0.71
D1Q5	0	0.0%	0	0.0%	4	40.0%	5	50.0%	1	10.0%	3.70	0.67
D1Q6	0	0.0%	1	10.0%	1	10.0%	7	70.0%	1	10.0%	3.80	0.79
D1Q7	0	0.0%	1	10.0%	1	10.0%	6	60.0%	2	20.0%	3.90	0.88
D1Q8	0	0.0%	0	0.0%	0	0.0%	7	70.0%	3	30.0%	4.30	0.48
D1Q9	0	0.0%	0	0.0%	0	0.0%	6	60.0%	4	40.0%	4.40	0.52
Total											4.06	0.42

Also the majority of Literature teachers follow and use these strategies (Extract information from learners about the text, Clarify the content of the text to the class).Learners work with their friends in the process of understanding the meaning of texts, Ask several questions to discover learners' knowledge based on what they have read, Give students background information about the text, Motivate the students to connect the themes to personal experiences, Elicit students' response to a text, Push students to express their feelings towards the issues of the text, Direct students to discuss their ideas about the text, Provide language activities in literature lesson,Learners work with their friends in the process of understanding the meaning of text, Encourage learners to take part in the process of understanding the text actively,Learners work with their friends in the process of understanding the meaning of texts, Generate language practice by using the text . Retell the text to students to assist them understand, Use simple language to clarify what the text is about to students, Discuss what the author says in the text, Make students to tell the events of the text) .See table ( 5 )**Table (5) Methods used by teachers**

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
D2Q1	0	0.0%	0	0.0%	2	20.0%	6	60.0%	2	20.0%	4.00	.667
D2Q2	0	0.0%	0	0.0%	0	0.0%	5	50.0%	5	50.0%	4.50	.527
D2Q3	0	0.0%	0	0.0%	1	10.0%	6	60.0%	3	30.0%	4.20	.632
D2Q4	0	0.0%	0	0.0%	2	20.0%	2	20.0%	6	60.0%	4.40	.843
D2Q5	0	0.0%	1	10.0%	1	10.0%	3	30.0%	5	50.0%	4.20	1.033

D2Q6	0	0.0%	0	0.0%	1	10.0%	6	60.0%	3	30.0%	4.20	.632
D2Q7	0	0.0%	1	10.0%	1	10.0%	4	40.0%	4	40.0%	4.10	.994
D2Q8	0	0.0%	0	0.0%	3	30.0%	4	40.0%	3	30.0%	4.00	.816
D2Q9	1	10.0%	1	10.0%	2	20.0%	5	50.0%	1	10.0%	3.40	1.174
D2Q10	0	0.0%	0	0.0%	2	20.0%	5	50.0%	3	30.0%	4.10	.738
D2Q11	0	0.0%	0	0.0%	3	30.0%	4	40.0%	3	30.0%	4.00	.816
D2Q12	1	10.0%	1	10.0%	1	10.0%	5	50.0%	2	20.0%	3.60	1.265
D2Q13	0	0.0%	0	0.0%	1	10.0%	6	60.0%	3	30.0%	4.20	.632
D2Q14	0	0.0%	2	20.0%	0	0.0%	6	60.0%	2	20.0%	3.80	1.033
D2Q15	0	0.0%	0	0.0%	0	0.0%	5	50.0%	5	50.0%	4.50	.527
D2Q16	0	0.0%	0	0.0%	4		4	44.4%	1	11.1%	3.67	.707
											4.056 3	.49340

Concerning the social and cultural benefits of literature the majority of the teachers believe that (The teaching of the target culture motivates the learners to explore their own culture, The teaching of the target culture motivates the learners to compare their own culture with the target culture, The main purpose behind including the cultural information is to use them actively by the learners and to be aware of it for a better understanding of the target culture, Through teaching literature students can gather instructions about the target language culture and communicate with its the people , Through literature learners can get more information about social relationships of the society that he/she is going to learn its language). See table ( 6 )

**Table (6) Social and cultural benefits of literature**

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Item1	0	0.0%	0	0.0%	2	20.0%	7	70.0%	1	10.0%	3.90	.568
Item2	0	0.0%	0	0.0%	1	10.0%	7	70.0%	2	20.0%	4.10	.568
Item3	0	0.0%	0	0.0%	0	0.0%	7	70.0%	3	30.0%	4.30	.483
Item4	0	0.0%	0	0.0%	2	20.0%	6	60.0%	2	20.0%	4.00	.667
Item5	0	0.0%	0	0.0%	2	20.0%	6	60.0%	2	20.0%	4.00	.667
Total											4.0600	.48120

The majority of the teachers use most of these activities (Comprehension questions exercises, Lecture sessions, . Read notes from workbooks with students, Explain a text to students, .Assignment, Brainstorming sessions, Small group discussions, Reactions towards an issue, Group work Language activities-cloze ,jigsaw puzzle, prediction exercises, debate, Performance activities such as, drama, role play, poetry recital, Re-tell story to students, .Students read paraphrased notes in the workbook, Students re-tell story to the class). See table ( 7 ).

**Table (7) methods used by teachers**

	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Item1	0	0.0%	0	0.0%	0	0.0%	6	60.0%	4	40.0%	4.40	.516
Item 2	0	0.0%	0	0.0%	0	0.0%	6	60.0%	4	40.0%	4.40	.516
Item 3	2	20.0%	0	0.0%	1	10.0%	4	40.0%	3	30.0%	3.60	1.506
Item 4	0	0.0%	0	0.0%	2	20.0%	1	10.0%	7	70.0%	4.50	.850
Item 5	0	0.0%	0	0.0%	0	0.0%	7	70.0%	3	30.0%	4.30	.483
Item 6	0	0.0%	0	0.0%	1	10.0%	4	40.0%	5	50.0%	4.40	.699
Item 7	0	0.0%	0	0.0%	2	20.0%	4	40.0%	4	40.0%	4.20	.789

Item 8	0	0.0%	0	0.0%	2	20.0%	3	30.0%	5	50.0%	4.30	.823
Item 9	0	0.0%	1	10.0%	3	30.0%	1	10.0%	5	50.0%	4.00	1.155
Item10	0	0.0%	3	30.0%	3	30.0%	3	30.0%	1	10.0%	3.20	1.033
Item11	0	0.0%	0	0.0%	1	10.0%	4	40.0%	5	50.0%	4.40	.699
Item12	0	0.0%	0	0.0%	2	20.0%	3	30.0%	5	50.0%	4.30	.823
Item13	2	20.0%	3	30.0%	4	40.0%	0	0.0%	1	10.0%	2.50	1.179
Item14	1	10.0%	0	0.0%	0	0.0%	7	70.0%	2	20.0%	3.90	1.101
Item15	2	20.0%	0	0.0%	3	30.0%	3	30.0%	2	20.0%	3.30	1.418
Item16	1	10.0%	1	10.0%	2	20.0%	4	40.0%	2	20.0%	3.50	1.269
Total											3.9500	.53343

## V. The Results of Observation Checklist

### 5.1 Methods used by Teachers

As can be seen from table(8) the data collected about classroom observation reflect that almost all the items received high level of acceptability, which means that the majority of literature instructors do extract information from their students concerning the literary texts that they study with clarifying the content of the texts to the students and also the majority of the instructors in literature lessons they resort to asking their students several questions to find out their students' knowledge based on what they have studied and they give their students background information.

As observed by the researcher most of the instructors push and motivate their students to connect the themes to their personal experiences and arouse students' answer to a text by pushing them to discuss and reveal their attitudes toward the matters of the text. According to the results most of the instructors give directions to the students to express ideas toward a text and most of them place language activities in literature teaching process and motivate students to be active participants in the process of understanding the meaning of the literary text. As it is observed half of the instructors did not let their students to work with each other in the process of understanding the text and most of the instructors generated language practice by using the text to make their students understand. So as to make sure that students understood the texts, instructors were re-telling the events of the text to students to assist them understand the literature constituent, and utilize simple and easy terms to explain what the text is about to students also according to the results all the instructors talked about what the author told in the text and finally, they got the students to tell the events of the text.

**Table (8) Methods used by Teachers**

	Never		Rarely		Sometimes		Normal		Always		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Item1	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%	4.8750	.35355
Item2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	5.0000	0.0001
Item3	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%	4.8750	.35355
Item4	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%	4.7500	.46291
Item5	0	0.0%	0	0.0%	1	12.5%	3	37.5%	4	50.0%	4.3750	.74402
Item6	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%	4.8750	.35355
Item7	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%	4.7500	.46291
Item8	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%	4.6250	.51755
Item9	0	0.0%	1	12.5%	0	0.0%	4	50.0%	3	37.5%	4.1250	.99103
Item10	0	0.0%	0	0.0%	0	0.0%	4	50.0%	4	50.0%	4.5000	.53452
Item11	4	50.0%	0	0.0%	1	12.5%	0	0.0%	3	37.5%	2.7500	1.98206
Item12	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%	4.6250	.51755
Item13	0	0.0%	0	0.0%	1	12.5%	3	37.5%	4	50.0%	4.3750	.74402
Item14	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	5.0000	0.00000

Item15	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	5.0000	0.00000
Item16	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%	4.6250	.51755
Total											4.57	0.34

Concerning the activities that are used by instructors in teaching literature, it has been resulted from the statistical analysis that 9 items have achieved weighted means between 4.00-5.00. This indicates that the majority of literature instructors use these activities while they teach literature, which are (explain a text to students, comprehension questions exercises, lecture sessions, read notes from textbooks with students, assignment, brainstorming sessions, reactions towards an issue, re-tell story to students, students re-tell story to the class). While 6 items scored weighted means between 2.25-3.88. This means that there are some activities that instructors use some times while they teach literature, these activities are (small group discussions, group work, language activities, debate, performance activities, reading paraphrased notes in the text books by the students). The item which scored the lowest weighted mean is item 13 with the weighted mean 1.38 which is less than the theoretical mean (2). It indicates that there are few teachers who use (translation of text using L1) activity. See table (14).

**Table 14/ Activities Used by Teachers**

	Never		Rarely		Sometimes		Normal		Always		Mean	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
Item1	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%	4.88	0.35
Item2	0	0.0%	0	0.0%	0	0.0%	8	100.0%	0	0.0%	4.00	0.00
Item3	1	12.5%	0	0.0%	0	0.0%	2	25.0%	5	62.5%	4.25	1.39
Item4	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	5.00	0.00
Item5	0	0.0%	0	0.0%	0	0.0%	2	25.0%	6	75.0%	4.75	0.46
Item6	0	0.0%	0	0.0%	0	0.0%	3	37.5%	5	62.5%	4.63	0.52
Item7	4	50.0%	0	0.0%	0	0.0%	2	25.0%	2	25.0%	2.75	1.91
Item8	0	0.0%	0	0.0%	1	12.5%	3	37.5%	4	50.0%	4.38	0.74
Item9	4	50.0%	0	0.0%	0	0.0%	2	25.0%	2	25.0%	2.75	1.91
Item10	0	0.0%	1	12.5%	2	25.0%	4	50.0%	1	12.5%	3.63	0.92
Item11	2	25.0%	0	0.0%	2	25.0%	2	25.0%	2	25.0%	3.25	1.58
Item12	5	62.5%	0	0.0%	0	0.0%	2	25.0%	1	12.5%	2.25	1.75
Item13	6	75.0%	1	12.5%	1	12.5%	0	0.0%	0	0.0%	1.38	0.74
Item14	0	0.0%	0	0.0%	2	25.0%	4	50.0%	2	25.0%	4.00	0.76
Item15	1	12.5%	0	0.0%	0	0.0%	5	62.5%	2	25.0%	3.88	1.25
Item16	0	0.0%	1	12.5%	1	12.5%	1	12.5%	5	62.5%	4.25	1.16
Total											3.75	0.62

## VI. The Results of the Oral Test

The oral test has been applied for the students of second, third and fourth stages to investigate their level in grammar, vocabulary, pronunciation, speaking, accuracy, and speaking fluency levels in English language through studying literature. See table (15)



**Table (15) The Results of the Oral Test**

Gender		N	Mean	Std. Deviation	t	p-Value
Grammar	Male	24	7.2500	1.77544	-.200	0.842
	Female	40	7.3250	1.22762		
Vocabulary	Male	24	6.8333	1.57885	.165	0.870
	Female	40	6.7750	1.22971		
Pronunciation	Male	24	7.2500	1.48177	-.855	0.396
	Female	40	7.5750	1.46563		
Peaking	Male	24	7.2500	1.70038	.323	0.747
	Female	40	7.1250	1.36227		
Accuracy	Male	24	7.2083	1.74404	.338	0.737
	Female	40	7.0750	1.38467		
Speaking fluency	Male	24	7.0833	1.74248	-.484	0.630
	Female	40	7.2750	1.39574		

The statistical comparison process of the results of the oral test according to the genders of the students in second, third and fourth stages shows that both genders in all the areas of language scored almost the same degree no big differences can be noticed from the results ,both genders achieve a P-value between (0.396-0.870) which is greater than Alpha value(0.05) this indicates that there is no difference between males and females in their levels of (Grammar, Vocabulary, Pronunciation, speaking, Accuracy, Speaking fluency).All the students have got good marks not less than 6 out of 10 ,this confirms that all the students own good capacity in all the areas of language. See table

## VII. Conclusions

Based on the findings of the study a considerable number of the students have shown a positive attitude towards studying literature and most of them demonstrate their satisfaction towards the methods that are used by their instructors. In reverse a small number of the students showed their lack of interest towards studying literature, they may consider literature as one of the difficult subjects because of its functionality and creative use of language.

The data collected throughout the study have revealed that the majority of the instructors believe that studying literature has a great impact on developing students' speaking skills and through conducting the students' oral test it is revealed that students' level of speaking English are to some extent acceptable. These methods or strategies which are (extract information from learners about the text, clarify the content of the text to the class, learners work with their friends in the process of understanding the meaning of texts, ask several questions to discover learners' knowledge based on what they have read, give students background information about the text, motivate the students to connect the themes to personal experiences, elicit students' response to a text, push students to express their feelings towards the issues of the text, direct students to discuss their ideas about the text, .provide language activities in literature lesson, learners work with their friends in the process of understanding the meaning of texts. Encourage learners to take part in the process of understanding the text actively, learners work with their friends in the process of understanding the meaning of texts, generate language practice by using the text, retell the text to students to assist them understand, use simple language to clarify what the text is about to students, discuss what the author says in the text) are preferred by the majority of the instructors and they follow and implement these strategies while teaching literature. Beside these the majority of the instructors support the social and cultural benefits of literature for students.

The results of the current study indicate that instructors perform variety of activities so as to make sure that their students understand the text or not. Classroom observation reveal that almost all the instructors use these activities(comprehension questions exercises, lecture sessions, read notes from workbooks with students, explain a text to students,assignment, brainstorming sessions, small group discussions,reactions towards an issue,group work, language activities-cloze, jigsaw, puzzle, prediction exercises,debate, performance activities-drama-role play-poetry recital, Re-tell story to students, students read paraphrased notes in the workbook, students re-tell story to the class) and almost all of the instructors do not use translation of text using L1.

These strategies and activities reflect that literature classes in Salahaddin University to a large extent are student-centered. Fortunately, this great role of students has generated positive attitudes among the students regarding the way literature is being instructed.

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