

T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

TEACHING ENGLISH THROUGH LITERATURE: THE
FUNCTION OF NOVEL IN ENGLISH LANGUAGE
TEACHING IN IRAQI UNIVERSITIES

MASTER'S OF ARTS THESIS

FAHMI ABDULLAH TAHA

Gaziantep
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Supervisor: Assist. Prof. Dr. Mehmet, KILIÇ

Gaziantep
January 2017

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Thesis Date : **20.01.2017**

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The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

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ACKNOWLEDGEMENTS

I would first like to thank my thesis advisor Dr. Mehmet Kılıç of the ELT department at Gaziantep University. The door of Dr. Kılıç office was always open whenever I ran into a trouble spot or had a question about my research or writing. He consistently allowed this paper to be my own work, but steered me in the right the direction whenever he thought I needed it.

I would like to give my warm thanks to my beloved wife Harjeen, ISMAIL whose unconditional encouragement and support made it possible for me to complete my dissertation.

Finally, I must express my very profound gratitude to my parents and to my wife for providing me with unfailing support and continuous encouragement throughout my years of study and through the process of researching and writing this thesis. This accomplishment would not have been possible without them. Thank you.

ÖZET

İNGİLİZCE'Yİ EDEBİ METİNLER YOLU İLE ÖĞRETME: IRAK ÜNİVERSİTELERİNDE ROMAN METİNLERİNİN İNGİLİZCE EĞİTİMİDEKİ GÖREVİ

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Yüksek Lisans Tezi, İngilizce Öğretmenliği Programı

Tez Danışmanı: Assist. Prof. Dr. Mehmet, KILIÇ

December, Aralık-2016, 77 sayfa

Bu çalışmanın amacı romanın Irak Üniversitelerinin İngiliz Dili Eğitimi (ELT) sınıflarındaki işlevinin fakülte eğitmenleri ve öğrencilerinin düşüncelerine ve deneyimlerine dayanarak incelemektir. Dahası, Birincil hedef, bu zorluklara potansiyel çözümler sunmak için bu sınıflarda mevcut olan güçlükleri ve kısıtlıkları yeniden incelemektir. Son olarak, Bu çalışmada fakülte eğitmenleri ve öğrencilerin İngilizce dil yeterliliğini kazanmaları için tercih ettikleri edebi metin türleri de incelenmiştir. Bu çalışmada araştırma yöntemi, çeşitli Irak üniversitelerinden 100 öğrenci ve 60 öğretim elemanı için anket uygulamasıdır. Her bir anket, nicel ve nitel verileri içeren 11 sorudan oluşmaktadır. Kantitatif veriler SPSS 19'a eklendikten sonra her soru için bir çaprazlama ve ki-kare testine tabi tutuldu. Elde edilen verilere göre, Öğrencilerin çoğunluğu (% 70) ve öğretim görevlileri (% 65), romanın Irak Üniversitelerinin ELT dersliklerinde hayati bir işleve sahip, karlı bir dil kaynağı olduğuna inanıyor. Sonuç olarak, romanın bu dersliklerin zorunlu bir bileşeni olması gerektiğini düşünüyorlar. Yine de, hem eğitimciler hem de öğrenciler, dil sınıfında edebiyatın kullanımıyla ilgili sıkıntılar çekti ve karşılaştılar. Katılımcıların çoğunluğu, seçilen romanların zor dili ve bağlamalarını sınıflarda karşılaşılan en büyük zorluk olarak belirtti. Bir başka ortak konunun, öğrenciler adına dil ve edebi zemin eksikliği olduğu belirtildi. Bu sorunların üstesinden gelmek için seçtikleri romanların yukarıda belirtilen sorunları aşmak için öğrenci dil yeterlilik düzeylerine paralel ve çağdaş, basit ve ilginç bir dille yazılmış olmalarını öneriyorlar. Bunun yanı sıra, katılımcılar, romanı sınıflarda kullanmanın çeşitli avantajlarını tespit etti, örneğin, öğrencilerin dil zenginleştirilmesi ve dilin genel anlayışının geliştirilmesi ve İngilizce konuşulan kültürlerin ve konuşma stillerinin tanıtılması. Ki-kare testi ile ilgili olarak, öğrencilerin ve öğretim elemanlarının görüşleri arasında istatistiksel olarak bir farklılık yoktu, çünkü tüm soruların P değerleri, .05'ten ($P > .05$) daha yüksekti.

Anahtar Kelimeler: İngiliz Dili Eğitimi(ELT), Edebiyat, Roman.

ABSTRACT

TEACHING ENGLISH THROUGH LITERATURE: THE FUNCTION OF NOVEL IN ENGLISH LANGUAGE TEACHING IN IRAQI UNIVERSITIES

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MA Thesis, English Language Teaching Program

Supervisor: Assist. Prof. Dr. Mehmet, KILIÇ

December-2016, 77 pages

The aim of this study is to examine the function of the novel in the English Language-Teaching (ELT) classrooms of Iraqi Universities based on university lecturers and students' opinions, perceptions and experiences. Furthermore, a primary objective is to re-examine the difficulties and shortages present in these classrooms in order to offer potential solutions to these challenges. Finally, the types of literary texts preferred by lecturers and students in acquiring English language proficiency is also of interest in this paper. The research method in this study was the administration of questionnaires to 100 students and 60 lecturers from a variety of Iraqi universities. Each questionnaire consisted of 11 questions involving both quantitative and qualitative data. The quantitative data were inserted into SPSS 19 then subjected to a crosstabs and chi-square test per question. According to collected data, majority of students (70%) and lecturers (65%) believe that the novel is a profitable language resource which has a vital function in Iraqi Universities' ELT classrooms. Consequently, they think the novel should be a mandatory component of these classrooms. Nevertheless, both educators and students observed some shortages with and faced difficulties pertaining to the use of literature in the language classroom. The identified shortages and difficulties by both students and educators are similar, with few minor differences. The majority of participants stated difficult language and contexts of selected novels to be the most common difficulty faced in classrooms. Another common issue was stated to be a lack of linguistic and literary background on behalf of students. To overcome these problems, they advise that selected novels should parallel student language competency levels and written in contemporary, simple, and interesting language in order to overcome the above-mentioned problems. Besides this, participants identified a variety of advantages of utilizing the novel in classrooms, for example the enrichment of student language and improvement of overall understanding of the language as well as the introduction to English-speaking cultures and conversations styles. Regarding the chi-square test, there was no statistical difference between student and lecturer views, as P-values for all questions were greater than .05 ($P > .05$).

Keywords: ELT, Literature, Novel.

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LIST OF ABBREVIATIONS

ELT: English Language-Teaching

GTM: Grammar Translation Method



CHAPTER I

INTRODUCTION

1.1 PRESENTATION

This chapter will present an introductory background to the study, the aims and purposes of the study, the general problem, and the research questions upon which the study is based on.

1.2. BACKGROUND

Language is most commonly regarded as a tool used to meet the basic needs of human beings by fulfilling language functions such as exchanging information, receiving commands, expressing feelings, committing to particular action, establishing social relationships, etc. The importance of language learning has incomparably been of great interest and concern to researchers, especially those who are linguists. In this domain, Corder (1962) likens language to an instrument that can be handled, used for a specific aim, and laid down again.

There is no doubt that English is an international language which is globally recognized and used for communicative, academic, and scientific purposes. In Iraq, the English language is generally taught as the first foreign language. Moreover, it is an obligatory subject in primary, secondary, preparatory, and tertiary education. English is used as the medium of instruction in even some private schools. However, since it is a foreign language, many Iraqi university students encounter various problems in their uses of English. One of the most common problems occurs as a result of lack of

exposure to native speaker culture and, thus, the inability to utilize the language authentically.

University students, as they aspire to be specialized in the use of academic English, are required to master a good model of language, especially regarding productive skills. Iraqi universities adopt some literary courses involving poetry, the novel, drama, etc. as well as other semantics and linguistic courses. Nevertheless, some lecturers remain unaware of the significance of these literary courses for language learning classrooms; thus, literature is sectorized into a field of study in and of itself rather than as a tool within the languages department. In response to this consideration, this study will attempt to identify the function of novel and speculate how the novel supposed to be use in language teaching.

1.3. THE STATEMENT OF THE PROBLEM

After years of investigation, scholars have approached the idea that literary texts are important and useful tools in language teaching. We can explain why literary texts are important for the language teaching process within three logical reasons: first, literary texts provide learners with genuine, authentic samples of language and provide real samples of a wide range of styles and text types. It is vital for foreign language learners to be trained in a variety of registers, styles and genres and to be able to distinguish the function of each of them in order that they may reproduce such variety in their own language use.

Secondly, literary texts have multiple interpretations, and these generate different opinions among learners, leading to real, motivated interactions with texts, peers, and educators (Widdowson 1983). Interaction is one of the bases of the communicative approach which defends that it is by interacting and communicating that language is learned (Sanz and Fernandez 1997). From a methodological point of view, learners become active, autonomous, and central to the learning process. One aspect of special importance regarding the use of literary texts is the idea of literature supplying the learner with cultural information about the country whose language they are learning. This aspect helps students learn language in a natural and authentic way.

The third reason for using literary texts is that they demonstrate the authentic feelings of the writer, which generates powerful motivation in the learner. Through a literary text, the student accesses this personal experience and, if he/she is affected by this experience, he/she will be able to relate that experience to the immediate world outside of the text. Designing stimulating activities that motivate learners is the greatest challenge for language teachers, and literature has a strong motivating power due to its incorporation of personal experience.

Literary texts occupy an important place in almost all curriculum of all levels, yet most instructors are unsure of how, exactly, they should use these texts in the classroom. Especially in the North of Iraq, educators lack training which otherwise might explain to them why literary texts are important for language teaching and how they might utilize them when teaching English as a second language. This shortage severely damages students' language learning procedure. Therefore, this study will identify the relevant role of literature as a resource for second language teaching in Iraqi Universities' ELT classrooms and attempt to determine why and how literary texts may be used in language classes to develop student's knowledge of English. It will consider the opinions and perceptions of educators and students regarding this role, the issues they specify as experiencing, and their advice for overcoming these problems.

1.4. THE PURPOSE OF THE THESIS

The aim of this study is to analyze the role of literature in Iraqi universities' English Language Teaching classrooms based on university lecturers and students' opinions, perceptions and experiences. Furthermore, an objective of this study is to re-examine the benefits of using literature in language classes and explore the appropriate classroom activities and teaching techniques which facilitate language teaching and learning through literature. Finally, it aims to determine the specific shortages in these classrooms while engaging with the English language via literature.

1.5. SIGNIFICANCE OF THIS STUDY

It is necessary to understand the importance of teaching English language through literature in order to make language learning an improved experience for students. English Language Teaching (ELT) has become a popular academic field over the past few decades. The rise of ELT has led to the gradual sidelining of literature, as focus has shifted to the functional use of language. Various genres of literature such as short stories, poems, novels, and plays can be used effectively in the Iraqi Universities' ELT classrooms to make learning a joyful experience for students. In addition, learning language through literature is a fully integrated language program that hosts all language aspects in one place. For instance, it improves students' grammar, reading skills, spelling, vocabularies, writing mechanics, creative writing, creative thinking skills, and more.

So, this study tries to analyze the function of literary texts (in particular, novels) in ELT classes, including how the novel will be used effectively during language teaching processes in Iraqi Universities' ELT classes. Also, this research will identify the disadvantages and shortages of using novels in Iraqi universities' ELT classrooms as well as provide advice for overcoming these shortages or minimizing these disadvantages.

The results of this study may give ideas to educators at Iraqi universities regarding the criteria for selecting appropriate literary texts for use in their ELT classes.

It is also hoped that the results of this study will be of benefit to language instructors, syllabus designers, and all students of English as a second or foreign language in northern Iraq.

1.6 STATEMENT OF RESEARCH QUESTIONS

- 1 What are the opinions of students and lecturers at Iraqi universities regarding the reasons for the use of novels in ELT classrooms?
- 2 What are the opinions of students and lecturers at Iraqi universities regarding the function of the novel in ELT classrooms?

- 3 What do lecturers and students perceive to be the problems regarding teaching language through novels in the ELT classrooms of Iraqi universities?
- 4 What are the opinions of lecturers and students regarding the criteria for selecting suitable novels in the ELT classrooms of Iraqi universities?
- 5 Are there any significant differences between student and lecturer opinions regarding the use of novels in ELT classrooms of Iraqi universities?



CHAPTER II

LITERATURE REVIEW

2.1 PRESENTATION

Prior to any attempt, it is of great importance to shed light on the key terminologies upon which this study is grounded so that a theoretical familiarization of the basic terms may consequently be obtained including literature in language teaching , use of novel in English language-classrooms(ELT) and methods of using novel in the language classroom , extensive and intensive reading, and criteria of selecting suitable novel for ELT classrooms.

2.2. WHAT IS LITERATURE?

The definition of literature has always been a challenge for scholars and linguists. travel brochures, and so on. According to Risdianto (2011), we can classify literary texts under two main categories: informative literature, which mainly presents information and imaginative literature, which mainly gives some form of entertainment. Informative literature tells us about facts, explanations, history, and real life figures. It mainly gives us knowledge regarding general facts or real historical events. On the other hand, imaginative literature aims to evoke thoughts and feelings. It expresses the writer's ideas, feelings, and attitudes. While it is true that the writer may talk of things, people, or abstract ideas, the writer emphasizes communicate feelings and emotions rather than information and facts. According to most scholars, imaginative literature has a fuller and deeper sense than informative literature.

In addition, literature is not only performed in written form. Before the innovation of writing, there existed literature performed in narrative form, such as poems, folk songs, plays, ballads, oral storytelling, etc. These literary works were performed by narrators who moved from place to place to tell stories. Even today, we find folks songs and comic verses passing from person to person by word of mouth. These stories were handed down from mouth to mouth since people lacked alphabets.

2.3. LITERATURE IN LANGUAGE TEACHING AND HISTORICAL EVOLUTION

Literature is the mirror of societies; it expresses the feelings of societies and discusses the main issues experienced by social groups and individuals in society. Literature addresses all ages and classes of society, and it gives permanent happiness to anyone who reads with diligence and passion.

Karuna (2016) claims that there is a deep and undeniable relationship between language and literature is composed of language, and it provides opportunity for the applications of language. In one study, Brumfit and Carter (1986) considered literature as “an ally of language” (p. 1). To a large extent, the relationship between literature and language is very complex and close, and we can say language is an ally of literature, as well. Thus, they are a bonded mechanism and develop together—you cannot imagine one without the other.

As we mentioned before, Brumfit and Carter (1986) emphasized the role of literature as “an ally of language” (p. 1). The main reason behind this identification is that literary works such as novels, poems, short stories, plays, etc. have been used as a teaching tool in a variety of ELT methods throughout the history of language teaching.

Babaei, Roselezam and Yahya (2014) illustrate in their study, first the changing function of literature in the tradition of foreign language teaching must take in to consideration and last come to its current condition within the communicative method. The Grammar Translation Method (GTM) was one of the first methods which used literary texts to teach foreign languages. GTM is a language teaching method based on teaching lexical items, grammatical rules and translations of literary texts in order to practice grammatical structures. The function of literature in GTM as a grammatically

good written text cannot be underestimated. This approach is not interested in the literary value of texts, and literary texts are used only inasmuch as they demonstrate grammatical structures. According to this method, literary texts will only be considered as tools for teaching grammatical rules or lexical items, and then these texts will be disregarded by language instructors and learners. So, literary texts of the target language are read, translated, and used as samples of good writing and “illustrations of the grammatical rules” (Duff & Maley 1990, p. 3).

For structural methods in language teaching, literature was displaced as an instrument, while functional-notional methods approached literature as important tools for presenting genuine language samples and, thus, for teaching language in a natural and communicative way to second-language learners.

However, over the past three decades, the interest in literature as an effective tool in language teaching process has become popular (Duff & Maley, 1990). Literature has gradually become more popular in line with new communicative approaches. Nowadays, literature occupies a large place in second-language teaching curriculums, and it plays a key role in improving the communicative competence of language learners. It is also viewed as a very important tool that leads second-language learners to acquire language in an authentic way.

Certainly, literature is actively used in the process of teaching foreign language through a communicative approach. A major reason that literature has become more popular in language teaching classrooms is that it has several positive effects on the language-learning process. For instance, teaching language through literature motivates student to learn. As Scott (2004) states:

When I teach my advanced French grammar course, students engage in a semi-traditional, systematic study of grammar, and are also required to read a novel. The novel is selected for its relevance to students' experiences in order to engage them in extensive reading for pleasure. (p. 278)

Scott(2004), actively monitors students' use of grammar roles and structures while his students read novels. After a while, students get used to reading novels for pleasure, and this behavior gives them an opportunity to apply grammatical rules and structures outside of the classroom environment and in daily social life.

Furthermore, in support of Scott's statement, Mason (2004) states that literature is more interesting, authentic, and pleasant than are traditional language-learning methods. He claims that learners can acquire other aspects of language from literary works. The present study claims that teaching language through literature will assist students in understanding and acquiring an authentic, common and real life language.

2.4. EXAMINING THE REASONS FOR USING LITERATURE IN THE LANGUAGE CLASSROOM

Using literature as a tool for teaching main language skills such as, writing, speaking, reading, and listening as well as language components such as vocabulary, grammar, lexical items and pronunciation has become a popular focus of study over the past two decades. Since the popularity of literature in second-language teaching has increased, many scholars have conducted research studies to determine the reasons for using literature to teach foreign languages. Each of these scholars has identified various reasons, but they all agree on the fact that literature provides opportunities for students to apply his/her language knowledge and improve his/her language skills in an authentic way. In the following paragraph, we will discuss the opinions of different scholars and their statements regarding the main reasons for and benefits of using literature in the language classroom.

According to Hadaway (2002), there are three benefits of using literature in foreign language-teaching classrooms. The first benefit is the contextualization of language. Literature provides to language learners the opportunity to apply language in various contexts and under various conditions, and it increases student confidence regarding communication in these various circumstances. The second advantage is considered to be an increased social awareness—that is, literature gives ideas to learners regarding native speaker social life, including how they feel, think, and accordingly use language to express these feelings/thoughts in real life settings. The final benefit Hadaway mentions is the authentic and meaningful application of language afforded to students via the use of descriptive language in literary texts.

The findings of Obediat (1997) are not very far from those of Hadaway. They both believe in the positive impact of literature on the language-learning process. Obediat

(1997) claims that literature can assist learners in improving their competences in the target language, in learning how to use idiomatic expressions, in speaking accurately, and in becoming more fluent, competent and creative in the target language.

Similarly, Custodio and Sutton (1998) observe that literature opens new the doors of opportunity for students to ask, criticize, and investigate language as well as to compare their language competencies in terms of authenticity. In summary, literature provides second-language learners a colorful resource of authentic material. If the learners utilize this material in an effective way, then they will be able to internalize the language at higher levels (Elliot, 1990).

Collie and Slater (1990) are two linguists who have conducted many studies in order to explain the relationship between literature and language teaching. According to these linguists, there are four main reasons demonstrating why literature is a useful tool in the language classroom. The first reason cited by Collie and Slater is literature's use-value as an authentic material. The primary purpose of most literary works is not language teaching. This is why several authentic samples of language occurring in real-life contexts (i.e. city plans, novels, cartoons, advertisements, newspaper or magazine articles) are included within modern teaching curriculums and texts. Language learners are exposed to authentic or seemingly authentic language samples and settings by using these materials. Furthermore, by reading literary works, they become familiar with many different linguistic forms, communicative functions, and meanings.

Collie and Slater (1990) state the second reason for literature's value in the language classroom to be cultural enrichment. Many language learners are unable to visit the countries of their target language in order to increase their understanding of verbal and non-verbal aspects of communication. For such learners, literary works such as poetry, novel, play etc. facilitate an alternative understanding of how communication occurs in native, real life like settings. Through reading literary texts, learners situate themselves in native environments and discover the ways in which characters in such literary works view the world, as exhibited by character feelings, thoughts, habits/customs, etc. When learners observe character behavior and interactions within the text, they also discover character fears, hopes, and beliefs alongside how they feel

they should speak and behave in different real life settings. This colorfully created authentic world can easily assist learners in recognizing (thus, utilizing in communication) the codes and preoccupations that shape real society.

According to Collie and Slater (1990), another reason that clarifies why teachers value the use of literature in language-teaching classrooms is linguistic enrichment. Literature provides learners a wide range of individual syntactic and lexical items. A language learner becomes familiar with many features of the written language, and they contextualize the body of text. They learn about the different functions of words and sentences, the different possible structures, and the variety ways to connect ideas, all of which aid students in improving their writing skills. In a language classroom incorporating literary texts, students become more and more creative each day by increasing their language mastery. Moreover, regular engagement with literary texts in language classrooms enables students to acquire language unconsciously and produce new sentences automatically. Thus, they improve their communicative and cultural competence.

According to Collie and Slater (1990), the fourth benefit of using literature in the language classroom is the personal involvement. When educators effectively utilize literary texts in their language teaching, students begin to connect personally with the texts, involving themselves in world within the texts. Their enthusiasm and interest increases alongside plot development, and they connect personally with characters as they share their emotional responses, thoughts, and encounters. In this regard, pursuing the development of the story becomes more important than understanding the meanings of lexical items or phrases, and this feature can have positive effects on the overall language learning process. Through their journeys of discovering the text's story and characters, students are prepared to learn new vocabularies, grammatical structures and lexical items. The most important aspect of this entire reading process is the authentic and real-life settings of the texts. As a result, students understand and adopt authentic language in their own communication outside the texts.

In addition to the above four reasons, Collie and Slater also believe that there are additional factors which enforce teachers' use of literature to teach foreign language in their classrooms such as universality, non-triviality, variety, interest, and creativity.

Other scholars who claim that literature should be utilized in the language classroom are Duff and Molly (1990), who attribute this value to three main reasons. The first reason is linguistic. Duff and Molly (1990) state that literature influences language acquisition and development since it provides real-life samples of language application. It is important for language learners to be able to think in and understand the thoughts of others according to different styles and genres. Since literature provides wide-ranging samples of authentic communication, it is beneficial for language learners. The second reason is methodological. Duff and Molly state that literary texts have different elucidations which can produce different ideas among language learners. The third reason regards motivation. Literary texts represent the authentic feelings of writers, which is a great motivation factor for learners. By the help of literary texts, student can interact personally with texts and their authors, thus accessing individual experiences related to the real world.

Following the above study of Duff and Molly, Duff and Lazar (1993) together conducted further research which enabled them to identify a more extensive list of reasons why literature should be used in language classrooms. These include the following:

1. It is very motivating.
2. It is authentic material.
3. It has general educational value.
4. It is found in many syllabuses.
5. It helps students to understand another culture.
6. It is a stimulus for language acquisition.
7. It develops students' interpretative abilities.
8. Students enjoy it and it is fun.

9. It is highly valued and has a high status.
10. It expands students' language awareness.
11. It encourages students to talk about their opinions. (Duff & Lazar , 1993)

2.5. EXTENSIVE AND INTENSIVE READING

2.5.1. What is Extensive Reading and Intensive Reading?

According to Rashidi (2011) latest study, reading is a complex, multi-factored activity which involves a combination of both lexical and text-processing skills. Since teaching language through literature (authentic texts) has become increasingly popular over the past three decades, two major approaches have appeared in language teaching known as extensive and intensive reading. In all due fairness, both approaches have played very critical roles in the language teaching process, first of all in the critical area of vocabulary and word recognition and then also in improving reading comprehension skills.

Extensive reading has many definitions, but in terms of language teaching, we can define extensive reading as the notion that you can learn a foreign language as a side effect of reading for pleasure. During the extensive reading process, students are supposed to read large quantities of material for general understanding and comprehension, and during this entire process, students are supposed to gain pleasure from what he/she reads.

In contrast, intensive reading denotes reading texts or parts of literary works in which students must analyze all linguistic aspects until they have sufficiently understood them. Intensive reading is analytical, which is why it is time-consuming. Usually, students grow bored during the process of intensive reading because they need to spend a large amount of time on even short readings and analyzing them according to many aspects.

Several linguists have conducted research on extensive and intensive reading, for instance Palmer and West (2015), who introduce extensive reading as an approach for teaching foreign language in their language project in India. According to them,

intensive reading is distinguished from extensive reading due to the deep or careful reading that it demands. For instance, while extensive reading is based on easily understandable texts which match with student levels, extensive reading generally refers to reading large amounts of complex texts with the aim of gleaning the overall meaning or concepts of the text rather than the meaning of individual words or sentences.

2.5.2 The Benefits of Extensive Reading

Extensive reading has been one of the most widely debated topics over the past two decades, and much research has been conducted in order to compare it with intensive reading. In most studies, extensive reading has been found to be beneficial if it is used properly during the language teaching process. According to well-known linguists Bamford and Richard R (2004), students who read more will not only become better and more confident readers, but they will also improve their four language skills (Bamford, Extensive Reading Activities 1). In his book Extensive Reading Activities, Bamford lists some criteria and principles of extensive reading. Introducing these principles could be helpful for teachers and students who use extensive reading as a language teaching and learning tool. According to Bamford and Richard R (2004), the basic principles of extensive reading are the following:

- 1 The reading material is easy. Reading material given to learner contains very few unknown grammatical items or vocabulary. The text should be easy to understand while students read. If the text contains complex words and grammatical structures, student will not benefit from reading it.
- 2 A variety of material on a wide range of topics is available. There should be variety of material in libraries or otherwise for students to be able to choose some interesting materials that they will read for pleasure.
- 3 Learners choose what they want to read. Self-selection one of the key points of extensive reading. Students should be free to choose what they want to read. They need to feel free when they want to stop any text that ceases to interest them.

- 4 Learners read as much as possible. The benefit of extensive reading derives from continuity and quality of reading. If students can read one book per week, the reading is considered beneficial.
- 5 Reading speed is usually faster rather than slower. If reading material is chosen properly, then reading speed should be fast rather than slow. Learners are encouraged to skip or guess the unknown items and vocabularies.
- 6 The purpose of reading is usually related to pleasure, information, and general understanding.
- 7 Reading is individual and silent. Reading materials are self-selected and most usually given as an assignment to be read at home. There are also some silent reading class activities in which students read their books during class time.
- 8 Reading is its own reward. Teachers do not always monitor extensive reading, and they may not ask comprehension questions to student because the main purpose of extensive reading is to create an atmosphere in which students may enjoy open reading.
- 9 The teacher orients and guides students. In the process of extensive reading, the teacher's role is to guide and orientate students as well as to explain what extensive reading is, how students should read, and what is the benefit of extensive reading. The teacher follows what and how students read and give them advice on to make the best out of their reading experience.
- 10 The teacher is a role model for readers. The teacher is supposed to be a good role model for students in terms of reading. He/she also should read some texts during silent reading class activities.

2.6. WHAT IS A NOVEL?

It is difficult to define novels, as there are several definitions attributed by scholars and linguists. For instance, Walter Scott(1992) defined it as "a fictitious narrative in prose or verse; the interest of which turns upon marvelous and uncommon incidents" (p 129). Most generally, scholars define novel as long narratives, normally in written form, which describe a series of events that include fictional characters in the form of a story.

Because it is difficult to define novels, it is also difficult to determine when the first novel came into being. There is a variety of claims regarding the novel's first appearance. Some scholars claim the origin of novel extends beyond two thousand years ago (18th Century). Several authors such as Miguel de Cervantes and Daniel Defoe have been proposed as the first novelist. According to most scholars, French author Miguel de Cervantes is the first significant European novelist of the Modern Era, and his well-known fictional novel *Don Quixote*, published in 1905, is the first significant European novel.

Since the novel has become increasingly popular, and the number of individuals reading novels has increased, novels have become a useful tool for gathering ideas regarding other nations' histories, cultures, and languages. Specifically, several research studies focus on enhancing language learning and teaching via the use of novels.

2.7. WHY TEACH THE NOVEL IN ELT CLASSROOMS?

Literature, specifically in the form of novels, is a valuable tool for language learning and teaching. Novels play a critical role in modern teaching processes, and its function is vital for developing and enhancing language skills, as evidenced by the quote below:

In the novel, the full range and variety of the English language is displayed, with concrete examples of writing skills in action (for example, the sequencing of ideas). A rich context for grammatical and lexical items is provided, as well as a large resource of prompts for oral work. (Hurst, 1989-1990, p. 68)

Well-known scholar William Hurst(1989-1990) asserts in the above quote that the novel contains a variety language items such as grammatical and lexical items as well as vocabulary. Furthermore, he claims that the novel is a concrete example of authentic writing skills in action. Based on these attributions, we can infer that novel is capable of

instilling in language learners a sense of self-directed learning and evoke in them an interest for studying carefully and attentively without involving themselves in a dedicated analysis of a highly literary criticism nature. Moreover, studying a foreign language through novels facilitates an atmosphere in which students may practice pronunciation, particularly when texts are read aloud either at home or during class reading activities.

Nowadays, we cannot imagine a modern language-teaching course syllabus without the novel. Famous linguist Dicker (1989) clearly states that "one of the newest trends in teaching English as a foreign language is the literature-based syllabus design" (p. 1). Language instructors have begun to consider more seriously the role of novels and other literary genres. Some language educators have even begun to shape their syllabi based on literary texts and reading activities because they provide learners with the ability to master basic language skills. Language learning through the use of novels enables the creation of a relationship between students and texts as well as students and the target language.

Another scholar who pinpoints the importance of literature in the language-teaching process is McNamee (1982). He states the following:

Literature has become respectable in teaching English as a foreign language because literature of a language has played, and plays, an important part in the development of that language. To the learner of that language, it can give valuable insights into cultural and linguistic background. (McNamee, 1982, p. 45-6)

Literature (novel in particular) is valuable to language teaching because it provides learners with the engaging opportunity to understand themselves as well as the basic situations, feelings, and thoughts of others through the target language. Moreover, studying novels in ELT classrooms assists students in improving their creative and imaginative use of the target language as well as encourages their participation in the target language by rooting them in a fictional reality that is similar to their own.

2.8. WHAT IS THE FUNCTION OF THE NOVEL IN ELT?

Since language teaching through novels has become a popular component of ELT curriculum, several scholars—for instance, Alkire (2010), Gareis et al. (2009), Uyemura (2006), Hişmanoğlu (2005), Lazar (1990), and Melon (1994) have begun to conduct research on “why and how” to teach language through literary texts.

According to these scholars, novels have multiple functions in the language teaching process. One of the most vital functions is as a rich and authentic source for developing linguistic structures and acquisition of new vocabularies. Another important function of the novel is that it addresses complex situations, real life experiences, and other universal themes to which readers can relate. As readers experience pleasure and satisfaction from reading novels, they are motivated to read further. With intrinsic motivation, they feel more comfortable about the language and get more pleasure from the reading process. Having successfully read entire novels, readers gain self-confidence and satisfaction of accomplishing an achievement. These kinds of positive experiences encourage learners to engage with other novels while reading for pleasure. If novels are chosen properly, students may experience real-life settings and the language used within these contexts. In this regard, extensive reading not only presents students with new vocabularies but also demonstrates how to utilize these vocabularies according to context. Through the reading of novels, students become familiar with various linguistic forms, communicative functions, and meanings that are intended for native speakers.

In addition, according to mentioned scholars in previous paragraph, function of the novel is to develop students' knowledge about different cultures, traditions and societies. Literary texts such as novels serve as windows to the target culture, showing language learners how native speakers think, communicate, and live. Consequently, novels enable students to discover the culture of this society and adapt to this language. As a result, they easily acquire common words, phrases, and grammatical patterns of the target language. They improve the critical thinking ability of students and motivate students to learn language intrinsically. In addition, learning language through novels stimulates learners' imaginations so they can acquire and utter language phrases, lexical and grammatical items unconsciously and more naturally.

Obediat, who states the following, elaborates additional educational benefits of novel use in ELT classrooms:

The novel helps [students] acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners. (Obediat 1997, p. 32)

Obedti (1997) state that novel helps language learner to acquire an authentic language. It also helps language learners to express their feeling and ideas in a good language. Furthermore, the process of reading novel improve the linguistically aspect of language of learner as well. In addition it introduce the use of idiomatic expression and real life-like conversation. Moreover, it develop language learner in term of critical thinking and creativity.

Other researchers who discuss the educational value of novels in language classrooms are Helton, Asamani, and Thomas (1998). They cite the educational benefits of using novels in language classrooms as the following:

- Stimulates learner imagination;
- Helps students to discover the emotions and feelings of characters so that they can learn how the native characters act within situations and problems similar to their own experiences;
- Helps them master skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful, thoughtful, effective decisions and solutions;
- Develops four basic language skills (listening, speaking, reading writing);
- Serves as a springboard for a multitude of holistic learning and critical thinking activities beginning with basic comprehension and writing;
- Presents a unique way of teaching reading by getting students involved and excited about the reading process;
- Motivates students to become a lifelong reader; (p. 1-5)

The mentioned educational benefits of novel in above lists are good indicator, which draw a clear picture regarding the reason behind of use of novel in ELT classrooms. Moreover, it gives answer to question, why literature becomes very popular in ELT classrooms.

2.9. METHODS OF USING NOVEL IN THE LANGUAGE CLASSROOM

From 1960 to 1980, the curriculum of English as Foreign Language courses of many universities were designed based on the theory that the use of classic novels may improve the experience of the English learner and contribute to English language acquisition. However, from 1960 to 1970, this theory proved unsuccessful, and from the late '70s onward, the emphasis was on teaching practical language skills and not bringing literature into the ELT classroom. However, later on, some instructors began to introduce literary texts (e.g. novel) into English language teaching classrooms once again. Several different models were used, based on different theories, which have shaped the general board of using literary texts in language classrooms for the sake of language. A language-based approach is one of these methods which brought literary texts back into ELT classrooms.

According to Borja J.O.P. & Jover T.M. (2013), a language-based approach: A language-based approach is quite a broad approach which concentrates on using literary texts for the sake of teaching language in classrooms. This approach integrates literature and language to help language learners in achieving their main goal, which is to improve their English language proficiency and linguistic knowledge.

A language-based approach uses literary texts (novel) more directly to study the literary text itself. The main purpose here is to provide the language learner the tools which they can use to interpret the text and encourage students to make critical judgment of texts based on their present grammatical and lexical knowledge. We can give stylistics analysis as an example. Stylistics analyses lead students to deal with linguistic features of texts in order to arrive at an understanding of how the meanings of the texts should be interpreted.

Also Borja J.O.P. & Jover T.M. (2013) state literature for personal enrichment as another popular method used for teaching language through literary texts. Literary texts encourage students to express their personal feelings, opinions and experiences. This method stimulates students' interest and causes them to be more active both intellectually and emotionally in learning language. In addition, it improves their language acquisition abilities. This method is very effective for stimulating group work.

To enable students to make meaningful relationships with texts, one teaching method called ‘stylistics in the classroom’ may be employed by teachers. Moreover, this method can be used to expand students’ knowledge and awareness of the language in general. A stylistics method has variety of the advantages for language learners. For instance, it illustrates how particular linguistic forms function to convey specific messages. Furthermore, stylistic analysis can be used for comparing two different types of texts in order to analyze how they fulfill different social functions. For instance, ELT students may be asked to compare the style of description of a novel’s character with information about someone given in a letter of reference or on a medical form (Widdowson, 1975). The students will then be able to contrast both texts and analyze the reasons for these differences.

In alignment with the above-mentioned methods, there is a variety of language-based activities used for increasing the effectiveness of literary texts within ELT classrooms. For example, different sections of a dialogue from a novel can be given to groups of students, and each group asked to rewrite the dialogue in the passive voice. After they complete this task, they are encouraged to share their passive voice versions with members of another group who then will transform the passive-voice versions into the active voice, which are then compared with the original dialogue of the novel.

Another activity involves giving students four different critical opinions of a novel they have read. Five minutes will be given for group discussion, and then students must decide which opinion seems most valid.

2.10. CRITERIA FOR SELECTING SUITABLE NOVELS FOR ELT CLASSROOMS

Since approximately three decades ago, teaching language through literature has become commonplace. However, there are some critical factors which language instructors should observe while employing novels in the classroom.

According to Hişmanoğlu (2005), The first step for selecting suitable literary texts is to assess student language levels as well as student age, interests, motivations, and cultural backgrounds. Teaching language through literature is likely to have long-term effects on language learners’ linguistic and extra-linguistic knowledge. Thus, the texts

chosen by language educators should be relevant to real-life experiences and emotions; in other words, they must be authentic and relatively easy to understand.

Another factor to be considered in the selection of texts is language complexity; for instance, the language of a chosen novel for beginner-level students should be very basic and simple. If the language of the literary work is simple, this may facilitate learner comprehension, thus motivating students to read regularly. In contrast, if an educator were to give a complex novel to a student whose language level is intermediate, he/she likely would grow bored because he cannot readily understand the novel's language. As a result, he/she might lose interest in reading the text. Nevertheless, understanding alone is not enough for students to benefit from reading novels in a second language. In addition, texts must give pleasure to readers.

Many scholars have stated their thoughts regarding the process of choosing suitable novels for language teaching classrooms. Some have even given definitions of what counts as an appropriate novel to be utilized in language classrooms. For instance, Duff and Maley (2007) have established the following criteria for suitable literature:

- Is the material really interesting for learners?
- Is the literary style comprehensible?
- Is it possible to complete the text within a reasonable time frame?

Another scholar, Gardner defines a suitable novel for classrooms as one which “seeks, without pandering, to satisfy and please. It is intellectually and emotionally significant.” (1983, p. 40). In addition, Lazar states that a good novel “addresses itself to complex situations and adult dilemmas. It engages our students intellectually, emotionally, and linguistically...” (1990, p. 204). On the other hand, Martino and Block claim that a suitable novel for the classroom “should be one that forces students to ask questions” (1992, p. 15).

In addition according to Alkire (2014), criteria for selecting ELT-appropriate literature text or novel need to be carefully identified. These novels should possess the following attributes:

- Linguistic accessibility (syntax, punctuation, vocabulary, etc. do not hinder reading)
- Literary accessibility (e.g., a traditional narrative will more likely be successful)

- Cultural accessibility (how bound is the novel to its culture?)
- Storytelling quality (is the book a page-turner?) (p. 1)

In addition to the aspects listed above, when selecting a novel to be used in the language class, teachers should also pay attention to whether the novel has an interesting story so that students can experience joy while they read. The novel should have powerful, interesting, and memorable characters; the language of the novel should be authentic and understandable; the content of the novel should be suitable to students' cognitive and emotional levels; and the setting of novel should be realistic.



CHAPTER III

METHODOLOGY

3.1 PRESENTATION

This chapter deals mainly with giving necessary information about the research design, methodology, participants, and the procedures adopted in data collection. Finally, the method of analysis and overall research paradigm are discussed.

3.2. DESIGN METHODOLOGY

The present study aims to determine the function of the novel in Iraqi universities' ELT classrooms and identify the role of the novel in language teaching. For allocation of the results, the researcher will try to approach the opinions of both university students and lecturers.

Many scholars have attempted to indicate the importance of data collection instruments. In addition, a considerable number of studies have been conducted to clarify why specific data collection instruments should be used for specific research theses. There are various instruments of data collection such as questionnaires, interviews, reading, and observation, and researchers should ensure that the instrument selected is valid for his/her research. This research aims to collect Iraqi university lecturers' and students' opinions in order to evaluate the function of the novel in Iraqi universities' ELT classroom based on their experiences and personal point of views. Thus, the researcher has decided to use questionnaires to collect the required data. According to the majority of scholars, questionnaires are the most widely spread method used for collecting individuals' opinions. In this regard, Aina (2002) states, "It basically

seeks the opinions of individuals in a sample or a population on issues directly related to the objectives of the research study” (p. 348). The questionnaire consists of a set of structured and unstructured questions designed by researchers to obtain data from participants. Moreover, Brown(1986) defines the questionnaire as: “Any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or by selecting from among existing answers” (p. 6).

Two similar questionnaires have been prepared: the first one for students and the second one for university lecturers. Both questionnaires consist of eleven questions in total. The first five (5) questions are likert-scale item questions, and five dimensions were used: 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree. One question (Q6) is multiple choice and the last five (5) questions are list-type (open-ended) questions. As we mentioned before, the validity of the questionnaire is very important. To confirm the validity of the questionnaire, the author of the current study conducted a pilot test on 10 university lecturers and 20 fourth-grade students of Dohuk University. According to Lewin (2005), piloting in social sciences refers to testing the questionnaire with a certain number of participants that is similar to the targeted sample. It is very important, as it is a great help for the researcher to see the potential ambiguities and blind spots in advance. We have consult with a scholar (Gharbi Mustafa) from Dahouk University for evaluating pilot test result. He insure, the results of the pilot test indicate that distributed questionnaires have content and external validity, as the majority of answers accurately assess what researchers want to know.

Although the research was conducted only in certain Iraqi Universities in Duhok Governorate, hopefully the findings of this study can identify the function of the novel in Iraqi universities’ ELT classrooms more broadly.

3.3. PARTICIPANTS

The researcher surveyed two groups of participants (university lecturers and ELT students). The first participant group consisted of 60 university lecturers, both male and female, who give English literature classes as their major specialization in Duhok governorate universities such as the University of Duhok, University of Zakho, and University of Newroz. Out of sixty (60) participants, 37 lecturers were from the University of Duhok, 12 lecturers were from the University of Zakho, and 11 lecturers were from Nawroz University. Twenty-one (21) university lecturers were female and 39 lecturers were male. Their ages range from 24 to 62 years.

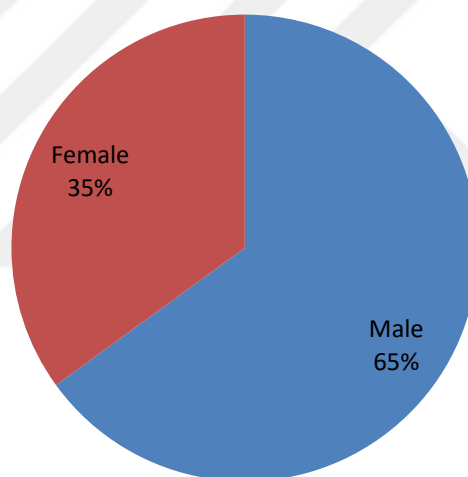


Figure 3.1. Percentage of the Female and Male Lecturers' Participants

The second research population of the study consists of English language learners, the Faculty of Humanities, the School of Languages, and the English Language Department at the University of Zakho, and University of Duhok. Out of the 100 participants, 52 students were from the University of Zakho and 48 students were from the University of Duhok. 54 students were female and 46 students were male. The participants were in their third and fourth years of university study. First- and second-year students were not surveyed because they had not studied the novel in classrooms. The participants ranged in age from 18 to 32 years.

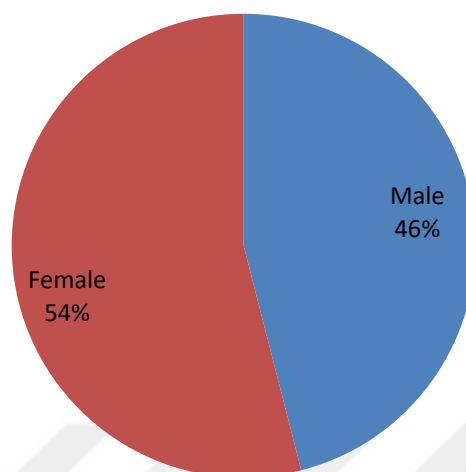


Figure 3.2. Percentage of the Female and Male Students' Participants

The reasoning for two participant groups is so that researchers are able to analyze the function of the novel in ELT classrooms from both lecturer and student perspectives. In the data analysis part of the research, the quantitative data gathered from both groups were compared using chi-square in order to identify whether there was any significant difference between the opinions of Iraqi universities lecturer and students in terms of the function of novel in Iraqi Universities' ELT classrooms.

3.4. DATA COLLECTION PROCEDURE

Many writers have attempted to indicate the importance of data collection procedure and the amount of data in determining the quality and generalization of surveys. The researcher explains in the previous section why the questionnaire was as a data collection instrument for his research.

However, as mentioned previously, two similar questionnaires have been prepared. The first questionnaire was prepared for students and the second one for lecturers in order to record the opinions of both groups regarding the function of the novel in Iraqi Universities' ELT classrooms. Both questionnaires were distributed to English language learners and instructors at the University of Zakho and the University of Duhok, as well as some other Dohuk universities.

The researcher personally met with the heads of each university to obtain consent for conducting the study. After the oral consents were obtained, the researcher asked the universities' lecturers and students to complete the questionnaires. The lecturers and students were asked to willingly participate, as they were given confidentiality about the purpose of the study, and were informed that their responses would be used merely for academic purposes and their personal information would be treated with complete confidentiality. The researcher himself distributed approximately 180 questionnaires among the lecturers and students but collected 160 questionnaires back from the participants, as some participants did not return their papers. The collected questionnaires were 160, which were sufficient for generalizing the area of the survey.

3.5. DATA ANALYSIS

3.5.1. Analysis of the Questionnaire: Questionnaire for Lecturers

The aim of the questionnaire for Iraqi university lecturers was to determine the teachers' views regarding the process of teaching English through literature and, more specifically, the function of the novel in the language-teaching program of Iraqi universities as well as the main motivations for using the novel as a language-teaching tool in Iraqi ELT classes.

As previously mentioned, the questionnaire for lecturers consisted of eleven questions—the first five questions were (5) likert-scale item questions, and question six was multiple choice. The collected answers for the first six questions were run on SPSS using the methods for descriptive statistics. After all the collected data was entered into SPSS, frequency and percentage tables were prepared for each question. These tables were drawn based on data obtained from SPSS descriptive statistic crosstabs and bar charts. Then, each question was analyzed according to these tables. The last five questions were list-type (open-ended) questions, and they were analyzed with content analysis method. These questions in general contained content information about teachers' views concerning the advantages and shortages of using literary texts in their ELT classes in order to determine the difficulties that teachers faced in using these literary texts and to obtain information about the criteria used for choosing appropriate novels in their classes.

3.5.2 Analysis of the Questionnaire: Questionnaire for Students

Here, the questions prepared for ELT students consisted of similar questions to those asked of lecturers. Once again, the questionnaire consisted of eleven questions—the first five questions were (5) likert-scale item questions, and question six was a list-type question. Moreover, the collected student answers for the first six (6) questions were entered into SPSS; then, frequency and percentage tables were prepared for each question. These tables were drawn based on data obtained from SPSS descriptive statistic crosstabs and bar charts. Then, each question was analyzed according to these tables. The last five (five) questions were list-type questions, and they were analyzed based on content analysis method.

3.5.3 Comparison of Lecturer and Student Opinions in Terms of Statistically Significant Differences

As mentioned previously, the administered questionnaires consisted of similar questions. Therefore, once again the first six questions that contained quantitative data were subjected to a chi-square test and chi-square tables were drawn for each question. Then, it was determined for each question whether there was any statistically significant difference between lecturer and student points of view.

As we mentioned before, the content of both questionnaires are similar. These questions aim to collect both Iraqi university students' and lecturers' views regarding the role of literature in teaching English in Iraqi Universities, more specifically, the function of novel in teaching language program of Iraqi universities. In addition, these questionnaires will seek for main reasons behind using novel as a language-teaching tool in Iraqi ELT classes. Moreover, they will highlight the difficulties and shortages of using novel in Iraqi ELT classrooms and then they will provide advice to overcome these shortages.

3.6 CONCLUSION AND DISCUSSION

In discussion, the collected data will be discussed and compare with previous study outcomes. In conclusion, based on finding and discussion sections the views of both participant groups will be analyzes, and similarities as well as differences between their ideas will be present. In light of these findings and based on current worldwide research into the function of novel in teaching language, a number of suggestions and recommendations will be make.



CHAPTER FOUR

RESULTS AND FINDINGS

4.1. PRESENTATION

In this chapter, findings inferred from the data are discussed, and a detailed analysis of the research data is presented by analyzing both student and lecturer questionnaires. Then, the answers of both students and lecturers for quantitative items of questionnaires will be comparing in terms of statistically significant differences.

4.2 ANALYSIS OF QUESTIONNAIRE DATA

4.2.1. Questionnaire for Students

This questionnaire sought to determine student views regarding the function of the novel in their English language teaching classrooms, to judge the profitability of the novel as a language teaching resource in their language teaching classrooms, to identify the effectiveness of the novel as a language teaching tool, to determine whether they believed the novel should be a mandatory course in their language teaching program, and to gather student views regarding whether the function of novel was critical or not in their learning processes. Another purpose of the questionnaire was to identify which types of literary texts were thought to be more effective in the language learning process (e.g. poetry, drama, novel, short story or others). Moreover, the student questionnaire aimed to determine difficulties that students face in using the novel as a language-learning tool and to determine shortages that decrease the effectiveness of using novels

in Iraqi universities' ELT classrooms. An additional goal was to record advice and suggestions from students for overcoming these shortages. Moreover, the questionnaire aimed to identify the advantages of using the novel as a learning tool from the student perspective. Through this questionnaire, we were able to approach student views regarding the function of the novel their English language learning process. The following tables will summarize the responses obtained from the students for each individual question:

Table 4.1. The Frequency of the Responses Obtained from the Students Regarding the First Questionnaire Item

Q1	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	15%	53%	29%	2%	1%	100%

As observed in the above table (Table 4.1.), sixty-eight percent ($15\% + 53\% = 68\%$) of students strongly agreed and agreed with the statement that literary texts (in particular, novels) are a profitable language teaching resource for Iraqi Universities' ELT classrooms. Hence, only three percent ($2\% + 1\% = 3\%$) of students disagreed and strongly disagreed with the statement. It is obvious that students agreed that the novel is an important and useful tool for language teaching. This is a promising indication that Iraqi Universities should use literary texts including novels as a language teaching resource in their ELT classrooms.

Table 4.2. The Frequency of the Responses Obtained from the Students Regarding the Second Questionnaire Item

Q2	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	31%	44%	17%	4%	4%	100%

We can see from the above table (Table 4.2.) that, in total, seventy-five percent ($31\% + 44\% = 75\%$) of Iraqi Universities' students strongly agreed and agreed that the novel is an effective teaching tool in Iraqi Universities' ELT classrooms and it helps them in their language learning process. On the other hand, eight percent ($4\% + 4\% = 8\%$) of students disagreed and strongly disagreed with the statement and they did not find novels to be helpful during their English language learning process. It is obvious

that the majority (75%) of students believe that the novel is an effective language-teaching tool. Once again, this is a good indicator for Iraqi Universities to use the novel as teaching tools in their English language teaching classrooms.

Table 4.3. The Frequency of the Responses Obtained from the Students Regarding the Third Questionnaire Item

Q3	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	28%	40%	23%	9%		100%

From the data presented in the above table (Table 4.3.), it is clear that sixty-eight percent ($28\% + 40\% = 68\%$) of Iraqi Universities' students strongly agreed to the statement, "the novel should be mandatory course in the Iraqi Universities' ELT classrooms" while twenty three percent (23%) of students were not sure of this statement. Also, nine percent of students disagreed and did not want the novel to be a mandatory course in their ELT classrooms because they did not think the novel was beneficial for their language learning processes. Consequently, the majority of students (68%) believed that the novel should be a mandatory course in their English language teaching classrooms, as it had a positive impact on their learning processes.

Table 4.4. The Frequency of the Responses Obtained from the Students Regarding the Fourth Questionnaire Item

Q4	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	36%	39%	11%	9%	5%	100%

Table 4.4. indicates that the majority of Iraqi Universities' students (75%) believed that, in terms of improving the effectiveness of novels in Iraqi' ELT classrooms, novels should be studied as a whole and students need to enjoy the entire story rather than focusing on details. On the contrary, a considerable number of students ($9\% + 5\% = 14\%$) disagreed and strongly disagreed with the statement and believed that lecturers should focus on details in order to improve the effectiveness of novels in ELT classrooms. These data can be used as an indicator by lecturers for identifying suitable strategies for teaching the novel in ELT classes in terms of increasing the effectiveness of the novel.

Table 4.5. The Frequency of the Responses Obtained from the Students Regarding the Fifth Questionnaire Item

Q5	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	13%	44%	34%	9%		100%

This question aimed to determine the function of the novel in Iraqi Universities' English language teaching classrooms in terms of student perspectives. It is clear from the above data that fifty-seven percent ($13\% + 44\% = 57\%$) of Iraqi Universities' students strongly agreed and agreed that the function of the novel was critical in Iraqi Universities' English language teaching classrooms. In contrast, only nine (9%) percent of students refused both that the function of novel was critical and that it was an important component of university-level ELT. From the students' points of view, it is clear that the novel is a very important language-teaching tool and its impact should not be underestimated.

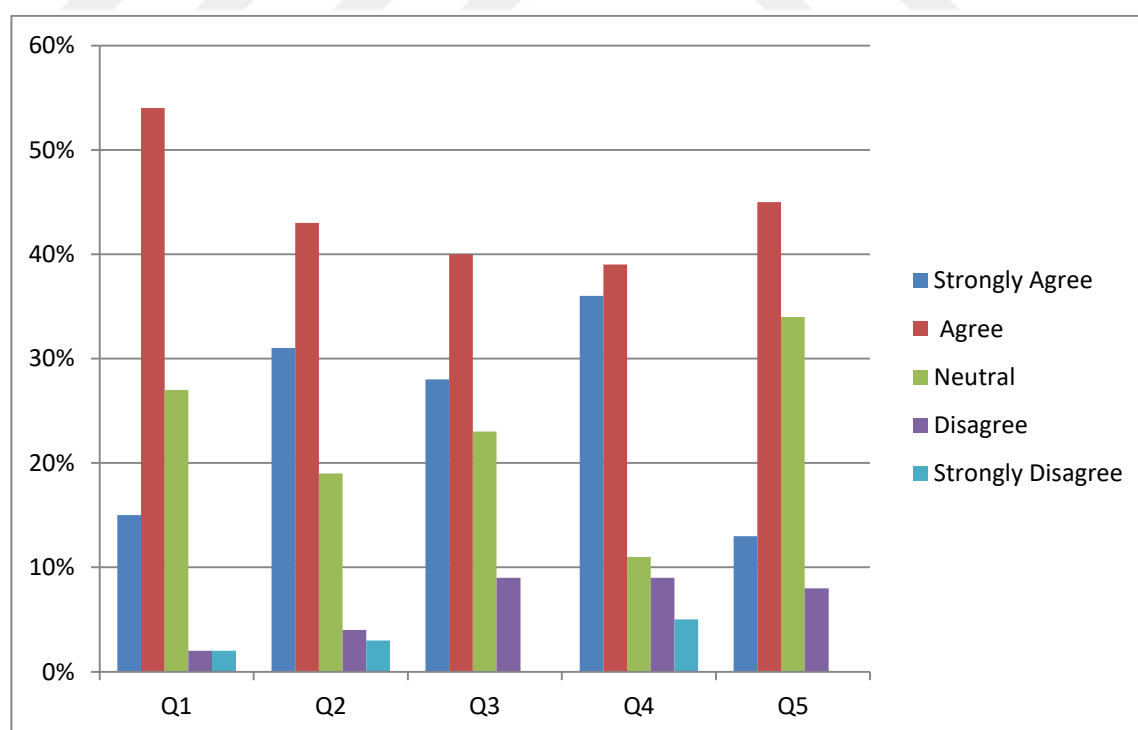


Figure 4.1. The Frequency of the Responses Obtained from the Students Regarding the First Five Questions

Table 4.6. The Frequency of the Responses Obtained from the Students Regarding the Sixth Questionnaire Item

Q6	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	9%	20%	21%	46%	4%	100%

This question aimed to rank literary texts from most to least effective in student's language learning processes. This question asked students to identify the most effective literary text and give reasons why they believed a particular literary text to be the most effective one. Almost 10% of students did not attempt to give any reason, instead just selecting the most effective literary text type.

Forty-six percent (46%) of students believed the novel to be the most effective literary text in terms of learning a language. They gave many reasons why they believed this to be the case, a selection of which is highlighted in the following paragraph.

Thirteen percent of students claimed that reading novels increased their vocabulary range. Eight students found novels to be quite interesting and motivational in terms of reading more. They also found novels to be encouraging in their development of various language skills. Some students stated that by reading novels, they were exposed to different cultures and traditions. Some other students mentioned that the novel provided examples of different styles of writing and a variety of characters, thus stimulating their interest in learning a language. In addition, a few students stated that reading novels improved their critical thinking skills and stimulated their interest in improving their basic language skills.

Some students believed short stories to be the most effective literary text for learning a language, and a similar number of students specified drama as most effective. As demonstrated by the above figure, twenty-one percent (21%) of students believed short stories to be most effective, while twenty percent (20%) of students believe drama to hold this position.

Most students who believed short stories to be the most effective literary text justified their answers with reasons such as the simple and understandable language of

short stories which make this type of literary text interesting, comprehensible, and beneficial for their language learning processes.

A small number of students (only nine percent) identified poetry as the most effective literary text for learning a new language. The majority of students who believed poetry to be most effective claimed that poetry is more interesting and shorter than other literal texts such as novels, short stories, and drama.

In addition, a 24-year-old male student from the University of Zakho claimed that all of these literal texts have a positive impact on students' language learning process. He claimed that they would, in fact, be more effective if all of them were used together.

According to Iraqi university students' answers to question number six, the obvious conclusion to be drawn is that the majority of students (46%) believe the novel to be the most effective literary text used in the language-learning process. However, we should keep in mind that there are some students who believe other literary texts (drama, short stories, and poetry) have a positive impact on students' language learning processes.

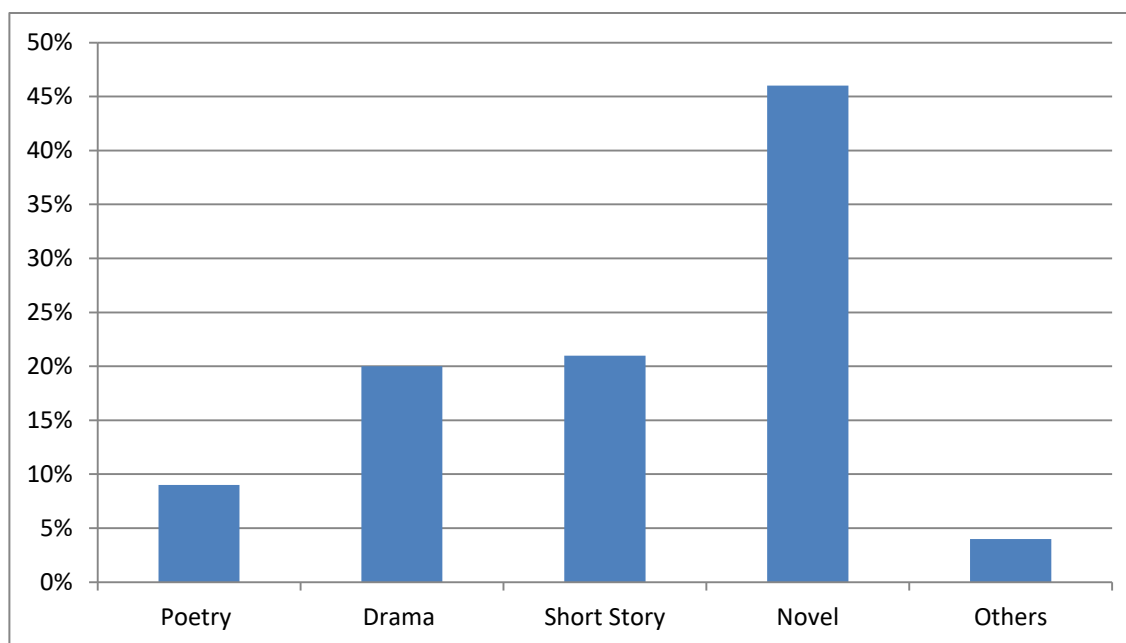


Figure 4.2. Percentages of Students Preference of Literary Texts

Q7. According to your personal learning experience, list three criteria that increase the effectiveness of literary texts or novels in the process of learning a language.

The student questionnaires identify a variety of criteria for improving the effectiveness of novels in the process of learning the English language. The above question seeks to classify the most frequently mentioned criteria. Generally, students focused on four phenomena in their answers to this question: the language of the novel, the length of the novel, the type of novel, and the fact that the novel must be interesting.

Forty-seven percent (47%) of students believed that a selected novel should have an interesting story, characters, and writing style. Another criterion that quite frequently mentioned by a majority of students is the language of the selected novel. They stated that, in terms of increasing the effectiveness of novels in the ELT classroom, the language of the selected novel should be clear, simple, and linguistically appropriate. Thirty-seven percent (37%) of students believed that selected novels should be modern novels because they found the plot and language of the modern novel to be more relevant to their present world. Therefore, they wanted to read novels written in a modern language in order to understand the context of the novels without exerting extra effort. The majority of students stated that the selected novel should not be long because they usually cover several novels in one academic course.

Besides the already-mentioned criteria, some students claimed that the selected novel should reflect the native speaker culture in order to pave the way for teaching the target language culture. Moreover, some students claimed that a selected novel should reflect the culture of students in order to be easy to understand and relevant to their everyday lives. A few students mentioned the competency of lecturers and their teaching styles as important criteria for increasing the effectiveness of the novel in language learning.

Only one student mentioned that student language level should be considered while selecting the novel in order to match the language of the selected novel with student language level.

Q8. Please list the difficulties of using novels as a learning resource in Iraqi universities' ELT classrooms.

Question eight aims to identify what difficulties Iraqi students faced while using novels to learn English in their ELT classrooms. According to the data collected from the questionnaires, the most challenging aspect of using the novel in Iraqi ELT classrooms is the linguistic difficulty of selected novels. Seventy-five percent (75%) of students claimed that the majority of novels are linguistically difficult and the language style of the writers is complicated as well as unclear. Twenty-one percent (21%) of students related this problem to studying classic or Victorian novels, and they found the language used in these novels to be very complicated. However, this problem is also related to students' linguistic backgrounds. It is reasonable to argue that learners may need a lot of background knowledge regarding English language and culture in order to interpret the selected novels.

The second difficulty specified was the length of the novels selected by Iraqi university ELT educators. Thirty-four percent (34%) of students found the selected novel to be very long as well as difficulty to read within the required amount of time. Some students believed bulky novels to be disinteresting, and they lost their motivation gradually while they read these kinds of novels. In addition, a number of students believed that most of the novels selected by educators were somehow boring.

Moreover, a considerable number of students found novels to be difficult because native speakers (authors) write them, and these novels reflect target language culture and tradition, with which they lack a connection. This was cited as the reason why they find these novels' contexts, words and styles to be difficult. However, it should not be forgotten that some students believed the teaching methods of their instructors to be inappropriate and ineffective. Furthermore, some found their teachers to be incompetence for teaching the novel in ELT classrooms.

Q9. Please list some advantages of using novels in Iraqi universities' ELT classrooms.

Several ELT students have emphasized the advantages of using the novel for language teaching and other educational purposes. These students stated various reasons for incorporating literary texts in the language classroom. The above question was created with the intent of identifying the advantages of using the novel in Iraqi ELT classrooms from the perspective of Iraqi students.

The answers of Iraqi universities' students to this question made it obvious that the majority of them (79%) believed the novel to have a positive impact on their language-learning processes. They stated that, through reading novels, primary language skills such as reading, listening, comprehension, and speaking improved as they were exposed to authentic language resources. Novels introduced them to new words and eventually increased their vocabulary comprehension significantly. They claimed that the majority of novels written are based on real-life events and use authentic language, which they are able to incorporate into real-life conversations after reading texts.

Moreover, another two frequently mentioned advantages of novels are critical thinking and introduction to new cultures. Fifty-seven percent (57%) of students believed that novels introduce them to native-speaker culture and traditions as well as lead them to understand the native speakers' world, including how they use language in different circumstances. The number of students who stated that learning language through the novel improves their critical thinking is quite considerable. They claim that, as the novel improves students' critical thinking and self-imaginings, it helps them to create sentences and statements in English with less effort. Accordingly, we can infer that the novel has a positive impact on students' language competencies.

Some students mentioned that reading novels gives them pleasure and makes the language learning process interesting and enjoyable. Some other students believed that reading novels provides examples of different styles of writing as well as representations of various authentic uses of the language as each author has his/her own style of writing.

Q10. According to your personal learning experience, list any shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

This question attempts to identify and evaluate the shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms through data which we collected from students.

Students identified a variety of shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms, but we are going to focus on the most common shortages mentioned by the students. In general, students classified the shortages into three main categories: the process of novel selection, low competency of lecturers, and poor reading/linguistic backgrounds on behalf of students.

Twenty-five percent (25%) of students claimed that the majority of novels selected by their lecturers were classic novels written in an outdated language. They felt that such novels possess a difficult language and writing style. A number of students claimed also that these novels decreased the effectiveness of novel in their classrooms as they only read summaries of these novels rather than the novels themselves. Moreover, they found classic novels to be boring because they do not relate to a contemporary lifestyle. Twenty-three percent (23%) of students also found the selected modern novels to be long and boring.

Twenty-one percent (21%) of students expressed that there was a shortage in terms of an adequate number of competent and qualified instructors. Students claimed that some instructors used very sophisticated language and ineffective teaching techniques; thus, they could not communicate knowledge to students in an effective way.

Another shortage identified by students was a lack of reading culture and low language levels of students. University students may need a lot of background about English language and culture in order to interpret novels. Because they do not have a reading culture, it is challenging for them to read novels and benefit from them. Moreover, the language levels of some students were low, so they could not comprehend the meaning of the novels. In this instance, the novel may not be beneficial for these students. Furthermore, some students mentioned that their study environment was not

appropriate, while others claimed that they could not easily access novels, as they are not available in their library.

It is important to remember that when a novel is used in the language classroom, the majority of these shortages need to be considered. Only then can the novel be successfully integrated into ELT classrooms.

Q11. Please give some advice for overcoming the shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

In this question, students were supposed to give advice on how to overcome the shortages that they identified in question ten (Q10). Accordingly, the majority of students gave advice on how to reduce these shortages in order to increase the effectiveness of using novels in Iraqi universities' ELT classrooms.

First of all, they paid attention to the process of novel selection, which they stated as needing some basic criteria. The majority of students suggested that the selected novel should be written in a modern language style in order to be authentic. They suggested that the selected novel also be short in order to finish it within the required time frame; interesting so as to easily continue reading; and linguistically appropriate in order that they could easily understand its underlying meaning. Moreover, some students mentioned that the culture and tradition of students should also be considered while selecting novel. Furthermore, some students suggested that students be part of the novel selection process.

Quite a large number of students suggest that highly qualified competent instructors be hired, who use modern teaching methods and appropriate language in terms of engaging students in the reading process. Some students thought that teachers should do a better job of encouraging students to be active readers, while others suggested providing adequate and modern educational facilities and classrooms.

4.2.2. Questionnaire for Lecturers

This questionnaire was conducted on a variety of Iraqi universities' English language lecturers in order to find out their views regarding the function of novel in their English language teaching classrooms to judge the profitability of the novel as a language-teaching resource in their ELT classrooms and to identify the effectiveness of the novel as a language teaching tool; to determine whether educators believed the novel should be mandatory in their language-teaching program; and to determine educator views on whether the function of novel is critical or not in their language-teaching process. In addition to this, this questionnaire aimed to identify which types of literary texts lecturers found to be more effective in their language teaching. Moreover, it aimed to identify the difficulties that university lecturers face when using the novel as a language-learning tool and to determine the shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms in order to deliver advice from lecturers' points-of-view for overcoming these shortages. Finally, the questionnaire aimed to identify the advantages of using the novel as a learning tool from lecturers' perspectives. All in all, through this questionnaire we try to approach Iraqi universities' lecturers' point of view regarding where they believe novel stay in Iraqi Universities ELT processes.

Table 4.7. The Frequency of the Responses Obtained from the Lecturers Regarding the First Questionnaire Item

Q1	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	25%	46.7%	25%	3.3%		100%

As indicated by the above table (Table 4.7.), seventy-one point seven percent ($25\% + 46.7\% = 71.7\%$) of English language lecturers from a variety of Iraqi universities strongly agreed and agreed with the statement that literary texts or novels are a good language-teaching resource for Iraqi universities' ELT classrooms. Only three percent of students disagreed with the statement. The collected data indicates that the majority of lecturers believed the novel to be a good and authentic resource in their

language teaching. This is a promising indication for Iraqi universities to use literary texts as a resource in their English language-teaching classrooms.

Table 4.8. The Frequency of the Responses Obtained from the Lecturers Regarding the Second Questionnaire Item

Q2	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	18.30%	55%	18.3%	8.30%		100%

According to the above table, seventy-three point three percent ($18.3\% + 55\% = 73.3\%$) of lecturers strongly agreed and agreed that the novel is an effective teaching tool in Iraqi universities' ELT classrooms. In contrast, eight point three percent (8.3%) of lecturers disagreed with the statement. Moreover, none of the lecturers strongly disagreed with this statement. The majority of lecturers (73.3%) believed the novel to be an important tool in their classrooms and that it assisted them in the language-teaching process. Once again, this is a good indication that novels should be utilized as a teaching tool in their English language-teaching classrooms.

Table 4.9. The Frequency of the Responses Obtained from the Lecturers Regarding the Third Questionnaire Item

Q3	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	22%	43%	28.3%	3.30%	3.30%	100%

As indicated by the table above, sixty-five percent ($22\% + 43\% = 65\%$) of English language lecturers from different Iraqi universities strongly agreed and agreed with the claim that "novel should be a mandatory component of Iraqi universities' ELT classrooms", while twenty-seven point three percent (28.3%) of lecturers were not sure about whether they agreed with this statement. In contrast, almost seven percent ($3.3\% + 3.3\% = 6.6\%$) of lecturers did not believe that the novel should be a mandatory aspect of their ELT classrooms because they did not think the role of novel was vital in Iraqi universities' ELT classrooms. Still, the majority of lecturers (65%) believed that the novel should be a mandatory component of their teaching, as it is an effective tool in the language teaching process.

Table 4.10. The Frequency of the Responses Obtained from the Lecturers Regarding the Fourth Questionnaire Item

Q4	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	30%	41.70%	21.70%	5%	1.70%	100%

Seventy-one point seven percent of ($30\% + 41.7\% = 71.7\%$) of lecturers believed that the novel should be taught as a whole, not focused on minor details, in order to increase the effectiveness of novel. Accordingly, they believe that students need to enjoy the whole story to benefit from the novel's classroom use. In contrast, several (6.7%) lecturers stated that, in the process of teaching novels, they should concentrate on details instead of the general story of the novel in order increase the effectiveness of the novel in their classrooms. Based on these responses, we can infer that instructors generally believe that students will benefit more from the novel's use in class if it is taught as a whole and not focused on minor details.

Table 4.11. The Frequency of the Responses Obtained from the Lecturers Regarding the Fifth Questionnaire Item

Q5	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	18.3%	51.7%	21.7%	6.7%	1.60%	100%

As indicated above, seventy percent ($18.3\% + 51.7\% = 70\%$) of lecturers strongly agreed and agreed with the statement, "The function of novel is critical in Iraqi universities' ELT classrooms as it has a positive impact on the language-teaching process". Still, some instructors (8.2) believed that the function of the novel is not vital to the English teaching process of Iraqi universities. Nonetheless, it is clear that the majority of (70) instructors believed that the role of novel is critical and greatly impacts language teaching in Iraqi universities.

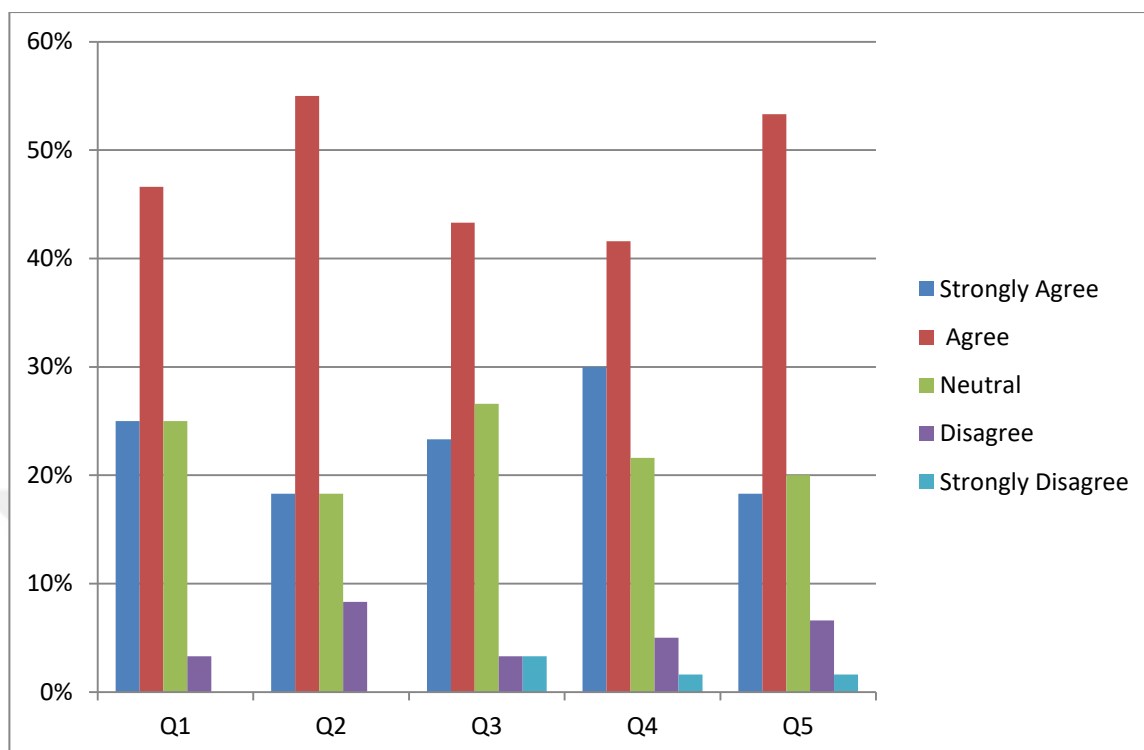


Figure 4.3. Frequency of the Responses Obtained from the Lecturers Regarding the First Five Questions

Table 4.12. The Frequency of the Responses Obtained from the Lecturers Regarding the Sixth Questionnaire Item

Q6	Strongly Agree	Agreed	Neutral	Disagree	Strongly Disagree	Total
	8.30%	13.33%	40%	31.7%	6.7%	100%

This question asked lecturers to identify the most effective type of literary texts for use in Iraqi ELT Classrooms and justify their thoughts with logical reasons. Almost 35% of lecturers did not attempt to justify their opinions, and they solely selected the most effective literary text type.

However, as the above table indicates, the majority (40%) of lecturers who answered this question articulated they prefer using short stories in their English language teaching classrooms. The most common reasoning for this selection was the simple language of short stories. They claim that short stories have clear language and simple writing style compared with other genres such as poetry, novel, and drama. Therefore, short stories are more accessible to students. They also believed that the

simplicity of short stories encourages student to read, causing the texts to be more interesting for students. Lecturers also mentioned that short stories are time-efficient as they are not bulky or lengthy.

The second-most preferable literary genre was the novel. Thirty-one point seven percent (31.70%) of lecturers stated that they prefer using novels in their English language-teaching classrooms. They cited a variety of benefits for using novels. One of the most frequently mentioned benefits was that the novel enriches language learners' primary language skills such as reading, writing, and comprehension. They claim that since novels contain a variety of realistic dialogue, they can be considered a good authentic language sample. For instance, novels usually are the product of authors' particular feelings about certain aspects of life. Therefore, students can easily be stimulated to express their opinions and relate the themes and characters to their own everyday life experiences. Furthermore, lecturers claimed that the novel introduces the native culture and traditions of the target language so that students can easily access the hidden aspects of the language. In addition, several numbers of teachers mentioned the novel as an interesting language-learning tool and claimed that students get pleasure during the novel-reading process. One lecturer also claimed that students who read novels were more likely to participate in different discussion topics in his ELT classroom.

Few lecturers (13.33%) believed drama to be the most effective literary text for use in Iraqi ELT classrooms. The most frequently mentioned justification for choosing drama was that it contains a variety of monologues and dialogues from everyday life, thus functioning as an authentic language sample for students. Moreover, its language is interesting and easy to understand. Another aspect mentioned was that students easily can perform aloud the drama which they read and thus have a chance to practice and experience speaking during class.

Likewise, few lecturers (8.30%) preferred using poetry in their language-teaching classrooms. Those who did prefer the genre claimed that it is short and interesting. Therefore, both students and teachers feel more comfortable with poetry and students learn a variety of words and language structures.

Some lecturers claimed that none of mentioned literary texts are appropriate for teaching language. For instance, a 48-year-old male Duhok University lecturer claimed, “an In ELT classroom, the orientation is vocational. Therefore, literature is not quite relevant. The topics taught in ELT mainly should be pedagogical.” In addition, a 24-year old male Dohuk University lecturer stated, “As a teacher of the English language, I would select academic writing at this stage. I believe that this will assist students to be critical language writers as well as help them create strong critical thinking skills parallel to that.”

In summary, the obvious conclusion to be drawn from the lecturer responses is that majority of lecturers prefer to use short stories and novels as language-teaching tools in their classrooms. The minority of lecturers prefers to use other literary texts as language-teaching tools in their classrooms.

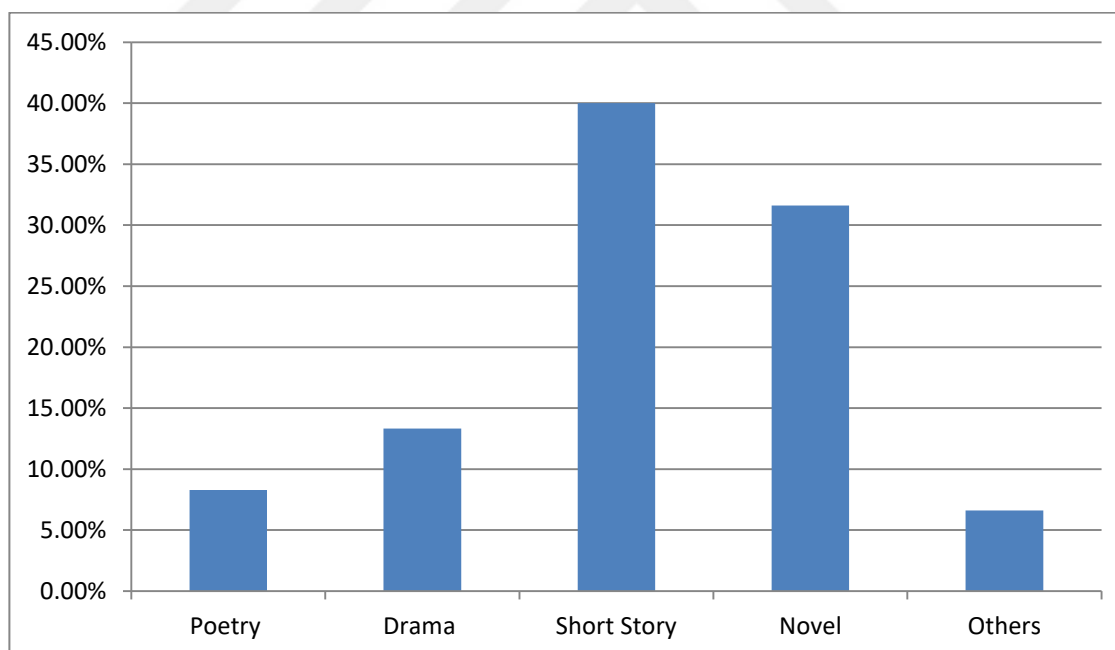


Figure 4.4. Percentages of Lecturer Preference of Literary Texts

Q7. Please list at least 3 criteria that you think are important for selecting literary texts or novels to be used in Iraqi universities' ELT classrooms.

Here in this question, we are going to analyze the criteria that need to be considered while selecting literary texts or novels to be thought in Iraqi universities' ELT classrooms based on data collected from Iraqi Universities lecturers. In response to the above question, lecturers identified a variety of criteria to increase the effectiveness of novels in the process of learning English. In general, lecturers focused on three criteria: the language of the novel in terms of its clarity and simplicity, the style of novel and writer in order to be attractive, and the language levels of students.

The majority of lecturers (40%) believed the language of the novel to be critical, claiming that the language must be simple, clear, linguistically appropriate, free of jargon and authentic. All of these aspects are important for increasing the effectiveness of the novel in English language-teaching classrooms, they claim. If the language of the novel is not clear, simple or linguistically appropriate, students will face difficulties in comprehension, and they will easily grow bored of reading. Lecturers also claim that the authenticity of the novel's language is vital in order to improve students' everyday life conversations and comprehension skills.

Another criterion cited frequently by lecturers was the century in which the novel was written. They claim that the selected novel should be written in the current (modern) century and that the language used should be modern and interesting.

One of the most frequently cited criteria was the linguistic and cultural background of Iraqi universities' ELT students. They claim that student interests, motivations, and cultural as well as linguistic backgrounds should be considered and that the language difficulty of the novel should match students' language abilities.

A considerable number of lecturers mentioned the length of novel, which they stated need to be short in order to ensure completion within a specific time frame. Moreover, they stated that the selected novels should reflect students' societies, lives, and cultures; in contrast, some believed the novels should reflect the target language culture in order to represent authentic language use.

Q8. Please list some difficulties of using novels in Iraqi universities' ELT classrooms.

In question eight, we are trying to determine the most frequent difficulties that Iraqi Universities' lecturers face in their ELT classrooms based on lecturers' answer to this particular question. The majority of lecturers (78%) emphasized the inappropriateness of the selected novels. They found the language of the majority of selected novels to be inappropriate either in terms of language style based on period or sophistication. They claimed the novels written in traditional (old) and sophisticated language styles were intangible for students since students found the language and context difficult to comprehend, thus growing bored of the novels as a whole. In addition, they claimed that the lengths the selected novels were too great and time-consuming, thus making it difficult to teach within the span of an academic year.

The lack of linguistic and literary backgrounds on behalf of Iraqi university ELT student was another difficulty specified by lecturers. They claimed that Iraqi students are not very good at reading and, in general, lack a supportive reading culture. Therefore, the majority of students have no interest in reading novels, and they do not use novel as a means of enjoyment. Linguistic incompetency, lack of enthusiasm, and lack of participation is another difficulty cited by teachers.

A small number of lectures cited the lack of adequate teaching facilities as a difficulty faced when teaching the novel in their classrooms. They claimed that, in some classrooms, they lacked necessary technology for interactive discussion of the novels, including presentations. Some lecturers also wrote that, as the majority of novels are based on target language culture, it is difficult for students to understand their contents.

Q9. Please list some advantages of using novels in Iraqi universities' ELT classrooms.

Here in this question, we will identify the advantages of using novels in Iraqi Universities ELT classrooms. Once again we will constitute our identification based on data collected from Iraqi universities' ELT lecturers. Lecturers identified a variety of advantages of using novels in their classrooms. The most frequently mentioned

advantage of novel use was the fact that it enriches student language as a whole and improve improves overall understanding of the language. In addition, as it introduces new vocabulary to English-language learners, it is effective for building vocabulary size.

A large number of lecturers also stated that the novel introduces the target (native) language culture to English language learners and motivates them to learn more about the respective culture of the target language. In addition, they claim that the characters of novels reflect the language performances of everyday life. As students identify the emotions of the characters, they can learn how others cope with situations and problems similar to their own experiences, thus motivating their language learning.

Moreover, a considerable number of lecturers believed that that use of novels in ELT classrooms is a beneficial method for mastering not only language skills but also critical thinking. Reading novels serves as a springboard for a multitude of holistic learning and critical thinking activities for language learners. They state that reading novels enables students to master the skills that will enable them to acquire information, process this knowledge, identify problems, formulate alternatives, and arrive at meaningful opinions.

However, all in almost all Iraqi universities lecturers believe that a novel is a beneficial teaching technique and has variety of advantages which facilitate Iraqi student language teaching process.

Q10. Please list any shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

Lecturers identified a variety of shortages that decrease the effectiveness of using novels in their classrooms, but the majority of lecturers focused on shortages that can be classified into three main categories. The first regards a lack of high-profile and skilled academician. Most lecturers believed the number of employed high-profile lecturers to be inadequate. They also believed the qualifications and skills of current lecturers to be inappropriate, with some even claiming that the language proficiency levels of some ELT lecturers in Iraqi universities are low. A number of lecturers also claimed that the methods used to explain novels were traditional and ineffective.

The second most frequently mentioned shortage is the insufficient linguistic and literary backgrounds of students. Most lecturers believed that, in general, Iraq lacks a supportive reading environment. Therefore, the majority of students are not familiar with reading novels when they first are accepted into universities, and they do not have adequate comprehension skills necessary for reading novels, which is why most students find novels boring and difficult to understand. In addition, lecturers feel that the majority of university students lack appropriate language backgrounds when they first are accepted into the university.

Another frequently mentioned shortage regards the linguistic and/or contextual inappropriateness of the selected novels. A large number of lecturers claimed that the majority of selected novels were classic ones, the style of which may disrupt students' language progress as they find great difficulties in comprehension. Moreover, they state that even some modern novels are too sophisticated in language or contextually boring.

A small number of lecturers cited cultural shock as another shortage. They believed that since the selected novels represent the target language culture, sometimes students find difficulty in understanding the novel's content. Other lecturers mention the lack of English language resources as another shortage.

Q11. Please give some advice for overcoming these shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

Firstly, regarding the perceived deficiency of ELT faculty, lecturers suggest the creation of opportunities for internship courses to elevate instructors' qualifications and competencies. They suggest employing a high-profile and qualified native lecturers from abroad. In terms of increasing the effectiveness of novel use in ELT classrooms, they advise that instructors should utilize student-based, dynamic modern teaching methods and interesting classroom activities such as oral reading, dramatization, discussion, and group work.

In terms of elevating students' linguistic and literary competencies, lecturers suggest encouraging students to improve their language skills by reading novels, participating in classroom discussion, and listening to native-speaker conversation. Also,

they advise students to themselves to promote the development of a supportive reading culture.

Several instructors also gave advice regarding the selection of novels. The majority claims that selected novels should embrace a number of criteria. They suggest the selected novel be written in a modern language style and be simple and clear. In addition, they believe that the content of novels should be authentic and interesting as well as contain a variety of dialogues for representing realistic conversation, thus motivating students. Some instructors also advise that students participate in novel selection. Others suggest that the length of the novel should be short enough to cover within the length of an academic year.

Finally, a small number of instructors referred to the provision of quality language resources and adequate teaching facilities for improving the effectiveness of novel use in their classrooms.

4.2.3. Comparison of Questionnaires for Students and Lecturers in Term of Statistically Significant Differences

In this section, the quantitative data collected from questionnaires for lecturers and students are analyzed. Only the first six questions are compared, as they are the ones containing the quantitative data. The answers of both students and lecturers are compared in terms of statistically significant differences. These data were entered into SPSS in order to conduct chi-square tests; then, tables were prepared for each question to observe statistically significant differences. Now we are going to analyze these tables one-by-one.

Table 4.13. Chi-square Test Results for the Responses Obtained from the Lecturers and Students' Questionnaires (Item 1)

Groups	Disagree	Neutral	Agree	Total	X ²	df	p
Lecturer	2	15	43	60	0.304	2	.859
	3.30%	25%	71.70%	100%			
Student	3	29	68	100			
	3%	29%	68%	100%			
Total	5	44	111	160			

As demonstrated by Table 4.13 , the chi-square test did not reveal a statistically significant difference between lecturers and students for Item 1, ($p=.859$, $p>.05$). It is obvious from the above table that teachers' and students' views regarding the value of literature as a language teaching/learning resource do not significantly differ, as the p-value is greater than the significance level ($p=.05$).

Table 4.14. Chi-square Test Results for the Responses Obtained from the Lecturers and Students' Questionnaires (Item 2)

Groups	Disagree	Neutral	Agree	Total	X ²	Df	p
Lecturer	5	11	44	60	0.57	2	.972
	8.30%	18%	73.30%	100%			
Student	8	17	75	100			
	8%	17%	75%	100%			
Total	13	28	119	160			

As demonstrated by Table 4.14. , the chi-square test did not reveal a statistically significant difference between lecturers and students for Item 2, ($p=.972$, $p>.05$). It is obvious from the above table that both teachers and students share the same idea and believe that the novel is an effective teaching tool for Iraqi universities' ELT classrooms.

Table 4.15. Chi-square Test Results for the Responses Obtained from the Lecturers and Students' Questionnaires (Item 3)

Groups	Disagree	Neutral	Agree	Total	X ²	df	p
Lecturer	4	17	39	60	0.728	2	.695
	6.70%	28%	65.00%	100%			
Student	9	23	68	100			
	9%	23%	68%	100%			
Total	13	40	107	160			

As shown in Table 4.15. , the chi-square test did not reveal a statistically significant difference between lecturers and students for Item 3, ($p=.695$, $p>.05$). As the p-value ($p=.695$) of the chi-square test is greater than the significance level ($\alpha=.05$), there are no significant differences between the opinions of students and lecturers regarding Question Three. Both sides believe that novels should be a mandatory component of Iraqi universities' ELT classrooms.

Table 4.16. Chi-square Test Results for the Responses Obtained from the Lecturers and Students' Questionnaires (Item 4)

Groups	Disagree	Neutral	Agree	Total	X ²	df	p
Lecturer	4	13	43	60	4.694	2	0.096
	6.70%	21.70%	71.70%	100%			
Student	14	11	75	100			
	14%	11%	75%	100%			
Total	18	24	118	160			

As can be seen in Table 4.16. , the chi-square test did not reveal a statistically significant difference between lecturers and students for Item 4, ($p=.096$, $p>.05$). It is clear from the above table that students and teachers both agreed that novel use is more effective when students enjoy whole stories rather than focusing on minor details.

Table 4.17. Chi-square Test Results for the Responses Obtained from the Lecturers and Students' Questionnaires (Item 5)

Groups	Disagree	Neutral	Agree	Total	X ²	df	p
Lecturer	5	13	42	60	2.985	2	.225
	8.30%	21.70%	70.00%	100%			
Student	9	34	57	100			
	9%	34%	57%	100%			
Total	14	47	99	160			

As can be seen in Table 4.17. , the chi-square test did not reveal a statistically significant difference between lecturers and students for Item 5, ($p=.225$, $p>.05$). It is obvious from the above table that students and teachers both believed that the novel has a great impact on the English-language teaching process. Therefore, the function of novel is critical in Iraqi universities' ELT classrooms.

Table 4.18. Chi-square Test Results for the Responses Obtained from the Lecturers and Students' Questionnaires (Item 6)

Groups	Poetry	Drama	Short Story	Novel	Others	Total	X ²	df	p
Lecturer	5	8	24	19	4	60	8.215	4	0.084
	8.30%	13.30%	40.00%	31.70%	6.70%	100%			
Student	9	20	21	46	4	100			
	9%	20%	21%	46%	4%	100%			
Total	14	28	45	65	8	160			

As can be seen in Table 4.18. , the chi-square test did not reveal a statistically significant difference between lecturers and students for Item 6, ($p=.084$, $p>.05$). It can be seen (Table 4.18) that students liked novels more than teachers did, whereas teachers preferred short stories more than students did. However, based on the chi-square test results, there were no significant differences in terms of their preference of literary text type. This information is detailed in the figure (figure 4.5.) below:

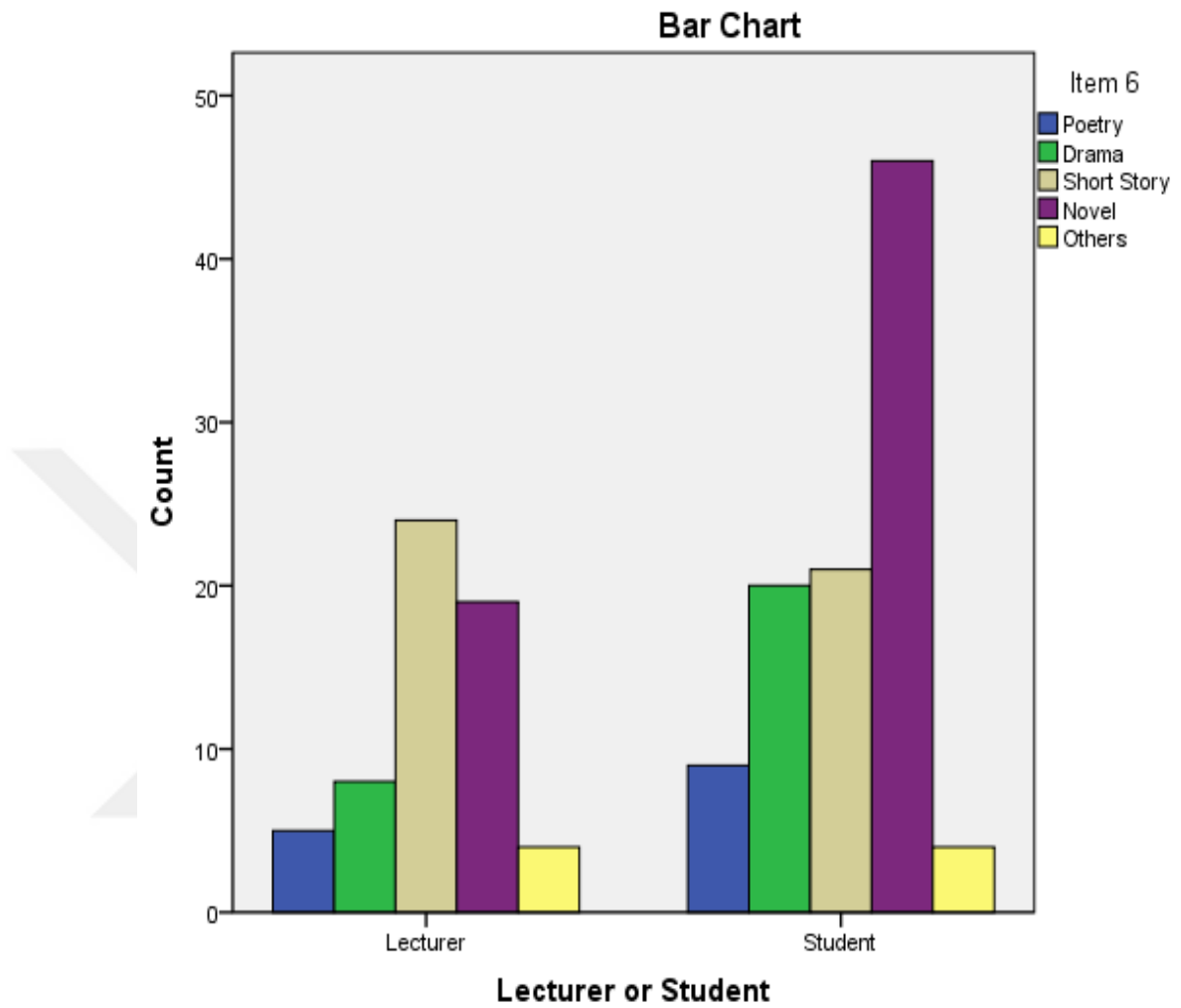


Figure 4.5. Percentages of Lecturers and Students' Preferences of Literary Texts

CHAPTER V

DISCUSSION

5.1. PRESENTATION

The study was investigated in light of some research questions which were answered and discussed based on data obtained from the participants of the current research as well as those of previous studies.

5.2. DISCUSSION OF FINDINGS

5.2.1. Reasons for the Use of Novels in ELT Classrooms

The results indicate that the majority of students and lecturers perceive the novel to be a good and authentic language teaching resource which functions as an effective teaching tool and has a positive impact on the English language-teaching process. Overall, these statements explain why lecturers use the novel for teaching purposes in their ELT classrooms.

The results obtained from students and teachers are consistent with those of numerous previous studies concerning literature more broadly. For instance, Hadaway (2002) states the following three reasons for utilizing literature in foreign language-teaching classrooms: contextualization of language, increased social awareness, and provision of a good sample of authentic and meaningful application. Moreover, Obediat (1997) also asserts the positive impact of literature on the language-learning process, claiming that literature can assist learners in improving their competencies in the target language.

5.2.2. The Function of the Novel in the ELT Classrooms of Iraqi Universities

The response of participants to Item 5 of the questionnaires clarifies that the majority of both students and lecturers believe the function of literature—and novels, in particular—is critical to foreign language acquisition. It provide authentic sample of language which student can observe everyday life language. This notion also is supported by multiple previous studies such as that of Brumfit and Carter (1986), who consider literature “an ally of language”. They claim that literature and language are a bonded mechanism and develop together—you cannot imagine one without the other.

In addition, Custodio and Sutton (1998) observe that literary text opens new the doors of opportunity for students to ask, criticize, and investigate language as well as to compare their language competencies in terms of authenticity.

5.2.3. Problems Regarding Teaching Language through Novels in the ELT Classrooms of Iraqi Universities

According to participant response, the most frequent shortages and difficulties of utilizing the novel include the following:

- Insufficient linguistic and literary backgrounds of students.
- Selection of linguistically and/or contextually inappropriate novels.
- Traditional and ineffective teaching methods used by universities lecturers.
- Lack of competency on behalf of students owing to the lack of a supportive reading culture.

Despite the fact that some of the above difficulties are particular to the educational environment and cultural backgrounds found in Iraqi ELT classrooms, still some can be generalized as affecting all ELT classrooms which incorporate novel use. One challenge that is particular to Iraq is the lack of a supportive reading culture, which can be partially attributed to Iraq’s status as a relatively under-developed country, especially in terms of academia.

5.2.4. Criteria for Selecting Suitable Novels in the ELT Classrooms of Iraqi Universities

Responses of lecturers and students to item seven of questionnaires identify the following criteria for selecting novels to be utilized in ELT classrooms:

- Selected novels should be linguistically suitable. The most frequently cited criteria, students and lecturers both claimed that selected novels should be written in contemporary, interesting, and simple language in order for easy comprehension by students.
- Students' interests, motivations, and cultural as well as linguistic backgrounds should be considered
- Novels should represent authentic language use.
- Selected novels should have an interesting story, characters, and writing style which students can enjoy while reading.

The majority of the above-mentioned criteria align with the criteria established by scholars. For instance, Hişmanoğlu (2005) claims that the most important factors to consider are student language levels as well as student age, interests, motivations, and cultural backgrounds.

Moreover, Duff and Maley (2007) recommend the following criteria for determining suitable literature:

- Is the material really interesting for learners?
- Is the literary style comprehensible?
- Is it possible to complete the text within a reasonable time frame?

5.2.5. Significant Differences Between Student and Lecturer Opinions Regarding the Use of Novels in ELT Classrooms

The quantitative data collected from the first six items of questionnaires for lecturers and students are compared in terms of statistically significant differences. The chi-square test result ($p\text{-values} > \alpha=.05$) did not reveal a statistically significant difference between lecturers and students' idea for all of the items. According to the results obtained, both teachers and students share the same idea and believe that the

novel is an effective teaching tool and it should be a mandatory component for Iraqi universities' ELT classrooms. Despite the facet, students liked novels more than teachers did, whereas teachers preferred short stories more than students did. However, based on the chi-square test results, still there were no significant differences in terms of their preference of literary text type.

The results obtained from students and lecturers regarding the Use of Novels in their learning process are consistent with those of a number of previous studies. For instance, famous linguist Dicker (1989) asserts that "one of the newest trends in teaching English as a foreign language is the literature-based syllabus design" (p. 6). Given the rise in popularity of the novel in ELT syllabi globally, it follows that more students and faculty in the ELT classrooms of Iraqi universities support the idea that novel is an effective language-teaching tool and it should be a mandatory component of their own syllabi.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. PRESENTATION

In Chapter Six, the summary of the current research and overall results of the study will be presented, followed by the pedagogical implications and limitations of the study. Then, conclusions deduced from the results will be elaborated, followed by some suggestions for further studies.

6.2. SUMMARY OF THE STUDY

The aim of this study is to examine the function of the novel in the English Language-Teaching (ELT) classrooms of Iraqi Universities based on faculty and student perceptions and experiences. Furthermore, a primary objective is to re-examine the difficulties and shortages present in these classrooms in order to offer potential solutions to these challenges. Finally, the types of literary texts preferred by faculty and students in acquiring English language proficiency is also of interest in this paper.

The research method in this study was the administration of questionnaires to 100 students and 60 lecturers from a variety of Iraqi universities. Each questionnaire consisted of 11 questions involving both quantitative and qualitative data. The quantitative data were inserted into SPSS 19 then subjected to a crosstabs and chi-square test per question.

According to the collected data, majority of students (70%) and lecturers (65%) believe that the novel is a profitable language resource which has a vital function in Iraqi Universities' ELT classrooms. Consequently, they think the novel should be a mandatory component of these classrooms. Nevertheless, both educators and students observed some shortages with and faced difficulties pertaining to the use of literature in the language classroom. The identified shortages and difficulties by both students and educators are similar, with few minor differences. The majority of participants stated difficult language and contexts of selected novels to be the most common difficulty faced in classrooms. Another common issue was stated to be a lack of linguistic and literary background on behalf of students. To overcome these problems, they advise that selected novels should parallel student language competency levels and written in contemporary, simple, and interesting language in order to overcome the above-mentioned problems. Besides this, participants identified a variety of advantages of utilizing the novel in classrooms, for example the enrichment of student language and improvement of overall understanding of the language as well as the introduction to English-speaking cultures and conversations styles.

Regarding the chi-square test, there was no statistical difference between student and lecturer views, as P-values for all questions were greater than .05 ($P > .05$).

6.3. OVERALL RESULTS OF THE STUDY

This research was constructed based on five research questions which aimed to define the function of the novel in Iraqi universities' ELT classrooms. In addition, these questions attempted to identify the shortages associated with novel use in ELT classrooms and address these shortages with advice from students and teachers.

The first research question concerned the reasons why Iraqi university ELT lecturers use the novel as a teaching resource. We can find the answer for this question in the first, second, and fifth questions of both lecturers' and students' questionnaires. The majority of students (more than 60%) and lecturers (more than 70%) agreed that the novel is a good and authentic language teaching resource, functions as an effective teaching tool, and has a positive impact on the English-language teaching process.

Overall, these statements explained why lecturers use the novel for teaching proposes in their ELT classrooms.

The second research question concerned the function of the novel. The response of participants to Item 5 of the questionnaires clarifies that the majority of both students (57%) and lecturers (70%) believe the function of novel is critical, as it has a positive impact on the language teaching process. Based on this evidence, we can state that the function of novel is critical and important in Iraqi universities' ELT classrooms.

The third research question was designed to identify the shortages of and difficulties in Iraq universities' ELT classes regarding teaching language through novels based on data collected from lecturers and students. According to participant response, the most frequent shortages and difficulties were the following:

- Lack of high-profile and skilled university lecturers.
- Insufficient linguistic and literary backgrounds of students.
- Selection of linguistically and/or contextually inappropriate novels. They claim the majority of selected novels were boring, long, and written in a sophisticated or classic language and style.
- Traditional and ineffective teaching methods used by universities lecturers.
- Lack of competency on behalf of students owing to the lack of a supportive reading culture.

In addition, participants listed a variety of suggestions for overcoming these shortages in their response to questionnaires. Their advices included the following:

- Hiring high-profile university lecturers and creating opportunities for internship courses in order to elevate language instructors' qualifications and competencies.
- In terms of elevating student linguistic and literary competencies, they suggested encouraging students to improve their language skills by reading novels, participation in classroom discussion, and listening to the conversation of native speakers.

- Selected novels should be written in modern, simple, clear, and realistic language. In addition, the content should be authentic, interesting, and capable of being read within the course of an academic year.
- Instructors should use student-based, dynamic, modern teaching methods and interesting classrooms activities.
- Instructors should motivate students to become good readers and promote a supportive reading culture.

To answer the fourth research question, we obtain the students and lecturers opinion to identify the criteria for selecting novels for use in ELT classrooms. In light of participant responses, several the following criteria were identified:

- The most frequently mentioned criterion of both participant groups was the linguistic suitability of selected novels. They claimed that selected novels should be written in contemporary, interesting, and simple language in order for easy comprehension by students.
- Students' interests, motivations, and cultural as well as linguistic backgrounds should be considered.
- Novels should represent authentic language use.
- Selected novels should have an interesting story, characters, and writing style which students can enjoy while reading.
- The length of the novels should be short in order to be completed during the course of an academic year.
- Selected novels should reflect the native speaker culture in order to pave the way for teaching the target language culture.

The fifth research question concerned the significant differences between student and lecturer opinions regarding the use of novels in ELT classrooms. Based on the results obtained from chi-square test, there is no statistically significant difference between lecturers and students' opinions regarding the use of novels in ELT classrooms.

The only remarkable difference is the majority of lecturers (40%) preferred to use short stories as a teaching resource while most students (46%) preferred using the novel as a language learning resource (item 6). Hence, the chi-square tests did not reveal

statistically significant differences between lecturers and students' opinions for item 6 of questionnaire.

6.4. PEDAGOGICAL IMPLICATIONS

Many studies have been conducted pertaining to the function and importance of literary texts in ELT classrooms, most of which demonstrate that literature plays an effective role in language learning. This study asserts that novels, in particular, play a vital role in the ELT classrooms of Iraqi universities.

Based on the results of this study, it can be suggested that university lecturers should concentrate on the criteria presented in this study to improve the effectiveness of their novel use, such as the following:

- Selecting suitable novels which have interesting and authentic contents and language.
- Considering students' interests, motivations, and cultural as well as linguistic backgrounds.
- Using effective, dynamic, and modern teaching methods and classrooms activities.
- Consulting with students regarding novel selection.

Moreover, it can be inferred that the management of Iraqi universities should consider the following recommendations in order to increase the effectiveness of novel use in their ELT classrooms:

- Create a systematic procedure for the selection of suitable novels based on suggestions made in conclusion of the current study.
- Employ high-profile university lecturers and create opportunities such as internship courses to elevate current language instructors' qualifications and competencies.
- Create a supportive educational atmosphere by providing quality teaching facilities and resources such as libraries and English language resource

6.5. LIMITATIONS

Despite the fact that this research was carefully conducted and met its purpose, there still remain inevitable limitations. The first limitation regards the geographic location of participants: due to the current political situation in Iraq, traveling to southern parts of the country is not possible. Therefore, this research was conducted only in the of Dahuk Governorate. In order to generalize the results more fairly to include all Iraqi universities, this study would need to involve more participants from different universities, particularly those located in southern and eastern Iraq. A second limitation to this study is its exclusion of Iraqi scholars, whose otherwise opinions and suggestions regarding novel use in ELT classrooms in Iraq might have shed more light on the particular environment of this study. Moreover, additional research needs to be conducted to determine the exact function of the novel in relation to other literary genres in ELT classrooms. Finally, it should be noted that Iraqi lecturers' overloaded work schedules to some extent might have influenced them to omit responses or answer some questions hastily.

6.6. SUGGESTIONS FOR FURTHER STUDIES

This study has introduced some interesting findings regarding the function of the novel in the ELT classrooms of Iraqi Universities. However, additional studies might investigate the role of other various literary genres in language teaching. For example, the lecturer responses to questionnaire item 6 indicates the short story to be more effective than the novel as a teaching tool. Thus, further research might compare the use of novels and short stories to determine how each genre functions differently and whether one is more beneficial than the other.

Another recommendation regards the participant sample, which included 160 students and lecturers in the universities of Duhok Governorate. As mentioned previously, in order to more fairly generalize results, a larger and more geographically representative sample is required. For example, data should be obtained from universities located in various areas of Iraq such as Baghdad, Kerbela, and Mosul.

A final recommendation for future studies regards participant language background. The current research involves university students whose language

backgrounds are fair. Additional research might focus on high school-level students to determine if and how the novel might be incorporated into Iraqi high school curriculum.

6.7. CONCLUSION

In closing, the purpose of this study was to examine the role of literature more broadly in the ELT Classrooms of Iraqi Universities and also to determine the particular genre favored by lecturers and students in English language acquisition. Based on the results, the novel appeared to be most favored as an effective component of the language learning and teaching processes. The main benefit of novels was cited as being its authenticity, namely in providing examples of target language context, appropriate use, and culture. Despite the difficulties mentioned by lecturers and students regarding novel use in their classrooms, it is evident from this study that the most significant function of the novel in Iraqi ELT classrooms is its role in motivating learners to engage with the target language on a more personal level than is available in traditional teaching materials such as textbooks. Novels offer Iraqi students a means of connecting with target language culture and novel characters, both of which challenge students to think more critically within the target language itself. A final speculation regarding this study is that Iraqi lecturers consider more carefully how they might incorporate—even outside of novel use—this personal element into their pedagogies.

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APPENDIX

Appendix I : Questionnaire for Lecturer

Dear Lecturers,

Kindly, participate in this survey which is designed to collect data for my master' thesis at Gaziantep University. This questionnaire will be used in research that carry out to seek “ The function of novel in Iraqi Universities’ ELT classrooms.

Thank you for taking the time to fill in this questionnaire; it should only take 15 minutes. Your answers will be treated with complete confidentiality, and unless you choose to provide an e-mail address, will be entirely anonymous. If you have any questions regarding questionnaire, feel free to ask me.

Your participation is highly appreciated.

Fahmi A.Taha/ MA Student.

Attendant Name		University	
Occupation/ Profession		E-mail (Optional)	
Age		Gender	

Questionnaire

Q1. Literary texts (in particular, novels) are a good language-teaching resource in Iraqi universities’ ELT classrooms.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q2. Novels are an effective teaching tool for Iraqi universities’ ELT classrooms.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q3. Novels should be a mandatory component of Iraqi universities' ELT classrooms.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q4. Teachers should encourage students to enjoy stories as a whole and not focus on details to improve the effectiveness of novels in ELT classrooms.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q5. The function of novel is critical in Iraqi universities' ELT classrooms as it has a positive impact on the language-teaching process.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q6. Which of the following types of literary texts do you prefer to use in language teaching? Why?

A) *Poetry* B) *Drama* C) *Short story* D) *Novel* E) *Others*

Q7. Please list at least 3 criteria that you think are important for selecting literary texts or novels to be used in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

Q8. Please list some difficulties of using novels in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

Q9. Please list some advantages of using novels in Iraqi universities ELT classrooms.

a) _____

b) _____

c) _____

Q10. Please list any shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

a. _____

b. _____

c. _____

Q11. Please give some advice for overcoming these shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

Appendix II: Questionnaire for Student

Dear Students,

Kindly, participate in this survey which is designed to collect data for my master' thesis at Gaziantep University. This questionnaire will be used in research that carry out to seek “The function of novel in Iraqi Universities’ ELT classrooms. “

Thank you for taking the time to fill in this questionnaire; it should only take 15 minutes. Your answers will be treated with complete confidentiality and unless you choose to provide an e-mail address, will be entirely anonymous. If you have any questions regarding questionnaire, feel free to ask me.

Your participation is highly appreciated.

Fahmi A.Taha/ MA Student.

Attendant Name		University	
Age		Gender	
E-mail (optional)			

Questionnaire

Q1. Literary Texts (in particular, novels) is a profitable language teaching resource for Iraqi Universities’ ELT classrooms.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q2. Novels are an effective teaching tool for Iraqi Universities’ ELT classrooms and they help me to learn the English language.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q3 . The Novel should be a mandatory course in Iraqi Universities' ELT classrooms because, as a language learner, I get a lot of benefits.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q4 . Lecturers should encourage students to enjoy stories as a whole, and do not focus on details only, to improve the effectiveness of novels in ELT classrooms.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q5. The function of novel is critical in Iraqi Universities' ELT classrooms as it has a positive impact on students' language learning processes.

A) Strongly Agree B) Agree C) Neutral D) Disagree E) Strongly Disagree

Q6 Which of the following types of literary texts do you find most effective in the language learning process? Why?

A) Poetry B) Drama C) Short story D) Novel E) Others

Q7. According to your personal learning experiences, list 3 criteria that improve the effectiveness of literary texts or novels in the process of learning a language.

- a) _____
- b) _____
- c) _____

Q8. Please list the difficulties of using novels as a learning resource in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

Q9. Please list some advantages of using novels in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

Q10. According to your personal learning experience, list any shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

Q11. Please give some advice for overcoming the shortages that decrease the effectiveness of using novels in Iraqi universities' ELT classrooms.

a) _____

b) _____

c) _____

CURRICULUM VITAE

Fahmi Taha was born in Dahouk in 1987. He graduated from English Language Teaching Department at University of Zakho in 20013. During his university life, he participated in various scholarship programs and went to Russia, Turkey and Iran. He started working as an HSE(Human Safety and Health) Specialist in DNO Int. ASA. He hold various of certifications, such as NEBOSH International certification and diploma. He speaks Turkish, English and Kurdish fluently and has basic Arabic language skills.

ÖZGEÇMİŞ

Fahmi Taha 1987'de Dahouk'da doğdu. 2013 yılında Zakho Üniversitesi İngiliz Dili ve Eğitimi bölümünden mezun oldu. Üniversite hayatı boyunca, birçok bursa başvurdu ve Rusya, Türkiye, İran gibi ülkeler gitti. 2014 yılında Reuters için haber editörü olarak çalışmaya başladı. Şu an, DNO int. ASA'DA insan güvenliği ve sağlığı uzmanı. NEBOSH uluslararası sertifikası ve diploması bulunuyor. Türkçe ve İngilizce akıcı bir şekilde konuşabilmekte olup Arapça' nın temel dil becerilerine hakimdir.