The Role of Literature in Improving EFL Students Performance in Reading Comprehension:
A Case study of Secondary Schools, Greater Wad Medani Locality, Gezira State, Sudan, (2017)

Inshirah Altahir Yousuf Altahir

A Dissertation
Submitted to the University of Gezira in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Arts in English Language Teaching (ELT)
Department of English
Faculty of Education - Kamleen

November, 201
The Role of Literature in Improving EFL Students' Performance in Reading Comprehension
A Case study of Secondary Schools, Greater Wad Medani Locality, Gezira State, Sudan, (2017)

Inshirah Altahir Yousuf

Supervision committee

Name position signature
Dr. Alhaj Ali Adam Main supervisor ……………
Dr. Mubarak Siddig Saeed co- supervisor ……………

Date:
/ / 2017
The Role of Literature in Improving EFL Students' Performance in Reading Comprehension: A Case study of Secondary Schools, Greater Wad Medani Locality, Gezira State, Sudan, (2017)

Inshirah Altahir Yousuf

Examination committee

<table>
<thead>
<tr>
<th>Name</th>
<th>position</th>
<th>signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Alhaj Ali Adam</td>
<td>Chairperson</td>
<td>............</td>
</tr>
<tr>
<td>2. D.ALgaliy Mahgoub Ahmed</td>
<td>Internal Examiner</td>
<td>............</td>
</tr>
</tbody>
</table>

Date of examination

/11 / 2017
Dedication

This research is dedicated to:

my parents,

brothers and sisters and friends

and to the teachers of Faculty of Education - Kamleen
Acknowledgements

Thanks are due to the main supervisor Dr. Alhaj Ali Adam for guidance, advice and professional wisdom. Thanks are also due to, Dr. Mubarak Siddig Saeed the co-supervisor for her invaluable suggestions, unlimited assistance and support. In this context, I would like to express my gratitude's and thanks to the staff of the English Department, Faculty of Education. Finally, thanks and gratitude's are extended to include those whose encouragement makes this research possible, real and worthwhile. Those are friends, and colleagues.
The Role of Literature in Improving EFL Students Performance in Reading Comprehension:
A Case study of Secondary Schools, Greater Wad Medani Locality, Gezira State, Sudan, (2017)
InshirahAltahirYousufAltahir

Abstract

Using Literature in teaching reading Comprehension considered one of the important methods that can be used in many classrooms today. The purpose of this study is to encourage students to read with a focus and then report on and discuss what they read, determining for themselves what is significant in their reading and why. LC have many forms, but essentially they are small, discussion groups consisting of students who are reading the same text. The study followed the descriptive analytical method. A questionnaire was designed and used as mean of data collection. The collected data were analyzed using the statistical programmes; Statistical Packages for Social Sciences (SPSS) The study obtains the following results, such as: using literature circles can help in teaching literature, using literature in classroom can increase vocabulary, fear of literature and misunderstanding of its subjects make students weak in literature appreciation, Students do not know to mind their new word from the literary text, Students acquire many new words but they do not arrange them in their speaking or understanding reading, teacher who avoid teaching literature may be one of the weakness causes. There are also, many slow learners whom are not have ability to understand literature, and by more exposure literary text student can increase his vocabulary. The study recommends the followings: Teachers at the secondary level have to exert themselves more to help students overcome the problem of vocabulary by adopting expanding vocabulary by literature, besides the syllabus of the spine series has to be revised again so as to add what has benefits for the student in the area of vocabulary, and more external drills have to be given to students to motivate them in lexical items regarding literature topics.
دور الأدب في تحسين أداء الطلاب في فهم القراءة:
دراسة حالة المدارس الثانوية بمحلية ود مدني الكبرى، الجزيرة، السودان (2017)
انشراح الطاهر يوسف الطاهر
ملخص الدراسة
إن استخدام الأدب في تحسين أداء الطلاب لفهم القراءة يعتبر من إحدى طرق التدريس المستخدمة في العديد من الفصول الدراسية اليوم. والغرض من هذا النهج هو تشجيع الطلاب على القراءة بتركيز ومن ثم توضيح ذلك ومناقشة ما يقرأ، من أجل تحديد ما هو مهم في قراءتهم ولماذا. لدوافع القراءة أشكال كثيرة، ولكن أهمها الصغيرة، ومجموعات تقرأ النص وتناقشه من الطلاب. اتبعت الدراسة النهج الوصفي التحليلي. استخدمت الدراسة الاستبانة كوسيلة لجمع البيانات. تم تحليل البيانات التي تم جمعها بواسطة برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) وتحصلت الدراسة على النتائج التالية، مثل: يمكن أن يساعد استخدام الحلقات الأدبية في تدريس الأدب واستخدامه في الفصول الدراسية حيث يمكن أن يزيد من المفردات لدى الطلاب، إلا أن الرهبة من الأدب وعدم فهمه يجعل الطلاب ضعيفو التذوق الأدبي، وبالتالي لا يعرف الطلاب الجديد في النصوص الأدبية يكتسب الطلاب العديد من الكلمات الجديدة لكنها لا توظف بطريقة مناسبة في القراءة، كذلك قد يكون المعلم يتجنب الأدب مما قد يعتبر قد واحد من أسباب الضعف. وهناك أيضاً الطلاب بطيئي التعلم العديد وهو ليس لديهم القدرة على فهم الأدب، التعرض للمزيد من النصوص الأدبية طالب يمكن أن يزيد من المفردات لدى الطالب. وتوصي الدراسة بما يلي: يجب على المعلمين في المرحلة الثانوية بذل المزيد من الجهد لمساعدة الطلاب على التغلب على مشكلة المفردات من خلال تبني مفردات موسعة من الأدب بجانب المقرر، يجب إعادة تنفيذ مقرر اللغة الإنجليزية لدى طلاب المرحلة الثانوية إضافة ما فوائد للطلاب في مجال المفردات، يجب أن تعطى الطلاب المزيد من التدريبات الخارجية لتحديزهم في المواد المعجمية المتعلقة موضوعات الأدب.
Table of Contents

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedication</td>
<td></td>
</tr>
<tr>
<td>Acknowledgment</td>
<td></td>
</tr>
<tr>
<td>Abstract (English)</td>
<td></td>
</tr>
<tr>
<td>Abstract (Arabic)</td>
<td></td>
</tr>
<tr>
<td>Table of contents</td>
<td></td>
</tr>
</tbody>
</table>

CHAPTER ONE

INTRODUCTION

1.0 Background                                 1
1.1 Statement of the problem                   2
1.2 Objective of the research                  3
1.3 Hypotheses of the study                    3
1.4 Research Questions                         3
1.5 Significance of the study                  3
1.6 Methodology of the study                   4

CHAPTER TWO

Literature Review

2.0 Introduction                              5
2.1 Definition of Literature                   5
2.2 The role of literature in the classroom   6
2.2.1 Literature-based instruction is influenced by three theoretical Perspectives 8
2.2.2 Response theories                       8
2.3.1 Teaching strategies                     12
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.2 Students learn as they talk. Stylistic features</td>
<td>15</td>
</tr>
<tr>
<td>2.3.3 What an exciting profession teaching is!</td>
<td>19</td>
</tr>
<tr>
<td>2.3.4 The Role of New Literacies</td>
<td>20</td>
</tr>
<tr>
<td>2.4 Techniques of using literature to improve reading comprehension</td>
<td>23</td>
</tr>
<tr>
<td>2.4.1 Strategies for Improving Reading Comprehension Skills</td>
<td>23</td>
</tr>
<tr>
<td>2.4.2 MOST EFFECTIVE STRATEGIES</td>
<td>24</td>
</tr>
<tr>
<td>2.4.3 PRACTICAL APPLICATIONS OF READING STRATEGIES</td>
<td>24</td>
</tr>
<tr>
<td>2.4.3.1 Comprehension monitoring</td>
<td>24</td>
</tr>
<tr>
<td>2.4.3.2 Pre-reading</td>
<td>25</td>
</tr>
<tr>
<td>2.4.3.3 Reading</td>
<td>25</td>
</tr>
<tr>
<td>2.4.3.4 Post-reading</td>
<td>25</td>
</tr>
<tr>
<td>2.4.3.5 Cooperative learning</td>
<td>25</td>
</tr>
<tr>
<td>2.4.3.6 Comparison/Contrast</td>
<td>26</td>
</tr>
<tr>
<td>2.4.3.7 Hierarchy Diagram</td>
<td>26</td>
</tr>
<tr>
<td>2.4.3.8 Matrix Diagram</td>
<td>27</td>
</tr>
<tr>
<td>2.4.3.8 Question answering</td>
<td>27</td>
</tr>
<tr>
<td>2.4.3.9 Question generating</td>
<td>27</td>
</tr>
<tr>
<td>2.4.3.10 Summarizing</td>
<td>28</td>
</tr>
<tr>
<td>2.4.3.11 Multiple Strategy</td>
<td>28</td>
</tr>
<tr>
<td>2.1 Literature circles definition(LCs)</td>
<td>28</td>
</tr>
<tr>
<td>2.2 Purpose of Literature Circles</td>
<td>30</td>
</tr>
<tr>
<td>2.3 Existing Research</td>
<td>32</td>
</tr>
<tr>
<td>Theoretical Orientation</td>
<td>33</td>
</tr>
<tr>
<td>2.5 Principles of sociohistorical theory</td>
<td>36</td>
</tr>
<tr>
<td>2.5.1 Human Consciousness Develops Out of Social Processes</td>
<td>36</td>
</tr>
<tr>
<td>2.5.2 Learning Occurs In the Zone of Proximal Development</td>
<td>37</td>
</tr>
<tr>
<td>2.5.3 The Structure of Activity Affects Thinking and Neurological</td>
<td>38</td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
<tr>
<td>2.7 Collaborative Strategic Reading (CSR)</td>
<td>40</td>
</tr>
</tbody>
</table>
# CHAPTER THREE
## METHODOLOGY OF THE STUDY

<table>
<thead>
<tr>
<th>3.0 Introduction</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 The subject</td>
<td>41</td>
</tr>
<tr>
<td>3.2: Tools of data collection</td>
<td>41</td>
</tr>
<tr>
<td>3.2.1 The validity of the Questionnaire</td>
<td>42</td>
</tr>
<tr>
<td>3.2.2 Reliability of the questionnaire</td>
<td>42</td>
</tr>
</tbody>
</table>

# CHAPTER FOUR
## DATA PRESENTATION AND ANALYSIS

<table>
<thead>
<tr>
<th>4.0 Introduction</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Result of the questionnaire</td>
<td>43</td>
</tr>
<tr>
<td>4-2 The analysis of the questionnaire</td>
<td>43</td>
</tr>
</tbody>
</table>

# CHAPTER FIVE
## Conclusion, Findings and Recommendation

<table>
<thead>
<tr>
<th>5.0 Introduction</th>
<th>49</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Findings</td>
<td>49</td>
</tr>
<tr>
<td>5.2 Recommendations</td>
<td>50</td>
</tr>
<tr>
<td>5.3 Conclusion</td>
<td>50</td>
</tr>
</tbody>
</table>
CHAPTER ONE
INTRODUCTION

1.0 Background

Comprehension is a vital component of literacy. It is critically important to the development of children’s reading skills and their ability to obtain an education (NPR, 2000). Reading comprehension has been referred to as the “essence of reading” (Durkin, 1993) and as such is necessary for academic as well as life-long learning. However, according to the report of the National Assessment of Educational Progress (NAEP), large numbers of middle school students are not reading on grade level. Only 29% of eighth graders met the standard for proficiency set for literacy (2003). Research also shows that students who fail to become proficient readers are rarely able to catch up with their peers and are expected to struggle with reading all through their lives (Snow, Burns, & Griffin, 1998). In addition, reading assessments (Campbell, Hombo, & Mazzeo, 2000) demonstrate a persistent deficiency in instruction on higher-level reading and thinking strategies of students. Lacking proficiency in reading, many students are denied participation in reading and subject-matter instruction that focuses on the construction of meaning and understanding because they are pulled out of classrooms for remedial and corrective reading instruction.

It is important to define what reading comprehension is, in order to both recognize and create more competent readers. The RAND Reading Study Group (RRSG) defines the term reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002). The RRSG believes that comprehension consists of three elements: the reader,
the text, and the activity or purpose for reading. In terms of the reader, one should think of what is being brought to the act of reading – the ability, knowledge, and experience of the reader. When considering text, all printed or electronic reading material is included, and the activity encompasses the purpose, process, and consequences or outcomes of reading. The reader, the text, and the activity, define what occurs in the context that shapes and is shaped by the reader (2002). From a sociocultural perspective, the type of instruction (the way instruction is delivered), the social interactions that occur, and the focus of instruction (the content) are clearly important. Students will likely respond differently depending on what they posses as a reader, the text they are reading, and the activity in which they are participating.

Other research has also shown that the development of effective reading comprehension skills is facilitated by specialized types of instruction. This research also proposes that reading comprehension skills are processes developed through socially mediated experiences. This implies that reading comprehension can also be remediated by manipulating the social organization of and interaction within the reading activity (King, 1988) validates this notion in her dissertation study of Question-Asking-Reading, an approach similar to literature circles, which are explored in this study.

1.1 Statement of the problem

The researcher noticed that, there is weakness in students reading comprehension in spite of the method used to acquire the students new words. Therefore, the researcher try to make suggestions to solve this problem through this research.

1.2 Objectives of the research :
**This study aims:**

1- To detect the problem in student reading comprehension.
2- To explain the main reason of weakness of students in reading comprehension
3- To draw attention on the method of literature circles in increasing reading comprehension
4- To suggest the solution for these problems

**1.3 Hypotheses of the study:**

1- There are many problems in reading comprehension correctly
2- There are many reasons for the weakness of the students in reading comprehension.
3- It is very important to use many method in using literature to teach reading comprehension.
4- Using literature can increase students vocabulary which is useful to increase students reading comprehension.

**1.4 Research Questions**

1- What are the main problems of students in learning reading correctly.
2- To what extent do literature can improve students' performance in reading comprehension
3- What are obstacles that obstruct students absorption of literature ?
4- Can paying students attract to the method of teaching literature help in increasing students' performance in reading comprehension ?

**1.5 Significance of the study**

This research is expected to be more importance because it sheds light on a critical subject study in Sudan, literature is intended to be one
of the significant problems. So this title will be useful for many parts among them, the students themselves in addition to syllabus designers.

1-6 Methodology of the study

The study will followed the descriptive analytical method, two tools will be used to achieve the objectives of the study. Questionnaire and a test will be done for the students. The researcher will follow the descriptive analytic approach:

1-7 Data Collection

The researcher use a questionnaire to collect the data from the sample

1.8 Limitations of the research:

Session 2017/2018

CHAPTER TWO
LITERATURE REVIEW
2.0 Introduction
This chapter will discuss the reviewed literature, and others writing under many subtitles.

2.1 Definition of Literature

Literature is a term used to describe written and sometimes spoken material. Derived from the Latin word literature meaning "writing formed with letters," literature most commonly refers to works of the creative imagination, including poetry, drama, fiction, nonfiction, journalism, and in some instances, song.

Simply put, literature represents the culture and tradition of a language or a people.

The concept is difficult to precisely define, though many have tried, it's clear that the accepted definition of literature is constantly changing and evolving.

For many, the word literature suggests a higher art form; merely putting words on a page doesn't necessarily mean creating literature. A canon is the accepted body of works for a given author. Some works of literature are considered canonical, that is, culturally representative of a particular genre.

The Importance of Literature

Works of literature, at their best, provide a kind of blueprint of human civilization. From the writings of ancient civilizations like Egypt, and China, to Greek philosophy and poetry, from the epics of Homer to the plays of Shakespeare, from Jane Austen and Charlotte Bronte to Maya Angelou, works of literature give insight and context to all the world's societies. In this way, literature is more than just a historical or cultural artifact; it can serve as an introduction to a new world of experience.
But what we consider to be literature can vary from one generation to the next. For instance, Herman Melville's 1851 novel Moby Dick was considered a failure by contemporary reviewers. However, it has since been recognized as a masterpiece and is frequently cited as one of the best works of western literature for its thematic complexity and use of symbolism.

2.2 The role of literature in the classroom:

Literature plays an important role in the lives and learning of students in many classrooms. In these classrooms, teachers read aloud good stories and interesting informational books, they provide regular independent reading time along with rich classroom libraries, they structure opportunities for students to share their responses to books with one another, and they explore works of literature with their students as part of the instructional program. Some teachers implement a literature-based reading program in which high-quality literature serves as the basis of reading instruction, and others supplement published reading programs with works of literature or integrate literature into other areas of the curriculum. The fortunate students of all these teachers benefit in many ways from the literature-rich experiences and environments their teachers provide; chief among these is that they experience the joy and satisfaction of reading.

Doff (1988:92) states that:

_The classroom which the performance aspect is also taken into account. This plays have two distinction features a play exists in performance but that is also exists as words on a page or a text. Performance begins from an interpretation of words on a page and without those words the gestures and movements of the cast the sets and costumes the lighting and music would be meaningless but thinking about performance and text separately can direct our attention to some of the benefits of using plays or extract from plays in the classroom"_
Kiefer, Hepler, and Hickman (2006) stated that the intrinsic value of literature alone should be sufficient to give it a place in the curriculum. However, there is considerable evidence that it contributes to literacy development as well.

Literature, for example, facilitates language development in both younger and older students (Chomsky, 1972; Morrow, 1992; Nagy, Herman, & Anderson, 1985). It promotes reading achievement (Cohen, 1968; DeFord, 1981; Feitelson, Kita, & Goldstein, 1986; Galda & Cullinan, 2003; Morrow, 1992). It positively influences students’ perceptions of and attitudes toward reading (Eldredge & Butterfield, 1986; Hagerty, Hiebert, & Owens, 1989; Larrick, 1987; Morrow, 1992, 2003; Morrow, O’Connor, & Smith, 1990; Tunnell & Jacobs, 1989). It also influences writing ability (DeFord, 1981, 1984; Eckhoff, 1983; Lancia, 1997) and deepens knowledge of written language and written linguistic features (Purcell-Gates, McIntyre, & Freppon, 1995). Further, it has been suggested that the use of literature in the content areas (such as social studies and science) results in greater student understanding of and engagement with the content (Bean, 2000; Morrow & Gambrell, 2000; Saul, 2004).

When we examine what we believe are the goals of literacy instruction—to develop students’ ability to learn with text; to expand their ability to think broadly, deeply, and critically about ideas in text; to promote personal responses to text; to nurture a desire to read; and to develop lifelong learners who can use text information to satisfy personal needs and interests and fully and wisely participate in society—the value of literature becomes obvious. How are teachers to stimulate minds and hearts without good literature? How are students to explore ideas, come to understand the perspectives of others, grow in their thinking, and develop a love of reading without good literature? Literature nurtures
the imagination, provides enjoyment, and supports the understanding of ourselves, others, and the world in which we live. Without authentic and compelling texts and meaningful instructional contexts, quality literacy instruction cannot happen (Raphael, 2000) and we cannot achieve the goals that we hold dear.

2.2.1 Literature-based instruction is influenced by three theoretical Perspectives:

Reader response, cognitive-constructivist, and sociocultural. Reader-response theories had their beginnings with I. A. Richards (1929) and Louise Rosenblatt (1938). Prior to the work of Richards and Rosenblatt, literary theory focused primarily on the author and then on the text and largely ignored the role of the reader. Reader-response theories emphasized that what the reader brings to the reading process matters just as what the author brings to the process matters and that, without a reader, texts are merely marks on a page. The reader’s experiences, feelings, beliefs, attitudes, and knowledge all influence his or her reading of a text and are, in turn, influenced by the text.

2.2.2 Response theories:

Authorities identify several groups of reader-response theorists, but it is Rosenblatt who has had the greatest influence on teachers, although it was not until the 1970s and 1980s that her ideas gained a wide audience. In Rosenblatt’s view, a transaction between the reader and the text occurs during the reading process. The transaction is influenced, in part, by the stance that a reader assumes during reading. The reader can take a predominantly aesthetic stance or a predominantly efferent stance. When taking an aesthetic stance, the reader focuses on feeling states during the reading, the lived-through experience of the reading.
Emotions, associations, ideas, and attitudes are aroused in the reader during an aesthetic stance. You probably take a predominantly aesthetic stance when reading a mystery novel—you are curious about who committed the crime, you worry about the safety of the hero or heroine with whom you may be identifying, your heart beats a little faster at the climax, and you are relieved when the mystery is solved. In contrast, an *efferent* stance is one in which the reader attends to information that he or she wishes to acquire from the text for some reason, either self-imposed or imposed by others. You likely take a predominantly efferent stance when reading directions for setting up a new gadget in your home. Your purpose is to gather data so that you can make all the right connections and have a fully operational piece of equipment at your disposal.

It should not be assumed, however, that efferent reading happens only with informational text and that aesthetic reading occurs only with fictional text.

Have you ever experienced confusion about a character in a book and flipped back through the pages to remind yourself just exactly what his relationship is with the protagonist? You were engaging in efferent reading. Your purpose was to gather information and to ensure you knew the character’s identity. Conversely, have you responded to an informational text by recalling experiences and feelings related to the topic? Have you ever had a visceral reaction to the content of informational text? If so, you were reading aesthetically.

A reader’s stance falls along a continuum from aesthetic to efferent and changes from text to text, situation to situation, and moment to moment. It is influenced by many factors, including the text, the reader, the context, and—in the case of students—the teacher. When teachers focus on the information in texts, they promote an efferent stance: Students read to gather and remember information. When teachers
encourage enjoyment of the reading experience and invite and accept personal responses to the reading; when they ask students to recapture the lived-through experience of the reading through drawing, dancing, talking, writing, or role playing; when they allow students to build, express, and support their own interpretations of the text, they promote an aesthetic stance.

Unfortunately, teachers often use activities with their students that evoke only efferent responses (Beach, 1993). Although gaining information from texts is important, reader-response theorists argue that students should also have many opportunities to respond aesthetically to literature. Teachers who are influenced by reader-response theories understand that readers bring different backgrounds, experiences, understandings, and attitudes to their reading. These educators believe that reading is an experience accompanied by feelings and meanings and that responses resulting from a transaction between the reader and the text are dependent, in part, on the stance a reader takes and the opportunities for response that teachers provide. They foster students’ aesthetic responses to literature. They respect different interpretations of text, rejecting the notion of one correct response, and they support students in reflecting on and revising their interpretations by prompting them to revisit the text and discuss their ideas with peers.

Like reader-response theories, cognitive-constructivist views of learning emphasize the importance of the reader in the reading process (Graves, Juel, & Graves, 2004). According to cognitive-constructive views, readers are not empty vessels or *tabula rasas* but, rather, bring complex networks of knowledge and experiences with them to a text. They use their knowledge and experiences as they construct understandings of a reading selection, and because different readers bring different backgrounds,
experiences, and purposes to their reading, no two readers construct exactly the same understandings. Cognitive-constructive theorists emphasize the active nature of reading. Meaning making is the result of cognitive work, with more complex or unfamiliar texts requiring more work if understandings are to be constructed. Teachers who are influenced by cognitive-constructivist views of reading provide time and opportunities for students to think about what they already know and to extend their knowledge networks in a variety of ways, including learning from those around them. They appreciate the subjectivity of the reading experience. They engage their students in activities that require them to actively process the text, for example, by considering ideas, organizing information, and making links among ideas in books and with their own lives.

The third group of theories relevant to the rich use of literature in the classroom are sociocultural theories. Based on the work of Vygotsky (1978), who asserted that children learn through language-based social interactions, sociocultural theorists believe that learning is fundamentally a social process and that interactions among learners are crucial. These notions are clearly germane to students’ interactions with text. In fact, many reading researchers maintain that deep-level understanding of text occurs only through interactions with others (Morrow & Gambrell, 2000). Teachers who understand that it is through language exchanges that students organize thought and construct meanings provide many opportunities for students to work together. They structure their classroom environments and learning experiences to promote student interactions. They ensure that students engage in discussions and negotiate their evolving understandings and interpretations of text with peers.
Discussion is a mainstay of learning in a sociocultural perspective. Traditionally, classroom discussions have been highly centralized—the teacher decides what the students will talk about and facilitates the discussion. A more decentralized view of discussion—one that deemphasizes the role of the teacher—has been advocated by many educators for some time (Almasi, 1995, 1996; Au, 2003; Beach, Appleman, Hynds, & Wilhelm, 2006; Langer, 1995; Wiencek & O’Flahavan, 1994). In this view, discussions are led by students and guided by their responses to a book. Small student-led group discussions provide students with opportunities to attain social and interpretive authority and may increase participation from students who are reluctant to speak in teacher-directed situations (Raphael, 2000).

Unfortunately, although widely promoted in the professional literature, peer-led discussions are rare in classrooms (Almasi, O’Flahavan, & Ayra, 2001).

Computer-mediated discussions are a recent alternative to teacher-led and student-led discussions. In these on-line discussions, students build their understandings of and share their responses to books with students from other schools, states, and even countries. These discussions provide all students with the opportunity to respond to the comments of peers and may allow students who feel marginalized to more fully participate in a discussion (Gambrell, 2004). All three forms of discussion—teacher-led, student-led, and computer-mediated—have a place in the classroom, and the value of each depends on the particular and varying goals for discussion.

The purpose of this book is to assist teachers in providing their students with meaningful experiences with literature. We offer a variety of activities that are rooted in reader-response, cognitive-constructive, and sociocultural perspectives.
The activities honor the readers by acknowledging that their backgrounds, knowledge, and experiences influence their transactions with literature and by inviting them to respond both efferently and aesthetically. Additionally, the activities honor the active engagement required for meaning making by prompting thoughtful interactions with text. Also, they honor the crucial role of social interaction in the construction of meaning as they stimulate discussion and collaboration.

2.3.1 Teaching strategies:

To teach students strategies, literacy experts recommend a model of instruction that involves a gradual release of responsibility from the teacher to the student (Roehler & Duffy, 1984). The teacher begins by providing an explicit description of the strategies, including when and how to use them. Then, the teacher models the strategies, thinking aloud for the students as he or she reads. Next, the teacher and students engage in the strategies together, and the teacher provides feedback as the students make attempts to use the strategies. The teacher gradually releases responsibility to the students, providing less instruction and feedback as the students become more independent. Finally, students use the strategies independently, with cuing and prompting from the teacher until they autonomously apply the strategies they are learning.

The activities in this book prompt students to utilize comprehension strategies. Robert (1988:61) maintains that:

"teaching strategies includes close texts, prompt sentences. And initiated writing. Teachers can help students to develop a deep, yet persona: insight on some socio cultural issues"

As students participate in the activities, they actively engage with text.
They make predictions and read to confirm or reject their predictions; they monitor their comprehension, noting whether they are understanding the text and identifying where clarification may be needed; they use text structures such as story elements to organize their understandings of a text; they construct visual representations to depict relationships among ideas, events, and concepts; they summarize information in a variety of ways; and they answer self-posed questions and those asked by others. Further, the activities provide numerous opportunities for students to integrate the strategies as they work with their peers in building understandings of and responding to text.

4. *Does the activity promote higher-level thinking?* Many teachers are familiar with Bloom’s (1956) taxonomy of educational objectives, a hierarchical classification system that identifies levels of cognitive processing or thinking. As originally conceived, the levels of the taxonomy from lowest to highest are knowledge, comprehension, application, analysis, synthesis, and evaluation. Recently, the taxonomy was revised in significant ways (Anderson et al., 2001; Forehand, 2005). First, the new taxonomy is two dimensional and includes knowledge categories as well as cognitive processes. The knowledge categories are factual, conceptual, procedural, and metacognitive knowledge. Second, the original cognitive processes were reconceptualized, reordered, and phrased as verbs rather than nouns. They are remember, understand, apply, analyze, evaluate, and create.

The higher levels are considered the most important outcomes of education (Krathwohl, 2002), and attention to them is critical. Indeed, one of the characteristics of teachers whose students excel in reading is that they promote higher-level thinking (Graves, Juel, &Graves, 2004). Analyses of educational practices, curricular objectives, and test items conducted in the decades following the development of the original
taxonomy revealed a heavy emphasis in schools on the lowest level of thinking (Krathwohl, 2002). According to Bloom (1984), many students spend considerable time engaged in recognition or recall of information. Taylor and colleagues (1999) reported that a very small number of teachers in their national study asked higher-level questions about reading selections, and that when discussions occurred, which was rare, they primarily focused on facts. The most recent National Assessment of Educational Progress (Lee, Grigg, & Donahue, 2007) found that only 31 percent of fourth-graders and 29 percent of eighth-graders scored at the proficient level or above in reading. These levels require higher-level thinking such as extending ideas in text by making inferences, drawing conclusions, making connections, generalizing about topics in a reading selection, demonstrating an awareness of how authors compose, judging texts critically, and giving thorough answers that indicate careful thought. The activities included in this book facilitate higher-level thinking. They provide opportunities for active interchange among students as they negotiate meaning. They encourage students to ponder, talk, and write about ideas that they have or will confront in the reading selection. They require students to compare and contrast characters and books, analyze relationships, support their opinions with examples from the text, and make connections with their lives or other texts. Many of the activities promote creative responses to literature.

5. Will the activity provide opportunities for talking and writing? Students’ understandings and appreciation of a work of literature transform and expand when they listen to the perspectives, interpretations, and relevant experiences and knowledge of others. And, when students work to organize and articulate their own thoughts and reactions to a text, their understandings and appreciation change and deepen. Thus, providing students with plentiful opportunities to talk with
one another as they engage with literature enriches the literary experience.

2.3.2 Students learn as they talk. Stylistic features

Likewise, when students write—formally or informally—in response to literature, they reflect on impressions and ideas, reconsider initial reactions, discover faulty reasoning, gain perspective, and find language to give voice to their understandings. They formulate ideas and organize their thoughts. The very process of putting words on paper (or keying them into a computer) supports their thinking. They more closely examine and engage with the literature as they work to express themselves. Like talking, writing in response to literature enriches students’ transactions with text.

The activities described in this book provide myriad opportunities for students to talk with one another before, during, and after engaging with literature.

None is intended to be reproduced on paper, independently completed by silent students, and submitted to the teacher for a grade. Rather, the activities serve as springboards for discussion and are designed to inspire students to articulate their ideas and listen and respond to the ideas of others. Writing to explore and express ideas may precede, accompany, or be a natural outgrowth of literature experiences.

6. Are the activities appropriate for a broad range of readers? Few would argue with the notion that all students should have the opportunity to engage with good literature. Unfortunately, however, in their efforts to meet the needs of low-achieving readers, some teachers limit these students to short prose and to worksheets and activities addressing only low-level cognitive skills. These students often have neither the opportunity to share in rich literature experiences nor the opportunity to participate in the grand conversations about books that other students
enjoy. Indeed, several decades of research reveals that students in low-ability groups typically receive less instruction and qualitatively different instruction than students in high-ability groups (Allington, 1980, 1984, 1994; Anderson et al., 1985; Au, 2002; Bracey, 1987; Walmsley&Walp, 1989; Wuthrick, 1990). Yet, research suggests that instruction involving the use of high-quality literature can make a significant difference in low-achieving students’ literacy development and that these students need opportunities for higher-level thinking and discussions about books (Li, 2004). Similarly, the most advanced readers are often not well served and are given tasks that leave them bored and unchallenged (Colangelo, Assouline, & Gross, 2004; Tomlinson et al., 2003). These students, too, need access to high-quality learning experiences that address their potential and maximize their opportunities for growth. Activities that emphasize thinking, exploration, problem solving, and decision making, and that allow for creativity are appropriate for these learners (Vaughn, Bos, & Schumm, 2007). Like all learners, advanced students need a curriculum that stimulates and inspires (National Association for Gifted Children, 2008). They need opportunities to engage with increasingly complex and abstract content that demands higher-level thinking.

One of the advantages of the activities presented in this book is that they can be easily and successfully implemented with a broad range of readers. Students with different levels of academic preparedness can participate in and be challenged by the activities.

7. Will English learners benefit from the activities? More than five million school-aged youth in the United States are not fluent speakers of English (NCELA, 2006). Unfortunately, like low-achieving readers, many English learners receive instruction that focuses predominantly on word identification and low-level skills. Some become adequate decoders
but because opportunities to actively, thoughtfully engage with rich text have been limited, comprehension is a significant problem (Au, 2002). Although the educational community still has much to learn about supporting the literacy development of English learners, there are several key understandings that can guide teachers as they support students’ interactions with literature as well as their English language development. These include the importance of comprehensible input, the crucial role of social interactions in low-anxiety settings, the distinction between conversational and academic language, and the value of culturally familiar literature.

English learners will have the greatest opportunity to participate fully in classroom learning experiences, while simultaneously building proficiency in the new language, if teachers make the content and language of instruction more accessible—in other words, if they provide “comprehensible input” (Krashen, 1982). Comprehensible input can be provided through the use of realia (real, concrete objects), models, visuals such as photographs and drawings, hands-on activities, and graphic organizers. In addition, comprehensibility can be increased when content is familiar (August & Shanahan, 2006). You read previously about the role of background knowledge in reading. This notion is significant as you work with English learners (Droop & Verhoeven, 1998). Students are more likely to understand text if they already know something about the content or if it reflects their experiences and lives. The more familiar the content of a work of literature, the fewer are the demands on students’ linguistic abilities. Thus, activities that draw on or build students’ background knowledge prior to reading support the comprehensibility of the text.

In addition to providing English learners with comprehensible input, teachers should ensure that English learners have many opportunities to
interact with others. Social interaction, fundamental for all learners, is crucial for English learners. Goldenberg (1996) noted that small-group settings stimulate active engagement from English learners, particularly when students are involved in what he calls “instructional conversations”—conversations that focus on joint meaning making, involve questions that have multiple responses, and encourage elaboration. Students have more frequent opportunities to talk, clarify language and ideas, and negotiate meaning in small groups. Language use is purposeful and authentic. Active interplay among participants who listen, respond verbally and nonverbally, and elaborate on one another’s comments supports language and cognition. However, this active interplay will not happen unless teachers have created a nonthreatening, low-anxiety atmosphere, one in which students are willing to take risks as they experiment with language in order to communicate. Additionally, activities that spark students’ interest and that value varied responses are more likely to invite participation.

Teachers who work with English learners need to be aware of the fundamental distinction between conversational and academic language (Cummins, 1994). Conversational language is used in informal social interactions. It is generally contextualized language, occurring in familiar face-to-face settings and supported by gestures, facial expressions, intonation, and the immediate communicative context itself. English learners typically develop conversational language, or basic interpersonal communicative skills, fairly quickly. On the other hand, cognitive academic language proficiency—communication that depends heavily on language, demands greater cognitive involvement, and is much less supported by interpersonal or contextual cues (i.e., it is decontextualized language)—takes much longer to acquire (Cummins, 1979; Goldenberg, 2008).
Teachers who understand the distinction between conversational and academic language will appreciate students’ conversational abilities while recognizing that they may not have the academic language that will allow them to engage in thoughtful interactions with content without support. Teachers who understand the difference between conversational and academic language scaffold instruction in such a way as to facilitate students’ understanding and, at the same time, attend to the development of their academic language.

As important as comprehensible input, social interactions, and teachers’ support of academic language are, many argue that unless students find “themselves”, they may experience “aesthetic shutdown” (Athanases, 1998, p. 275). Reading about people who share the same cultural and ethnic background facilitates personal connections with books and contributes to positive attitudes toward reading (Al-Hazza&Buchar, 2008; Hefflin& Barksdale-Ladd, 2001). Meier (2003, p. 247) noted that “not every book used in a multilingual, multicultural classroom needs to represent people of color or to incorporate linguistic diversity, but if bilingual children and children of color make up the majority of the class, then the majority of books used in the class should reflect that fact.” Furthermore, teachers should use materials that present diverse cultural groups in an authentic manner.

The activities in this research support English learners’ interactions with literature in that they contribute to comprehensible input by including nonlinguistic elements and drawing on and valuing students’ background knowledge, provide opportunities for social interactions that motivate meaningful communication as students share their ideas and understandings, and acknowledge the difference between conversational and academic language by providing scaffolds for thinking and talking about books and extending academic language.
English learners should not be excluded from opportunities to engage with literature. Literature provides exposure to rich language and powerful ideas that are worth thinking and talking about. And, shared literature experiences can contribute to building a classroom community where all members feel comfortable participating in the conversation.

8. Are the activities appropriate for a differentiated classroom? One of the joys of teaching is interacting with a wide range of students who have different backgrounds, strengths, needs, interests, and preferred ways of learning. Every class is a mix of learners, and each new academic year brings a new set of individuals.

2.3.3 Exciting Profession teaching

As teachers embrace the diversity in their classrooms they recognize the need to differentiate instruction in order to best serve their students (Tomlinson et al., 2003). Differentiation refers to teachers’ efforts to provide meaningful and appropriate instruction for the full range of learners in their classrooms. In differentiated classrooms, teachers consider who their students are—their readiness, interests, and approaches to learning—as they select and recommend literature, plan different ways for students to interact with and make meaning from text, and prepare experiences that help students demonstrate and extend their understandings. Teachers utilize flexible grouping strategies so students participate in a variety of group structures and with different classmates and for various purposes (Tomlinson, 2001).

What does differentiated literature instruction look like? If some students in a second-grade class are ready to read a chapter book independently, the teacher ensures that these students do so. If some fifth-grade students would benefit from more purpose setting and background-building
activities, the teacher provides plentiful and appropriate prereading experiences for these students.
If some eighth-grade students need more opportunities to think about character traits and others need more opportunities to explore themes, the teacher develops different prompts for their journal writing. Students read books that allow them to be successful but that challenge their thinking. They engage in activities that address their particular needs. They respond to books in ways that match or extend their interests and learning preferences.
The activities in *Literature-Based Reading Activities* are ideal for the differentiated classroom. They may be used with a range of literature. They represent a variety of ways to process literature before, during, and after reading, and they prompt the development of diverse products that expand and deepen students’ thinking and that represent students’ cognitive and affective responses to text.

### 2.3.4 The Role of New Literacies

It is time of rapid change. In a very small number of years, we have transitioned from a world of paper, pencils, and books to one of a variety of information and communication technologies. Many students today are comfortable with e-mail, text messages, blogs, web browsers, presentation software, video editors, and much more. They use these tools to seek out information; to communicate with classmates, teachers, and others; and to share their learning with their immediate classroom community as well as larger—even worldwide—communities. We cannot imagine the technologies the next generations of students will experience and how these technologies will impact their literacy needs.
These new technologies are redefining literacy and literacy instruction (Leu, Kinzer et al., 2004). Students need new reading comprehension skills, for example, to effectively search for information on the Internet.
They must be able to identify and utilize search terms appropriate to their goals, sort through large amounts of information to determine what is relevant and what is not, navigate from link to link, critically evaluate websites, and integrate information across sites (Henry, 2006). Teachers must broaden their conceptions of literacy to include the skills needed to locate, read, and analyze multilayered information on the Internet, and students must be supported in their efforts to communicate and gain information using new technologies. The term new literacies is used to describe the skills, strategies, and dispositions that are required for participation in a technological world.

New technologies and the new literacies that are required to fully exploit them have the potential to expand students’ interactions with literature in powerful ways (Castek, Bevans-Mangelson, & Goldstone, 2006; Leu, Castek et al., 2004). One contribution made by the Internet is in the area of book selection.

The Internet is a remarkable resource for locating books to read because students and teachers have nearly instantaneous access to lists of books. If students have enjoyed Newbery Medal and Honor Books, they may wish to check past and current winners by typing “Newbery Award” into a search engine and selecting one of several links that pop up. Students peruse the electronic list, and if a title looks interesting, they can search the title of the book and find a synopsis and, often, reviews of the book. Similarly, if students have a favorite author, they can search the author’s name and find titles of other books he or she has written as well as information about the author. Some sites allow students to search databases of award-winning books by age of the reader, genre, and other categories. Access to information about books is literally at students’ fingertips! Some websites share streaming videos of actors reading aloud favorite books and others provide free access to digital texts.
The instant access to information that the Internet provides can expand and enrich students’ understanding of a book they are reading by allowing them to quickly learn more about the content, setting, or issues in the book. If students are reading a book about the building of the Great Wall of China, for example, they may wish to search for information about the wall. The increased knowledge they bring to the text will enhance their understanding of it and may deepen their appreciation of the hardships faced by the people who built the wall. Or, what they learn may answer or raise questions about the authenticity of the author’s depiction of the times or region. A story set in a southwestern United States desert may prompt questions about the temperature, wildlife, and Vegetation in the region. Students can turn to the Internet to seek answers to their questions and learn more about the harsh environment in which a character lives.

The Internet also gives students access to larger and more diverse audiences for their work and the capability to communicate and collaborate with students beyond their classroom. Students can publish projects related to literature on a classroom web page for family members to view. They can participate in virtual book clubs and share ideas with groups around the globe, becoming exposed to new perspectives that may result in new ways of thinking about a book. They can use blogs as interactive journals and engage in on-line literature discussions. They can utilize wikis to create, comment on, and revise collaborative projects. They can present reviews of or commentaries on literature by creating podcasts.

Additionally, new technologies provide students with ways to respond to literature. Students can download images and video into multimedia presentations.
They can utilize interactive whiteboards or digital video technology to share understandings, dramatizations, interpretations, and extensions of literature.

The possibilities for the use of technology to enrich students’ interactions with literature before, during, and after reading are nearly endless. We provide suggestions throughout this book for capitalizing on information and communication technologies. At the same time that these experiences enhance students’ understandings of literature, they also support their development of new literacies.

Finally, literature should be at the heart of our literacy programs. Not only does it support many aspects of literacy development—language, comprehension, writing, attitudes, and perceptions—but it also provides an excellent context for deep thinking and personal response. Literature inspires us and informs us; it nurtures our imaginations; it moves us to laughter, to tears, and to action. In the remaining chapters of this book, we provide activities that support students’ rich interactions with text.

2.4 Techniques of using literature to improve reading comprehension:

2.4.1 Strategies for Improving Reading Comprehension Skills

Remember the adventures that lived and breathed between the pages of a really good book when, as a young reader, you slipped away undiscovered into your own magical world? My favorite works were Charlotte's Web, Arabian Nights, (Graves. 1994) Huckleberry Finn, Arthurian Legends, and, later, the timeless tragedy of William Shakespeare's Hamlet. It is no surprise that many of us who loved such adventures grew up to become today's English teachers and writers. The
surprise comes when we discover how many of our own students struggling readers are. But surprise need not lead to a permanent state of frustration. By scaffolding reading instruction with various strategies, you will improve the reading abilities of most students, and you will begin to hear struggling readers say things like "I remember every part of that story!"

The key is to apply reading strategies persistently and imaginatively. Speaking of imagination, let me ask you to indulge for a moment in a bit of guided imagery. Picture a beautiful, majestic cathedral soaring upward. Then visualize restoration experts at work on that architectural wonder, identifying the problems that need correcting and building a scaffold next to the structure so that they can interact with it at different heights. In a similar way, English teachers build a scaffold for struggling readers so that they can interact safely and securely with the text.

2.4.2 Most Effective Strategies

Theoretically speaking, if the daily reading curriculum uses research-proven methods, students should develop skills for comprehending the text. But you may be wondering which strategies are the most beneficial. That question was answered in 1997 by a 14-member panel appointed by the National Institute of Child Health and Human Development (NICHD). The results of their research, (Graves. ibid) published under the title Teaching Children to Read (see resources below), revealed that the eight most effective strategies are as follows:

1. Comprehension monitoring
2. Cooperative learning
3. Graphic organizers
4. Story structure
5. Question answering
6. Question generating
2.4.3 Practical Applications Of Reading Strategies

2.4.3.1 Comprehension monitoring
Reading activities can be divided into three categories, depending on when they take place: pre-reading, reading, and post-reading.

2.4.3.2 Pre-reading:
Collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record (Graves. ibid) the terms in a notebook or on flash cards. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

2.4.3.3 Reading:
Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension (Graves. ibid) questions, they can answer these questions as they read.

2.4.3.4 Post-reading:
Summarizing (see below) is an effective strategy that can take many different forms.

2.4.3.5 Cooperative learning
Cooperative learning is a strategy that maximizes student engagement, reduces class tensions, and promotes student learning. Typically, students work in groups of four. If you plan (Hill et al, 1996) to use cooperative learning frequently in classes, consider arranging your classroom to facilitate learning in small groups.
The following are examples of how students can work cooperatively to learn more about a narrative work of literature:

1. Each group uses a plot diagram to locate and summarize a stage of plot development.
2. Groups confer briefly with the teacher to ensure their answers are correct.
3. Students reassemble into new groups comprising one "expert" from each of the previous groups.
4. These new groups pool their expertise to fill out every stage of the plot diagram.
5. The session concludes with a class discussion of the novel, short story, play, or narrative poem.
6. Graphic organizers and story structure

Graphic organizers, which provide a visual map for the reader, can be placed next to the text as learners (Hill, et al. ibid) read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

2.4.3.6 Comparison/Contrast:
These organizers can help students consider the similarities and differences between stories, plots, themes, and characters. An example of such an organizer is a Venn diagram (PDF), which consists of interlocking circles or ellipses. The area common to both circles shows similarities between two items, while the areas unique to each circle show differences between the items.

2.4.3.7 Hierarchy Diagram:
This graphic organizer can assist students who are reading informational texts of all kinds, whether related to language arts or to other content areas. The hierarchy diagram (PDF) offers the opportunity
to apply literary terms to the reading, make connections between the parts of a concept, (Hill, et al, ibid) or analyze the author's craft. For example, consider placing characterization at the top of the graphic organizer as the overarching concept. The next level of this graphic organizer can then be assigned to characters, and the last level can deal with methods of characterization, including the use of dialogue, author description, and action.

2.4.3.8 Matrix Diagram:
This organizer is effective in representing comparisons and contrasts. For example, students can use the (Tama, 1998) matrix diagram (PDF) to compare and contrast the styles of various authors by entering key elements of style at the top and then filling in the lower cells with the similar or different approaches of the authors they are considering.

2.4.3.8 Question answering
The typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns using story stems to quiz one another on the reading.

Following are examples of typical story stems:

1. Explain why…
2. Explain how…
3. How does…affect?…
4. What is the meaning of?…
5. Why is …important?
6. What is the difference between … and?…

2.4.3.9 Question generating
Students can write questions about the story as a post-reading exercise. These questions can then be integrated into formal tests or informal questioning games. You might want to suggest that students generate questions by adapting sentences from the text. Students can also generate questions to identify their own uncertainties about the text. They can then try to answer these questions by consulting you or other students.

2.4.3.10 Summarizing

This is an effective strategy for readers who have difficulty remembering and writing about what they have read. A summary can take many forms, including travelogues, journals, double-entry journals, and letters. For example, students can create a travel itinerary that summarizes the action of a narrative, can write a journal from a particular character's point of view, can set up a double-entry journal about the theme of a work, or can summarize events in a letter that one character writes to another.

2.4.3.11 Multiple Strategy

This strategy addresses individual learning styles by having students use different media—such as text, images, or video—to analyze or comment on a work of literature. For example, Zemelmanm et al, 1998) readers can follow a procedure like this one:

1. Begin analyzing a story by using a worksheet listing the elements to be identified.
2. Use word processors and instructional software to create and fill in graphic organizers with clip art and fields of text.
3. Refer to worksheets for definitions to be added to electronic graphic organizers.
4. If students have access to video cameras and editing software, they can also create videos that offer commentary on a literary work.
2.3.4.12 Literature circles definition (LCs)

LCs are currently a popular approach to reading instruction, and existing research on their effectiveness is minimal and seldom empirical. This review of literature consists of a description of LC, a discussion of their intended purpose, an explanation of how the approach is most commonly used, a step-by-step account of how the search for empirical research was conducted, followed by a summary of the existing research. This chapter concludes with a proposed theoretical orientation linking LC to sociocultural theory.

Definition of Literature Circles LC are a form of literary engagement used in many classrooms today. The purpose of this approach is to encourage students to read with a focus and then report on and discuss what they read, determining for themselves what is significant in their reading and why. LC have many forms, but essentially they are small, discussion groups consisting of students who are reading the same text.

LC encompass much more than similar approaches such as book clubs (Raphael, Florio-Ruane, & Geroge, 2001) or peer-led discussion groups (Fountas & Pinnell, 2001). Harvey Daniels (1994) defines a literature circle as a small, temporary reading group in which each member agrees to read a text and to assume specific responsibilities during discussion time. The students meet regularly, and their roles or responsibilities change at each session or meeting.

When the group finishes reading and discussing the text, group members
determine the manner in which to share their comprehension in a whole-class setting.

Students are individually assigned roles they must assume that are reflected in the tasks they must accomplish and discuss when meeting with their group. There are many roles used for literature circle groups, but the roles most often utilized include the Connector, Word Wizard, Artful Artist, Passage Picker, and Question Asker. The purpose of the roles is to give students a focus for reading, as well as a task to help them through their own comprehension of the text. The Connector is the student responsible for making connections between the text and the real world. When discussing the text with the group, the Connector might start by saying, “This story reminds me of…”. The Word Wizard is in charge of finding vocabulary in the text. The Word Wizard can identify words he or she does not know, finds interesting, or thinks are important to the story.

The Artful Artist is responsible for visualizing what is happening in the story and turning that mental image into a drawing to share with the rest of the group. The Passage Picker’s role is to find sections of the text that are important, interesting, or possibly difficult to understand. These passages are shared with the reading group and discussed. The person in the group responsible for creating questions to ask of other group members is the Question Asker. The questions can have answers that come directly from the text, or can be questions to ask other group members, or even questions that can only be answered by the author. Eventually students are guided away from strict, assigned roles; but initially, these roles provide structure and focus for participating in a literature circle.
Purpose of Literature Circles

- A claim is made that LC contribute to the development of skillful and thoughtful readers at all grade levels (Daniels, 2002). Readers collaborate to build conversational skills for talking about texts in personal and thoughtful ways.
- LC can also function as a method of helping students generate their own ideas about what they read and provide conversational structures that help students and teachers break away from typical discourse patterns. They can gradually enable students to take responsibility for reading, comprehending, interpreting, developing discussion of text, and engaging in increasingly more complex levels of reading and thinking (Brabham & Villaume, 2000).

Search Method for Review of Literature

- Given their widespread use, one might expect to find a research base for LC. However, the existence of research on this approach is scarce, and thus, it is important to conduct a search of the literature in a clear and systematic way.
- The term “literature circle” was used to conduct an initial search of literature and seven articles were identified. To identify more potential search terms, the Handbook of Reading Research I (Barr, Kamil, Mosenthal, et al., 1991), The Handbook of Reading Research II (Pearson, Barr, Kamil, et al., 1984) and The Literacy Dictionary (Harris & Hodges, 1995) were consulted. The following list of search terms were identified as being related to or associated with LC: book circle, book club, book group, literacy circle,
literacy club, literature circle, literature club, literature group, reading circle, reading club, reading group.

- The database PsycINFO was used to conduct the search, entering each term listed above, separated by the linking word OR. The pool of articles identified included 439 articles. The report of the National Reading Panel (2000) was consulted to determine appropriate terms related to reading achievement (p.3-22) which are as follows: reading, reading achievement, reading achievement, reading comprehension, reading development, reading disabilities, reading education, reading materials, reading measures, reading readiness, reading skills, reading speed, remedial reading, and silent reading.

An output of 56 articles were obtained. This pool of articles was combined with the earlier search terms on LC using AND as the link between the two searches. The resulting combination identified 365 articles. Articles that did not pertain to reading or reading achievement and also those that focused wholly on learning disabilities were eliminated. Studies that pertained to LC, grouping, ability grouping, tutoring, social interactions/discussions, or book clubs yielded 29 articles. After close examination of these articles, it was clear that this search elicited no empirical research on the topic of study - determining the effect of participation in LC on reading comprehension.

- As noted earlier, even with the extreme paucity of empirical research on LC, the approach is still extremely popular. Searching the topics of sessions
presented at the annual meetings of the International Reading Association and National Council of Teachers of English over the past decades shows, by the substantial number of sessions devoted to LC, that they are becoming increasingly more so. A great number of articles on this approach have also been published in The Reading Teacher in the past decade. Most often, publications are predominantly qualitative pieces written by classroom teachers and are limited to the implementation of and/or modifications to LC implemented in classrooms. Listing these studies and categorizing them is futile, as they overlap in many domains which are outside the scope of this study, and none are based on theory. A representative sample of the types of articles located on LC is discussed instead.

2.3 Existing Research

Most studies of LC simply corroborate what is already known about effective literacy practices. It has been reported that the use of LC create opportunities to develop oral language skills (Souvenir, 1997), and that the role of the teacher and appropriate teacher talk is important when facilitating LC (Short & Kaufman, 1999). It has also been suggested that LC aid comprehension through retelling (Hanssen, 1990) and that students are able to compare and contrast events in their reading to events in their own lives, as well as create their own questions, and think about the author’s purpose (Keegen & Shrake, 1991). However, none of these were empirical studies. existence of scientific research on this approach is scarce. Studies have been conducted by classroom teachers, but most speak to the process of implementing or modifying LC for particular classrooms. Other studies of LC simply corroborate what is already known about effective literacy
practices. After extensive searches and thorough reviews of the literature, no empirical studies on LC have yet to be found.

2.4 Theoretical Orientation

As stated earlier, the belief of teachers that LC are an effective approach to teaching reading, and their increasing popularity, warrants investigation of their potential effects on teaching students to read. However, LC emerged out of classroom practice, and did not originate from theory. Teachers typically use LC with students as a way to generate responses to literature. Reader response theory stresses the importance of the reader’s role in interpreting text and rejects the notion that there is one single or fixed meaning inherent in text (Rosenblatt, 1995). Literature circles may promote this theory since an outcome of participating in LC is that students respond personally to text. Although teachers typically use LC as a way to have students respond to literature, much more is happening that can and should be connected to theory. Therefore, a set of principles that promotes learning interactions proposed by theory needs to be articulated in order to understand how participation in LC affects reading comprehension. It is important to first include a more complete definition and model of what is meant by the term reading comprehension. The following section attempts to articulate more clearly a definition of comprehension as well as offer an explanation of the processes that occur during reading. The purpose is to allow one to more easily predict what should happen during the reading process, and more specifically, during engagement in literature circles.

The RAND Model of Comprehension. The RRSG acknowledges that there does not seem to be one universally accepted definition for comprehension, and points out that most
actually believe such a strict definition is unnecessary because the
term is so widely used and understood by all. The (RRSG) has
instead taken on the comprehensive project of outlining ways to
improve instruction in reading and provide suggestions for research
and development. For the purpose of this study, however, the
definition of comprehension will be that which was created by the
RAND group and stated earlier, in the introduction of this
document. Reading comprehension is “the process of
simultaneously extracting and constructing meaning through
interaction and involvement with written language” (Snow, 2002).
The process of comprehension changes over time as readers
develop cognitively, as they face more difficult text, engage in
different experiences, and as they benefit from instruction. The
RRSG believes that comprehension consists of three elements: the
reader, the text, and the activity or purpose for reading.
To understand what is being read, a reader must have a broad range of
abilities. These capabilities include cognitive abilities like
attention, memory, visualization, and inferring, as well as
motivation and knowledge. Motivation includes a purpose for
reading, an interest in what is being read, and self-efficacy as a
reader. Knowledge can include understanding of vocabulary,
 discourse, linguistics, and awareness of specific strategies. These
abilities will vary by student, and can also vary within each
student, depending on the situation. A student might be a highly
successful reader in some situations (with narrative text on a topic
of interest, for example) and operate as a less proficient reader in
another situation (as when reading text in a science class with
content specific vocabulary). Readers already possess these
capabilities and will use them in an activity like LCs. The role or focus assigned to the student may possibly interfere with the task, helping or hindering the process of comprehension. Thus, the abilities needed for reading comprehension can depend on the text being used as well as the specific activity students are engaged in while reading.

The features of a text greatly impact students’ abilities to comprehend what they are reading. Readers must understand the exact wording of the text as well as the meanings being represented (Snow, 2002). Texts can be easy or difficult, depending on the elements in the text itself, as well as the interaction between the text and the ability of the reader. In LCs, the reader is given the text to read with a specific role or focus to follow. If the text is one the reader finds difficult or uninteresting, this may also interfere with the student’s ability to understand what is being read.

A reading activity involves many purposes or operations that allow a reader to process the text. The purpose can be influenced by motivational factors like interest level or prior knowledge. The purpose can also change as the reader is reading the text, depending on the cognitive occurrences. The purpose can also be internally or externally generated. In school settings, the purpose is usually given to the students by a teacher (external) in the form of instruction, and students decide whether to comply with the given assignment. When students have their own purpose for reading (internal) these can sometimes conflict with the external and cause problems in comprehension (Snow, 2002). In LCs, the student is given a role which directs the student to a purpose for reading. If the student is
acting as the Word Wizard, for example, he or she is responsible for finding vocabulary words pertinent to the text. This could act as an aid or a hindrance to the student, depending on the reader, the text, or the interaction between the two.

The process of reading is complex and involves many elements. From a socio-cultural perspective, the process (which includes the type of instruction as well as the social interactions that occur) as well as the purpose for instruction, greatly impact comprehension. In LCs, the context, the reader, the text, and the activity, all interact and therefore must impact learning. While it has not been researched scientifically, literature circles seem to incorporate principles inherent in the model given by the RRSG, those in reader response and also sociocultural theory. A complete explanation of the nature of LCs and a deeper articulation of their social structure is evident in that LCs seem to instantiate Vygotsky’s (1978) socio-historical theory.

2.5 Principles of sociohistorical theory

There are four central principles of sociohistorical theory that may explain the learning interactions when mediating students’ participation in LC. The first principle pertains to social processes, the second refers to the zone of proximal development, the third relates to thinking and neurological development, and the fourth explains the use of psychological tools, such as language, musical notations, and mathematical systems, and instrumental tools, such as computers, pencils, and books.

2.5.1 Human Consciousness Develops Out of Social Processes.

Children learn to self-regulate their activities from the outside. Sociohistorical theory (Vygotsky, 1978) proposes that cognitive structures are first structures located on the social plane. Later, they
are internalized on the psychological plane as cognitive structures. Individual and social activities are also complementary. The thinking of the collective group influences the thinking of the individual, and in turn, the thinking of the individual affects the thinking of the group. Thus the thinking processes that mediate engagement in activities such as reading, writing, and listening, are first social processes that exist in the social relations in which students participate, and are later internalized as thinking structures. In a literature circle, one would see this principle emerge through the discussions of the groups. The Connector, for example, might vocalize ways a particular topic or theme in the text related to his or her life. Different group members would add their own experiences on this particular topic or theme, along with their own way of thinking. Discussion, negotiation, and critical evaluation should occur as students make meaning of the text. Vygotsky’s view of internalization is not the same as traditional American psychological theory; he did not believe that individuals make an exact copy of external activity and place it inside their heads. Rather, internalization of the structure of external activities transforms the internal psychological plane and creates an internal symbolic representation of external activity (Frawley, 1997; Leontiev, 1981; Rogoff, 2003; Wertsch, 1991, 1995). Symbolic processes stimulate the reorganization of and communication among basic functional systems, such as memory, language, and thought. These systems mediate the learning and development of literacy and affect how information is selected, organized in memory, later accessed and recalled, and connected to new learning.
2.5.3 Learning Occurs In the Zone of Proximal Development.

Vygotsky (1978) defined the Zone of Proximal Development (ZPD), as the difference between a child’s “actual developmental level as determined by independent problem solving,” and the level of “potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p. 46). Students seem to learn best with the assistance of others and gradually develop the ability to accomplish tasks independently – without assistance – that they were previously unable to accomplish on their own. From a sociohistorical perspective, an effective way to teach comprehension is to arrange the learning context so that students can participate in comprehension activities within a collective zone of proximal development. In a literature circle, students are placed in groups of four to six students. These students are all functioning at different levels and their shared interactions influence each other. With the guided assistance of a teacher and the support of members of the group, what the collective reading group can accomplish affects what the members are able to accomplish.

2.5.3 The Structure of Activity Affects Thinking and Neurological Development.

Thinking and learning are influenced by the structure of the activity in which one participates. The sociocultural approach describes the ways in which participation structures, roles, and instrumental and psychological tools, mediate students’ attainment of educational outcomes, such as accomplished reading. The structure of the reading activity directs attention to the meaning-making resources in the learning environment. Language is used to attend to and index these resources, stimulating the development of new neuronal
pathways, reorganization of existing neuronal pathways, and transformation of functional systems (National Research Council, 2003). The external language mediating the activity is internalized as a meta-language for mediating thinking and framing and regulating activity, such as reading. The meta-language also mediates the transfer of learning and participation in language arts and other subject matter instruction. This newly developed form of behavior is called the “cultural form of literacy behavior” (Cole, 1996).

The framework of a reading lesson, such as LC, represents and mediates the desired thinking processes of students and mediates the thinking processes of the group, which are later internalized by individual students. Variations in the structure of a lesson will affect changes in how students think about and think with the information, concepts, and skills learned in the activity. In LC, this is observed in the use of reading roles. The roles students use provide a focus and purpose for reading, which affects the way students think about and plan their reading activity. The Question Asker, for example, learns how to ask questions of himself/herself, the text, and the author, throughout the reading of the text. This form of questioning becomes internalized and the student begins to use this strategy each time he or she is reading, whether participating in LC or not. Students learn to integrate the use of learning tools into thinking, through the guided assistance of teachers and more accomplished students who participate in the learning activity. How well students are able to plan, monitor, and evaluate their reading activities independently, will be a direct indication of the quality of the lesson framework. Principle Four: The Use of Instrumental and Conceptual Tools Affects Thinking. Research on the effects of tool use provides some insight into how their use
affects thinking and may affect participation in reading instruction. Goody’s (1977) historical analysis of the introduction of tools, such as lists, tables, and recipes, into human activity demonstrates how tools affect modes of thinking.

Olson’s (1994) exploration of the “world on paper” reveals how the inclusion of tools, such as reading and writing, computers, and study skills, transforms human cognition from thinking about things to thinking how things can be understood and represented. When students are engaged in a reading activity arranged by a lesson framework, the reading instruction, strategy, language, and conceptual tools mediating the lesson intermingle with each other and form a thinking alloy comprised of the characteristics of the set of tools. From this point on, how students engage in reading instruction and regulate their participation is fundamentally changed. The characteristics of the changes are related to the types of lesson structures and tools mediating activity. By participating in LC, students engage in many different roles, as described earlier. The processes used while participating in the LC (choosing texts, deciding on pages to read, having to perform different roles while reading, sharing ideas, discussing text, and sharing text with others) all intermingle and form a set of tools to mediate thinking and comprehension that stays with students, long after participation in the literature circle has ended.

2.7 Collaborative Strategic Reading (CSR)

Schumm, & Klingner (1998) is another example of an approach to reading in which groups of students act as a ZPD. Students work together in small groups and assume roles or a focus for reading and discuss the text, but the text is expository, rather than narrative.

As evident in these studies, the social structure, use of tools, group
participation, and a setting which provides students with a ZPD mediates the construction of the four theoretical principles for reading instruction outlined earlier. LC seem to instantiate these principles of socio-historical theory.

Summary of Theoretical Orientation The process of reading comprehension is complex and involves many elements. From a socio-cultural perspective, the process (which includes the type of instruction as well as the social interactions that occur) as well as the purpose for instruction, greatly impact comprehension. In terms of comprehension, the context, the reader, the text, and the activity, all interact and impact learning. Literature circles are an activity that most definitely incorporates the reader, the text, a role or focus for reading, and social interactions. It is important to determine how these elements interact during LC and whether or how they impact comprehension.

The four theoretical principles above form a possible conceptual framework for LC. Although LC do not originate from this theory, they seem to be connected conceptually. Through LC, students are situated in small groups; thus students may be participating in a social activity in which activities are demonstrated externally by others and come to be regulated internally by the individual, as outlined in principle one. Students receive social support as they read and discuss material and eventually what they can accomplish as a collective group, they can eventually accomplish individually, which is an example of principle two, the ZPD. Principle three appears to be represented in that the literature circle is a structured activity in which the act of participation, assignment of roles, and tools used, mediate the students’ thinking and comprehension. Participants in LC are assigned roles which are conceptual tools that give students a
focus and affect their modes of thinking, which is defined in principle four. All four theoretical principles appear to be represented, which gives reason to expect that principles of learning and development promoted by socio-historical theory mediate learning interactions in LC. This premise needs to be explored in future studies.
CHAPTER THREE
METHODOLOGY OF THE STUDY

3.0 Introduction:

The study adopts the descriptive analytical method. So this chapter provides a description of the sample of the study, how data collected, analyzed and statistically analyzed. Also, it discuss the responses of the teachers to whom the questionnaire have been distributed, and to find the validity, reliability of the questionnaire and analysis of the data.

3.1 Population of the study

The population of this study are English language Teachers at secondary schools at Greater Wad Medani Locality.

3.2 Sample of the Study

The sample of the study has been selected from teachers of Greater Wad Medani Locality Secondary Schools.

3.3: The Tool of data collection:

One tool has been used as a method of data collection. The questionnaire distributed among group of teachers

3.4 Procedure:

The questionnaire was chosen as the data collection tool, because it asks a short time from the respondents to answer the questions it can so make the respondent feel at their ease while answering the questionnaire because it provides greater anonymity.

3.5 Reliability and Validity of the Questionnaire

The study used the statistical package for social sciences to analyze the collected data. The researcher used Pearson's correlation and the results obtained as follows. In this study the researcher used Pearson
correlation through half-methods. According to the equation below it is found that the validity is: $\text{Val} = \text{Validity} = 0.99$

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CORREL</td>
<td>0.965186</td>
</tr>
<tr>
<td>RELIA</td>
<td>0.982285</td>
</tr>
<tr>
<td>VALID</td>
<td>0.991103</td>
</tr>
</tbody>
</table>

$$R_{xy} = \frac{N \sum X Y - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$R$: reliability of the test

**N: number of all items in the test**

$X$: odd degrees

$Y$: even degrees

summary

reliability $= \frac{2*R}{1+R}$

\[\text{Val} = \frac{\text{reliability}}{\sqrt{\text{N}}} = \frac{25}{\sqrt{14755}}
\]

$x y$ $= 14755$

$x y$ $= 340584$

$x^2$ $= 16159$

$y^2$ $= 13664$

$(x)^2$ $= 380689$

$(y)^2$ $= 304704$
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction:
This chapter will present the data analysis and discussion of the questionnaire.
As mentioned before the questionnaire is distributed to (30) EFL teachers at secondary schools. in the questionnaire each statement was analyzed and display by means of tabulation.

4.1 Result of the questionnaire:
The data collected was computed and analyzed and summarized in tabular forms. The questionnaire consists of ten (10) statements. all the statements are given the options “yes” to some extent and “No” the results of the questionnaire are summarized in the following tables:

4-2 The analysis of the questionnaire:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above mentioned table (4-2) shows that the majority of the respondents choose the option “to some extent” 52% whereas 42% follows by answering “no” in caring about them and only 36% and 12% for the option “yes”.

4-2-1 I know literature circles and used it in teaching

Table (4-2-1)
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-1-1) is clear that 52% of the respondents answered” to some extent” Literature is used in teaching whereas 36% have chosen “No” and only 12 is given “yes”

4.-2.2 I do not use literature in teaching:

Table (4-2-1)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>7</td>
<td>56.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>No</td>
<td>28</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is apparent from table (4-1-2) that 25% are given to the option “No” that means most of the sample do not consider the problems that face learners of “EFL” in vocabulary, while 34% to the option “to some extent” and only 14% to the option” yes” which it has a negative view to the assumption.
4-2-3 no use to teach literature to increase vocabulary

Table (4-2-3)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>22</td>
<td>44.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It can see from table (4-1-3) that the majority of the respondents answered “yes” 56% for the need of the vocabulary whereas 30% for the option “to some extent” while only 14% for the option ‘no” that ensure the importance of increasing vocabulary.

4.2.4 Students are weak in literature appreciation:

Table (4-2-4)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to table (4-1-4) the most of the respondents choose the option “yes” 44% whereas 42% of them choose “to some extent” in caring about them and only 14% for the option “No”.
4-1-4 Students do not know to mind their new word:

Table (4-2-4)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>35</td>
<td>70.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

with reference to table (4-1-5) clear that 50% of respondents answered “yes” which means there some of students is not knew about their word. While 32% of the respondents choose the option “to some extent “but only 18% of the respondents choose the option “No”

4-1-5 The majority of the students minded many words but do not know how to use

Table (4-2-5)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4-1-6) indicate that 70% of the respondents go to the option “yes” whereas 26% for the option “to some extent” and only small number (40%) choose the option” No” thus learners face such problems.
4-1-6 Teacher is one of the reasons for literature weakness:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>38</td>
<td>76.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>91</td>
<td>18.0</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

With reference to table (4-1-7) they clearly show that most of the respondents choose the option “No” and while only small number (4%) choose the option “yes” which gives a negative sense to the assumption.

4-1-7 The student himself have no ability to understand literature:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>To some extent</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is from the table (4-1-8) that the majority has gone to option “yes” (76%) and (18%) choose to some extent” and only small number (6%) for the option “No” thus the student has a role.
4-1-8 By more exposure literary text student can increase his vocabulary

Table (4-2-8)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>To some extent</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4-1-9) show that (44.0%) of the sample go to “yes” whereas “(42.0%) of the sample go to the option” to some extent” but only small number choose (8%) for the option “No” therefore more exposure is effective.

4-1-9 teacher should focus on a literature to teach vocabulary to increase student's achievement

Table (4.2.9)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid yes</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>To some extent</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.1.9) show that (42.0%) of the response are given to the option “yes” “42.0” and to some extent” (36.0%), while (20.0%) to option “No” which they have a negative view to the assumption
CHAPTER FIVE

Conclusion, Findings and Recommendation

5.0 Introduction
This chapter will discuss; findings, conclusion, and recommendations of the study.

5.2 Conclusion:
On the basic of this study the researcher has come out with the following:

1. Students at secondary level need more and more practice in the field of literature by improving their vocabulary.
2. More efforts need to be carried out by teacher to overcome the problem of their performance that faces their students by using literature circles in teaching.
3. Teachers training is urgently needed.
4. The syllabus of the secondary level needs to be revised by designers to add what facilitate to the students to speak the English language properly.

5.3 Findings

1. Using literature circles can help in teaching literature.
2. using literature in classroom can increase vocabulary.
3. fear of literature and misunderstanding of its subjects make students weak in literature appreciation.
4. students do not know to mind their new word from the literary text.
5. Students acquire many new words but they do not arrange them in their speaking or understanding reading.
6. Teacher who avoid teaching literature may be one of the weakness causes.

7. There are many slow learners whom are not have ability to understand literature

8. By more exposure literary text student can increase his vocabulary

5.4 Recommendations:

1- Teachers at the secondary level have to exert themselves more to help students overcome the problem of vocabulary by adopting expanding vocabulary by literature.

2- The syllabus of the spine series has to be revised again so as to add what has benefits for the student in the area of vocabulary

3- More external drills have to be given to students to motivate them in lexical items regarding literature topics
Biography

Cognition, and Human Performance, 2, 137-180
College Press.
construction in literature study groups. Research in the Teaching of English, 23(1), 4-29.
conversation. In M. Nystrand,


Websites: