

The Role of Teaching Literature in Developing the Oral Skill of Secondary School Students

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Abstract:

This paper aims at investigating the role of teaching literature in developing the speaking skill of secondary school students. Nowadays secondary school students are very weak at speaking, a fact which is noticed by the students themselves. Due to the importance of speaking, the researcher tries to explore ways of teaching literature to improve the oral skills among secondary schools students. The researcher adopted the descriptive analytical method of investigation. To achieve the goals of the study, a questionnaire was distributed to the subject group. The population of the study was a number of English language teachers with remarkable experience in Khartoum state.

The study came out with the following findings: Literature plays a vital role in developing language skills in general, specifically speaking. School libraries should be well provided and the teachers must encourage the students to make the best of them. The textbooks should be well designed to suit the students standard and literature should be a part of the curriculum, not an optional subject.

The final results showed that, most of the teachers supported teaching literature in secondary schools because of its positive results.

Key words: Theatres, Competitions, Library

Introduction

The quest to discover a definition for “literature” is a road that is much travelled, though the point of arrival, if ever reached, is

seldom satisfactory. In fact, the only thing that definition will change. Literature could be a bind of disciplined technique for arousing certain emotions. **(Murdoch, 1978).**

Literature is generally taken to include writings which despite the passing of time, remains to inspire admiration and emotions in its readers **(www.google.com)**, literature has its own qualitative implications. Without these implications the qualities of literature are best appreciated when they are presented in an intelligible historical perspective in order to enhance understanding. The reader will then like literature and be curious about it. It is a knot of written works and not bound by publishing sources. Therefore the researcher concludes that, literature promotes and sustains language learning process generally and plays a vital role in developing skills specifically.

Students are able to identify and analyze the themes and conflicts within a text, when the text has the same methods and tools which are clearly seen in their own lives, therefore students become proficient in decoding written or oral texts. They can learn to see life as a text. **(Hansen, 1979).**

Beyond language literature teaches student important comprehension and analysis tools. Literature is necessary for “learning to evaluate, draw inferences and arrive at conclusions based on evidence” **(Carr, 1988).**

Through literature students learn identify and analyze conflicts, themes, issues, people and many more. Good texts whether they are classics or modern literature, contain some universal themes which either apply to the student present and future lives, or are important for them to be aware of. Take, for example, (Romeo and Juliet) which is in essence a typical story about two teenagers whose parents don't want them to date each other. It is always important to show student that, no matter how old a text is, there are relevant themes to be found within them. Once they realize this, today's youth would be more engaged in the texts they are forced to read in school.

If the materials are carefully chosen, students will feel that what they do in that what they do in the classrooms is relevant and meaningful to their own lives.

Literature plays an important role in teaching four basic language skills reading, writing, listening and speaking. However when using literature in the language classroom, skills should never be taught in isolation, but in an integrated way. **(www.google.com)**

Literature should not only present what students know in their lives. There is a “need to learn and read a cross and between cultures”. Students can be convinced of the worth of literature if they see it as relevant to their lives and concerns. **(Hansen, 1979).**

Literature provides listeners and readers a relaxing escape from the daily life problem and it fills leisure moments. Making time for using high-quality literature helps develop enthusiastic students and improve their achievement. **(Mangieri,2000).**

Significance of the research:

The importance of this research is represented in that; it explores ways of teaching English that enable learners to use the language effectively in addition to the use of it to keep pace with worldwide development in the field of the foreign language teaching and learning.

The ways of teaching that are mentioned in this research expand the learners thinking and abilities as well as it will be a regarded addition to the scientific research.

Literature research is most important to identify the problem of the study, which can be solved by collection of data. It is very important to know that the work is doing by a researcher in a research should not be repeated again. It also helps avoid the mistakes which already done by another one. So the researcher can improve the research design and

instrumentation which was not successful at the last time (Cottrell & Mckenzie, 2011).

Research methodology

Subject

The population of the study is chosen from Sudanese secondary school English language teachers. It includes thirty teachers with remarkable experience in the field of teaching. The population is selected randomly to represent teachers who teach English as second or foreign language in Sudanese secondary school, particularly in Khartoum state.

Tools

The questionnaire is used as data collecting tool: it is composed of fifteen items in order to attain the objectives and the aims of the study. The researcher believes that the questionnaire is the most suitable data collecting tool in this study.

Procedures

The questionnaire is constructed and distributed to thirty teachers who teach English as a second (ESL) or foreign language (EF). They responded according to their points of view by putting a tick (✓) on the appropriate alternative. Then, the researcher used the statistical packages for social science (SPSS) to analyze the results of the questionnaire.

Reliability

The questionnaire was reliable because it made us concentrate. It was composed of fifteen items; each one tested and measured specific area. Being consistent can account for the reliability of the questionnaire.

Objectives of the research

- The study aims to find out whether literature has a role to play in developing the language or not.
- The researcher wants to find out if the absence of literature has a negative role in developing the language or not.
- The study covers the differences between learners who study literature in their English courses and those who do not.

Results and discussion

All teachers of the sample study expressed positive attitudes towards English literature and its vital role in developing the oral skill. In addition to that, most of the respondents pointed to the obvious weakness of the textbook in secondary schools which will not serve the oral skill development.

Conclusion

As a conclusion of the analysis and description of the procedures that are carried out by the research and questionnaire, the study has come out with following results: literature has a vital role to play in developing the language skills in general and oral specifically, school libraries should be well provided for the student and the teachers must encourage the students to make the best of them, textbooks should be well designed to suit the students standard and literature should be a part of the curriculum not an optional subject.

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