

Sana'a University
Faculty of Education
Department of English

*Teaching English Literature at the
Faculty of Education, Sana'a University:
an Analysis of Students' Needs*

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the Requirement for the Degree of Master
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“Curriculum and Methodology of Teaching English”

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Abstract

This study was carried out in the Department of English, Faculty of Education, Sana'a. It was carried out to investigate the students' linguistic needs in regard to the teaching of English literature in the Department. The Researcher selected 30% of the students in the second, third and fourth level (157), in addition to Inspectors of English in Sana'a Educational Office (12) and all teachers of literature in the Department (4) as a sample for the research. He used a variety of data collection instruments, such as analysis of official documents, interviews and a questionnaire that included 50 statements representing students' needs to study English literature. The statistical analysis of the responses to the questionnaire showed also students' gender differences in the perception of the needs.

The different categories of the sample agreed about the importance of 19 statements out of the 50, and about one statement as not important one. The 19 statements were selected as the most important needs regarding the study of English literature in the Department, of which, 19 objectives for the teaching of English literature in the Department were suggested by the Researcher.

There have been 30 points of contradiction among the different categories, of which, 30 statements were selected as optional needs for teaching English literature in the Department.

Lastly further researches were recommended in the methodology of teaching English literature as well as in gender differences impact on students' perception of needs and achievement.

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Chapter One

Introduction

This research was carried out to identify the most important needs of the students in the Department of English, Faculty of Education, Sana'a as regards the teaching of English literature.

In this chapter the Researcher gives a background to the study in which he explains the reasons for carrying it out. Then he clarifies the aims of the study. He then explains the questions of the study. After that the Researcher discusses the importance of this study to him as a researcher and to all those who are concerned about the teaching of English language, and particularly the relevance of using English literature teaching as a tool in English language teaching. Not only that but he also shows its significance to curriculum designers and how it can contribute to potential knowledge of students' needs in Yemen. Then the limitations of the study are discussed. And finally, operational definitions of the terminology of the study are explained.

Background to the Research

English language is taught in Yemen as an obligatory subject from 7th level till the end of the secondary school (a period of six years in Elementary and Secondary Education) in addition to, at least, two requirement courses at the university. The curriculum offered by the Department of English, Faculty of Education, Sana'a University comprises four main components: skill courses, linguistics- based courses, requirement courses, and literature courses. The literature courses occupy about 19.3% of the curriculum – 11 out of 57 courses.

Two symposiums in ELT have been held in Sana'a. The first was in the Faculty of Arts in March 1976 and the second in the Faculty of Languages in 1999. Both of them emphasized the need for a clear policy statement outlining the objectives of teaching English, especially in the Faculty of Education. See Mutwally (1976)

The last revision of the syllabus and the courses in 1999, which are taught in the Department of English, Faculty of Education, Sana'a University, concluded that the policy of the Department should be changed. The recommendation was to reflect the student's needs in the courses they are taking. Not only that but also the methodology of teaching should be changed to encourage more involvement of the students in class activities – student-centered approach.

Needs Analysis is of a great importance in ELT. White (1988) says:

...the purpose for which language is to be used becomes a key consideration in defining the content and the objectives of a language syllabus. (White 1988: 19)

Besides, Needs Analysis, as Johnson (1982) points out:

... enables us to discriminate between various learner types, and to produce syllabus inventories (and courses) especially geared to their needs. (Johnson 1982:42)

Richterich and Chancerel (1980: 77) point out that Needs Analysis will contribute information not only before the courses, but during them as well.

Al-Thawr in 1994 carried out a study entitled 'An investigation of the EAP Needs of the Undergraduate in the Faculty of Science, Sana'a University, with reference to the present English program'. Her study proved that the students in the Faculty of Science have several needs regarding their studying of the English language

Moreover, Moharram in 1997 carried another study about English language teaching in Yemen and this is more related to the subject of this study. Her study was entitled 'Teaching English Language Through Literature to Yemeni Students at the Undergraduate Level Faculty of Education-Taiz'. The study proved the value of teaching English literature to students at the Undergraduate level

However, a systematic study of the needs of the learners at the Department of English, Faculty of Education, with particular reference to the study of English literature, has not been undertaken so far. Moreover, there are no precise stated objectives for literature courses in the Department.

Pilot Study for the Research Entitled “ The Teaching of English Literature At The Faculty of Education, Sana’a University: An Analysis of Students’ Needs”

The study was recommended by the Head of the High study Department in Faculty of Education during the seminar of discussing the proposal of the research mentioned above. He was of the view that the research will have greater validity with respect to the need for involving the students of the Department in determining their needs in regard to English literature courses based on a pilot study. Teachers in the Department concurred in this respect.

AIMS OF THE STUDY

The study aimed at proving the validity of the research entitled ‘The Teaching of English Literature At The Faculty of Education, Sana’a University: An Analysis of Students’ Needs’. Especially proving the validity of involving the students in the Department of English in determining their needs in regard to English literature courses.

TOOLS OF THE STUDY

The Head of the Department and other teachers suggested a questionnaire as a tool to achieve the aim of this study. The questionnaire was divided into two parts, the first was a set of

close-ended questions with twenty scale statements and the last part was an open-ended question for the student- respondents.

THE SAMPLE OF THE STUDY

Twenty-seven students from the third level in English Department had been taken as a sample for the research. The questionnaire was distributed randomly for every fourth student in the class.

THE PROCEDURES

Firstly, the Researcher reviewed literature to help him in conducting the study especially in designing the questionnaire. Secondly, the Researcher designed the questionnaire and reviewed it with the help of the supervisor and the head of the Department, who is the co-supervisor. Thirdly, the Researcher rewrote the questionnaire taking into account the teachers' points of view.

Then, the questionnaire was validated by two English Literature teachers in the Department. Then the questionnaire was distributed among the sample of the student- respondents.

Lastly, the data was collected and analysed. See the appendix 1

THE FINDINGS OF THE STUDY

The responses of the students to the first part of the questionnaire showed certain uniformity and also variation in students view about each statement of need. However, the percentages showed that their opinions were more on the side of

agreement with the statements which are recorded in the questionnaire. Even when they expressed their disagreement for any statement this proved their awareness of their needs in regard to English literature courses.

The students' awareness and understanding of their needs in regard to English literature courses was very clear in their answers to the second part of the questionnaire. When they were asked to add new statements of need they wrote very important statements. They added sixteen new statements of needs. By adding that number to the twenty statements we will have thirty-six statements of needs.

To sum up, the pilot study proved the research significance and the importance of involving the students of the English Department in setting up their needs in regard to English literature courses. The study also provides the Researcher with better idea of the proposed project.

Aims of the Research

The research aims to identify the needs of students concerning their study of English literature in the Department of English, Faculty of Education, Sana'a University, in the light of which some objectives for the teaching of English literature in the Department will be proposed.

The research also aims at finding out if gender differences affect students' perception of these needs, and where these differences do occur.

Research Questions

The research will answer two main questions. The first is 'What are the students' needs with regard to the study of English Literature in the Department of English, Faculty of Education, Sana'a University?' This question can be sub- divided into five sub-questions:

- What are the students' needs with regard to the study of English literature, as perceived by the male-students in the Department?
- What are the students' needs with regard to the study of English literature, as perceived by the female-students in the Department?
- What are the students' needs with regard to the study of English literature, as perceived by the teachers of literature in the Department?

- What are the students' needs with regard to the study of English literature, as perceived by students' prospective employers (e.g. Inspectors)?
- What are the students' needs with regard to the study of English literature, as reflected in the official documents?

The last question is 'What are likely to be the objectives of teaching English literature in English Department, Faculty of Education, Sana'a University?'

Significance of the Research

The pilot study proved the significance of this study. The findings of the pilot study showed that this study is a significant one and has great importance in any further revision of the literature courses in the Department.

This research is significant because it will help in increasing the Researcher's understanding of the students' needs with regard to the study of English literature in the Department of English, Faculty of Education, Sana'a University.

This research is also significant for the teachers and the students in the Department because the students' needs will be clearer to them. Moreover, the research will help in formulating more concrete objectives for teaching English literature in the Department of English.

Moreover, this research will be significant for the curriculum designers in the Department in helping them to redesign the English literature curriculum in the Department, if this is deemed necessary.

This research is also significant for its potential contribution to knowledge of students' needs in Yemen with regard to English studies and the objectives of teaching English literature in Yemen.

Limitations of the Research

This research is limited to the population of the research which is the students of the Department of English, Faculty of Education, Sana'a University- Sana'a- Yemen.

The scope of the research is limited to the teaching of English literature as a tool for teaching English language in the academic year 2000-2001.

It is limited also to the Researcher's assessments of students' needs regarding the teaching of English literature courses in the Department.

The term 'need', which is being used by the Researcher, is limited to the linguistic needs of the students and has no relation to any other kinds of needs.

The study has no relation to the methodology of teaching English literature or the selection of texts in the Department.

The research is also limited to identify whether there are some gender differences regarding the students' perception of their linguistic needs with regard to the teaching of English literature in the Department. And where these differences occur, the study does not attempt to justify them or to explain their causes.

The study is limited to identifying the statistical gender differences and does not attempt to show whether they are really reflected in the students' achievement in literature or not.

Terms & Definitions used in the Research

- The Faculty: it refers to the Faculty of Education, Sana'a University- Sana'a.
- The Department: it refers to the Department of English, Faculty of Education, Sana'a University- Sana'a.
- The students: it refers to the students in the Department of English, Faculty of Education, Sana'a University_ Sana'a.
- The teachers: it refers to the teachers of English literature in the Department of English, Faculty of Education, Sana'a University- Sana'a.
- The Inspectors: it refers to the Inspectors of English language at Sana'a Educational Office.

- The course: it refers to the English literature course that is taught in the Department of English, Faculty of Education, Sana'a University- Sana'a.
- Students' Needs: it refers to what is linguistically necessary for the students to know in order to be competent teachers of English and to function effectively in the job in the future. Whether these needs are understood by the students themselves as well as by their teachers of English literature, Inspectors on English and curriculum designers.
- Needs Analysis: it is to identify and classify the linguistic 'Needs' of the students of English that, if being met, will enable them be competent teachers of English and be effective teachers of English thereafter.
- English for specific purposes: it refers to the students learning of all necessary linguistic forms, features, and functions of English language to meet the requirements of the course and to have the ability to effectively use what they have learnt in future as teachers in the classroom.
- Linguistic competence: it refers to English native speaker's inherited knowledge of the grammatical systems of English language unaffected by psychological constrains as forgetting.

- Communicative competence: it refers to the knowledge of the rules and forms of English language use and the ability to use the English language in an appropriate manner.
- Literary competence: it refers to the knowledge of the inherited properties of all literature and the ability to handle some varieties of English which are clearly related to English in general but which occur in special context.
- Gender: it refers to the sex of the individual.
- Students' gender differences: it refers to the physical and /or psychological differences between male and female students.
- English literature: it refers to literature which has been written in English language particularly in UK.
- English society: it refers to the English speaking communities particularly in UK as reflected in the historical context of the literature.
- English social and cultural background: it refers to the social and cultural background of the English speaking communities particularly in UK within the historical context of literature.

Chapter two

Review of related literature

Since this research is an analysis of students' needs in regard to the teaching of English literature in the Faculty of Education, Sana'a University, Sana'a. The review of literature has to cover four important aspects: the concept of needs, needs analysis, English for Specific Purposes, the importance of teaching literature in language classroom and language and competency.

This chapter is in two parts, the first part is about 'Needs' Analysis' and the second part is about teaching literature and competency.

The first part has several aims. The first one is to give a clear idea about the occurrence of the term "Needs" and how different scholars try to approach and interpret it in different ways.

The second purpose is to introduce a new concept, which is "Needs Analysis". Firstly a historical background of the occurrence of this term and its use in English Language Teaching is given. Then the review clarifies how the term was developed by the course of time.

There is a need to know the theoretical background, which stands behind those two terms and this is the third purpose of the first part of this chapter. First, there is a short historical background of ESP and its recognition as a new approach in ELT. Then the review covers the different classifications of ESP and its relation to enrich the topic of the research and enriching the field of ELT.

The second part of this chapter deals with the teaching of literature and its relationship to /with learning a foreign language in addition to the concept of 'competence' and its levels.

The purposes of the second part of this chapter are: first, to review literature on language teaching; secondly, justifications for the teaching of literature, particularly foreign literature in a language classroom. This is presented in two different ways. The first way, reviewing literature deals with justifications of teaching different aspects of literature such as poetry, drama or prose narrative.

Then, some general approaches that provide us with justifications of teaching literature in general. After that there is a need to be more focused on teaching English Literature for foreign students in a language classroom and this is the second purpose of the second part of the chapter.

The researcher has reviewed some models dealing with the teaching English literature and then focused on the model he chooses to follow. There is a need for some justified modifications for the model and that is the third purpose of this part.

Since the teaching of language and a foreign literature aims at the development of the students' competence there is a need to explore this term and this is the last purpose of the chapter.

First, the occurrence of this term is discussed. Then, the review covers the different levels of competence, linguistic, communicative and literary. There is a focus on the literary competence, because of its close relation to the research. As a result of that the review covers three points: the definition of literary competence, the need for it and how to develop it.

To conclude, this chapter aims at exploring different terms used in the research in addition to providing the reader with a satisfactory theoretical background of each term. Moreover, the chapter aims at showing the relevance of each term to the research.

PART ONE

NEEDS ANALYSIS

Historical Background:

The term 'Needs' is a very wide term and there have been many theories attempting to define it and give a clear picture about it. The first field which discussed the term 'Needs' was psychology. Psychologists brought new theories, which discussed the term and considered it a basis for their theories of 'Needs and Motives'.

They tried to understand the motives of human behaviour and they divided the motives into two main kinds: objective and subjective. They defined the subjective motives as needs, desires or drives.

The psychologist's definition of 'Needs' is that it is ' a physiological state resulting from losing the balance of an organ' see Huitt (2000)

Abraham Maslow was the first psychologist to carry out a large body of research relating to ' Human Motivation'. He posited a hierarchy of human needs based on two groupings: deficiency needs and growth needs Maslow (1954;cited in Huitt (2000). Within deficiency needs, each lower need must be met before moving to the next higher level. The deficiency needs are of four levels.

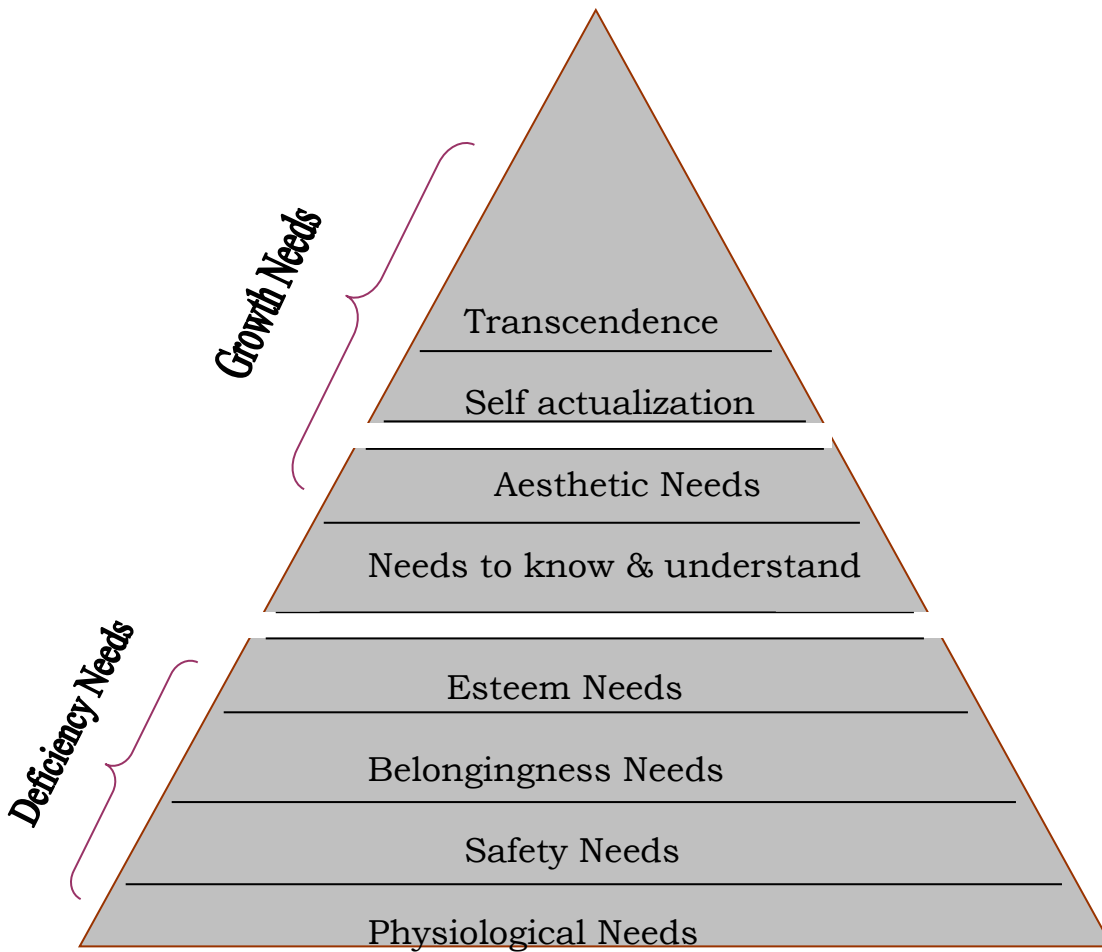
- 1) Physiological needs such as hunger and thirst.
- 2) Safety/security needs.
- 3) Belongings and love needs
- 4) Esteem needs

According to Maslow, if deficiency needs are met, the individual is ready to act upon growth needs, which is self-actualization.

Later on Maslow differentiated the growth needs of self-actualization, specifically naming two lower levels of growth needs prior to general level of self-actualization Maslow & Lowery (1998) cited in Huitt (2000) and one beyond that level Maslow (1972). They are:

- 5) Cognitive i.e. to know and to understand
- 6) Aesthetic i.e. symmetry, order and beauty.
- 7) Self-actualization, which is to find self-fulfilment and realize one's potential.
- 8) Transcendence: to help others find self-fulfilment and realize their potential; see Huitt (2000) and figure 1

Figure (1) Maslow's Hierarchy of Needs



Moreover, William James (1892-1962; cited in Huitt 2000) and Mathes (1981; cited in Huitt 2000) support the proposal that there are three levels of Needs, level of material (physiological safety), social (belongingness, self-esteem), and spiritual.

Alderfer (1972; cited in Huitt 2000) develops another hierarchy of three levels: existence, material and psychological desires, relatedness, and growth (impels a person to make a creative of productive effect).

Deci and Ryan (1991; cited in Huitt 2000) suggests three needs: the need for autonomy, the need for competence, and the need for relatedness.

Huitt (2000) explains these different approaches and provides a reorganization of both Maslow's and Alderfer's hierarchies shown below in table 1.

Table 1: Huitt's reorganization of Needs

Level	Introversion	Extroversion
Growth	Self-actualization (Development of competence (knowledge, attitudes and skills and character)	Transcendence (assisting in the development of the competence and character of others; relationships to the unknowable)
Other (Relatedness)	Personal identification with group, significant others (Belongingness)	Value of personal group, Esteem
Self-existence	Physiological, Biological (including basic emotional needs	Connectedness Security

Needs Analysis & English Language Teaching

The importance of Needs Analysis:

There was an assumption that the difference between ESP and General English, which was that basically ESP makes use of needs analysis, a number of scholars have disputed this point.

Hutchinson & Waters (2000) explain that the differences between ESP and General English are their 'awareness' of the need. They explain how ESP serves ELT in this field.

Any course should be based on an analysis of learner needs. This is one way in which ESP procedures can have a useful effect on general English. (Hutchinson & Waters 2000: 53)

The importance of needs analysis in ELT also stated clearly by (White 1988)

The purpose for which language is to be used becomes a key consideration in defining the content and the objectives of a language syllabus. (White 1988:19)

Not only that but it also:

...enables us to discriminate between various learner types, and to produce syllabus inventories (and courses) especially geared to their needs. (Johnson 1982:42)

In addition to that Richterich and Chancerel (1980:80) point out that “Needs Analysis” will contribute information not only before the course but during it as well.”

The concept of Needs Analysis:

Communicative Needs Processor:

ESP has been influenced by the appearance of some new theories in linguistics as well as by the development of General English. Accordingly, Munby’s book ‘Communicative Syllabus Design’ (1978) has had a great influence on Language teaching in general and particularly needs analysis. Moreover, this book is considered “ The most thorough and widely known work on Needs analysis.” (Hutchinson & Waters 2000: 54)

After the publishing of that book language teaching underwent a very important change that is the reorganization of the functions of language situations as a fundamental thing in language teaching.

Munby provided justified lists of micro functions in his communicative needs processor (Dudley-Evans & St. John 2000: 122)

Instead of investigating features of sex according to the descriptive linguistic and stylistic categories of the stylistician’s analytical framework, Munby investigates the student’s ‘participant’ particular communication needs according to the socio-cultural and stylistic variables, which interact to determine a profile of such needs. This profile

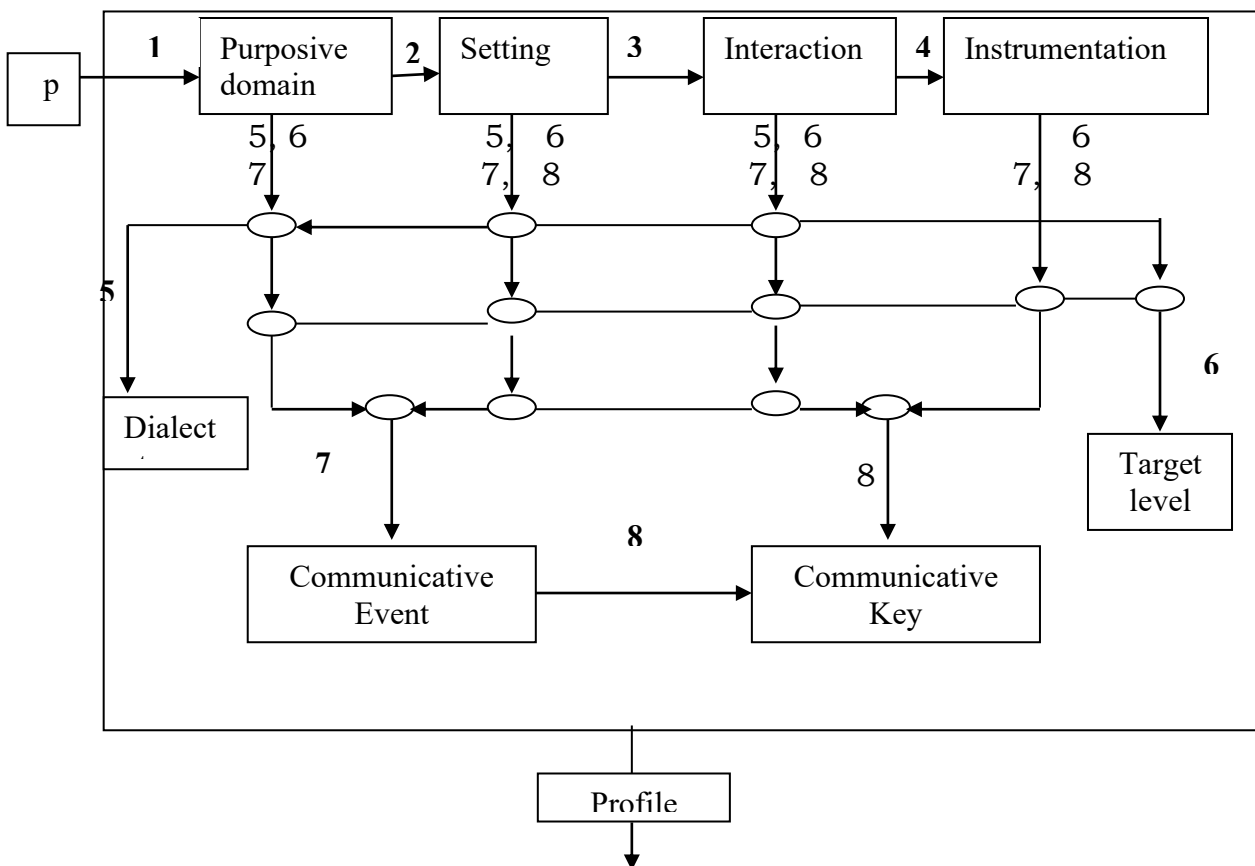
Is eventually translated into the ESP specification that indicates the target communicative competence of the participant. (Munby 1999: 32)

Munby suggests a process model of communicative competence, which he calls ‘Communicative Needs Process’ (CNP). CNP consists of:

A range of questions about key communication variables, topic, participant, medium, etc, that can be used to identify the target language needs of any group of learners. (Hutchinson & Waters 2000: 54).

In CNP we take into account the variables that affect the parameters in a dynamic relationship to each other, see figure 2.

Figure 2: Communicative Needs Processor



How CNP works

In CNP the variable that affect communicative needs by organizing them as parameters of two kinds, one set of constrains that depend upon input from other set of constrains before they become operational. The input to the CNP, which consists of base-line information on a L2 participant, is successively processed through the first four boxes in the order indicated by the numbered arrows. The information identified in the upper band of parameters then provides the relevant and necessary inputs for the lower band of parameters to become operational, see figure 2. Thus, for example, the dialect box can be seen to depend on input from purposive domain, setting and interaction. The results from the processing in each of the eight parameters are taken as the profile of communication needs for that particular participant. (Munby 1994:32-34)

What is meant by 'Needs'?

Ever since the term needs came to existence there has been a lot of confusion. Many scientists in ESP and ELT have tried to define it and in each occasion a new definition has come into existence to represent a different philosophy or educational value.

(Berwick 1989:55) distinguished between 'perceived' and 'felt' needs. He suggests that perceived needs represent curriculum designers, national educational policy and other outside factors, while felt needs represent the students' point of view concerning their needs.

A similar classification of needs was suggested by Brindly (1989:65); he divided needs into two main kinds, subjective and objective. In addition he suggested another classification based on their origin, Process-oriented needs derived from the learning situation and Product-oriented needs derived from the target situation (Dudley-Evans & St. John: 2000)

Dudley-Evans & St. John (2000) differentiate between two kinds of needs according to when these needs are fulfilled. They divide needs into two main sections 'immediate needs' i.e. those needs that students have at the time of the course and 'delayed needs' those that will become more significant later.

Hutchinson & waters (2000:54-55) pointed out more detailed classifications of needs. Firstly, they differentiate between 'target needs' i.e. What the learner needs to do in the target situation and 'learning needs' i.e. what the learner needs to do in order to learn. Within the first category target needs they divide it into three main kinds, necessities, lacks and wants.

Necessities

This is the first kind of target needs and related to the target situation. It can be said that necessities are

The type of need determined by the demands of the target situation that is what the learner has to know in order to function effectively in the target situation. (Hutchinson & Waters 2000: 55)

A very good example of this kind of needs is thoroughly covered in Munby's Analysis of Needs using the CNP. For example, a waiter should have sufficient knowledge of the linguistic features related to his work including suggestive, descriptive etc. functions.

Lacks

To know this kind of needs we have to know first what the learners already know. To know this we need a Present Situation Analysis (PSA). This analysis will enable us to know the learner's present proficiency.

In addition to that, we have to know or to have a clear idea about, the target situation and proficiency expected of the learners to be effective in dealing with the target situation, this will be achieved by Target Situation Analysis (TSA). In this analysis we should know necessities and wants. In other words, the target proficiency needs to be matched against the existing proficiency of the learners. The gap between the two can be referred to as the learner's lacks.

Wants

The previous two kinds of needs are determined by curriculum designers and by specialists in the field of education, but this one is different. It is purely the learner's point of view about his needs. In other words, "Wants" are what the learners feel as a need to be fulfilled in the course. We can't ignore the learners'

point of view about their needs because they usually have a clear idea about them. Richierich comments :

A need does not exist independent of a person. It is people who build up their images of their needs on the basis of data relating to themselves and their environment. (Richierich 1989:29)

He makes clear that “ Learner perceived wants can not be ignored”. (Richierich 1989:29)

English For Specific Purposes (ESP)

Nowadays ESP has become a very important branch of ELT. It has a great deal on this branch and it draws also on the pioneering work done in the domain of ESP. To clarify this important area some essential points related to ESP should be referred back to.

Historical background:

After the end of the Second World War in 1945 there was an expansion in scientific, technical and economic activities on an international scale. Accordingly, two new and very strong forces demanded an international language. The power achieved by USA after the end of this war gave English Language the power to stand as an international language. The learning of English became the aim of many people. They began to learn English not for pleasure but for purely professional purposes. The oil crisis in the early 1970s strengthened the role of English in peoples' lives, especially business English. As a result of that changes

were made resulting in the modification of English language teaching to meet market needs.

Scholars in linguistics began to change the focus of linguistics to go side by side with changes in language teaching. The first scholar who asked for a change in the focus of linguistics was Widdowson in 1975. He emphasized the importance of the context of the language and emphasized the determination of the context and the specific situation as a basis for the learner's course.

A lot of scholars followed him in, such as Swales (1985; cited in Hutchinson & Waters 2000), Selinker and Timble (1976; cited in Hutchinson & Waters 2000).

Meanwhile, educational psychology changed its focus. Rodger (1969) had a new revolutionary idea by emphasizing the central importance of the learners and their attitude to learning.

To sum up, there were three factors that helped in the growth of ESP.

- The expansion of demand for English to suit particular needs.
- A development in the field of linguistics which resulted in the moving of focus from the form to the context.
- A development in Educational psychology which made learners and their attitudes the central factor of learning process. (Hutchinson & Waters 2000: 8)

What is ESP

ESP appeared as a method of teaching English in the 1960s and has gone through a number of developments since. There are many definitions of ESP. The first definition was in by Hutchinson and Waters (2000). They viewed ESP as an “approach” rather than a product. For them “ the foundation of ESP is the simple question: why does this learner need to learn a foreign language”. (Dudley-Evans & St John: 2000). This gives the context of the language an important role in the learning of a language. Accordingly, students’ needs for learning a language in the basis of ESP courses.

The second definition is given by Stevens in 1988 cited in Dudley Evans & St John 2000). He differentiates between two kinds of characteristics.

Absolute characteristics

- Designed to meet specific needs of learner
- Related in context to particular disciplines occupations and activities.
- Centred on language appropriate to those activities in syntax, lexis discourse, semantics and so on

Variable characteristics

- May be restricted as to the learning skills to be learned (reading skills)
- May not be taught according to any pro-ordained methodology

(Dudley Evans & St John 2000: 3)

The third definition was given by Robinson (1991; cited in Dudley Evans & St John 2000). For her ESP is normally directed towards goals and ESP courses develop from needs analysis. Also she was of the opinion that ESP courses are generally concentrated by “ a limited time period”. Dudley-Evans & St John (2000) follow Stevens’ way of ESP. They differentiate between three absolute characteristics and four variable characteristics:

Absolute characteristics:

- ESP is designed to meet specific needs of the learners
- ESP makes use of the underlying methodology and activities of the disciplines it serves.
- ESP is centred on the language (grammar, lexis, registers) skills, discourse and genres appropriate to these activities.

Variable characteristics:

- ESP may be related to or designed for specific disciplines.
- ESP may use, in specific teaching situations a different methodology from that of General English.

- Although ESP is likely to be designed for adult learners it could be used in secondary schools.
- ESP is generally designed for intermediate or advanced- level students. (Dudley-Evans & St John 2000:4-5).

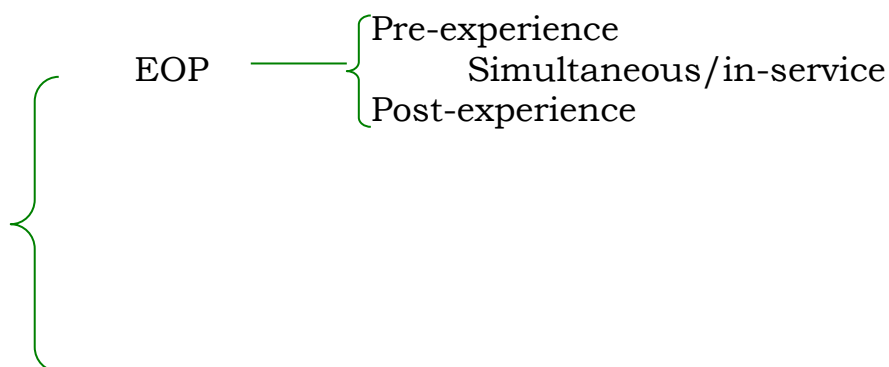
From all definitions mentioned earlier we come to a conclusion that ESP is based on needs analysis. The course has to be designed to meet these needs. The methods of teaching also should serve this aim. ESP is not limited to specific time or specific group of learners, though some scholars such as Robinson (1991; cited in Dudley Evans & St John (2000) put limited time to the course.

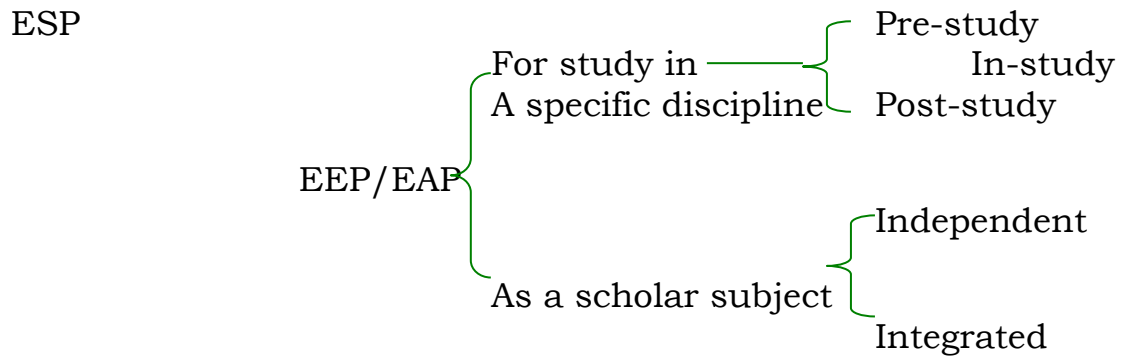
Classification of ESP:

English for specific purposes has been divided into two main branches English for Occupational Purposes and English for Academic Purposes. Then there will be sub-divisions for both EOP and EAP. Most of the differences in the classification of ESP come in this level.

Robinson’s diagram below explains her classification, see figure 3.

Figure 3: Robinson’s classification of ESP



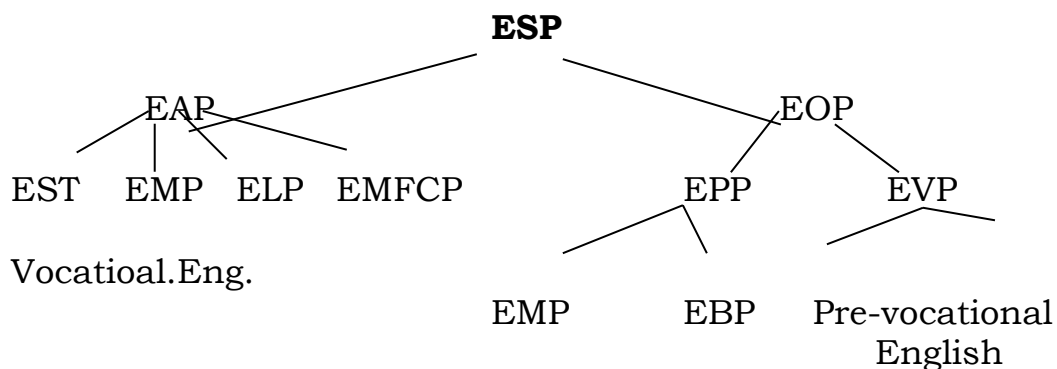


(Dudley-Evans & St John 2000: 6).

This division is based on when the course will take place. Identifying the time of the course will make the needs more specified and accordingly the course will be more appropriate for the learner. For example, the course learners' needs before being a teacher are different from both the needs while teaching and after teaching.

There is another classification according to the professional area, which divides ESP into EAP and EOP, see figure 4.

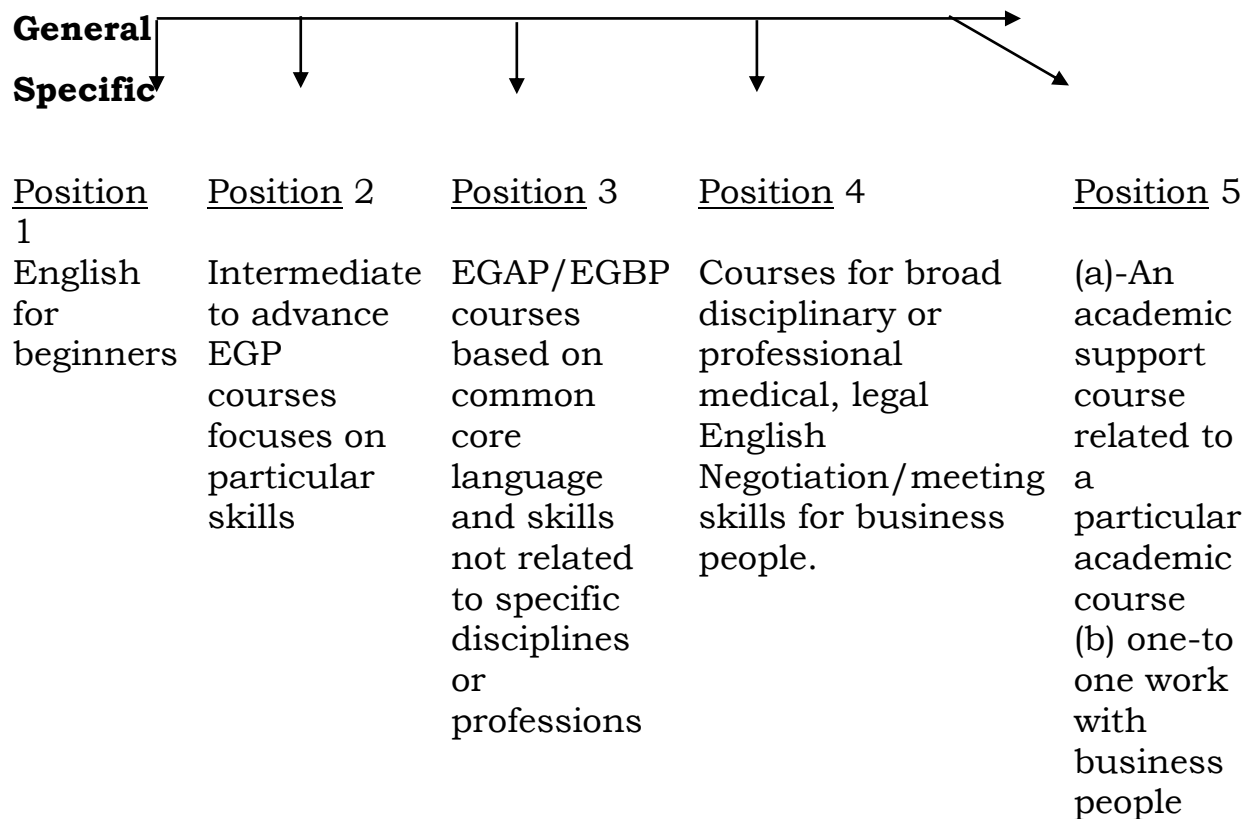
Figure 4: Tree classification of ESP



(Dudley-Evans & St John 2000: 6)

Dudley-Evans & St. John (2000) put a linear classification of ESP or 'Continuum'. It starts with General English and moves towards more specific English, see figure 5.

Figure 5: Linear classification of ESP



(Dudley-Evans & St John 2000: 9)

When one moves forward one becomes more specific either in the skills or in the skills and background. For example, group 4 has specific skills but the groups of learners are not homogenous. The only group, which is really specific in this 'continuum', is group 5. (Dudley-Evans & St John 2000:8-9).

Advantages of ESP:

Stevens (1988; cited in Dudley-Evans & St John 2000) summarises the advantages of ESP as:

- Being focused on the learners' needs as it reduces time wastage.
- It is related to the learner.
- It is successful in imparting learning.
- It is more cost-effective than 'General English'.

This declares that ESP teaching is more predicated on motivation on the part of learners than General English.

Dudley-Evans & St John (2000) say:

Motivation in ESP has a profound effect on the question of how specific the course is. High motivation on the part of learners generally enables more subject specific work to be undertaken; low motivation, however, is likely to lead to a concentration on less specific work. (Dudley-Evans & St John 2000: 10)

The Development of ESP

According to Hutchinson & Waters ESP went through five main stages:

a. The concept of special language: register analysis

The first stage in the development of ESP took place mainly in the 1960s and early 1970s. This was reflected in the work of Stevens, Ewer And Swales (1971; cited in Hutchinson & Waters 2000).

The theory behind this stage is that the English of any specific register, medical register has different forms than other registers.

The aim of the analysis was to identify the grammatical and lexical features of these registers.

Teaching materials then took these linguistic features as their syllabus (Hutchinson & Waters 2000: 9-10)

A good example of a course based on register analysis is ‘ A Course in Basic Scientific English’ by Ewer and Latorre (1969; cited in Hutchinson & Waters 2000). They made it clear that in scientific English there is a tendency to favour particular forms such as the present simple tense, the passive voice and nominal compounds.

The main motive behind register analysis was a pedagogic one of making the ESP course more relevant to learners’ needs. The aim of such a school is to make the syllabus more relevant to real life

by giving priority to the language forms that students will meet in their study whatever their speciality.

b. Beyond the sentence: rhetorical or discourse analysis

Developments in the field of linguistics affected ESP by changing the focus of language. Instead of focusing at the sentence level, the attentions shifted to the discourse level. ESP made use of a new field approach in 1970s, which is Discourse Analysis. The main figures in this field, are Widdowson, Selinker, Trimble, Lackstron and Todd-Tramble; cited in Hutchinson & Waters (2000).

Attention in discourse analysis shifted to the understanding of “how sentences were combined in discourse to produce meaning”. (Hutchinson & Waters 2000:13). The concern of this school was to identify the organizational patterns in texts and to specify the linguistic means by which these patterns are signalled. These patterns would then form the syllabus of the ESP course. As a result, materials based on the discourse approach “ teach students to recognize textual patterns” (Hutchinson & Waters 2000:13).

c. Target situation analysis

In this stage ESP made language analysis more related to the learner’s reasons for learning. The aim of ESP course is to “enable learners to function, adequately in a target situation” (Hutchinson & Waters 2000:13). So, before designing the course

the target situations should be identified. Then, linguistic features of those situations should be analysed.

A good example of the target situation analysis (CNP) is the system set out by Munby (1994). This stage was very important because ESP was systematized and the learner's needs became the centre of the course strategies.

d. Skills and Strategies:

In this stage ESP attempts to look below the surface and to consider not the language itself but the thinking processes that underlie language use.

Significant work has been done in this area by Grellet (1981), Nutall (1982), Alderson and Urquhart (1984).

The main idea in this approach, skills-centered, is that:

...underlying all language use their common reasoning and interpreting processes which, regardless of the surface forms, enable us to extract meaning from discourse. (Hutchinson & Waters 2000: 13)

In short, the focus should be on 'the underlying interpretive strategies', e.g. guessing the meaning of words from text, etc.

The materials of this approach put emphasis on reading or listening strategies. The characteristic exercises get the learner to repeat and analyse how meaning is produced in and derived from written or spoken discourse.

e. A learning-centered approach:

The previous four stages are concerned with language use, which helps to define the course objectives, but this approach's concern is language learning.

A truly valid approach to ESP must be based on an understanding of the processes of language learning
(Hutchinson & Waters 2000: 14)

PART TWO

LITERATURE
&
TEACHING OF
LANGUAGE

Introduction

It is said that literature is the most carefully considered use of language. In other words, literature is an effective use of language. In addition to that, Widdowson says that

Literature as a subject has its principal aim, the development of the capacity for individual responses - language use. (Widdowson 1975)

Halliday defines literature as “ the subject whose task is precisely to show how language works” cited in Widdowson (1975).

Literature as a course, however, is one of the most debated areas in teaching. There are some serious questions related to this area such as, what is the purpose of teaching literature in general, and the teaching of literature in language teaching?

Another question and a very important one is “ Does literature use a particular language? And if yes, what are the features or parameters of literary language?

In the following lines an attempt will be made to answer both questions.

The first part will explore the role of teaching literature in teaching language; then, the Researcher will define ‘Competency’ and its level. Further, he will point out how to develop literary competence and the need for it.

The Role of Teaching Literature in Teaching Language

Teaching literature and its relation to teaching a language, especially a second or foreign language, has taken up a good deal of scholars' attention. Many scholars have tried to justify the teaching of literature in teaching a second /foreign language. Some other scholars tried to justify the teaching of specific courses of literature in the teaching of second/foreign language; for instance the teaching of poetry or drama.

Maley & Duff (1995) list some advantages of teaching poetry. They say that teaching poetry has the following advantages:

- *It is universal and deals with common things.*
- *It deals with important things and experiences that learners can respond to them.*
- *It motivates student.*
- *It makes students confident and enables them to play with language.*
- *It promotes interactions and varies their interpretation.*
- *It develops their personal reaction to the text.*
- *It is a conscious process of memorization in which, an unconscious process of absorbing language is developed.*
- *It develops their sensitivity towards rhythm.*
- *It develops their language performance.*
- *It draws the student's attention to the economic use of language. (Maley & Duff 1995: 5)*

In regard to the role of teaching drama in language learning it has been said that drama plays a role in three important aspects, language, situation and the student's motivation. Maley and Duff (1999) in their introduction of the book they explain the role of teaching drama in language learning. They say: Firstly, concerning the language they say that teaching Drama develops some skills that are ignored in other traditional textbooks. They say that

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

Moreover, teaching Drama adds emotional aspects to language.

Drama attempts to put back some of this forgotten emotional content into language and to put the body back too. This does not mean that we must suddenly start leaping about the room in an exaggerated fashion, but it does imply that we need to take more account of meaning. (Maley & Duff: 1999:7)

Secondly, regarding the linguistic situation four subtitles, which are important in the teaching situation, are brought about using drama, setting, role and status: mood, attitude and feeling and shared knowledge. They claim that teaching drama

Encourages students to look at language from a different angle, to go behind the words to the actions they are most likely to perform in the language, the patterns of behaviour that be behind all language functions. (Maley & Duff: 1999:10)

Moreover, they claim that teaching drama involves the four aspects mentioned earlier, that is the student starts:

Start to become sensitive to the way which our built-in views of our own role and those of others are defined and clarified through language and attention (Maley & Duff: 1999:10)

Drama techniques have the singular merit of directly engaging students' Feelings and as a result, often making them aware of the need to be able to explain them appropriately (Maley & Duff: 1999:11)

The idea is summarized by the author saying:

Drama can help us to restore this totality and reversing the learning process, that is, by beginning with meaning and moving to language from there. (Maley & Duff: 1999:12)

Regarding the point of motivation and how it is affected by teaching drama Maley and Duff say

In a sense, motivation is not needed when working through drama, because the enjoyment comes from imaginative personal involvement not from the

sense of having successfully carried out someone else's instructions. (Maley & Duff: 1999:12)

In regard to the teaching of narrative prose, novel and short stories Al-Usaily (1976) in his article, makes clear that narrative prose is a very important and useful tool for ELT. He draws our attention to the importance of narrative prose as a very high motivating course for learning a foreign language

Nothing is more interesting to students of a language than prose narrative (Al-Usaily 1976: 84)

Adding that:

Novels and stories, more than any other form of writing, motivate students for learning of a language. They are so useful as tools of language teaching because they combine entertainment with instructions.

(Al-Usaily 1976: 84)

In addition, narrative prose plays a vital role in acquiring language skills such as reading, writing, and speaking.

Mastery of the very useful skills of reading and writing are effectively served by prose narrative.

(Al-Usaily 1976: 84)

One point which gives novels and short stories a great importance in language teaching is that they are “free” from linguistic difficulties that could be found in other forms of literature like drama and poetry.

Al-Usaily sums up the importance of prose narrative in ELT by saying

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

(Al-Usaily 1976: 84)

Apart from their discussion of the importance of some aspects of literature, poetry and drama Duff and Maley (1999), discuss the importance of teaching literature in general. They mention three important justifications for teaching literary texts, the first is linguistic, the second is methodological and the last is motivational. Their justifications are:

- *In terms of the language, literary texts offer genuine samples of a very wide range of styles, registers, and text-types of many levels of difficulty. For this reason alone they are worthy of consideration.*
- *The fact that literary texts are, by their very essence, open to multiple interpretation means that only rarely will two readers' understanding of or reaction to a given text be identical. This ready-made opinion gap between one individual's*

interpretation and another's can be bridged by genuine interaction.

- *Literary texts are non-trivial in the sense that they deal with matters, which concerned the writer enough to make him/her write about them. In this they are unlike many other forms of language teaching inputs, which frequently trivialize experience in the service of pedagogy. This genuine fact of literary texts is a powerful motivator, especially when allied to the fact that literary texts so often touch on themes to which learners can bring a personal response from their own experience (Duff & Maley 1999: 5)*

Another attempt at discussing the importance of literature in learning a language is found in Collie & Slater (2000). The authors give four main points that justify the teaching of literature in a language class.

- *Valuable authentic material*
- *Cultural enrichment*
- *Language enrichment*
- *And personal involvement.*

Under the first point the authors firstly define 'authentic' as

...most works of literature are not fashioned for the specific purpose of teaching a language (Collie & Slater 2000:3)

Then Collie and Slater (2000) begin to explain the importance of teaching literature as an authentic material by saying.

In reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: irony, exposition, argument, narration, and so on. (Collie & Slater 2000:4)

Regarding the point of culture, they explain how literature is considered an 'ideal' to provide the learners of a language, second or foreign, with more information about the culture of the target language. They mention also other sources of this information such as radio programs, movies, etc and they conclude that:

Literature is perhaps best seen as a complement to other materials used to increase the foreign learner's insight into the country whose language is being learnt. (Collie & Slater 2000:4)

The relationship between language and literature is discussed in the third point. They start by referring to some negative opinion, which questions the lexical appropriateness and validity of some literature texts. On the other hand a strong opinion, which supports the positive results of teaching literature in language classes, has been discussed under this point. The authors explain how literature enriches the target language of the learner.

Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualised body of text, students gain

familiarity with many features of the written language. The formation and function of sentences, the variety of possible structures, the different ways of connecting ideas which broaden and enrich their own writing skills

(Collie & Slater 2000:5)

In addition:

The compressed quality of much literary language produces unexpected density of meaning

(Collie & Slater 2000:4)

The final purpose of teaching literature in a language classroom, which is discussed by Collie & Slater (2000), is the learner's personal involvement. The personal involvement of the learner of a language has two main results; motivation and interacting with the literary text. The authors explain that by saying:

Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system. (Collie & Slater 2000:5)

Accordingly, “ the language becomes ‘transparent’, the fiction summons the whole person into its own world” (Collie & Slater 2000:5)

We need to be more specific in relation to the research situation. Accordingly, the Researcher will try to review some important points in regard to the importance of teaching English Literature in the learning of English Language.

The Importance Of Teaching English Literature In Learning English Language.

English literature is one of the richest literatures in the world. Not only that but also it emerges and spreads over in the post-colonial world. A great number of people around the world has taken to English literature or English language. The question, which comes first language or literature, is a very important question. It leads us to ask ourselves about the purposes of teaching English literature in English classes. In other words, what are the aims of the teacher of English while teaching English language for second or foreign language learners? This point has been discussed by a number of scholars and specialists in teaching. The most well known scholars who thought of making a specific model for stating the purpose of teaching English literature in an English language class were Burke & Brumfit. In their article ‘Is literature language? or is language literature?’ which was published in Brumfit & Carter’s book ‘Literature and Language Teaching (1999)

Burke & Brumfit (1999) present a comprehensive model through which the aims of teaching English literature in the English language class could be given under three main categories: ‘The promotion of skills, encouragement of attitudes and affective states and provision of information’. Under each category the authors include other sub-categories. Their model is set out in details below.

The purposes of teaching English literature:

1. The promotion of skills.
 - a. Literacy and accuracy.
 - Aiming at accuracy.
 - Aiming at fluency and comfort.
 - b. Critical and analytical ability.
 - Specifically in response to writing or speech.
 - Specifically in response to literary texts.
 - Specifically in discussion of the nature of language and how it works.
 - By transfer, to all situations, particularly in response to aesthetic stimuli and to rational argument.
 - c. Social skills 'poise'.

Particularly in the context of the society of which the pupil is a member.
 - c. Use of imagination.

2. Encouragement of attitudes and affective states.
 - a. Generally liberal, ethical, and humanitarian attitudes.
 - Through an active engagement with problems of writing and formulating ideas.
 - Through response to works of literature.
 - b. Respect for the imagination and the intellect.
 - c. Respect for literary and cultural tradition
 - In general
 - A particular tradition.

3. Provision of information.

a. Knowledge about literature

- The English literary tradition
- The Western literary tradition
- Literature as human activity

b. Knowledge about language

- The English language
- Language as a human phenomenon (Burke &

Brumfit 1999: 171-172)

The aims mentioned earlier are actually very wide-ranging and ambitious. Some of them are also more appropriate to a whole educational system than to one subject, but they are still important in teaching English Literature. This systematic way in the presentation of the aims makes this model well known to teachers and people working in this field. Of course, many aims are correlated and it is difficult to make a clear distinction between them and that is a result of the nature of English language and any language in the world. All its aspects are integrated.

One criticism of Burke & Brumfit's model is that it ignores a very important aim of teaching English literature. In fact, it is not only an aim but also a separate category that could include a number of sub-categories. One such category is Experience. Ram (1997), draws attention to an important factor in ELT which is 'Experience'. This is as important as the dimensions of skills and knowledge. He presents a new theory of language origin to invoke experience in the context of ELT.

Accordingly, a fourth category could be added to Burke & Brumfit's: this category is 'Experience'. So, language in the classroom will be under four categories:

1. Promotion of skills.
2. Encouragement of attitudes and affective states.
3. Provision of knowledge.
4. Enriching experience.

Teaching English Literature In EFL classroom a Definite Model

1- The Promotion of skills:

One of the important aims of teaching English literature in the language class is the promotion of various skills. Brumfit explains, “ Literature is a skills subject, not a content subject” (Brumfit 1999: 237)

Some skills that are developed by the teaching of English literature will be discussed in the following pages in detail.

a) Reading skills:

Reading skills are affected greatly by the teaching of literature. They may be considered as the most prominent skills that are developed by the teaching of it Pickett (1999), explains how teaching of literature develops some important skills in reading. He suggests two streams for teaching literature ‘ *Intensive/Analytic*’ and “ *Extensive/Cumulative*” the second one develops fast reading. In addition to that he explains that literature teaching develops reading for general ideas and specific information that will be in “close reading of texts and free reading”. (Pickett 1999: 268)

Moreover, McKay (1999) writes

Certainly in so far as literature can foster an overall increase in reading proficiency, it will contribute to these goals. (McKay 1999:192)

She adds:

Literary texts can aid in the development of reading proficiency and in this way contribute to a student's academic and occupational objectives. (McKay 1999:192)

Of course, there are many other scholars who have written about the importance of teaching English literature in developing reading skills, but the Researcher will just consider the above mentioned writers as his references in view of their greater relevance and in view of the scope of this study.

b) Oral Proficiency:

This skill is not affected directly by the teaching of literature. If the teacher uses a good technique for teaching English literature, this will have a great impact on the students' oral proficiency. Maley & Duff (1995), explain how the interaction between students and their teacher in the literature class develops students' confidence in the use of English, their fluency, and even, to some extent their pronunciation of English.

c) Writing Skills:

These skills also are affected indirectly by the teaching of English literature. Students of literature are asked to write many assignments about the literature courses they are taking, whether analytical or critical essays or an interpretive essay. Therefore, their writing skills are improved while doing their assignments. Long (1999), explains the positive impact of teaching English literature in developing students' written responses to the texts.

Furthermore, teaching literature helps in “teaching the art of writing” (Al-Usaily 1976:85)

In addition, the teaching of English literature helps in developing the focus on meaning in writing. In other words, literature provides a focus for meaning output through writing and discussion (Gwinn 1990:12)

What is more is that the teaching of English literature *provides an effective way of understanding the complex of subject elements that go into creation of what we call 'good writing'.* (Gwin 1990:12).

d) Linguistic skills:

Teaching English literature to non-native students has its linguistic differences, as argued by many writers. However, it has been proved that teaching English literature in a language class for non-native students gives positive linguistic results. A good example of that are what Obediat (1997) reports when he says that studies of Arab students prove positive results in language skills as a result of teaching English literature.

The student survey shows that language skills seem to develop through studying literature in English (Obediat 1997:32).

Another expert, who tried to explain the importance of teaching English literature in developing linguistic skills, is McKay. She explained that

Most present-day literary texts assume that literature can provide a basis for extending language use. (McKay 1999:200)

She said also “ literature will increase all language skills” (McKay 1999:200)

Furthermore, teaching English literature helps students in developing their awareness of the various levels of language use in literary texts. More details about that are found in Littlewood (1999). He states that the literary text has five linguistic levels.

Language as a system of structures, language in a specific stylistic variety, language as the expresser of superficial subject matter, and language as the symbolization of the author’s vision... and the fifth when we locate the work in time and place, and view it as a part of literary history or of the author’s biography (Littlewood 1999:179)

e) Analytical ability:

Student’s analytical ability is developed to a great extent by the studying of English literature. Though the focus in the earlier

stages of teaching English literature is on the form of the text, Rodger (1973) was the first one to draw attention to what is behind the text. He pointed to the value of the text, or the context.

Later on, Widdowson explains the aims of literature course as:

To train intelligence and sensibility, to cultivate sensitiveness and precision of response, to provide an initiation into the nature and significance of tradition (Widdowson 1975)

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

Brumfit stresses the relationship between the students' cognitive developments and the teaching of literature. He explains that the interaction between the students and the literary texts.

Will force us to consider literature not as an isolated activity but as one to be viewed in relation to the general cognitive development of the student.(Brumfit 1999:186)

Teaching literature can also develop the students' ability to solve their own problems. In other words literature enables us to solve or understand problems. We can also say that teaching English literature develops students' criticality. Hirvela and Boyle explain this point. They summarize the values of teaching literature and amongst other things, state that "The study of literature can develop the critical Faculty" (Hirvela & Boyle 1988:181).

f) Social skills:

Though social skills can be developed by integrating with society, they could also be developed by reading the literature of a target language. That is because literature of any language represents the society and the culture of the society. As Pettit says:“ Literary studies should retain their own nature in any social situation.” (Pettit 1999: 250)

Literature itself could be defined using these skills in addition to the culture of the language Short & Candlin (1999) stress the definition of literature in ‘*Socio-cultural*’ terms rather than linguistic terms. Moreover, various interaction in any language is represented in its literature. Accordingly, a learner of this literature will develop interaction skills of the target language.

g) Interpretive Skills:

Teaching of literature has a great influence upon the interpretive skills. It develops student’s interpretive skills by making him very sensitive to the text. In other words, teaching literature “Creates a feeling for language” (Long 1999:59)

Rodger (1973) explains that the aim of the teachers of literature should be to: “ Teach our students how to read and interpret themselves”. (Rodger 1973:89)

He states that a valid interpretation is the one, which relates the ‘*sense*’ or the ‘*value*’ of the world to the ‘*linguistic facts of the text*’.

h) Free Thinking Skills:

Teaching the literature of a target language has a great influence on students' creativity. It might not be possible for any other course to promote the creativity of the students as literature does. McKay (1999) explains how literature promotes our students' creativity. Moreover, it promotes an intensive creative engagement between the students and literature. To this point Brumfit explains how the members of the sample of his study do that, saying:

Everyone had been intensively involved in some form of creative engagement with literature. (Brumfit 1999-c: 260)

In addition, teaching literature gives more freedom for the students and this makes students open-minded. Obediat (1997) says that

Literature has a great freedom and since it acknowledges no linguistic barriers that restrain our ability to use language. (Obediat 1997:32)

i) Discourse Skills:

There are many scholars who have made a great contribution in drawing the attention of workers in the educational field to the importance of dealing with a text as a discourse and how to develop it. Among these scholars are Rodger and Widdoson. Rodger (1973) for example, explains how important it is to deal with a text as a context and as a separate discourse. He also demonstrates some characteristics of literary discourse and how

we acquire discourse skills by ‘*responding*’ to the text, finding the ‘*value*’ of words and relating all of these to the linguistic form of the text.

Widdowson (1975), states that:

In literature our principal objective is to develop in the learner an awareness to how literary discourse differs from conventional modes of expression

Further, discourse skills are developed by the teaching of literature. Simon (2000) explains the similarity of literary discourse and non-literary discourse and how the learner develops his skills in discourse by studying literature.

Brumfit (1999-a) also explains how activity during a literature class leads students to acquire some skills:

Work in literature follows naturally from integrative activities in reading, in which understanding of the text is derived from discussion by students of questions which force them to see the text as a coherent piece of discourse. (Brumfit 1999-a:187)

j) Teaching Skills:

Teaching skills are affected indirectly by the teaching of literature. The teaching of literature helps students in building up their linguistic competence that will be necessary for them in teaching after finishing their course. Linguistic competence will be discussed at some length later on.

2- Provision Of Information:

Literature is considered as an important source of information in many aspects. Not only that but literature also represents information in a unique variety. Some aspects will be discussed in some detail in the following lines.

a. Cultural & Social Information:

Some scholars view this aspect as an obstacle in teaching literature. They think that the lack of cultural & social information as background, prevent students from valuing literature. On the other hand, some others explain that literature is an important source of cultural and social information, especially, for foreign students who will not be able to go to UK or USA to integrate with the English culture. Awadh & AbdulMalik (1976) state this point when they record that

Literature broadens the learner's mind and makes him a more cultured man

(Awadh & AbdulMalik 1976:80).

What is more, students mostly have no information related to the social background and cultural aspects of a literary text except what they will find in the text itself. Simon (2000) supports the idea that a literary text is mostly the only source of any cultural and social background of the society presented in the text. This will be through the linguistic codes used in the text.

In the Arab world and in a very similar situation to the one discussed in this research. Obediat states the influence of teaching English literature in cultural and social information in a direct way and supports the teaching of literature in English Departments:

In my opinion, a knowledge of history and cultural background of the literature of England and United States should, therefore, be the core of the degree which English Departments offer. (Obediat 1997:3)

Even contemporary studies about teaching culture in EFL classroom stress the importance of literature as a means of teaching English language. The Internet TESL journal has published very important articles about teaching culture in literature. A good example of that is Plastina (2000). The writer carried out a study design for an in-service program. The basis of this research is ‘ the importance of teaching culture in literature within the ESL/EFL classroom’. She justified this aim saying

The planning of this course can be justified by the need to use language, for successful interaction with members of another socio-cultural background ... trainees develop an awareness of the importance of contextualizing language by reference to its cultural connections. (Plastina 2000:1)

Another article is for Cullen (2000). He recommends creating ‘Cultural Texture’ which he defines as

.. to describe the many aspects of culture that we need to teach to our students (Cullen 2000)

To achieve this texture he says that we need three parameters among which is 'information sources'. Then he discusses the information sources and mentions stories and literature as important sources for culture. In addition, literature:

...enhances the learners' understanding of the cultural value of English speaking people. (Gwin 1990:13)

b. Linguistic Information:

Linguistic information is affected positively to a great extent by the teaching of literature. Firstly, the teaching of literature expands the learner's knowledge of the English vocabulary. Not only that but literature is a unique form of writing, which has "The power to generate many meanings" (Nash 1999:79)

In addition to the vocabulary, teaching literature helps students in knowing different structures of English besides the various level of these structures, surface and deep structures. Littlewood (1999) discusses the various linguistic levels, which are presented by literary texts. These levels were referenced in details earlier.

Expanding the knowledge of the vocabulary usage and complex and exact syntax of English by the teaching of English literature is discussed by McKay (1999) as she says

Literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax. (McKay 1999:191)

Moreover, the teaching of literature expands the students' knowledge of the language varieties

It is especially appropriate when teacher wishes to sharpen awareness of the links between language varieties and the normal contexts of their use. (Tregrove 1999:68).

Teaching English literature also helps in building up the students' linguistic competence. Not only that, but teaching literature also helps students to use their linguistic competence. Teaching literature provides

A focus for application of aspects of the linguistic competence which teachers seek to develop in their student. (Trenrove 1999:168)

c. Historical Information:

Teaching literature in an indirect way provides the students with some historical information, which is mostly represented in the literary texts. The historical information could be presented in general terms or with reference to particular situation especially about the countries referred to in it.

d. Literary Information:

Literary trends and characteristics are mostly taught to the students using literature. Teaching various kinds of literature provides the students with a lot of information about each kind and gives them a clear idea of the characteristics of each one.

Teaching must develop the literary awareness which is implicit in learners ability to use language at all and sensitise learners to the convention of the literary tradition. (Brumfit 1999-a:186).

3- Encouragement of attitudes and affective states:

The teaching of literature is considered an important factor in motivating students in learning literature and learning English language. Hirvela and Boyle (1988) state the point that teaching literature plays a vital role in:

Helping students gain a deeper feeling for literature as a subject and for language used in literature.

(Hirvela & Boyle 1988: 183)

They also summarize this point saying: “ Literature can lead to growth in emotional awareness and maturity.”

(Hirvela & Boyle: 1988: 181).

Brumfit again states this point and clarifies that not only the students are activated by literature, but also the teachers.

Brumfit argues that literature forces the teacher “ to get the pupils active” Brumfit (1999-b:241)

Moreover, Kachru (1999) explains that the teaching of non-native literature helps and provides the students and the teachers with a challenge which helps them in the course of learning.

The use of such non-native literature texts then, provides a challenge not only to the non-native teachers and learners, but also to teachers and learners who use English as their native language.

(Kachru 1999:148)

This means that teaching any non-native literature motivates the learners whether they are native speakers or learners of a foreign language. Furthermore, teaching the literature of a foreign language promotes tolerance for cultural differences for both teacher and student.

Thus, literature may work to promote a greater tolerance for cultural differences for both the teacher and the students (McKay 1999:193)

A very comprehensive article about teaching literature and its role in motivating students and fostering ‘emotional intelligence’ is the one which was written by Ghosn (2001). He explains that

Literature can also help the child gain insight into human behaviour. Literature can provide a motivating and low-anxiety context for language (Ghosn 2001:11)

The writer summarizes all these points saying:

Literature has the potential of fostering emotional intelligence by providing various emotional experiences that shape the brain circuits for empathy and help the child gain insight into human behaviour (Ghosn 2001:10)

To the same end, Pettit (1999) explains this point in different words, he says that

Literature is also a form of recreation. The reader or listener feels that he is at play among familiar objects (Pettit 1999:245)

4- Experience:

In reality, this is relatively a new category to be added to the field of ELT in general and to the teaching of English literature in particular. There used to be only three categories in ELT, knowledge, skills and affective domain, but Ram (1997) adds the 'experience' category to the ELT. There were references to experience before that but it was the first time to suggest that we should make experience a separate category in ELT, and particularly in teaching English literature. He explains the role of teaching English literature in enriching the students' experiences by saying:

We may and should, to the extent possible, exploit literature with its formulations and reformulations of experience, with its rich connotation and with its intrinsic, affective stimulus in a classroom

(Ram 1997:120)

Another scholar, explains the role of teaching literature in enriching another kind of experience, which is the 'immediate experience'. He says that literature has the quality of

...rendering of all the particularities and peculiar qualities of immediate experience. (Pettit 1999:245)

Authentic experience, which is achieved by the teaching of literature, is considered a very important purpose of teaching literature. Long (1999) considers the authentic experience after the teaching of literature as "the strongest justification for the teaching of literature" (Long 1999:59)

Other scholars have their contributions in regard to this point. Collie and Slater (2000) puts authentic material of literature as one of the four main justifications of teaching literature.

To sum up, literature teaching plays a vital role in improving the learner's skills, expanding the learners' repertoire of information, motivating them and enriching their experience. Some specialized people in the field of ELT and the teaching of literature refer to more to these things as '*literary competence*'. Competency and language will be discussed in detail in the following pages.

Language and Competency:

Since the introduction of the term '*competence*' by Noam Chomsky (1965) in his Aspects theory, the term has undergone a lot of developments and expansion. The definition of this term is formulated by the theories that stand behind it. '*Competence*' has three levels, linguistic competence, communicative competence and literary competence.

1- Linguistic Competence:

Chomsky's rejection of Skinner's behaviourist model of language resulted in the appearance of a new theory of language, which is a cognitive one. The cognitive approach of language was the basis of the '*Generative*' grammar. Chomsky writes:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous

speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance
(Chomsky 1965: 8)

That means competence refers to: the native speakers 'internalised' knowledge of the grammatical system of their language unaffected by socio-cultural or psychological constraints

While performance is the '*actual use*' of this language affected by these '*constraints*'

In other words, linguistic competence refers to "Mastery of principles governing language behaviour"

And performance refers to the: "manifestation of these internalised rules in actual language use". (Nunan 1988)

Later on, Chomsky differentiated between '*linguistic competence*' and '*pragmatic competence*'. The first, as mentioned before, refers to the native speakers underlying knowledge of the structures of the language, while the second refers to: "Our ability to interpret sentences using non-linguistic information."
(Finch 2000:18)

Greene (1972) cited in Munby (1994) makes a very important point that Chomsky's definition of competence makes two linguistic claims, weaker '*natural*' and '*stronger*' one. The '*natural*' refers to the knowledge of a system of rules and the '*stronger*' provides the basis of understanding linguistic relations. Greene points out that the stronger definition

Must refer to the system of rules that has a form and is organized in a way that has psychological reality (Munby 1994:8)

Another criticism of Chomsky's definition of linguistic competence is what Habermas says about it. He describes it as: "*A mono-logical capability*". He supported his view by his reference to the inadequate basis for the development of general semantics that this competence provides, which is in Habermas's opinion a failure to take into account essential dimensions of communication. He sees the solution in

..the universal meanings which emphasizes the idea of the universal units of meaning (Munby 1994:10-12)

Halliday in his socio-semantic approach to language also criticized Chomsky's limited definition of competence. He suggested a new and broader term '*Meaning potential*' that refers to

..the sets of opinions in meaning that are available to the speaker-hearer. (Munby 1994: 13)

2- Communicative Competence:

The criticism of Chomsky's theory of language and his definition of competence and performance were basis for introducing a new term, which is '*Communicative Competence*'. The first one who introduced this term was Hymes in 1971. His socio-linguistic point of view leads to a new term and a new focus in language teaching. He criticized Chomsky's ignorance of the communicative function of language. For him the grammaticality and acceptability of a sentence is only one dimension of the competence or '*Communicative Competence*'. The other three dimensions are the feasible implementation, the appropriateness, and the actual accruing of the sentence:

- Whether (and to what degree) something is formally possible
- Whether (and to what degree) something is feasible or available
- Whether (and to what degree) something is appropriate
- Whether (and to what degree) something has actually happened (Munby 1994: 15)

In other words, communicative competence refers to the use of linguistic competence to communicate effectively.

..i.e. communicative competence refers to knowledge of the rules of use and appropriateness and include linguistic competence (Ramani 1986: 56)

Cooper (1968) cited in Munby (1994) talks about two sets of rules- the speaker's linguistic and contextual competences- as comprising the two competences of communicative competences.

Widdowson tries to expand the definition of communicative competence. His writings about discourse and analysis were a basis for his definition of communicative competence. Discourse involves the knowledge of rhetorical rules of use that governs the patterning of rhetorical acts. Widdowson includes the knowledge of the rules of rhetorical acts to the definition of communicative competence by Hymes (Ramani 1986:56).

Moreover, Faerch and Kasper differentiate between two types of communicatively relevant knowledge ‘*declarative knowledge*’ (represented in the form of pragmatic rules) and ‘*procedural knowledge*’ (represented in the form of pragmatic procedures)

Declarative knowledge includes:

1. Linguistic knowledge
2. Pragmatic knowledge which includes:
 - a. Discourse knowledge
 - b. Speech acts knowledge
 - c. Socio-cultural knowledge
 - d. Contextual knowledge
 - e. Knowledge of the world (facts, objects, relations, etc.)

Faerch & Kasper (1984)

3- Literary Competence:

a) Definitions:

This term was introduced for the first time by Culler in 1975 . He observes that a reader would be unable to read a poem as literature if he

Lacks the complex literary competence, which enables others to proceed, has not internalised the grammar of literature which would permit him to convert linguistic sequences into literary structure and meanings. (Culler 1975:114)

In other words, literary competence refers to the knowledge of inherent property of all literature. It refers to an extraordinary strategy of reading certain culturally valued texts. It is based on specialized skill of socio-linguistic kind acquired in secondary socialization, i.e., an ability to handle some varieties of English which are clearly related to English in general but which occur in special contexts (Ramani 1986: 90).

In addition, we should think of literary study in terms of certain abilities described by Culler saying

The time and effort devoted to literary education by generations of students and teachers creates a strong presumption that there is something to be learned, and teachers do not hesitate to judge their pupil's progress towards a general literary competence.. to test their acquisition of an ability.. (Culler 1975: 121)

Accordingly, we can say that literature teaching is about abilities, not knowledge and these abilities are totally bound up with network of conventions which all writers choose to exploit (Ramani 1986: 90).

A person should have a reasonable experience of these conventions for reading literature to interpret the relationship of

the literary text with literary conventions and register an appropriate response.

b) The Need for it:

Generally, literary competence is very important for a reader of literature in particular. Culler (1975) makes it an important condition for the understanding of a literary text. Not only that but also helps the reader in forming the literary texts and recognizing its form.

Moreover, literary competence could be a very good motivation for reader of literary texts. Accordingly, it is a motivation for a learner of a language using its literature

Literary texts, if used in relation to a serious view of extending literary competence, will provide a particularly suitable base from which motivated language activity can develop. (Brumfit 1999-a: 190)

In addition, literary competence helps the reader in interacting with the literary texts. It provides him also with a lot of interpretive strategies, which are essential in interpreting a literary text Widdowson (1975). At the same time Widdowson also makes developing the literary competence as the main objective of teaching literature.

To conclude, literary competence is very important in teaching literature and in teaching language through literature.

c) How to develop literary competence:

There are three main points which can help in developing literary competence through the teaching of literature, the first is the criteria of selecting literary texts, the second is the amount of the exposure to literary text and the last point is a pedagogical one. The first point, which refers to the selection of literary texts, is the most important. That point is the suitability of the text. The criteria of suitability clearly depend ultimately on each particular group of students: their needs, interest, cultural background and language level. However, the important factor is whether a particular work is able to stimulate the required level of personal involvement. It is important that texts should be relevant to the life experiences, emotions and expectations. The level of difficulty should be suitable, not too easy and provides a challenge for the students. (Collie & Slater 2000)

The second point is the amount of the exposure to literature and literary texts. The more exposure to literature, the more development of literary competence can be achieved. In other words, a 'wider' reading of literature results in better literary competence. (Brumfit 1999-c: 256-261)

The last point that has a positive role in developing literary competence is the way of teaching literature. Some scholars criticized the traditional way of teaching literature, which focuses on lecturing students, because it doesn't give an active role to the students. They play no active role in the process of learning and accordingly their competence will not be developed. As a result of that a new trend in teaching literature occurred and many scholars began to suggest some models for teaching

literature in a way to help in the development of literary competence.

Rodger (1973) criticizes the traditional way and emphasizes the idea of teaching the students how to read and interpret for themselves. He emphasizes encouraging the subjective interpretation of meaning based on linguistic clues. Moreover, Obediat (1997) in his study in Yarmook University emphasizes the teaching of students to read English literature closely and critically.

In addition, many scholars recommend a linguistic approach to the teaching of literature, such as Widdowson (1979). The focus in this approach is on how a language, like English, is used to communicate effectively in literary writing.

Duff & Maley (1999) also suggest strategies that help in teaching literature effectively. And lastly, Collie & Slater (2000) develops an approach, which focuses on students-centred activities, group work, encouraging students' responses to literature using a target language and integrating language and literature.

To sum up, developing literary competence could be achieved by more focus on language and by more student-centred activities. It is developed by giving the students a wider scope of thinking and wider scope for freedom in interpreting literary texts. How to develop students' literary competency could be a very rich area for a separate research, but here we just mention some clues.

CHAPTER THREE

METHODOLOGY

&

PROCEDURES

This chapter aims at presenting comprehensive information about the research methodology and procedures. It gives a clear idea about the setting and the population of the research. It shows how the sample of the research was chosen.

In addition, the chapter shows the reasons behind the use of a variation in collecting data instruments, and how the selection was justified and how these instruments were validated.

Research Method:

This research is an extensive study of needs analysis. This study was carried out over a period of a year and, the Researcher followed a 'multi-approach' in carrying out the research. Multi-approach is "the kind of studies in which the Researcher uses more than one kind of data collection instruments". (Bell 1987:64)

It is a mixture of qualitative and quantitative research. Firstly, the Researcher carried out a survey of students needs in regard to the teaching of English literature in the Department of English, Faculty of Education, Sana'a University. The survey represents the point of view of each one related to the situation. It represents the point of view of students of the Department, teachers of literature, the Department Administration, college and national policy's point of view in regard to the needs of teaching English literature in the Department of English.

Then, a statistical analysis of the data was carried out to bring about a list of students' needs as regards the teaching of English literature in the Department mentioned above.

This list will be the basis for the suggested objectives of teaching English literature in the Department that is going to be proposed by the Researcher

Setting:

The research was carried out to investigate the students' needs in regard to the teaching of English literature at the Department of English, Faculty of Education, Sana'a University. It was carried out during the academic year 2000/2001.

To achieve this aim the Researcher selected the sample of the research from the students of the Department during the academic year 2000-2001.

A large variety of people were involved in accomplishing the research with the aim of getting more comprehensive picture of the topic of the research.

Firstly, the students' needs were studied through the official documents of the Department, the college, the university and the national laws.

Then the needs were studied from the point of view of, Inspectors of English language, teachers of English literature and the students in the Department of English.

Population and Sample:

a) The population of the research:

The research population consisted of three groups:

1. The students in the Department of English, Faculty of Education, Sana'a University.
2. The teachers of English literature of the Faculty of Education, Sana'a University- Sana'a.
3. Inspectors of English language at Sana'a Educational Office, Ministry of Education.

b) The sample of the research

The researcher selected 30% of the students of the Department in the second, third and fourth levels. The students in the first level were not included because they do not have enough exposure to English literature. The percentage of the sample is representative and practical.

The sample has the same proportion of boys and girls as are in the population, which is: one (1) boy to three (3) girls.

That is 48 boys out of 153 and 109 girls out of 362.

c) Method of Sampling :

The researcher selected the sample for the research using a systematic random sampling of 30% of the students in the

second, third and fourth levels in the Department. That is every third student in the class.

Data Collection Instruments :

The researcher used a variety of data collection instruments. This variety enabled him to have an extensive view of the topic and to increase the reliability of the research and its findings.

The researcher used three different instruments of data collection: an analysis of documents, interviews, and a questionnaire.

Below are comments on each instrument of data collection.

a. The Analysis of official Documents:

The researcher referred to some official documents to investigate the students' needs of studying English language in general and particularly their needs in regard to the teaching of English literature at the Department of English, Faculty of Education , Sana'a University.

The analysis includes the Educational Law-of 1974 and 1992, some official reports, minutes of the Department of English meetings, minutes of Faculty council meetings, syllabus description in the Department, evaluation sheet of English teachers and public speech of former Prime Minister.

As regards the laws and the public speech of the former Prime Minister in 1976, the researcher was trying to find answers for the following questions.

1. What are the objectives of teaching English language in Yemeni schools?
2. What are the objectives of teaching English language in Sana'a University?

As regards the documents of the college and the English Department, the researcher was seeking an answer for the following question:

- What are the students' needs that need to be fulfilled at the end of their course in the Department of English?

As regards the official documents of the Ministry of Education the researcher wanted to know:

How is English teachers' linguistic proficiency reflected in the evaluation sheets of English teachers and official reports?

b. Interviews:

The researcher used this technique for two different purposes. Firstly, it is a very practical technique to get official statements or information when there is a shortage of official documents.

Secondly, it is the most suitable technique to be used to accompany the questionnaire to enable the researcher to interrelate the answers to the questionnaire with the answers to the questions of the interviews.

Interviews were carried out by the researcher himself and he avoided using a tape recorder for two main reasons: firstly, to avoid the anxiety of the interviewed person, and to make interviews more natural and not artificial; secondly, by avoiding the recorder the interviews become more practical, because using a recorder can result in technical problems and can take a longer time.

Two lists of questions were used in the interviews. The first was used in interviews with the Head of Department of English and the teachers of English literature in the Department. The list contained five main questions. They are:

- 1-** Teaching literature could be an aim in itself or a means for achieving other aims. In our particular situation, the teaching of English literature in the Department of English, Faculty of Education , Sana'a University, why do you think English literature is taught in the Department?
- 2-** What are the needs of the students that could be fulfilled (only by/with the help of) teaching English literature in the Department?
- 3-** What is the significance of teaching English literature to fulfill these needs, in other words, does teaching of other courses, e.g. skills courses, bring about the same results?
- 4-** Specialists in the field of teaching literature have divided the purposes of teaching literature into different categories: Brumfit divided them into three categories:
 1. The promotion of skills.
 2. Encouragement of attitudes and affective states.
 3. Provision of information.

Another scholar adds experience as a new category etc. which criteria of division that you prefer to use? If you have your own criteria, please explain it.

- 5-** In your opinion, with reference to our particular situation, which part of these categories should receive more attention or focus while teaching literature?

The second list of questions was used in the interviews with officials in the Ministry of Education and the Head of inspectors of English in the Sana'a Educational Office. The list contained three main questions:

1. What are the criteria of good teachers of English?
2. In the Department of English, Faculty of Education , Sana'a University. Students study English literature as part of their courses in the college, in your opinion does the teaching of English literature help the students of the Department in their professional career as teachers of English?
3. If yes, what are the benefits of studying English literature at the Department of English?

c. Questionnaire:

The researcher reviewed literature and designed a questionnaire for carrying out the pilot study. The questionnaire of the pilot study was in two parts; the first part was a set of close-ended questions with 20 statements and the second part was an open-ended question.

This pilot study with its results and conclusions was as good basis for designing the research questionnaire. The students added sixteen more statements of needs to the twenty used by the Researcher. The total number of statements at that stage was 36 statements.

Then the researcher reviewed the literature and added six more statements to the initial questionnaire. The total number became 42 statements within four main categories:

- i. The promotion of skills.
- ii. Provision of information.
- iii. Encouragement of attitudes and affective states.
- iv. Experience.

After that the developed list was given to five specialized people in the Department for validation. Then, the researcher took all the teachers' notes and recommendations into consideration. Some modifications were made to the list of statements and added eight of the recommended statements.

Finally, the researcher made a final list of statements of needs in regard to the teaching of English literature in the Department of English, Faculty of Education, Sana'a University.

The questionnaire was a close-ended one. It consisted of fifty statements with a five-points scale beginning with 'strongly agree' and ending with 'undecided'. The questionnaire covered

four main areas in ELT, which are, skills, knowledge, attitudes and affective states and experiences.

Under each category there are many sub-categories. The first part of the questionnaire covered the area of skills and included (28) statements of needs. The second part covered the area of information and it included (11) statements of needs. While the third part covered the area of attitudes and affective states and it included (8) statements of needs, the last part covered the area of experience and it covered (3) statements of needs.

The questionnaire consisted of (50) statements of needs. Each statement had five-points scale, 'strongly agree', 'agree', 'disagree', 'strongly disagree' and 'undecided', see the appendix 2,3 and 4.

The final drafts of the questionnaire covered the following:

Part one: The promotion of skills:

a. Reading skills:

1. Develop reading for general ideas.
2. Develop reading for specific information.
3. Develop guessing meaning through context.
4. Develop fast reading.
5. Develop comprehensive reading.

b. Oral proficiency:

6. Building up their confidence in speaking English.
7. Develop oral fluency in English.
8. Develop pronunciation.

- c. Writing Skills:
 - 9. Develop appropriate writing skills.
 - 10. Develop writing fluency in English.
 - 11. Develop writing of literary texts.

- d. Linguistic Skills:
 - 12. Develop accurate use of English.
 - 13. Develop the use of English functions.

- e. Analytical Ability:
 - 14. Develop finding out the significance of text.
 - 15. Develop their analytical ability.
 - 16. Problem solving through reflections as in the case of texts.

- f. Social Skills:
 - 17. Develop social interactive skills in English.
 - 18. Develop classroom interactive skills.

- g. Interpretive Skills:
 - 19. Develop their ability to interpret texts freely

- h. Free Thinking Skills:
 - 20. Develop comparative skills by comparing English literature with Arabic.
 - 21. Develop creativity.
 - 22. Being an open-minded person.

- i. Teaching Skills:
 - 23. Teaching simple literary texts in future.

- j. Discourse Skills:
 - 24. Develop the ability to distinguish between literary discourse and other kinds of discourse.
 - 25. Develop the ability of finding new meanings for many words.
 - 26. Develop the ability to distinguish between the dictionary meaning and the context meaning of words.
 - 27. Develop the ability to interact with the text.
 - 28. Develop the ability to understand of coherence and cohesion in English texts.

Part two:Provision of information

- a. Cultural & Social Information:
 - 29. Know more about English people attitude.
 - 30. Know more about English people feelings.
 - 31. Know the social background of English society.

- b. Linguistic Information:
 - 32. Know more about English structure.
 - 33. Expand the knowledge of English vocabulary.
 - 34. Know the techniques of writing English poetry.
 - 35. Know the varieties of English.
 - 36. Know the functions of English.

- c. Historical Information:
 - 37. Know about other nation's history.

38. Know about the important events in the world.

d. Literary Information:

39. Know the literary trends and their characteristics.

Part Three: Encouragement of Attitudes and affective states:

40. Motivate studying English.

41. Motivate reading English literature.

42. Motivate interaction with students.

43. Motivate interaction with teacher.

44. Promote tolerance of cultural differences.

45. Gain an intrinsic motivation through reflection of personal experiences.

46. Appreciate Universal and human values.

47. Foster emotional maturity.

Part Four: Experience

48. Provide experience about authentic materials.

49. acquaint the learners with different styles of English.

50. provide learners with emotional experiences to reflect.

The questionnaire was distributed to all Inspectors of English in Sana'a Educational Office (12); all teachers of English literature in the Department of English (4), Faculty of Education, Sana'a University; and to student respondents of the sample of the research (157).

Validity:

The following procedures were followed to validate the questionnaire:

- 1) 'Face validity' which means: "the degree to which a survey instrument looks valid to untrained people" (Brown 2001:176)

The pilot study was considered as a good way to check face validity of the questionnaire. Accordingly, the Researcher carried out a pilot study, which proved the validity of the questionnaire.

'Content Validity', which means:

The degree to which the survey content matches the theoretical content of what you are trying to measure
(Brown 2001:177)

There are two different approaches to check the content validity, the 'descriptive approach' which means, "to explain how you planned the questions using literature" (Brown 2001:177)

and the 'expert rating approach' which means, :

To use experts who are by definition people who know a lot about whatever area of psychology, Education, linguistics or language teaching your construct background (Brown 2001:179)

The researcher used both approaches in checking the content validity of the questionnaire.

a. The Descriptive Approach to Content Validity:

The researcher reviewed literature and compared both Brumfit's model of ELT categories (1999) and Ram's model of ELT categories (1997). He used the three categories mentioned by

Brumfit: skills, knowledge and attitude and affective states. Then, he added the fourth category 'Experience' which was proposed by Ram (1997). The researcher's contribution can be viewed through his using the contribution of the other two researchers to come out with a new model that has different sub-categories in a way that makes it more clear and concise.

The researcher supports his classification of the main and sub-categories using literature.

b. Expert Rating Approach to Content Validity:

After the review of literature, the researcher prepared a two-part questionnaire. The first was a close-ended questionnaire which included 20 statements and the second one was an open-ended question, which asked students to suggest more statements. This increased the number of the statements of the questionnaire to 36 statements.

Then, the researcher widened his review of literature and began to classify these statements into different categories. He classified the statements of the close-ended questions into four different parts.

After that he added 6 statements and designed a questionnaire of (42) statements under four different categories, Promotion of skills, Provision of information, Encouragement of attitudes and affective states and Experience.

Then the researcher gave the questionnaire to 5 of the teachers in the department for validation. After that, the researcher added

8 statements and prepared his final draft of the questionnaire taking into account the teachers' notes and recommendations.

The final draft covered four main areas in ELT.

The promotion of Skills (28)

Provision of information (11)

1. Encouragement of attitudes and affective states (8)
2. Experience (3)

Lastly, the researcher asked three of the teachers of literature to validate it. They gave their approval to the final draft of the questionnaire.

After validating the questionnaire, it was administered to the sample of the study which included all Inspectors of English in Sana'a Educational Office (12), all teachers of literature at the Department of English, Faculty of Education, Sana'a University (4) and to the student –respondents of the English Department (157).

Table 2: The Statements of the questionnaire

Students in the Department of English need to study English literature for:

Statement No.	The statement
1	developing reading for general ideas
2	developing reading for specific information
3	developing the ability to guess meaning through the context
4	developing fast reading
5	developing comprehensive reading
6	building up their confidence in speaking English
7	developing their oral fluency in English
8	developing their pronunciation of English
9	developing appropriate writing skills
10	developing their writing fluency in English
11	developing their ability to write literary texts
12	developing accurate use of English
13	developing the use of English functions
14	finding out the significance of a text
15	developing their analytical ability
16	problem solving through reflections as in the case of texts
17	developing their social interactive skills in English
18	developing their classroom interactive skills
19	developing their ability to interact with texts freely
20	developing comparative skills by comparing English with Arabic literature
21	developing their creativity
22	being an open- minded person
23	teaching simple literary texts in future, say short stories
24	developing their ability to distinguish between literary discourse and other kinds of discourse
25	developing their ability to find out new meanings for many English words
26	developing their ability to distinguish between the dictionary meaning and the textual meaning of the word
27	developing their ability to interact with English texts
28	developing their ability to understand coherence and cohesion in English texts
29	knowing more information about English people' s attitude
30	knowing more information about English people' s feelings
31	knowing the social background of English society
32	knowing more about English language structure
33	expanding their English vocabulary
34	knowing about techniques of writing English poetry
35	knowing about varieties of English
36	knowing about the functions in English language
37	knowing about other nations' history
38	knowing about important events in the world
39	knowing about literary trends and their characteristics
40	motivating them to study English
41	motivating them to read English literature
42	motivating them to interact with other students

43	motivating them to interact with the teacher
44	promoting their tolerance of cultural differences
45	gaining intrinsic motivation (through reflection of personal experience)
46	appreciating universal human values
47	fostering emotional maturity
48	providing experience of authentic materials
49	acquainting themselves with different style of English
50	providing them with emotional experience to reflect on

Table 3: the mean and standard deviation for each category arranged according to their importance from the highest to the lowest

Teachers			Inspectors			Male students			Female students		
Statement N.	Mean	Standard deviation	Statement N.	Mean	Standard deviation	Statement N	Mean	Standard Deviation	Statement N	Mean	Standard Deviation
48	4.75	0.5	33	4.75	0.45	31	4.46	0.65	33	4.39	0.78
49	4.75	0.5	26	4.75	0.45	33	4.44	0.82	26	4.31	0.9
44	4.5	0.58	25	4.75	0.45	32	4.42	0.58	3	4.22	0.9
39	4.5	0.58	22	4.75	0.45	3	4.4	0.68	5	4.1	0.85
26	4.5	0.58	18	4.75	0.45	25	4.29	0.9	25	4.08	1.12
25	4.5	0.58	7	4.75	0.45	26	4.25	0.86	1	4.07	0.59
19	4.5	0.58	6	4.75	0.45	1	4.25	0.73	32	4.03	0.93
15	4.5	0.58	3	4.75	0.45	29	4.23	0.99	8	4	0.96
27	4.25	0.5	2	4.75	0.87	27	4.23	0.75	29	3.94	1.09
46	4.25	0.5	1	4.75	0.45	5	4.23	0.97	28	3.94	1.09
41	4.25	0.5	38	4.75	0.45	14	4.21	0.71	31	3.93	0.96
40	4.25	0.5	42	4.5	0.52	28	4.15	1.01	27	3.85	1.1
34	4.25	0.5	5	4.5	0.52	37	4.15	0.71	9	3.83	1.07
20	4	0	8	4.5	0.52	30	4.06	1.16	30	3.8	1.04
35	4	0	32	4.5	0.52	35	4.06	0.95	14	3.79	1.16
32	4	0	40	4.5	0.52	21	4.04	0.94	6	3.79	1.17
37	3.75	1.89	43	4.5	0.52	4	4	1.24	4	3.79	1.14
31	3.75	1.89	45	4.5	0.52	41	4	0.92	7	3.77	1.1
30	3.75	1.89	35	4.5	0.52	49	3.98	0.76	21	3.75	1.14
29	3.75	1.89	49	4.25	0.45	34	3.98	1.08	34	3.74	1.09
24	3.75	0.5	41	4.25	0.45	38	3.96	0.77	49	3.74	1.08
5	3.75	0.5	36	4.25	0.45	24	3.93	1.26	43	3.67	1.03
4	3.75	0.5	31	4.25	0.45	13	3.93	1.12	42	3.66	1.11
2	3.75	0.5	13	4.25	0.45	19	3.91	0.99	40	3.66	1.09
1	3.75	0.5	10	4	0	18	3.9	0.9	41	3.64	1.12
9	3.5	0.58	30	4	0	40	3.9	0.97	36	3.64	1.03
7	3.5	0.58	34	4	0.74	39	3.9	1.1	22	3.63	1.37
50	3.5	2.38	50	4	1.28	22	3.9	1.1	15	3.62	1.35
23	3.5	1.73	4	4	1.28	17	3.88	1.02	2	3.61	1.12
43	3.5	1.7	14	4	0.74	12	3.88	1.003	18	3.61	1.07
45	3.25	1.7	16	4	0	15	3.88	1.27	35	3.6	1.31
42	3.25	1.7	27	4	0	23	3.85	1.22	24	3.56	1.28
22	3.25	1.7	12	4	0.74	36	3.83	1.12	19	3.55	1.06
21	3.25	1.7	21	4	0.74	11	3.81	1.07	13	3.54	1.3
16	3.25	1.7	48	3.75	1.7	44	3.81	1.23	12	3.54	1.17
12	3.25	1.5	17	3.75	1.7	46	3.79	0.94	46	3.49	1.26
3	3.25	1.5	11	3.75	1.36	50	3.79	1.11	17	3.45	1.27
6	3	1.4	39	3.75	0.87	6	3.71	1.15	50	3.45	1.21
14	2.75	2.6	29	3.5	1.6	45	3.67	1.02	20	3.45	1.12
38	2.75	2.6	20	3.5	0.9	9	3.67	1.26	10	3.44	1.25
33	2.75	2.6	37	3.5	0.52	43	3.65	1.16	11	3.43	1.24
36	2.5	1.7	15	3.5	1.6	7	3.63	1.23	39	3.42	1.17

28	2.5	1.7	46	3.5	1.6	42	3.63	1.06	48	3.41	1.3
18	2.5	1.7	44	3.25	1.36	16	3.63	1.06	23	3.39	1.25
11	2.5	1.9	24	3.25	1.36	10	3.63	1.21	38	3.37	1.26
10	2.5	1.9	9	3.25	1.36	8	3.63	1.25	37	3.35	1.34
47	2.25	1.5	19	3	1.28	48	3.6	1.18	44	3.17	1.33
17	2.25	2.06	47	3	2.09	2	3.6	1.27	45	2.97	1.36
13	2.25	1.5	28	3	2.09	20	3.44	1.21	47	2.88	1.48
8	2	1.15	23	3	2.09	47	3.15	1.5	16	2.83	1.46
part 1	3.36	0.4	part 1	4.07	0.56	part 1	3.92	0.61	part 1	3.71	0.43
part2	2.83	0.79	part2	4.16	0.24	part2	4.19	0.63	part 2	3.75	0.51
part3	3.69	0.92	part3	4	0.72	part3	3.7	0.66	part 3	3.38	0.7
part4	4.33	1.12	part4	4	1.07	part4	3.79	0.7	part 4	3.53	0.82
total	3.52	0.41	total	4.7	0.47	total	3.93	0.47	total	3.65	0.4

CHAPTER FOUR

DATA ANALYSIS

Data Analysis:

This chapter aims at analysing the data collected by the researcher during his carrying out of the procedures of the research.

The researcher used two different approaches in his analysis of the data, the descriptive approach and the statistical approach.

The first approach was used in the analysis of the official documents and the reflection of the national policy in these documents. The same approach was used in the analysis of the interviews with principal figures in the Ministry of Education and the Head of English Inspectors in the Sana'a Educational Office. The descriptive approach was used also by the researcher in investigating the needs of teaching English literature in the Department of English, Faculty of Education, Sana'a University as they are reflected in some of the documents of the Department. In addition to interviewing the Head of the Department and the teachers of English literature there.

The same approach was used to investigate to what extent the English teachers' (graduates from the Department) proficiency and competence are reflected in the ' Evaluation Sheet of teachers performance' which is used by the Inspectors of English, see the appendix 5.

The second approach, which was used by the researcher in the analysis of the data, was the statistical approach. This approach

was used to analyse the data collected by the questionnaire, which was distributed to the sample of the study.

The aim of the statistical analysis was to investigate the most important needs of the students in regard to English literature as they are perceived by the Inspectors of English language in the Sana'a Educational Office, the teachers of English literature in the Department, and the students themselves.

Table 4: Levene's test for Equality of Variance and T test for Equality of means for the two groups Male and Female students										
Statement No.	The group	Respondents' Number	Levene's test for Equality of Variance		The Mean	Standard Deviation	t-test for Equality of Means			Description
			F	Sig.			df	t	Sig.(2-tailed)	
1	Male	48	7.62	0.006	4.25	0.73	75.14	1.479	0.143	Not Significant
	Female	109			4.07	0.59				
2	Male	48	1.75	0.188	3.6	1.27	155	-	0.052	0.959
	Female	109			3.61	1.12				
3	Male	48	0.013	0.91	4.4	0.68	155	1.214	0.227	Not Significant
	Female	109			4.22	0.9				
4	Male	48	0.035	0.85	4	1.24	155	1.041	0.229	Not Significant
	Female	109			3.79	1.14				
5	Male	48	0.706	0.402	4.23	0.97	155	0.833	0.406	Not Significant
	Female	109			4.1	0.85				
6	Male	48	0.011	0.916	3.71	1.15	155	-0.4	0.69	Not Significant
	Female	109			3.79	1.17				
7	Male	48	1.696	0.195	3.63	1.23	155	-	0.736	0.463
	Female	109			3.77	1.1				
8	Male	48	11.64	0.001	3.63	1.25	72.38	-1.9	0.061	Not Significant
	Female	109			4	0.96				
9	Male	48	3.195	0.076	3.67	1.26	155	-	0.811	0.418
	Female	109			3.83	1.07				
10	Male	48	0.086	0.769	3.63	1.21	155	0.86	0.391	Not Significant
	Female	109			3.44	1.25				
11	Male	48	5.284	0.023	3.81	1.07	103.4	1.966	0.052	Significant-M
	Female	109			3.43	1.24				
12	Male	48	3.876	0.051	3.88	1.003	104.4	1.82	0.072	Not Significant
	Female	109			3.54	1.17				
13	Male	48	4.996	0.027	3.93	1.12	103.7	1.942	0.055	Not Significant
	Female	109			3.54	1.3				
14	Male	48	5.859	0.017	4.21	0.71	138.1	2.774	0.006	Significant-M
	Female	109			3.79	1.16				
15	Male	48	1.176	0.28	3.88	1.27	155	1.097	0.274	Not Significant
	Female	109			3.62	1.35				
16	Male	48	18.23	0	3.63	1.06	120.9	3.849	0	Significant-M
	Female	109			2.83	1.46				
17	Male	48	7.268	0.008	3.88	1.02	109.9	2.226	0.028	Significant-M
	Female	109			3.45	1.27				
18	Male	48	3.603	0.06	3.9	0.9	155	1.586	0.115	Not Significant
	Female	109			3.61	1.07				
19	Male	48	2.222	0.138	3.91	0.99	155	2.039	0.043	Significant-M
	Female	109			3.55	1.06				
20	Male	48	0.617	0.433	3.44	1.21	155	-0.06	0.952	Not Significant
	Female	109			3.45	1.12				
21	Male	48	4.59	0.034	4.04	0.94	107.4	1.657	0.1	Not Significant
	Female	109			3.75	1.14				

22	Male	48	4.449	0.037	3.9	1.1	110.7	1.28	0.203	Not Significant
	Female	109			3.63	1.37				
23	Male	48	1.512	0.221	3.85	1.22	155	2.132	0.035	Significant-M
	Female	109			3.39	1.25				
24	Male	48	1.343	0.248	3.93	1.26	155	1.712	0.089	Not Significant
	Female	109			3.56	1.28				
25	Male	48	0.912	0.341	4.29	0.9	155	1.139	0.257	Not Significant
	Female	109			4.08	1.12				
26	Male	48	0.38	0.538	4.25	0.86	155	-	0.399	0.69
	Female	109			4.31	0.9				
27	Male	48	1.432	0.233	4.23	0.75	155	2.149	0.033	Significant-M
	Female	109			3.85	1.1				
28	Male	48	0.065	0.8	4.15	1.01	155	1.136	0.258	Not Significant
	Female	109			3.94	1.09				
29	Male	48	0.256	0.614	4.23	0.99	155	1.594	0.113	Not Significant
	Female	109			3.49	1.09				
30	Male	48	0.014	0.906	4.06	1.16	155	1.415	0.159	Not Significant
	Female	109			3.8	1.04				
31	Male	48	0.159	0.691	4.46	0.65	155	3.498	0.001	Significant-M
	Female	109			3.93	0.96				
32	Male	48	0.014	0.905	4.42	0.58	155	2.609	0.01	Significant-M
	Female	109			4.03	0.93				
33	Male	48	0.142	0.707	4.44	0.82	155	0.312	0.755	Not Significant
	Female	109			4.39	0.78				
34	Male	48	1.33	0.251	3.98	1.08	155	1.251	0.213	Not Significant
	Female	109			3.74	1.09				
35	Male	48	8.724	0.004	4.06	0.95	120.7	2.505	0.014	Significant-M
	Female	109			3.6	1.31				
36	Male	48	0.032	0.858	3.83	1.12	155	1.042	0.299	Not Significant
	Female	109			3.64	1.03				
37	Male	48	29.53	0	4.15	0.71	149.5	4.836	0	Significant-M
	Female	109			3.35	1.34				
38	Male	48	26.3	0	3.96	0.77	138.9	3.604	0	Significant-M
	Female	109			3.37	1.26				
39	Male	48	3.361	0.069	3.9	1.1	155	2.378	0.019	Significant-M
	Female	109			3.42	1.17				
40	Male	48	3.325	0.07	3.9	0.97	155	1.286	0.2	Not Significant
	Female	109			3.66	1.09				
41	Male	48	6.854	0.01	4	0.92	107.8	2.094	0.039	Significant-M
	Female	109			3.64	1.12				
42	Male	48	0.254	0.615	3.63	1.06	155	-	0.187	0.852
	Female	109			3.66	1.11				
43	Male	48	0.944	0.333	3.65	1.16	155	-	0.129	0.897
	Female	109			3.67	1.03				
44	Male	48	4.419	0.037	3.81	1.23	96.57	2.96	0.004	Significant-M
	Female	109			3.17	1.33				
45	Male	48	10.48	0.001	3.67	1.02	118	3.539	0.001	Significant-M
	Female	109			2.97	1.36				
46	Male	48	7.607	0.007	3.79	0.94	117.9	1.678	0.096	Not Significant
	Female	109			3.49	1.26				

47	Male	48	0.096	0.757	3.15	1.5	155	1.387	0.168	Not Significant
	Female	109			2.88	1.48				
48	Male	48	1.898	0.17	3.6	1.18	155	0.873	0.384	Not Significant
	Female	109			3.41	1.3				
49	Male	48	7.274	0.008	3.98	0.76	125.5	1.566	0.12	Not Significant
	Female	109			3.47	1.08				
50	Male	48	2.94	0.088	3.79	1.11	155	1.677	0.095	Not Significant
	Female	109			3.45	1.21				
Part1	Male	48	4.227	0.041	3.92	0.61	78.99	2.53	0.013	Significant-M
	Female	109			3.71	0.43				
Part2	Male	48	3.438	0.066	4.19	0.63	155	4.691	0	Significant-M
	Female	109			3.75	0.51				
Part3	Male	48	0.838	0.361	3.7	0.66	155	2.655	0.009	Significant-M
	Female	109			3.38	0.7				
Part4	Male	48	1.708	0.193	3.79	0.7	155	1.891	0.06	Not Significant
	Female	109			3.53	0.82				
Total	Male	48	4.611	0.033	3.93	0.47	77.71	3.449	0.001	Significant-M
	Female	109			3.65	0.4				

1- The Descriptive Analysis:

Needs of Studying English as Revealed through Official Documents:

Since the issuance of the first Education law in 1974, there was an awareness of the importance of studying English language.

In the fourth section, second chapter of the law the articles No. 70,72 and 73 mention that studying a foreign language and translation was an aim for students in the first, second and third level of Secondary School, in both sections, scientific and literary.

The second attempt to state the aims of teaching English language in Yemen occurred in 1976. In the opening of 'English Language Teaching Symposium for Arab World' which took place in Sana'a University in 1976, the Prime Minister of Yemen (at that time) manifested that:

So we need English urgently as a means to connect us with the world and as an instrument for our 'open-door' policy (Abdul Ghani 1976:4)

In the same symposium, the dean of Faculty of Art was more specific in stating the needs of teaching English in the University. He said:

The primary aim of ELT at all stages should be the students' attainment of adequate competence in general English for everyday communication
(Mutwally 1976:32)

Since then, there have not been many changes to the national policy in regard to the students' needs of studying English language. The latest Educational law, which was issued in 1992, and is still effective at the current time, contains some references to the studying of the foreign language- English in our contexts.

Firstly, in the third section, the first chapter, article eighteen: point (d), the law specifies the need to be met in studying the foreign language- English – by the end of the Elementary School. This is to:

“Know basic skills in the foreign language that student is taking (Educational Law 1992:7)

Then in the same chapter and unit in article twenty-one, point (b), the Law states clearly the aim of studying English language in the Secondary School:

Mastering the reading and writing skills in at least one foreign language ‘English’. (Educational law 1992:8)

Moreover, in an interview conducted by the Researcher with Mr. Aiz Al-Deen Al Jonaid, First Inspector of English in the Ministry of Education, Inspection and Curriculum Department, he said

that the general objectives of teaching English in Yemeni schools are:

- Using English in the students' work.
- Helping them in their academic career.
- Mastering reading and writing in English.

The same answer was found in an interview with the Head of English Inspectors in Sana'a Educational Office.

More systematic study about this was carried out by the British Council in 1982. A team from British Council, Ministry of Education and Curriculum & Planning Departments in Sana'a University were asked to prepare textbooks for English tuition. The team stressed the need for the reflection of Yemeni, social, cultural and Islamic values in the textbook. (British Council Document).

Students' Needs as Perceived by People of the Department of English:

The researcher tried to find any document, which stated the students' needs in regard to studying English literature in the Department of English, Faculty of Education, Sana'a University. Unfortunately, there is no clear evidence of any stated, specified objectives for the teaching of English literature in the Department.

In the last revision of the specialist course in the Department, the Department Council tried to make some changes and to give

a clear idea of the courses, their aims and description. That took place in the Academic year 1999-2000.

The 'Revised description of the undergraduate courses in the Department shows no specification of clear objectives for teaching the literature component in the Department. However, there were some suggestions concerning the methodology of teaching literature and the changes of focus in testing students.

Moreover, there was a suggestion for changes in the sequencing of the courses and flexibility on the choice of texts.

The outline of the literary courses shows the content but has no references to the objectives. Accordingly, the researcher tried to investigate this problem using interviews with the Head of the Department and the teachers of English literature.

Interviews consisted of five questions and when analysed the following was recorded:

The Head of the Department and all the teachers of English literature in the Department agreed that the teaching of English literature in the Department is a means to achieve other aims and it is not an aim in itself. They all agreed that literature teaching is a means to develop the students' linguistic skills.

In addition, more reasons were manifested by three teachers. One said that teaching literature helps in motivating students; another said it introduces students to real-life conversations,

and the last one said that it helps students to become acquainted with English culture.

As regards the needs to be fulfilled by the teaching of English literature in the Department, the Head of the Department gave three statements of needs:

- The need to be a professional teacher.
- The need to develop fluency and accuracy in English.
- The need to develop all skills and particularly reading skills.

Two teachers added two needs to be fulfilled by teaching English literature:

- Acquire the fluency in English.
- Acquire the knowledge of English culture.

The third teacher added one statement of needs:

- Acquire vocabulary in English.

The last teacher had an extremely different view, he said that developing English skills could be achieved by other kinds of courses, such as skills courses. In regard to enriching the students' knowledge of English culture, he said that teaching literature is one source of doing that, but it is not the only one.

Regarding the significance of teaching English literature in fulfilling these needs, the Head of the Department's response shows that the teaching of English literature is very significant, particularly in developing reading skills. He justified his answer

by saying that a high number of activities are involved in reading literature.

The responses of the teachers of English literature were somehow different. One teacher stated that teaching literature is very significant in enriching the students' knowledge of English culture. The other three teachers' responses were more elaborated. They all agreed on three points, in their opinion teaching English literature is very significant for:

- Students' motivation.
- Personal involvement.
- Enriching experience.

However, two of them added two more points. The first stressed the significance of teaching literature with the various possible interpretations that could be found in it. The other stressed the significance in using all skills integrated.

Concerning the responses to the fourth question, which was about the criteria of categorizing the purpose of teaching English literature, the responses varied from one to another. The Head of the Department prefers to use Brumfit's classification; 'knowledge, skills and emotions'. While three teachers prefer to use the one used by the Researcher which is a mixed model of Brumfit is and Ram's. It consists of four categories; promotion of skills, provision of information, encouragement of attitudes and affective states and experience. One teacher prefers to use his own categorization which consists of four parts: ideas, situation, language and metrics-musical device.

Regarding the parts that should receive more attention while teaching English literature, the Head of the Department believes that the focus must be on skills and emotions while teaching English literature.

The teachers of English literature, on the other hand, have different views on the focus of teaching while teaching English literature.

Two of them believed that all categories should receive equal attention. They support their point of view by saying that literature reflects all skills integrated together. The third teacher believed that the focus should be on skills while teaching English literature. The last teacher believed that teachers should focus on ideas in general as well as details while teaching English literature.

Graduate's Linguistic Proficiency – as teachers of English – as it is Reflected by Ministry of Education Documents:

The researcher tried to investigate how and to what extent the linguistic proficiency of graduates from the English Department is reflected in the Ministry of Education “ Evaluation sheet of English teachers”, which is used by the Inspectors of English in the Sana'a Educational Office, see the appendix 5.

The ‘ Evaluation Sheet’ contains ten categories and under each one there are several items. There are a total of 36 items in the evaluation sheet.

The sixth category of the sheet is ‘ teacher competence’, under this headline there are several items, the first one is ‘language competence’. The other items are related to teaching techniques.

Accordingly, the researcher’ s analysis of this document shows that out of 36 items there is only one reference to the linguistic proficiency of the teachers. The focus according to Inspectors’ point of view is on the techniques of teaching, handling the students in the class and other pedagogical aspects.

The percentage of language proficiency reflection on the evaluation sheet is $1/36 \times 100 = 2.77$ which is 2.8%.

2- Statistical analysis of data:

The researcher used this kind of analysis in analysing the responses of the respondents to the questionnaire.

The questionnaire was made up of 50 statements each with a five-points scale: 'strongly agree', 'agree', 'disagree', 'strongly disagree', and 'undecided'. Accordingly, the researcher dealt with each statement as a separate variable and the responses of respondents were given marks. For example, "strongly agree" merited five marks and 'undecided' one mark.

Then the researcher used two main statistical techniques, the mean and the standard deviation. He calculated the mean and the standard deviation of each variable; also he identified the mean and standard deviation of each part of the questionnaire in addition to the total mean and standard deviation of the questionnaire. This enabled the researcher to find out what were the most important needs in regard to the teaching of English literature according to the point of views of teachers of literature, Inspectors, male students, and female students in the Department.

Moreover, the researcher used two other statistical techniques, which are Levene's test for equality of variance and the T-test for equality of means. These techniques were used to identify the differences between male and female students' responses to the questionnaire.

Decoding the Data:

The researcher decoded the data according to the value of the mean. Since the questionnaire had five-points scales the Researcher divided the values of mean into five groups, as follows:

- a. 1 - 1.4 means that the importance of the need is not clear.
- b. 1.5 - 2.4 means that this need is not important at all.
- c. 2.5 - 3.4 means that the need is somehow not important.
- d. 3.5 - 4.4 means that the need is important.
- e. 4.5 – 5 means that the need is very important.

The results of data analysis will be shown in the following three tables. In the first (table 2) the statements of the questionnaire arranged as they were mentioned in the questionnaire. In the second (table 3) the mean and the standard deviation for each category arranged according to their importance from the highest to the lowest. The last one (table 4) the results of Levene' s test for equality of variance and T test for equality of means for the two groups male and female students

Table: 2 the statements of the questionnaire arranged as they were mentioned in the questionnaire

Table: 3 the mean and the standard deviation for each category arranged according to their importance from the highest to the lowest

Teachers' Responses to the Questionnaire:

The teachers' responses to the questionnaire revealed the following results:

- a. There is no statement of need, which is 'not clear'.
- b. There are four statements of needs, which are 'not important at all'. These statements are No. 8, 13, 17, and 47.
- c. There are sixteen statements of need, which are 'somehow not important'. These statements are No. 10, 11, 18, 28, 36, 14, 33, 38, 6, 3, 12, 16, 21, 22, 42, and 45.
- d. There are twenty-two statements of need, which are 'important' ones. These statements are No. 7, 9, 23, 43, 50, 1, 2, 4, 5, 24, 29, 30, 31, 37, 20, 32, 35, 27, 34, 40, 41, and 46.
- e. There are eight statements of need, which are 'very important' ones. These statements are statements No. 15, 19, 25, 26, 39, 44, 48, and 49.
- f. As a whole, developing skills is important.
- g. As a whole, provision of information is not important.
- h. As a whole, encouraging attitudes and affective states is an important need.
- i. As a whole, enriching experience is an important need,
- j. Enriching experience gets the highest mean among the four categories.

The researcher arranged the 50 statements and the mean and the standard deviation of each one according to their importance

from the highest to the lowest, in addition to the mean and standard deviation of each part or category. For more information see Table 2 & 3.

Inspectors of English Responses to The questionnaire:

The responses of the Inspectors of English to the questionnaire revealed the following:

- a. There is no statement of need, which is 'not clear'.
- b. There is no statement of need, which is 'not important at all'.
- c. There are seven statements of need which are 'somehow not important'. These statements are No. 19, 23, 28, 47, 9, 24, and 44.
- d. There are twenty-four statements of need, which are 'important'. These statements are No. 20, 37, 46, 15, 29, 39, 11, 17, 48, 34, 50, 4, 10, 12, 14, 16, 21, 27, 30, 13, 31, 36, 41, and 49.
- e. There are nineteen statements of need, which are 'very important'. These statements are No. 5, 8, 32, 35, 40, 42, 43, 45, 1, 2, 3, 6, 7, 18, 22, 25, 26, 33, and 38.
- f. As a whole, developing skills is an 'important' need.
- g. As a whole, provision of information is an 'important' need.
- h. As a whole, encouraging attitudes and affective states is an 'important' need.
- i. As enriching experience is an 'important' need.
- j. Provision of information gets the highest mean among the four categories of the questionnaire.

The researcher arranged the 50 statements and the mean and the standard deviation of each one according to their importance from the highest to the lowest, in addition to the mean and standard

deviation of each part or category. For more information see Table 2 & 3.

Male Students of English responses to the questionnaire :

The male students' responses to the questionnaire revealed the following:

- a. There is no statement of need, which is 'not clear'.
- b. There is no statement of need, which is 'not important at all'.
- c. There are two statements which are 'somehow not important'. These statements are No. 47, and 20.
- d. There are forty-seven statements of need, which are 'important' needs. These statements are No. 2, 48, 8, 10, 16, 42, 7, 43, 9, 45, 6, 50, 46, 44, 11, 36, 23, 15, 12, 17, 18, 22, 39, 40, 19, 13, 24, 38, 34, 49, 41, 4, 21, 35, 30, 28, 37, 14, 5, 27, 29, 1, 26, 25, 3, 32, and 33.
- e. There is only one statement of need, which is 'very important'. This statement is No. 31.
- f. As a whole, developing skills is an 'important' need.
- g. As a whole, provision of information is an 'important't need.

- h. As a whole, encouraging attitudes and affective states is an 'important' need.
- i. As a whole, an enriching experience is an 'important' need.
- j. Provision of information gets the highest mean among the four categories.

The researcher arranged the 50 statements and the mean and the standard deviation of each one according to their importance from the highest to the lowest, in addition to the mean and standard deviation of each part or category. For more information see Table 2 & 3.

Female Students of English Responses to the Questionnaire:

The responses of the female students to the questionnaire revealed the following:

- a. There is no statement of need, which is 'not clear'.
- b. There is no statement of need, which is 'not important at all'.

There are fourteen statements, which are 'somehow not important'. These statements are No. 47, 16, 45, 44, 37, 38, 23, 48, 39, 11, 16, 20, 50, and 17.

- c. There thirty-six statements of need, which are 'important' ones. These statements are No. 46, 12, 13, 19, 24, 35, 18, 2, 15, 22, 36, 41, 40, 42, 43, 49,

34, 21, 4, 7, 6, 14, 30, 9, 27, 31, 28, 29, 8, 23, 1, 25, 5, 3, 26, and 33.

- d. There is no statement of need, which is 'very important'.
- e. As a whole, developing skills is an 'important' need.
- f. As a whole, provision of information is an 'important' need.
- g. As a whole, an encouraging attitudes and affective states is an important need.
- h. As a whole, enriching experience is an important need.
- i. Provision of information gets the highest mean among the four categories.

The researcher arranged the 50 statements and the mean and the standard deviation of each one according to their importance from the highest to the lowest, in addition to the mean and standard deviation of each part or category. For more information see Table 2 & 3.

Table: 4 the results of Levene' s test for equality of variance and T test for equality of means for the two groups male and female students

Differences Between the Male and Female Students' **Responses to the Questionnaire:**

The researcher used Levene's test for equality of variance and the T- test for equality of means to check the differences between the male and female students responses to the questionnaire.

The analysis gave the following results:

- a. There are some significant statistical differences between the responses of male and female students to the questionnaire. These differences occur in sixteen statements of need. These are statements No. 11,14,16,17,19,23,27,31,32,35,37,38,39,41,44, and 45. All the differences are in the favour of male students.
- b. As a whole, the responses of the two groups show significant statistical differences in the three categories: developing skills, provision of information, and encouragement of attitudes and affective states.
- c. As a whole, there is no significant differences between the responses of male and female students to the questionnaire regarding enriching experience.
- d. As a whole, there are significant differences between the total responses of male and female students.

The researcher arranged all the 50 statements and the four categories in addition to the total responses after mixing the

results of the two techniques, Levene's test of equality of variance and the T- test of equality of means, see Table 2 & 4.

Conclusion:

These results of the data analysis has been discussed in the following chapter.

Chapter five

Discussion

In this chapter the results of the data analysis will be discussed with reference to the theoretical background of the study.

The discussion covers the following areas:

- English language teaching as manifested by the official documents
- The students' needs in regard to the teaching of English literature at the Department of English, Faculty of Education, Sana'a University as perceived by the teachers of English literature, Inspectors of English and students in the Department.
- Students' gender differences and their impact on their perception of needs in regard to the teaching of English literature

English Language Teaching as Revealed in Official Documents:

The researcher's analysis of the official documents and his interviews with the officials in the Ministry of Education showed that there is an awareness of the importance of teaching English Language in Yemen. However, this awareness has not, so far, been translated into very clear and specific objectives. The official documents such as the "Educational Laws" state the aims of teaching English language in Yemen, but unfortunately the aims are very broad and need some

modifications. There is a need for revising these aims and this is what this study is aiming to do.

Al-Thawr study(1994) about students' needs was carried out in the faculty of science and this was a step forward to set up appropriate objectives for the college. However similar studies have to be done in order to set up clear and precise objectives in all colleges in the University.

Moreover the revision of the courses that are taught in the Department of English, Faculty of Education set up some objectives for the different components that are taught in the Department. But those objectives reflect only the point of view of curriculum planners.

The Students' Needs as Perceived by the Teachers of English Literature, Inspectors of English, Male and Female Students in the Department:

The statistical analysis of the questionnaire distributed to the respondents showed a variation in the awareness of the students' needs in regard to the teaching of English literature in the Department. There are points of agreement as well as points of contradiction in the respondents' responses to the questionnaire. These will be discussed in detail with reference to the review of literature.

Every category of the sample is given an equal weight regardless to the number of each category. This is because of their equal weight and contribution to the success of learning process. The idea of the equal importance of the different categories involved in learning process was discussed by Dubin & Olshtain (2000). They said in order to set up 'proper objectives' planner should interview teachers and students, as well as, graduates and people in labors market. They justify this by saying that because of the differences in the 'environment' of each category, see (Dubin & Olshtain 2000: 25-32).

a. Points of Agreement:

Among the 50 statements specifying needs there are 20 of which the four categories of respondents: teachers of English literature, Inspectors of English, male, and female students agreed upon. The analysis showed two kinds of agreement, identical and partial. The first kind was where all categories of respondents had identical agreement regarding the level of the importance of a statement, for example, when all categories see the need as an 'important' one. Partial agreement was where all categories of respondents except one, had an agreement regarding the level of the importance of a statement. But they all are in one side whether 'important' and 'very important' or 'not important at all' and 'somehow not important'

Identical Agreements:

The results of the analysis of the questionnaire show that the four categories of respondents had an identical agreement in regard to the level of the importance of seven statements out of the 50 mentioned in the questionnaire. These are statements No. 4,27,29,30,31,34, and 41. All categories of respondents have agreed that these statements of need are “important” and they should be met through the teaching of English literature in the Department.

Statement No 4 specified the need ‘to develop fast reading’. This matches Pickett (1999) proposal which explains how teaching literature develops reading skills in general and fast reading in particular. Moreover, McKay in her article writes:

Literary texts can aid in the development of reading proficiency...

(McKay 1999: 192)

Krashen in an interview with the BBC in 1996 said that reading skills should receive more attention by the specialists and the means for that, in his opinion, is to give students more literary books not only as compulsory courses but also as optional courses.

The second statement of identical agreement is statement 27, which is related to ‘developing student’s ability to interact with English texts’. Widdowson (1975), Long (1999), and Brumfit (1999-a) explain how teaching literature develops the students’

'responses' to the text, which is a result of students' interaction with the text.

Statement No 29, which is related to 'expanding students' knowledge of the attitude of English people', also gets identical agreement. This matches what was mentioned by Awad & Abdulmalik (1976) who believe that teaching literature is an aid to those who want to integrate with the English culture and they don't have the facility to go to UK or USA. Moreover, Simon (2000) believes that literary text is mostly the only source of any cultural and social background presented in a textual form.

This idea is also supported by the identical agreement about the importance of statements No 30, and 31, which are related to 'expanding students' knowledge of English peoples' feelings' and 'English social background'.

Statement No 34, which is related to 'knowing about the writing techniques of English poetry', gets an identical agreement too. All respondents agreed upon the importance of teaching literature, as a way of enriching this knowledge. Brumfit explains how literary trends and characteristics are mostly taught to the students using literature (Brumfit 1999-a: 186).

The last statement that gets an identical agreement is statement No 41, which is related to 'motivating students to read English literature'. This is supported by Hirvela & Boyle who explain how teaching literature plays a role in:

Helping students gain a deeper feeling for literature as a subject and for the language used in literature

(Hirvela & Boyle 1988: 183)

Moreover, Kachru says that teaching literature does not only motivate non-native students, but also motivates teachers and native students. He says:

The use of such non-native literary texts then, provides a challenge not only to non-native teachers and learners, but also to teachers and learners who use English as their native language. (Kachru 1999:148)

Partial Agreements:

The results of the analysis of the questionnaire indicate that there are 13 statements of need out of 50, which get partial agreement about their importance. These statements are No 1, 2, 5, 7, 15, 25, 26, 32, 35, 40, 43, 49, and 47.

Regarding statements No 1, 2, and 5, these are related to reading skills: 'reading for general ideas', 'reading for specific information', and 'comprehensive reading'. Three categories of respondents –teachers of literature, female, and male students- agreed that these needs are “important” to be met through the teaching of literature. Inspectors were the only ones who said that these needs are “very important”.

The importance of these needs has been stressed and supported by Pickett (1999).

As regards statement No 7 which is related to 'developing students' oral fluency in English', the Inspectors believed that it is a 'very important' need to be met through the teaching of literature. On the other hand, the three other categories believe that it is only an 'important' need. The importance of this need has been explained by Maley & Duff who believe that the interaction between students and teachers in a literature class develops students' fluency in English Maley & Duff (1995).

Statement No 15, which is related to ‘developing students’ analytical ability’, gets a partial agreement too. While teachers believe that it is a ‘very important’ need to be met by teaching literature, the other three categories of respondents believe that it is only an important one. Long (1999) explains how literary texts invite a lot of questions, which are in his opinion:

An aid to response, leading the hearer/reader to get insight into the text (Long 1999: 45)

Moreover, (Brumfit 1999-a:186) stresses the reflection of student’s cognitive development through the teaching of literature.

In regard to statements 25 and 26, which are related to ‘developing the skills of creating new meaning of the words’ and ‘distinguish between dictionary meaning and context meaning of the word’, teachers of literature and Inspectors viewed them as very important needs. On the other hand, male and female students saw them as important ones. This slight difference could be a result of the experience of the Inspectors and the teachers.

The importance of these skills was discussed thoroughly by Rodger (1973) who explains how teaching literature helps students to find new “*value*” of words and enable them to relate these values to the linguistic form of the text (Rodger 1973: 89).

Statements No 32 and 35 are related to 'expanding student's knowledge of English structure' and 'its varieties'. In the point of view of the Inspectors these are "very important" needs to be met by teaching literature. But the other three categories of respondents believed that they are only "important" ones. Mackay explains the important of these needs saying:

Literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax (McKay 1999: 191)

Moreover, Trengove (1999) explained that teaching literature expands student's knowledge of English varieties.

As regards statements No 40 and 43, which are related to 'motivating students to study English' and 'to interact with teacher', the Inspectors viewed them as 'very important' needs to be met through the teaching of literature. On the other hand, the three other categories of the respondents viewed them as 'important' needs.

The importance of teaching literature in motivating students was emphasized by Ghosn in 2001. He says that:

literature can provide a motivating and low anxiety context for language learning (Ghosn 2001: 1)

In addition, the role of teaching literature in motivating students to interact with the teachers has been discussed by many scholars such as (Kachru 1999: 148) and (Long 1999: 42).

Statement 49, which is related to ‘acquainting students with different styles of English’, also got a partial agreement about its importance. While teachers considered it as ‘very important’ need, the other three groups viewed it as ‘important’ one.

The importance of this statement was discussed by Littlewood. He explained how literary text contains five linguistic levels, which are:

Language as a system of structures, language in a specific stylistic variety, language as the expression of superficial subject matter, and language as the symbolization of the author’s vision (Littlewood 1999: 178).

The last statement, which got partial agreement about its importance, is statement No 47. It is related to ‘fostering emotional maturity’. While teachers of literature considered it as a need, which is ‘not important at all’, the other categories considered it ‘somehow not important’.

However, the review of literature showed that fostering emotional maturity is an ‘important’ need to be met through the teaching of literature. Hirvela & Boyle explained this saying:

literature can lead to growth in emotional awareness and maturity (Hirvela & Boyle 1988: 18).

Moreover, (Ghosn: 2001-11) stressed the importance of this need and the role of teaching literature in meeting this need.

However, the partial agreement of the respondents about the importance of this statement of need as being 'not important' to be met by teaching of literature, could be justified by giving priority to other needs.

b. Points of Contradiction:

The analysis of the questionnaire reflected a contradiction in the points of view of the different categories of the sample. This contradiction occurred in 30 statements out of 50 in the questionnaire. This happened where one or more category of the sample realized a particular statement of need to be 'important' or 'very important' to be met by teaching literature and the other categories realized it to be either 'somehow not important' or 'not important at all'. Such a contradiction occurred in statements No 3, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 28, 33, 36, 37, 38, 39, 42, 44, 45, 46, 48, and 50.

Regarding statement No 3, which was related to developing students' ability to guess a meaning through the context, teachers of literature considered it as a 'somehow not important' need to be met by teaching literature. On the other hand, the Inspectors of English saw it as 'very important' and male and female students saw it as 'important' one. This contradiction could result from the different experience of those in each category.

An identical contradiction occurred in statement No 6, which was related to building up students' confidence in speaking English.

Statement No 8, which was related to developing students' pronunciation of English, witnessed a similar contradiction. Teachers of literature rejected it believing that it is 'not important at all'. The Inspectors saw it as 'very important'. In regard to male and female students' point of view they saw that this need is an 'important' one.

The statements mentioned earlier have been discussed as part of spoken skills by scholars such as Maley & Duff (1999) who stresses the importance of teaching literature in developing spoken skills.

Statements No 9, 10, and 11 are related to 'develop writing skills' and the respondents gave contradictory responses to them. The results of the analysis of the questionnaire showed that while the Inspectors of English view developing appropriate writing as a 'somehow not important' need to be met by teaching literature, all other categories of the sample viewed it as an 'important' need. The other two statements were related to developing writing fluency and ability to write literary text. The results of the analysis showed that teachers viewed them as 'somehow not important' needs to be met by teaching literature. On the other hand, all other categories viewed them as 'important' ones.

Developing writing skills through the teaching of literature was discussed by Gwin in 1990. He explains how teaching literature is considered an effective way in creating “*good writing*”(Gwin 1990: 62). Moreover, Al-Usaily explains that teaching literature helps in “teaching the art of writing”(Al-Usaily 1976: 86).

Statements No 12 and 13, which related to ‘developing an accurate use of English’ and ‘the use of English functions’, witnessed a contradiction in the points of view of the respondents. Teachers of literature viewed the first as ‘somehow not important’ and the second as ‘not important at all’. On the other hand, all other categories of the sample viewed them as ‘important’ needs to be met through the teaching of literature.

Regarding ‘developing students’ ability to identify the significance of a text’, the teachers also said that it is ‘somehow not an important’ need to met through teaching literature. In contradiction, all those in the other categories said it is an “important” one. The Researcher’s review of literature supported the point of view of the Inspectors of English as well as those of male, and female students. A number of scholars, such as Rodger (1973) and Widdowson (1975) have explained how teaching literature has a very significant role to play in developing students’ ability to identify the significance of a text.

As regards statement No 16, which was related to ‘developing students’ ability to solve problems through reflection on specific

matters in texts', the Inspectors of English and female students said that it is 'somehow not an important' need to be met through teaching literature. On the other hand, teachers of literature and male students said that it is an 'important' one.

Statement No 17, which was related to 'developing students' social interactive skills', got three different reactions. The teachers of literature and Inspectors of English said that it is 'not important need at all', whereas female students said that it is 'somehow not important' and male students said it is an 'important' one.

Statement No 18, which was related to 'developing students' classroom interactive skills', also got three different reactions. The Inspectors of English said that it is a 'very important' need and the students- male and female- said it is an 'important' one. Teachers of literature said that it is a 'somehow not important need.

'Interactive skills', which were reflected in statements No 17 and 18, have been discussed by Maley and Duff. They explain how teaching literature promotes a various interaction in the classroom Maley & Duff (1995).

Regarding statement no 19, which was related to 'developing students' ability to interpret text freely', teachers of literature said that it is 'very important' need and male and female students said that it is an 'important' need to be met through

teaching literature. On the other hand, the Inspectors said that it is a 'somehow not important' need. Rodger supported the point of view of the teachers of literature when he said that the aim of the teacher in teaching literature should be to: " teach our students how to read and interpret themselves" (Rodger 1973: 89).

In regard to statement No 20, which was related to 'developing students' comparative skills', the Inspectors of English and the teachers of literature said that it is an 'important' need to be met through the teaching of literature. On the other hand, male and female students said that it is 'not an important' need. Obediat supports the teachers and Inspectors' point of view. He explains that teaching English literature helps Arab students in comparing the two literatures, Arabic and English (Obediat 1997: 32).

Regarding statements No 21 and 22, which were related to 'developing students' creativity' and 'helping them in being open-minded persons', the teachers of literature said that they are 'somehow not important' need to be met through teaching literature. However, all other categories said that they are 'important' needs. The Inspectors of English said that helping students to be an open- minded persons is a 'very important' need. McKay supports the idea that teaching literature plays a role in developing students' creativity. She says that: " Literature promotes our students own creativity" (McKay 1999: 193). Obediat also explains how the teaching of literature helps students in being open- minded people (Obediat 1997: 37).

Regarding statement 23, which is related to 'helping students in teaching simple literary text in future', the teachers of literature and the male students said that it is an 'important' need to be met through the teaching of literature. On the other hand, the Inspectors and the female students said it is not.

Statement no 24, which was related to 'developing students' ability to distinguish between literary discourse and other kinds of discourse', showed another contradiction. While the Inspectors said it is a 'somehow not important' need, other categories of the sample said that it is an 'important' one. Widdowson supports the latter opinion when he said that developing a learner's awareness of the differences between literary discourse and other kinds of discourse is one of the principle objectives of teaching literature Widdowson (1975).

Regarding statement no 28, which was related to 'developing the students' ability to understand coherence and cohesion of English text', the Inspectors of English and the teachers of literature said that it is 'somehow not important' need to be met through teaching literature. On the other hand, male and female students said that it is an 'important' one.

Regarding statement No 33, which was related to 'expanding the students' English vocabulary', the teachers of literature said that it is a 'somehow not important' need. On the other hand, the

Inspectors said that it is 'very important' and male and female students said it is an 'important' one.

Similarly, teachers of literature said that 'expanding students' knowledge of the functions of English' is a 'somehow not important' need to be reflected in teaching literature while other categories said it is an 'important' one. McKay supports the idea that teaching literature is very significant in expanding the students' linguistic knowledge. This, in her opinion, could be achieved by:

giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax (McKay 1999: 191).

Regarding statement No 37, which is related to 'expanding students' knowledge of other nations' history', the teachers of literature said that it is a 'somehow not important' need while all other categories said that it is an 'important' one.

Similarly, teachers of literature and female students said that 'knowing about important events in the world' is a 'somehow not important' need to be reflected in teaching literature. On the other hand, the Inspectors of English said that it is 'very important' need and male students said that it is an 'important' one.

Statement No 39, which is related to 'expanding students' knowledge of literary trends and characteristics', the female

students said that it is a 'somehow not important' need to be met through the teaching of literature. On the contrary, the teachers of literature said that it is a 'very important' one. Both the Inspectors of English and male students said that it is an 'important' one. Brumfit supports the importance of teaching literature in fulfilling this need by saying that teaching literature will "sensitize learners to the conventions of the literary traditions" (Brumfit 1999-a: 186).

Regarding 'motivating students to interact with other students', statement No 42, the teachers of literature said this is a 'somehow not important' need to be met through teaching literature. On the other hand, male and female students said that it is an 'important' one. The Inspectors went further and said that it is a 'very important' one. The researcher's review of literature supported the importance of this need. Collie & Slater say that with a suitable technique in teaching literature students will be highly motivated to interact with each other Collie & Slater (2000).

Regarding statement No 44, which is related to 'promoting students' tolerance of cultural differences', female students and Inspectors of English said that it is a 'somehow not important' need. Whereas the teachers of literature said that it is a 'very important' need and the male students said that it is an 'important' need. McKay supports the importance of this need when She explains that teaching literature promotes a greater tolerance of cultural differences (McKay 1999: 192).

Regarding 'gaining intrinsic motivation', statement No 45, the teachers of literature and the female students said that it is a 'somehow not important' need to be met through the teaching of literature. On the other hand, the male students said that it is an 'important' one and the Inspectors of English said that it is a 'very important' one.

Regarding statement No 46, which is related to 'students' appreciation of universal human values', the female students said that it is a 'somehow not important' one and all the other categories said that it is an 'important' one.

In regard to statements No 48 and 50, which are related to 'enriching students' experience of authentic materials' and 'emotions', the female students said that they are 'somehow not important' needs. On the other hand, other categories said that they are 'important' ones. Teachers of literature went further and said that enriching students' experience of authentic materials is a 'very important' need. The researcher's review of literature also supported the importance of these needs. Long (1999) considers the enrichment of students' experience of authentic materials while studying literature as " the strongest justification for the teaching of literature" (Long 1999: 59).

Ram supports the idea that teaching literature is significant in providing a learner with intrinsic motivation through the emotional experience he gains from the text (Ram 1997: 120).

Conclusion:

Lastly the differences and the contradictions in the points of view of the different categories of the research sample could be a result of the different experiences that members of each category has had. i.e. teachers are interested in needs that are related to literature classes ,Inspectors of English are interested in needs that graduates of the English Department will require on teaching, and students are more interested in personal needs both in the short and long-term. The impact of the differences in the ‘ environment’ of each category on the perception of needs is discussed in (Dubin & Olshtain 2000: 25-32).

Students’ Gender Differences and its Reflection on Students’ Perception of their Needs in regard to the Teaching of English Literature in the Department:

Students’ gender differences is a significant factor in learning and it has a major impact on the achievement of the students. Since 1964 a number of studies have been carried out to prove that gender differences affect the achievement of students Nowell (1998).

The results of the statistical analysis of the responses to the questionnaire showed some significant statistical differences between the students’ responses according to their gender. Statistically there were 16 statements out of 50, which showed significant differences between male and female students’

responses in favor of male students. Those statements were No 11, 14, 16, 17, 19, 23, 27, 31, 32, 35, 37, 38, 39, 41, 44, and 45.

Gender differences in students' achievement have been studied by many scholars and each has his own theory to explain them. Some explained gender differences according to social and cultural differences see Nowell (1998), others explained them in terms of some neurological differences see Ullman & Yee (1997), and others explained them according to some cognitive differences see Shaywitzs and el. (1995).

The researcher is going to discuss each significant difference between the responses of male and female students.

Regarding statement No 11, which is related to 'developing students' ability to write literary text', the differences in the students' responses in favor of male students could be related to individual talent of writing poetry rather than gender differences. Since the sample was not homogenous enough, the researcher could not arrive at a definite conclusion regarding this point. This conclusion could be achieved if gender differences is the only variable.

In regard to statements No 14, 16, 19, and 32, they are all related to mental ability such as 'finding the significance of a text', 'solving problems through reflection on text', 'free interpretation of the texts' and 'knowledge of English language structure'. They all showed significant statistical differences in

the mean and the variation of both groups in the favor of male students. Those differences were in favor of male students' responses.

Ullman & Yee in their study gave evidence that men and women rely on different brain systems for tense production. They concluded that:

...men may rely more on the procedural system than women, while women rely more on declarative memory than men (Ullman & Yee 1997: 1).

This theory was supported by the results of this study and the differences in students' responses to statements no 14, 16, 19, and 32 supported the theory of Ullman & Yee.

In a digital document for Georgia State University at (arc.gsu.edu/csp_gender.html) there are a number of references to researches in gender differences and its impact on interaction skills. The document made clear that female students have less interest in interaction than male students. The justification for that is based on socialization and that boys are encouraged more than girls to engage in interactions.

The results of the analysis of the students' responses to the questionnaire also showed that differences in means of statements means in regard to statements 17 and 27 were in favor of male students, since these statements were related to interactive skills.

Regarding statement No 23 that it is related to a prediction that is related to 'teaching in future'. According to the same digital document of Georgia State University this is related to socialization and the expectation of the society. According to this document society encourages males more than females to become teachers and this affects female expectations.

In another digital document for Oxford University at (ford.jeor.Berkeley.edu/~dpoon/ling55/studies.html) the study concluded that male students are more sociable than female students. This support the results of this study and specifically statement 31, which is related to 'knowing the background of English society'. Moreover, this document shows that males are more meta-cognitive than females. And this was supported by the results of this study in statements No 35, 37, 38, and 45 where differences were in favor of male students.

In regard to statement No 41, which is related to 'motivating students to read English literature', the gender differences reflected in the students' responses to this statement contradicts what is mentioned in both the Oxford and Georgia University's documents. The documents show that female students have higher reading proficiency while this study showed differences in favour of the male students. This contradiction could be attributed to different factors such as individual differences see Nowell (1998).

Regarding statement No 44, which is related to 'students' tolerance of cultural differences', the research showed a difference in favour of male students. Nowell (1998) explains that females are more emotional and males are more logical. Accordingly, tolerance to cultural differences is expected more from male students.

Regarding statement No 39, which is related to 'the knowledge of literary trends and their characteristics', the research showed that there is a difference in favour of male students. This could not be related to gender differences as it is related to methodological techniques.

To conclude, the researcher has tried to explain the role of gender differences in the perception of needs in regard to the teaching of literature. But it seems that this study is not enough. There is a need for another study which should focus on gender differences as the only variable of the research, especially as a number of previous studies have shown that there are significant differences in favour of female students as regards learning a language see Wells (1997) and Nowell (1998).

The most important needs of the students in the Department of English regarding the teaching of English literature

The research showed that there are 20 points of agreement among the respondents to the research regarding the importance of 19 statements out of the 50 mentioned in the questionnaire,

in addition to their agreement about one statement as not being an important one. On the other hand, there are 30 points of contradiction. The Researcher is going to take those points into consideration in his conclusion.

The researcher considered the 19 statements which all respondents agreed upon as important needs to be met through the teaching of English literature. Those statements are No. 1, 2, 4, 5, 7, 15, 25, 26, 27, 29, 30, 31, 32, 34, 35, 40, 41, 43 and 49.

On the other hand, statement 47 is not an important need according to the respondents' point of view. Accordingly, it was not included among the most important needs to be met through the teaching of English literature. Moreover, the Researcher considered all the statements, which had contradictory points of view among the respondents of the research, to be optional needs to be met through the teaching of English literature.

Chapter six

Conclusion

This chapter will include a brief summary of the aims, procedures and findings of the research. In addition to, a conclusion, suggestions and recommendations.

Summary of Aims and Procedures

This research aimed at identifying the most important needs of the students concerning their study of English literature in the Department of English, Faculty of Education, Sana'a University. In the light of which some objectives for the teaching of English literature in the Department will be proposed.

The research also aimed at identifying whether gender differences affect students' perception of these needs, and where these differences occurred.

To achieve those aims the researcher used different instruments for collecting data, such as analysis of official documents, interviewing the Head of the Department, the teachers of literature, the Head of the Inspectors and senior officials involved in curriculum planning, and finally a questionnaire was developed and administered to the four categories of people who were involved in the study.

Firstly, a pilot study was conducted to prove the validity of the research.

Secondly, a questionnaire was developed in the light of the results of the pilot study and the review of literature. This was validated by reviewing literature and experts' observations.

Next, the sample of the study was chosen and it consisted of 30% of the students in the second, third and fourth levels in the Department(157), in addition to, Inspectors of English(12) and the teachers of English literature in the Department(4).

Then, the questionnaire administered to the sample and the Head of the Department, the teachers of literature, the Head of the Inspectors and senior officials involved in curriculum planning were interviewed.

Later on, the data was analysed descriptively and statistically.

Results

The study revealed that there are 19 statements of needs out of 50, which are the most important needs to be met through the teaching of English literature. These statements show that:

Students in the Department of English need to study English literature to:

- Develop reading skills for general ideas
- Develop reading skills for specific information

- Develop an ability to read English at a reasonably fast pace
- Develop comprehensive reading
- Develop their oral fluency in English
- Develop their analytical ability
- Develop their ability to understand alternative meanings of many English words
- Develop their ability to distinguish between the dictionary meaning and the contextual meaning of a word
- Develop their ability to interact with English texts
- Know more about English people's feelings
- Know more about English people's attitudes
- Know the social background of English society
- Know more about English language structure
- Know about techniques of writing English poetry
- Know about variations in the English language
- Motivate them to study English language
- Motivate them to read English literature
- Motivate them to interact with the teacher
- Acquaint themselves with different styles of English

Moreover, there are 30 needs that are optional to be met. These needs are as the following:

Students in the Department of English need to study English literature for:

- Developing the ability to guess meaning through the context
- Building up their confidence in speaking English
- Developing their pronunciation in English
- Developing appropriate writing of English language
- Developing their writing fluency in English
- Developing their ability to write literary texts
- Developing accurate use of English language
- Developing the use of functions in English language
- Finding out the significance of a text
- Problem solving as it is shown in a text
- Developing their social interactive skills in English
- Developing their classroom interactive skills
- Developing their ability to interact with texts freely
- Developing their comparative skills by comparing English with Arabic literature
- Developing their creativity
- Being an open- minded people
- Teaching simple literary texts in future
- Developing their ability to distinguish between the literary discourse and other kinds of discourse
- Developing their ability to understand coherence and cohesion in English language
- Expanding their English vocabulary
- Knowing about the functions in English language
- Knowing about other nations' history
- Knowing about important events in the world
- Knowing about literary trends and their characteristics
- Motivating them to interact with other students

- Promoting their tolerance of cultural differences
- Gaining intrinsic motivation
- Appreciating universal human values
- Providing experience of authentic materials
- Providing them with emotional experience to reflect on

Implications of the Study

This study can be implemented in any other situation similar to the one mentioned in the study. Moreover, the implications of the study, if adopted in the Department of English, Faculty of Education, Sana'a University could bring about more effective results in the teaching of English literature. This is because the study investigated the opinions of all who are involved in the teaching of English literature. Not only that, but also it took into consideration the Inspectors' points of view as the prospective employers of graduates from the Department. Hence, teaching English literature will face no contradictions in the points of view of all people involved in the process of teaching.

Suggested Objectives for the Teaching of English Literature in the Department of English for the Future

Teaching English literature in the Department of English, Faculty of Education, Sana'a University, should aim at developing students' ability to:

- Read English for general ideas

- Read English for specific information
- Read English of a reasonably fast pace
- Read English comprehensively
- Speak English fluently
- Analyse texts in English
- Understand alternative meanings of many English words
- Distinguish between the dictionary meaning and the contextual meaning of a word
- Interact with English texts
- Know English people's feelings
- Know English people's attitudes
- Know the social background of English society
- Know English language structure
- Know the techniques of writing English poetry
- Know of variations in the English language
- Enjoy studying English language
- Enjoy reading English literature
- Enjoy interacting with the teacher
- Have acquainted themselves with different styles of English

Recommendations

The researcher recommends that curriculum designers in the Department should take into account the results of the research in any change or revision of English literature courses in the future. And in order to fulfill the objectives of teaching English literature, which are suggested by the Researcher in this study, it is recommended to use a learner- initiative method of teaching,

as well as some more controlled activities which should be successful especially if we take into account the large number of students in classes.

It is also recommended that the students' gender differences as reflected in their achievements in literature tests are to be observed.

Finally the Researcher recommends that English literature tests in the Department should be to find out if the students are fulfilling the objectives of the course, which originally derived from the perception of their needs in regard to the teaching of this course.

Scope for further Research

This research opens a new scope for a research into the methodology of teaching English literature in the Department of English, Faculty of Education, Sana'a University.

The research also opens a new scope for a research into students' gender differences and their impact on the perception of their needs in regard to the teaching of English literature, and on their achievements in English literature tests.

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