

A Pedagogic Study of Select Literary Works for Innovative Methods of Teaching World Literature

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Abstract

Humans after birth do not have the faculty to read. The process of reading takes a momentum and time. It has been observed that language is one of the major barriers of the non native speakers of English on their access to linguistic competence. Undeniably, this linguistic competence is associated with the reading aptitude. They go hand in hand to achieve meaningful academic outputs. This study anchored its salient points from the schema theory which states that interactive process takes place in reading comprehension between the text and the reader's circumstantial knowledge. Reading comprehension includes one's understanding of the world which maybe culturally founded and customarily biased. In addition, it dealt with the factors that are related to the reading profile, marks and assessment of the student respondents in the study of World Literature. Two classes with engineering and computer science students were utilized. After identifying the strengths and weakness, it is recommended that appropriate methods in teaching world literature to students whose native language is Arabic.

Keywords: Pedagogic Study, Teaching Strategies, Reading Profile and Innovative Methods

The Problem and Its Background

Introduction

Quality teaching entails multifaceted knowledge of content and a wide range of information about how learners understand that content. Moreover, it involves informed knowledge of how to explain subject matter effectively. It is of vital importance to understand the processes by which students learn to read and how their reading proficiency and development can be assessed (Rowe, 2005).

The ability how to use evaluation information facilitates the applicable approaches from a series of preparations that are clearly operative in sustaining quality teaching in reading.

Frank (2000) urged teachers to strategize reading instruction — provide assistance during reading, suggest a reading procedure, and assess students' progress. Developmental reading students should be exposed to the kinds of texts they will encounter in college-level courses. Their success in college will depend on their “ability to engage in strategic reading of extensive academic or informational text” (Caverly, Nicholson, & Radcliffe, 2004, p. 25). In order for the developmental reader to become literate in the multiple discourses of the academy, he or she must be exposed to various types of readings and the “politics that inform them” (Weiner, 2002)

Reading literary works is a privileged human activity that brings out full or precise variety, possibility or intricacies of human life (Devika, 2007). Learning never stops in studying literature. Its nobility of objectives parallels with the World Literature course intended outcomes and Bloom's six new learning domains which are designed to improve communication between educators on the design of curricula and examinations. On the other hand, to be able to realize the effectiveness of its purposes-there must be teaching methodologies or programs that would aid students understand and appreciate literature-

thereby, improves their performance. The findings and recommendations of this study aimed to determine the teaching methodologies that would encourage students to read literary works to:

- appreciate the breadth and depth of literature in other countries,
- deepen understanding of the different genre of literature,
- develop reading comprehension skills, critical thinking, and effective communication through interpretation, analysis and evaluation of different literary selections.
- learn to demonstrate the values learned in the study of literature to real life situations

Background of the Study

College students often find that texts from varied sources and reading experiences found in tertiary-level courses are overwhelming to organize and comprehend. They are frequently required to demonstrate their comprehension in comparative analyses or other applications of their understanding. Consequently; researchers emphasize the importance of tailoring instruction in a given reading strategy to the demands of the specific reading task and topic and providing students with concrete practice in how to apply strategies.

It has been observed that reading problem is imminent to Arab students. English-being the medium of instruction to most of their subjects play a significant role to their academics; however, this universal language appears to be an obstacle to students' access to knowledge.

The methods in teaching literature provide a repertoire of diverse comprehension strategies that can be utilized in different ways depending on the demands of the reading, student needs and teacher goals. By embedding strategy instruction in classroom content and providing students with a range of strategies, students can become more skilled readers and

more successful in approaching the many types of texts and reading tasks obligatory for tertiary level work (Dowhower, 1999).

Studying Literature has been alive and thriving for so long; however, it seems superfluous to ask why students should read and study it and most schools include it as one of the courses in their programs. In addition, some programs do not include literature in the students' prospectus. The question must be dealt with because there are so many misconceptions about studying literature. Literature has been seen in many different ways, to some it is an un-important to have plenty of time to waste. Others perceive that communication in this particular part of art is difficult particularly for schools dominated with Arab students. Understanding literary pieces requires intensive reading; contexts can be critical and that prevents students without a strong interest in reading or listening to literary pieces. Surveys show that some students like the engineering students perceive that the rudiments of reading literary pieces take so much of their study time as much as the time they spend in major subjects. As a result, their academic average is affected when they obtain poor marks in literature subject. There could be causes of misreading literary pieces; hence, it is imperative to determine the reading proficiency of the students to qualify their levels of understanding complex texts.

On the other hand, there are schools which still include literature in their programs. They believe that literature offers more than the reading materials-it crystallizes the totality of anyone who understands and appreciates the nobility of the literary geniuses; thus, making the students a better and more sensitive person.

Studying literature requires intense reading to be able to understand and appreciate its depth. Any writer or poet would fail in communicating his mind the purposes he set for the audience (like the students) if they are not conveyed. Relatively, there are strategies to understand and appreciate literature. A literature teacher has the access for this approach to

be able to deliver a multifaceted but interesting design of lessons. The influence of the literary works is eternal; its effects transcend beyond the academic frontiers of the students.

Assumptions of the Study

It was assumed that respondent-students of this study have undergone the stage 1 of developmental reading program which is simply decoding; stage 2 which is a transition from oral to silent reading or independent reading; stage 3 – where learners are expected to have read selections from an increasingly broad range of materials such as textbooks, magazines, and encyclopedias, and about an increasingly broad scope of topics like science, history and geography.

Vocabulary and background knowledge is still limited in stage 3 why this study still included it in preparing the students on stages 4 and 5 where students are expected to analyze, synthesize and evaluate selected literatures of the world. The teacher-facilitator provided the reading materials and explained the particular intended learning outcomes that were expected to achieve after reading and discussion.

Statement of the Problem

This study was conducted to determine the reading proficiency of the students and to identify better teaching methodologies in world literature.

Specifically, this study answered the following questions:

1. What is the information background of the student respondents according to:
 - 1.1 secondary school
 - 1.2 age
 - 1.3 civil status
 - 1.4 native language
 - 1.5 language spoken at home
 - 1.6 employment status (if any)

2. What is the reading profile of the student respondents according the three major genres (Lyric, Narrative and Dramatic) of literature?
3. What is the reading frequency profile of the student respondents according to the following classifications of prose
 - 3.1 Nonfiction
 - 3.2 Fiction
4. What is the students' assessment on the aforementioned and discussed genres of literature?
5. What is the students' assessment on the following strategies of studying literature?
 - 5.1 formalist.
 - 5.2 Historical
 - 5.3 Biographical
 - 5.4 Sociological
 - 5.5 Psychological
6. What is the reading proficiency status of the student respondents as revealed by their marks in the aforementioned strategies in studying literature?
7. Is there a significant relationship between Students' Marks and their Information Background?
8. Is there a significant relationship between Students' Marks and their Reading Profile?
9. Is there a significant relationship between the student respondents' marks and their assessment of the aforementioned and discussed major genres of literature?
10. Is there a significant relationship between the student respondents' marks and their assessment of the aforementioned strategies in studying literature?
11. What are the innovative methods of teaching literature?

Hypothesis

1. There is no significant relationship between Students' Marks and their Information Background.
2. There is no significant relationship between Students' Marks and their Reading Profile.
3. There is no significant relationship between Students' Marks and their Perception of the Discussed Genres of Literature.
4. There is no significant relationship between Students' Marks and their Perception of the Strategies in Studying Literature.

Significance of the Study

The researcher believes that the study will benefit the following:

The Researcher Herself. The study will help her enrich her professional and academic discipline, widen her horizon in understanding people and make her appreciate life as it mirrored in literature.

The Future Researchers. This study will open them to explorations and different interpretations. The study will encourage them to be aware of the latest innovations in teaching literature.

The Students of Languages & Social Science. The study will motivate them to read meaningfully and comfortably.

The Faculty of Languages and Social Science. This study will provide a fresh perspective on teaching.

Scope and Limitation of the Study

This study confined its perimeters in the literary pieces indicated from the course specifications of the World Literature as one of the basic courses. The preliminary and midterm periods covered four (4) weeks each and the final period took three weeks. Reading takes ample time. In this study, poetry was represented by some classic poems in different

genres and prose (non-fiction) was represented by two (2) essays, one (1) diary and one (1) autobiography and prose (fiction) was represented by two (2) short stories, one (1) novel and three (3) dramas. All second year BS Computer Science and BS Engineering students taking World Literature were the respondents of the study.

The result of the summative test where all the teaching strategies were implemented were used for analysis to determine the level of students' reading proficiency. In addition, the reading profile and the students' assessment on the study of the different genres of literature were considered to determine their stance on the study of literature.

Definition of Terms

The following terms have been defined for better understanding of the study.

Advanced High (Reading Proficiency Level) – Readers can understand complex and lengthy texts, interpret difficult sections, and infer meanings beyond what is directly stated.

Advanced Mid (Reading Proficiency Level) – Readers can comprehend descriptive and standard texts, identify main ideas with supporting details, and predict meaning without major language difficulties.

Advanced Low (Reading Proficiency Level) – Readers can understand standard texts with common vocabulary and structures, recognizing main ideas and some supporting details.

Biographical Strategy in Literature – This approach interprets a literary work through the author's life experiences and background.

Distinguished (Reading Proficiency Level) – Readers can recognize the author's perspective, analyze tone, and interpret refined language within its cultural context.

Formalist Strategy in Literature – This strategy examines the literary work's form and elements such as structure, tone, imagery, symbolism, diction, plot, and characterization.

Historical Strategy in Literature – This approach studies how a literary work reflects the historical period in which it was written.

Intermediate (Reading Proficiency Level) – Readers can understand simple and predictable texts that communicate everyday information.

Intermediate High (Reading Proficiency Level) – Readers can generally understand descriptions and narration, though limited vocabulary and weak knowledge of text structure may cause gaps in comprehension.

Intermediate Mid (Reading Proficiency Level) – Readers can understand short and simple texts about basic personal and social topics.

Intermediate Low (Reading Proficiency Level) – Readers can partially understand very simple connected texts, though misunderstandings are common.

Psychological Strategy in Literature – This approach analyzes literary works through psychological concepts such as dreams, desires, and repression.

Sociological Strategy in Literature – This strategy focuses on how social forces and relationships influence literary works and characters.

Superior (Reading Proficiency Level) – Readers can understand various complex texts, infer meaning from context, and interpret specialized vocabulary and advanced grammar.

Theoretical Framework

This study anchored its basis from the schema theory which states that interactive process takes place in reading comprehension between the text and the reader's previous circumstantial knowledge (Adams and Collins 1979, Rumelhart 1980). Reading comprehension encompasses one's knowledge of the world, which may be culturally based and customarily biased.

Research Paradigm

The following research paradigm was conceptualized for a better illustration of the study's framework

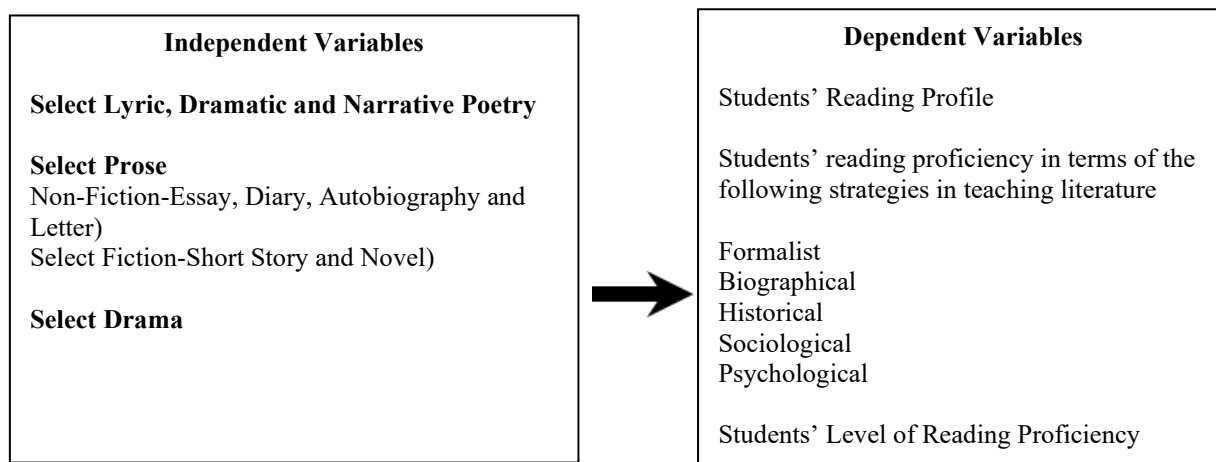


Figure 1: The Pedagogical Study of Select Literary Works for Innovative Approaches to Literature instruction

CHAPTER 2

Literature Review

This chapter presents the relevant literature from both foreign and local sources. It presents the perceptive opinions and discerning results from varied insights of the authors and writers.

Kidd and Castano (2013) present evidence from five experiments showing that reading literary fiction — as opposed to nonfiction or popular fiction — temporarily enhances readers' "Theory of Mind" (ToM), i.e. their ability to understand others' mental states, emotions, and perspectives. This supports the argument that literature can serve as a powerful medium for exposing readers to diverse viewpoints, feelings, and cultural experiences

Poor language proficiency was a problem for many students due to many reasons. Hellekjaer (2009), from the University of Oslo, Norway, in her study titled Academic English Reading Proficiency at the University Level: A Norwegian Case Study, revealed that out of 578 university students, about 30% of the respondents had serious difficulties in reading English, while an additional 44% found it more difficult that reading in their first language. According to him, the main problems encountered by students were unfamiliar vocabulary

and slow reading, while extracurricular readers and respondents who were able to guess word meaning from context had higher reading scores. He emphasized, as per assessment, there was poor language problem for many of the respondents, to the extent that they fell below the linguistic threshold level.

When a reading teacher examines his students, he finds many gaps in the mastery of their reading comprehension skills. These gaps represent a behavior to students' understanding and appreciating what they learn. Thus they become important problems that the reading teacher should face. Until, he finds ways and means to fill these gaps, his teaching remains handicapped by them and the results that he achieves in teaching reading will only be partial results, much inferior to what they could be if the gaps were filled.

Rouece & Roueche, (1999) said that to be able to succeed in college-level work- there must be strategies and techniques to aid developmental readers: students who take the college placement test and place into developmental reading classes should take the recommended courses; second, teachers of developmental reading have to take into account their individual bearing on handling developmental readers. They should set an accommodating mood towards students who need remediation. (Weiner, 2002, p. 152). Moreover, they should make students realize that they share and impart a meaningful experience to improve the reading proficiency of their students.

Bodrova, et. al. (2005) states that reading comprehension is an intricate activity that involves various stages of processing. Unlocking of difficulties like taking efforts with word level to pursue on deeper levels of text analysis.

Gillespie and Fonseca (2005) present literature as a pedagogical and cultural vehicle that both delights and instructs readers, exposes social and cultural realities, and provokes engagement with differing worldviews. Their thematic, cross-cultural approach aligns with the functions : instruct, delight, shape culture, construct/ articulate sociological realities,

involve readers in interaction with realities, empower, and promote engagement with the world.

Chapter 3

Methodology

This chapter presents the research methods, techniques, procedures, and the sources of data that were used by the researcher to meet the objectives of the research.

Design and Data Gathering

The literary pieces indicated in the course specifications of World Literature were subjected to the study. A great number of lectures were done prior to the reading activities in the class. It was expected that the students had finished the pre-reading stage before they engage to teacher-directed interactive activities and reflective activities: oral and written text discussion, summarization, and questions, making questions, filling in forms and completing charts/text , reading and listening to reading other related materials, and dramatization. Barnett (1988) states that drill after reading initially test students' grasp of the text and lead them to profounder analysis. The genuine purpose of reading to see and to engage new information/knowledge with what one already knows. Memorizing the author's point of view and text content is discouraged.

The selected literary pieces were divided into three (3) grading periods. Poetry was tackled in the preliminary period, prose in the midterm period and drama in the final period.

Data Analysis

Survey on students' reading profile and assessment on the finished literary works were conducted at the end of the trimester. In addition, the summative test (prepared by the teacher-proponent) was analyzed according to the information extracted to meet the objectives of the study. The summative (final exam) was categorized according to the teaching strategies which were also utilized during the class activities.

Statistical Treatment

This study used the descriptive method which is an appropriate instrument tool in calculating frequencies and averages particularly in survey investigation. This is an essential guide to the researcher's thinking. It is concerned with conditions of relationships that exist, practices that prevail, beliefs and processes, effects that are being felt, or trends that have developed and are developing. It involves an element of interpretation of the meaning or significance of what is described. Description is also a fact-finding with adequate interpretation and more and beyond just data-gathering.

The Survey method and the Likert Scale were utilized in identifying the student-respondents' assessment on the different genres of world literature. Questions were properly constructed; its validity and reliability were presented to two experts who used to teach World Literature. Reliability and validity of the questionnaire was obtained by presenting it to experts The researcher-proponent tallied and described the responses being handed..

The T-Test and Analysis of Variance (ANOVA) were used to determine the difference of the scores gathered from the test and the Mean was used to determine the frequency & percentage the reading proficiency status of the students.

Chapter 4

Presentation, Analysis and Interpretation of Data

This chapter presents the findings and interpretation of data. The first part gives shows the student-respondents information background. The second part reveals the students-respondents reading profile. The third part exhibits the student-respondents level of reading proficiency with regards to the strategies in learning literature and finally, the last part divulges the relationship of Students' Marks and their Information Background; Students' Marks and their Reading Profile; Marks and their Assessment of the Discussed Genres of Literature; Students' Marks and their Assessment of the Strategies in Studying Literature.

Table 1
Students' Information Background

Information Background	N	%
Graduated from Private School	11	16.92
Graduated from Public School	54	83.08
Working	36	55.38
Non Working	29	44.62
Age 16-18	26	40
Age 19-21	24	36.92
Age 22-24	11	16.92
Age 25-and above	4	6.15
Civil Status: Single	37	56.92
Civil Status: Married	25	38.46
Civil Status: Divorced	3	4.62
Native Language : Arabic	65	100
Native Language : English	0	0
Other Languages	0	0
Language spoken at home: English	0	100
Language spoken at home: Arabic	65	0
Other Languages	0	0

Table 1 shows that most student respondents graduated from public high schools, working and single but speak common language; however it is also shown that student respondents have different secondary education backgrounds in some aspects which affirms that entering college freshmen come from different educational institutions which implies diverse cultural identities.

Table 2**Students' Reading Frequency Profile in the Major Genres of Literature**

Indicator (Poetry)	Mean	Descriptive Interpretation
LYRIC	2.78	Sometimes
NARRATIVE	2.43	Seldom
DRAMATIC	1.98	Seldom

1-1.49: never 1.5- 2.49: seldom 2.5-3.49: sometimes 3.5-4.49: often

4.5-5: always

Table 2 shows that most student respondents seldom read narrative and dramatic poems but sometimes read lyric poetry. Narrative and dramatic poems are quite long texts; however they can be watched in stage plays and movies and are even available in popular social media. Lyric poetry is the shortest and usually deals with romances and with enticing rhyme schemes that makes it appealing to read.

Table 3.1**Students' Reading Frequency Profile in Nonfiction**

Indicator (Nonfiction)	Mean	Descriptive Interpretation
ESSAYS	2.91	Sometimes
JOURNALS/DIARIES	2.02	Seldom
MEMOIR	1.25	Never
DOCUMENTARIES	2.58	Sometimes
LETTERS	2.40	Seldom
HISTORIES	2.68	Sometimes
AUTOBIOGRAPHIES	1.58	Seldom

Table 3.1 shows that most student respondents do not allot much time reading literary nonfiction genres of prose. As indicated in Table 1-most student respondents are working. It further implies that shortage of time can be a factor for not reading much because students should understand the texts in its literal meaning, apply information and ideas from a passage,

analyze the elements like the content, style and structure, and synthesize. Essays, documentaries and histories are sometimes read because they are part of the few courses taught in school.

Table 3.2
Students' Reading Frequency Profile in Fiction

FICTION	Mean	Descriptive Interpretation
ROMANCES	3.12	Sometimes
WESTERNS	2.82	Sometimes
MYSTERIES	2.86	Sometimes
SCIENCE FICTION	2.77	Sometimes
FANTASY	2.74	Sometimes
THRILLERS	2.85	Sometimes
HORROR	2.66	Sometimes
HISTORICAL FICTION	2.57	Sometimes

Table 3.2 shows that the student respondents sometimes read fiction. Reading fiction increases open-mindedness and that following the trials and tribulations of different characters can breed empathy and compassion. Canadian research into reading says mind backs up the idea that reading fiction makes one a better and more logical thinker. Any student regardless of classroom experience will enjoy fiction if he/she has an inclination towards it. Students cannot be interested in everything.

Table 4
Students' Assessment on the Discussed Genres of Literature

Genres of Literature	Mean	Descriptive Interpretation
Lyric Poetry	2.92	Neither Hard nor Easy
Narrative Poetry	2.63	Neither Hard nor Easy
Dramatic Poetry	2.12	Easy
Fiction	2.69	Neither Hard nor Easy
Non Fiction	2.09	Easy

Table 4 shows that the student respondents find the Lyric and Narrative Types of Poetry and Fiction neither hard nor easy. These genres are usually embedded with figurative language. Understanding beyond and between the surface of the lines require intensive reading. Readers should devote ample time to understand clearer and to appreciate better the works if they are familiar with their milieu. On the other hand, they find Dramatic poetry and Nonfiction easy. Dramatic poetry is emotionally packed and begins with characters delivering their lines that capture the audience attention instantly; therefore builds connection amidst them. In the same manner, nonfiction deals with realities which events are significant part of history; hence part of man.

Table 5

Students' Assessment on the Strategies of Studying Literature

Strategies	Mean	Descriptive Interpretation
Formalist	2.95	Neither Hard nor Easy
Historical	2.15	Easy
Biographical	3.14	Neither Hard nor Easy
Sociological	3.32	Neither Hard nor Easy
Psychological	2.69	Neither Hard nor Easy

Table 5 shows that student respondents find the strategies neither hard nor easy except for historical approach. Students find historical approach as an easy strategy in studying literature because of their familiarity in the significant events in the world and world history is one their basic courses in college.

Table 6

**Students' Reading Proficiency Level as Indicated by their Marks Using
the Strategies of Studying Literature**

Strategies	Mean Score	Reading Proficiency Level
Formalist	40.92	Advanced Low
Historical	46.77	Advanced Low

Biographical	42.62	Advanced Low
Sociological	37.38	Intermediate
Psychological	33.38	Intermediate

* **Distinguished:** 91-100 **Superior:** 81-90 **Advanced:** 71-80

Advanced High: 61-70 **Advanced Mid:** 51-60

Advanced Low: 41-50 **Intermediate:** 31-40 **Intermediate High:** 21-30 **Intermediate**

Mid: 11-20 **Intermediate Low:** 1-10

Table 6 shows that student respondents are somehow historically inclined (Mean= 46.77) and by some means can trace the development of the text thru the personal data of the author (Biographical Strategy Mean=42.62) and they can identify the elements of the genre used in the works (Formalistic Strategy 40.92) The texts in these works predominantly contain high-frequency vocabulary and structures. Comprehension may often derive primarily from situational and subject-matter knowledge. However, the mean scores for Sociological (37.38) and Psychological (33.38) Strategies reveal that student respondents could have not fully understood texts that were detailed or those texts in which knowledge of language structures was essential in order to understand chronology. They failed to draw the most accurate meaning from simple to straightforward texts. They were not able to understand messages found in highly familiar, everyday contexts.

Table 7

Relationship between Students' Marks and their Information Background

Information Background	N	Mean	Sig. (2-tailed)	Interpretation
Graduated from Public School	11	40.40	.869	No significant difference
Graduated from Private School	54	39.33		
Working	36	40.78	.795	No significant

Non Working	29	39.52		difference
Age 16-18	26	42.94	.424	No significant difference
Age 19-21	24	41.58		
Age 22-24	11	32.67		
Age 25-and above	4	32.50		
Civil Status: Single	37	40.70	.097	No significant difference
Civil Status: Married	25	42.27		
Civil Status: Divorced	3	17.11		

Table 7 shows that there is no significant difference between Students' Marks and their Information Background. The student respondents vary in their information background; however, they obtain marks according to their academic performance. This is supported by Systems theory input-output model advanced by Ludwig Von Bertalanffy in the early 1950s. This theory, according to Koontz and Weirich (1988) postulates that an organized enterprise does not exist in a vacuum but is dependent on its external environment thus the enterprise receives inputs, transforms them and exports the output to the environment. In this study the university admits students (inputs) and then transforms them through teaching and learning which is reflected by the students' academic performance (output).

Table 8

Relationship between Students' Marks and their Reading Profile

Paired Statistics	Mean	Mean Difference	Sig. (2-tailed)	Interpretation
Lyric Poetry	55.6923	15.48	.000*	Significant
Students' Marks	40.2154			
Narrative Poetry	48.6154	8.40	.014*	Significant
Students' Marks	40.2154			
Dramatic Poetry	39.6923	-.52	.884	No significant difference
Students' Marks	40.2154			
Fiction	56.6154	16.40	.000*	Significant
Students' Marks	40.2154			

Non – Fiction	43.6923	3.48	.173	No significant difference
Students' Marks	40.2154			

*** Mean Difference is significant at 0.05 (2-tailed).**

Table 8 shows that there is significant difference in the students' marks and reading profiles in Lyric Poetry, Narrative Poetry and Fiction. This further implies that student respondents do not have sufficient background in reading literary works which require the higher levels of learning. Wingfield (2006) confirmed that t no special efforts were made to include the literature of Arabs in the curriculum or school library or to affirm their cultural identity. On the other hand, nonfiction and dramatic poetry pieces are always available over the net and social media.

Table 9

**Relationship between Students' Marks and their Assessment of the
Discussed Genres of Literature**

Paired Statistics	Mean	Mean Difference	Sig. (2-tailed)	Interpretation
Lyric Poetry	58.4615	18.25	.000*	Significant
Students' Marks	40.2154			
Narrative Poetry	52.6154	12.40	.001*	Significant
Students' Marks	40.2154			
Dramatic Poetry	42.4615	2.25	.530	No significant relationship
Students' Marks	40.2154			
Fiction	53.8462	13.63	.000*	Significant
Students' Marks	40.2154			
Non – Fiction	41.8462	1.63	.555	No significant relationship
Students' Marks	40.2154			

*** Mean Difference is significant at 0.05 (2-tailed).**

Table 9 shows that student respondents may not have full understanding and appreciation of Lyric and Narrative poetry. The absence of literature in the Arab Curriculum during the middle school could be a factor for limited understanding and less appreciation of the literary

works. It is imperative to consider the common belief held about literature and literary language; employing figurative language frequently swerves from the standard rules of grammar. Consequently, the readers are compelled to exert greater effort to figure out literary texts which is impossible to most working students.

Table 10
Relationship between Students' Marks and their Assessment of the
Strategies in Studying Literature

Strategies	Paired Statistics	Mean	Mean Difference	Sig. (2-tailed)	Interpretation
Formalist	Students' Marks	40.9231	-18.15	.000*	Significant
	Perception	59.0769			
Historical	Students' Marks	46.7692	3.69	.240	No significant relationship
	Perception	43.0769			
Biographical	Students' Marks	42.6154	-20.15	.000*	Significant
	Perception	62.7692			
Social	Students' Marks	37.3846	-29.08	.000*	Significant
	Perception	66.4615			
Psychological	Students' Marks	33.3846	-20.46	.000*	Significant
	Perception	53.8462			

*** Mean Difference is significant at 0.05 (2-tailed).**

Table 10 shows that student respondents' familiarity of the world history is an indication that they do read materials related to significant events; historical approach in studying literature requires awareness. Anybody can be sensitive and respond to the calls of time. On the contrary, the rest of the strategies are quite difficult because the student respondents have to read intensively. Studying literary works with these strategies is intricately complex in the broader sense that it involves analytical faculties. Students are interested in studying literature; however, reading consumes so much of their time. There is a wide-ranging

perception that literature is particularly complicated and remote for the foreign language learner and can even be detrimental to the process of language learning (Or, 1995).

Chapter 5

Summary of Findings, Conclusions and Recommendations

This chapter presents a brief summary of the findings based on the data gathered, the corresponding conclusion drawn and the recommendations offered.

This research Pedagogic Study of Literary Works: Basis for Developmental Reading Program and Innovative Methods for Teaching World Literature was conducted to develop a reading program that will improve their reading proficiency. It is believed that communicative competence is more than acquiring mastery of structure and form that the conventions of grammar offer but it also involves acquiring the ability to interpret discourse in all its social and cultural contexts. For this reason, the use of literature in the EFL classroom can provide a powerful pedagogic tool in learners' linguistic development.

Summary of Findings

Based on the gathered data, the researcher was able to come up with the following significant findings:

1. There is no significant relationship between the student respondents' marks and their information background.
2. Most student respondents seldom read narrative and dramatic poems but sometimes read lyric poetry. Student respondents sometimes read Lyric Poetry but seldom read Narrative and Dramatic Poetry. Student respondents sometimes read essays, documentaries and autobiographies but seldom read journal/diaries, letters and autobiographies and never read memoir and Student sometimes read fiction.

3. Student respondents find Lyric and Narrative and Fiction neither hard nor easy but find Dramatic and Nonfiction easy.
4. Student respondents assessed the Formalist, Biographical, Sociological and psychological strategies in studying literature *neither hard nor easy* but they found Historical Strategy *easy*.
5. Student respondents find the strategies neither hard nor easy except for historical approach.
6. Student respondents achieved *moderately fair* mark in Historical Strategy, *moderately poor* in Formalist and Biographical strategies, *poor* in Social Strategy and very poor in Psychological Strategies. This further reveals that student respondents' reading proficiency level belongs to Advanced Low and Intermediate.
7. There is no *significant relationship* between the marks of the student respondents and their information background.
8. There is *significant relationship* between the student respondents' marks and their reading profile in Lyric Poetry with a mean difference of *15.48*. Likewise in the Narrative Poetry with a mean difference of *8.49* and in Fiction with a mean difference of *16.40*. Dramatic Poetry reveals no significant relationship in a mean difference of *-0.52* and in Nonfiction with a mean difference of *3.48*.
9. There is *significant relationship* between the student respondents' marks and their assessment in Lyric Poetry with a mean difference of *18.25*. Likewise in their assessment in Narrative Poetry with a mean difference of *12.40* and their assessment in Fiction with a mean difference of *13.63*. Dramatic Poetry reveals no significant difference in a mean difference of *2.25* and in Nonfiction with a mean difference of *1.63*

10. There is *significant relationship* between the student respondents' marks and their assessment in studying literature using the Formalist Strategy with a mean difference of *18.15*. Likewise in their perception in studying literature using Biographical Strategy with a mean difference of *-20.15* and their assessment in studying literature using Social Strategy with a mean difference of *-29.08* and their assessment using the Psychological Strategy with a mean difference of *-20.46*. However, there is no significant difference between their mark and their assessment of studying literature using the Historical Strategy with a mean difference of *3.69*.
11. The teaching of literature should utilize basically begin with Scaffolded instruction that gives foundation for the students. It should be followed by engaging the students to the text. These strategies begin with a teacher centred class moving to student centred class.

Conclusions

The study came up with the following conclusions:

1. The information background of the student respondents has no significant bearing on the academic performance of the student respondents. A touchstone of effective learning is that students are in charge of their own learning; essentially, they direct their own learning processes. One characteristic is a student's ability to shape and manage change, in other words, self-directed.
2. Student respondents sometimes read Lyric Poetry because they sought to express their love and felt their love transcended the very word. This became symbolic of their emotion because they enjoy the rhythm of the poem or the sound of the However they seldom read Narrative and Dramatic Poetry. The student respondents' native language is Arabic and they speak Arabic at home. Reading literary works is difficult

because the words carried weight heavy enough to contain meanings that they themselves could not otherwise express. Student respondents sometimes read essays, documentaries and autobiographies. In the process of reading, readers become the author of their understanding. Their understanding is their own creation, based on the evidence they find, the knowledge they bring to their reading, and the inferences they draw. Student respondents seldom read journal/diaries, letters and autobiographies and never read memoir. These literary nonfiction works are private kinds and have certain points of difference as personal texts. Letters are shaped by the contingencies of distance and time between writer and recipient; they become over time scattered in various places and must be "collected" to form a single body of writing. So it takes time to achieve full understanding and appreciation of the letters. Moreover the diaries and autobiographies are introspective forms which sometimes mean that events and relationships are more difficult to figure out in the entries.

3. From the discussed genres, student respondents found Lyric and Narrative and Fiction neither hard nor easy. The representative works in these genres were introduced using the formalist strategy. Further, analyzing, synthesizing and evaluating the works require familiarity of the important literary devices and techniques that lead to the employment of the other strategies. On the other hand, student respondent found Dramatic and Nonfiction easy because the works of these genres have direct contact with them as responsive readers and as captive audience. Student respondents assessed the Biographical, Sociological and psychological strategies in studying literature neither hard not easy. All these strategies entail analysis of the authors' writing style. Readers trace the factors that directed the writers to the composition such as notions of culture or societal influence in addition to the life of the authors. The Formalist Strategy although the least complex strategy with has the main task in

identifying the structural purposes of a particular text by which readers have to trace the modes, discourse and forms that prevailed during its time. The readers should have the ability to compare and contrast the works composed in different generations. On the other hand, the student respondents found the Historical Strategy easy because it informs them about the interpretive nature of history, showing how authors and illustrators deal with an issue in different ways. This strategy reinforces their understanding of the past as they have encountered and gained some ideas and insights from their World History subject.

4. Dramatic poetry and nonfiction are associated with some particulars of history. Students may have been historically inclined because history is espoused with everyday's activities...part of man's life. Man can always bring the past to life with some texts that remind them of the previous significant events However, they found the lyric poetry, narrative poetry neither hard nor easy because overloaded words which they are not familiar.
5. Students find historical strategy as an easy strategy in studying literature because they can see tangible evidence - that a particular text is more a product of culture than an individual author. The rest of the strategies require analysis, synthesis and evaluation that their reading profile cannot support.
6. Student respondents achieved moderately fair mark in Historical Strategy, moderately poor in Formalist and Biographical strategies, poor in Social Strategy and very poor in Psychological Strategies. This further reveals that student respondents' reading proficiency level belongs between Advanced Low and Intermediate. Readers were challenged to analyze more complex texts that require linguistic competence in English to give response to the questions. Maalouf (2000) emphasized that Language is a vital tool of communicating thoughts, ideas, feelings, relationships, friendships,

cultural ties, and through which emotions are shaped and perceptions of reality are determined. Arabic is currently the language of about 256 million people spread out in 30 different countries and the liturgical language of Islam which now has 1.5 billion followers around the world.

7. There is no *significant relationship* between the marks of the student respondents and their information background. Adult students are responsible for their own lives and their behaviour is a function of their decisions and not their conditions. They must have the initiative and responsibility to make things happen.
8. There is *significant relationship* in the student respondents' marks and their reading profile in Lyric Poetry, Narrative Poetry and Fiction. These genres particularly the Lyric and Narrative Poetry use figurative language which transcends in its literal interpretation. They are usually rich in figures of speech and they are not coherently presented. Filling the gap makes a significant difference for the readers who are non native speakers of English. On the contrary, Dramatic Poetry and Nonfiction reveal no significant relationship because they may have/limited figures of speech. Dramatic Poetry uses straightforward dialogues that readers can easily relate on.
9. There is *significant relationship* between the student respondents' marks and their assessment in Lyric Poetry, Narrative Poetry and Fiction. It is a common observation among EFL teachers that students deal with the complexity of the content and style of literary texts and oftentimes confronted with linguistics and aesthetic unfamiliarity when they read poetry. Dramatic Poetry is drama written in verse and meant to be sung or to be spoken. Drama appears in varying, sometimes related forms in many cultures. Relatively, this poetry hits straight the emotions of the readers that prompt them to go on with the reading and understanding the texts. They are attached to the development of the plot while enjoying listening or delivering the lines. In addition,

Nonfiction reveals no significant relationship. Reading without encountering figurative language and overloaded words make sense. It does not interrupt the momentum of the reader. Reading with so many barriers is also detrimental to the learning process.

10. There is *significant relationship* between the student respondents' marks and their assessment in studying literature using the Formalist, Biographical, Sociological, and Psychological Strategies but reveal *no significant* relationship in the Historical Strategy.
11. The innovative methods of teaching literature cannot be instantly implemented to the students who are non native English speakers nor to the students with unsatisfactory reading profile.

Recommendations

In light of the findings and conclusions, the researcher offers the following recommendations:

1. Teachers should motivate the students to commit quality time in independent learning. They have to explore all the means that will help them improve their reading proficiency regardless of their background.
2. Teachers should provide students with literary pieces that basically are worth reading. They should demonstrate the skillful mergence of form and content, the authentic state of human conditions as revealed in the aesthetics of poetry and prose.
3. Teachers should encourage the students to read and enjoy poetry because it expresses all the senses and in reading prose- they become authors.
4. Students should realize that college education requires them to be persevering in the demands of their academics. Close reading is still an important means of knowledge acquisition particularly language acquisition. Intensive reading begins with sensitivity

to the words of the text and all their denotative and connotative values and implications. Readers cannot be indecisive in reading.

5. Students of any race should defy any issue or obstacle that breaks off or cuts short their way to finish college. Even language barrier should not stop them; they can be flexible without negating the core value of their culture.
6. Teachers should engage the students with the text because reading comprehension is heavily dependent on skills in word recognition, decoding and a well-developed vocabulary. As a person matures, life experiences as well as the cognitive process of reading text shapes reading comprehension. Likewise, students, regardless of any obstacle should not allow themselves to be deprived of the benefits of reading.
7. Teachers should provide students more opportunities that can nurture self-direction and personal efficacy, so students can exercise and control their learning.
8. Students should be responsible enough to fill in the gap of their academic shortages like being incompetent in the English language. Since they are enrolled in a university which medium of instruction is English; they should develop the habit of reading English texts regardless of the genre. Reading poetry and prose improves memory and discipline. Students should realize that learning has to be explored fully and unless they know the difficulties of gaining education by which reading is one major necessity, they will never appreciate the joy of completing a degree.
9. Teachers should encourage the students to explore on the marvels of lyric poetry, narrative poetry and fiction. The internet offers a great number of scholastic reviews and even varied renditions by popular artists. Exploring makes understanding an edge.
10. Teachers should explain the importance of studying literature and the benefits of reading. Students should love literature; any negative notion on its study is an impediment to the process of learning. .

11. Scaffolded instruction should be one of the strategies in teaching literature to non native speakers of English. This is done at the onset of learning when students need a great deal of support; progressively, this backing is taken away to allow students to try their independence. Students are directed in many forms: organization of selections, theme, amount of prior knowledge activation, manner of reading by the students and the types of responses. Scaffolded instruction makes a teacher centred classroom atmosphere. There must be a strong foundation that teachers should implement to prepare the students to more complex texts. Gradually, students get engaged to the texts, they can make connections between the reading and themselves, other texts and the larger world. Consequently, it promotes active constructions of meaning-shifting the teacher centred classroom atmosphere to student centred one.

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