

The Bases of Using a Novel as the Subject in the English Reading

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Study of ours submitted a novel as main topic in a English reading subject in the university. The focus is on the influence made by ideas of learner in objective way. Thus , groups o foreign learners were introduced lectures on a briefed novel in one course. Two form and questions submitted and attitudes prior to and after the novel class. Results shows that in course noel view course, students makes grew in, trust , attention, possess ability of knowing. They are important subject introducing by the show the goodness the subjects in lectures room the benefits it offered as well as the difficulties it entailed to the reading process. Keywords: novel, main subject, novel-reading, college subject reading.

Key words: *Novel, Anecdotal method, Story model.*

Introduction

The basic aim of the university topics of reading wants to give self-read for its . This mean is advanced by complete reading efficiently with keeping on viewing , suitable learn of courses of reading).Where the most own their great connection with the aimed languagebylecture hall, that is giving 0n the class that need great they made advantage by mine. So it good to “empower foreign language students to make effective use of the potential language-learning subjects that exist around them” (Ryan, 1997, p. 215), to help to find evocative sources where they followed the subject learning end. Among the varied materials for reading, newspapers, magazines, and pamphlets are brings to teach in many subjects programs (Cuban, 2001; Day & Bamford, 1998). Courses included intensive reading or information learning are mostly feature graded readers and young adult literature). learning language magazines and two languages journals are again common additional or outside reading materials (Tsai, 2007). Approved long novels, however, in spite of their famous in the desired subject for joy reading, little used to complete the work of cubiculum, which is little focus on the curriculum. Although researchers shown different benefits of introducing good novels in the language lecture room(Gareis, Allard, & Saindon, 2009; Hişmanoğlu, , through take

original, briefed novel as the main course subject look “too radical a step from tradition” (Gareis et al., 2009, p. 145). So novel not spread out subject articles in some series as a book is considered a gain by the teacher; its long course and large amount of new terms can be coming to learners exposed to short passages normal curriculum (Gareis et al., 2009; Lazar, 1990). Thus, a novel is considered good for learners to advance level of English to fact fantasy the reading experience (Gareis et al., 2009; Hişmanoğlu, 2005). Thus ,Tsou (2007) notes, reading novels for joy is thought with learners of lower grade of reading proficiency. With choice of the good works suitable guidance barrier to form novels an enjoyment substitute for learning (Brunes, 2009; Gareis et al., 2009; Jou, 2006). This research , based on the notion that novels represent good source of reading for this subject students, seeing the possibility of using a literature as the basic course element in a reading course of university. It concentrate on assessment the effect of learn novel duetoleaners subjective vision instead of their objective language obtaining.: The objectives of the research the changes in the learner stand toward method in view and in their prospective of using a novel a curriculum in the whole experience

The leaner opinions of gains and obstacles from reading the novel

3) The strengths and weaknesses of the novel-watching class as seen by learners?

Reviews of Literature

Novels as English Learn Subject

In the subject to teach literature, novels are mostly taken in programs including wide view, enjoying, literature series (Chiang, 2007), are answering (Liaw, 2001), or discover operation of read and write (Wu, 2005). This courses are not about novels; novels usually take on the role of supplementary material. Gareis et al. (2009) and Melon (1994), however, advocate using novels as textbooks. Although novels do not include factors exist traditional curriculum, such as terms list, syntax tables, writing practices, and photos, they have both improvements and truth absent in curriculum. They are not reviewed , long, normal in speech and writing, and written to connect meaning. The imagination, imagination, evoke plots, and good world language aid to enrol students with all (Gareis et al., 2009, p. 145). Lack of order in novel and submission of curricular items wants extra act for course planning, but it is such feature which introduce the language lecture room different zone As use a novel in the class, the teacher assumes the role as a speaker and introducer rather than a lecturer learner is not a weak learner any more but good receptor of approved curriculum that provide them a genuine perspective of the real world.

Advantages of the Anecdotal Method

- 1- An attractive and interesting way for students.
- 2- It does not need potentials and costs.
- 3- It is easy to use by all teachers with different experiences.

The Disadvantages of the Anecdotal Method

- 1- Not all subjects are suitable.
- 2- You need a teacher who is able to present and act.
- 3- It depends more on abstraction and imagination than the practical statement.
- 4- The role of learners is negative, and it is limited to listening except in a few posts.

A Practical Example of Story Mode

The teacher tells a story and makes it a text in the listening lesson, and discussions revolve around it to be the subject of the conversation lesson, following the instructions and previous steps.

Method of Questions

The Concept of the Way Questions

An old method introduced to education itself, in which the teacher gives questions to students, and this method is still one of the most common teaching methods to this day, not only because this method is a good tool to refresh students' memory and make them more understanding, but also to connect them to high levels of Education. Hilda Taba, one of the most famous curriculum experts in America, says: The way a teacher throws his questions is the most important single influential verb in the teaching process.

Procedures Method Questions

- 1- The teacher determines the objectives of the lesson accurately.
- 2- It formulates a set of questions that direct students towards achieving these goals.
- 3- The teacher allows to receive additional questions that students participate with on the subject of the lesson.
- 4- Students, with the help of the teacher, answer these questions so that they achieve the objectives of the lesson.

Terms of the Method of Questions

- 1- Good preparation for the topic that the teacher will address through asking questions is one of the most important conditions for its success, as the teacher must think carefully about the type of questions that he will receive, so that they are appropriate to the topic, and suitable for achieving the objectives of the lesson, and at the level of students.
- 2- Asking the teacher does not mean that he will become the only person who has the right to ask. Rather, it is the skilful teacher who gives his students the opportunity to ask, whether these questions are directed to him or to the students themselves.
- 3- The teacher should be vigilant when using the method of discussion, so that some students' answers or questions do not come out of him regarding the specific topic of the discussion.
- 4- One of the conditions for formulating questions is that they start from simple, easy things that students become aware of, to the more difficult ones, little by little.
- 5- The formulation of the question must be linguistically clear, and with a specific goal, so that the student knows exactly what he wants.
- 6- The question should be of the type that challenges the intelligence of the learner and makes him use his thinking to reach an answer that satisfies him, and feels that he has come up with something useful.
- 7- The teacher should have a good spirit throughout his administration of the lesson.
- 8- In order to make the classroom atmosphere good, the teacher must receive every answer with a smiling face and a good spirit.
- 9 - The teacher should accept from his students only clear and specific answers.
- 10- That the teacher feel to his students that the time element is very important, and that he warns them that the objectives of the lesson are more valuable to him than to be lost due to some unhelpful questions.

Advantages of The Questions Method

- 1- The teacher can get to know many things that are going on in the minds of students, through their answers to his questions.
- 2- The teacher can discover whether or not his students are aware of some facts about the subject of the lesson.
- 3- The teacher can by way of questions, develop in his students the ability to think.
- 4- Through the method of questions, the teacher can stimulate motivation in learning among his students.
- 5- A teacher can make his students organize their ideas, if he uses a sound pedagogical approach to asking questions.
- 6- It helps the teacher when reviewing lessons, and measuring the extent to which goals are achieved.
- 7 - Through which the student can express himself.

8 helps the teacher diagnose the strengths and weaknesses of his students.

9- This method focuses on getting the student to use an idea, not just his memory.

Disadvantages of the Method of Questions

1- The time may end before the teacher finishes what he had planned because of the many questions.

2- Students may be alienated by heavy questions, so it is preferable to make answers optional.

3- Students may avoid answering questions by taking the questions to the teacher.

4- If the teacher is busy answering all of the students' questions, this may keep him away from the main lesson points.

Example Application of the Method of Questions

The teacher uses this method when dealing with one of the reading texts, as he prepares a large group of questions to address the objectives of the lesson, and also allows students to prepare questions about the text... and so on.

In the Language Classroom According to Alkire (2010), Gareis et al. (2009), Hişmanoğlu (2005), Lazar (1990), Melon (1994), and Uyemura (2006), novels, with their only features as reading subjects, benefit the students in the following chief aspects:

Motivation

Novels, by aiming to difficult, problems of life, and other global subjects that the readers could connect, invoke the readers to read on for meaning give interest to them. When they confront the joy and satisfaction from reading the novels, so they invoked to read more. Step inner evoke introduce inside; they sense little want in language happy operation of learn. After successfully read the whole novel introduces sense of achievement, which cannot be sensed reading a curriculum or other book. This good experience then acts as a evoke to take other books for joy.

2) Progress of language: expanded language obtaining, see briefed novels also provides affirmed, large submitted to the aimed language and therefore can be a very active mean to made build words (and grew showing complete skills (Wu, 2005). Also, through novel reading, they become in parallel with subjects, connection functions and meanings that are desired for people inside. The includes a feature for further writing (. reading log) and speaking (literature circle, role-play) practices. The situation in which video and cd devices of the novels are exist, listening practices can also be the additional assets.

Awareness of Identity

literature subjects such as novels and object culture, showing subject learners how did they think, connect, and live. It is fantasy one, world made by novel is represent the writer, it also introduces a full cultural order in which characters interact and actions occur. By reading a novel, the readers obtain good access to the culture and find out the ways the characters see the universe, and so leaned not only the language, but also the reality of history economy and culture that shape the cultural background of the novel. In addition that Maley 1985 gives causes reasons for use art (the basic is novel) in a language halls: universality, no difficulty, suitability, variety, intention, finance, and odds. Other advantages are that it aid learners' skills and advance (Hişmanoğlu, 2005), support learner focus of teaching , introduce to the learner various teaching by curriculum (Gareis et al., 2009). advance of elements the good feature of curriculum for use in months of lectures. Study on foreigner learning English by read Gareis et al. (2009) affirm that literature can vary language lessons middle schools the results of studies in Hong Kong shows the evident of no just core method of learning of words but also participants' good attitudes to the novel-reading experience. Subject of the country, just little researches were to show the goodness and act of teaching breadknives in the language lecture room. Tsou (2007) used a novel as a complementary subject to the regular subject curriculum in three secondary schools and studied the obtain reading efficacy of the learn. Many scholars tested the influences of introduce in more reading courses, teaching by literature, or web-enhanced class with English majors (Wu, 2005; Jou, 2006). Thus all the above-mentioned studies yielded positive results, little was studied on foreign learners , who mostly participated in researches included or easy books (Chen, 2005), response and act the use of a subject as main course material. These students of non-advanced English proficiency presented a population worth probing into concerning approved novel in English subject.

Novel Method Procedures

- The teacher determines the objectives of the lesson accurately.
 - The teacher chooses the appropriate novel for his lesson, specifying the time span of the narration and discussion.
- The teacher identifies discussion topics to engage students in telling the novel and predicting their events.
- Link the novel with the objectives of the lesson.

Conditions of the Novel Method

To use the anecdotal method in teaching, there are a set of conditions that the teacher must observe when teaching in this way, namely:

- 1- That there be a link between the novel and the subject of the lesson.
- 2- That the novel revolves around ideas, information and facts through which the objectives of the lesson are achieved, with the teacher focusing on the set of information and incidents that serve those goals, so that the minds of the learners do not deviate from the unimportant details and move away from achieving the specific purpose of the story.
- 3- That the ideas, facts, and information included in the novel be few so that their abundance does not lead to dispersion and lack of focus.
- 4- The novel should be presented in an easy and interesting way that attracts the attention of learners and leads them to listen and pay attention.
- 5- That the teacher does not use this method in situations that do not need the story.
- 6- That the incidents presented in the context of the novel are sequential and sequential, and that they move away from exaggeration in the imaginary depiction of situations.
- 7 - That the teacher uses the method of representing the situation as much as possible, and uses the various educational media that help him achieve his purposes of this story.

Discussion

Results of the research close similar with several previous researches and teachers that suggest the incorporate art subject lectures room. Means the use an approved literary work advantages in more learner's desires wants in reading (Gareis et al., 2009; Kim, 2004). It has the feature not just to learners of English in good history of reading but also to advance the learn of language and cultural thinking. Because the great learners seeing the novelist fantastic way have no fear challenge. The learner have suspicious on the ability to deal with expected problems in seeing the novel, so they interests were good . The course of seeing one long novel, learners show goodness more than in their trust with the capability in read ,Research introduce vision to the elements in story lecture room which support the learners ideas , as well as the problems that learners confront through literature viewing . As syntax and terms are leaping above all barriers considered the two main problems also the sentences and terms are graded as they are the visible awards of viewing literature .The matter explains that terms can be followed and transformed from barrier to help. The primary level of literature read facing terms obstacle the stream of view make no following With continue in reading the terms could make learning easy to obtain the terms in simple way. As is indicated by several studies (Pellicle-Sánchez & Schmitt, 2010), through a holistic, meaning-focused reading of authentic novels, readers can pick up a significant amount of vocabulary. In the research the learners obtain of vocabulary was never measured through testing. examinations and tests were introduced to aware and understood the content of the novel. By no pushing from terms and sentence in in literature with the aid of the term sentence table prepared by the teacher and were support by the vision show such films and programs. Syntax is not shown be obtained by the similar way. Thus with examination the terms and

sentences can hard for understand because of syntax difficulty. That is shown in little effective syntax obtaining, as also mentioned out by Tsai (2008). This difficulty made to be the difficulty the as the learners faced insufficient interest in the novel course. More learners in the research, syntax learning might be more effectively obtain by seen external clear than learners exploring way by those syntactic forms. Obtain little house in subject, most of the class information and acts concentrate on familiarizing learner with the subject. Syntax just little stated . It concludes in learners suspicious of the core language skills learners had learned.. Seeing how to introduce seasons of teaching ; that, to benefit from the subject in big reading as a source of language teach that conforms near to predictions of book is important situation seen in the lecture. As for what constituted the novel course, the multimedia supplements such as the film on the work, software slides, and online texts received very positive feedback. Paran (2008) observes that having technologies incorporated into teaching is now almost commonplace. Where literature and technology are incorporated in a language course, with either teachers themselves benefit film, software, and web and its sources, or they are demanded to find the entrance and Connecticut to internet, results are good one. Learners in this research stated that these complementary subject aid to close them with not only the theme of novel, language made in novel, but also educational and other useful knowledge extended from the reading. The latter benefits upgrade reading to a level where it not mere performance, but a means to learn about the world. The invoking was for the learner aid to use the novel as the basic subject in the reading lecture room. Thus receipt literature by beginning , which parallels with Wu's (2005) explore that learner want to introduce good say to "anything other than a conventional textbook" (p. 66) and that the use of novel is helpful in arousing students' motivation to read at the initial stage.

Conclusions

The method used in this study proved to be a favourable selection because it successfully introduced to the students' interest in the first place. It similar to movie , that is common for foreign audiences. So, they enjoy in the novel is not enough to maintain read from the full book, when the novel language is difficult on the level of the learner. For many of the learners in this research, the novel used was aimed to be somewhat far than understanding. A creation of this level hardness may not suitable the aim of reading joy However, this is exactly why it is suitable to act instead as a course material, gains the middles efficacy are able to reach to view the novel themselves. Vandrick (1997) asserts that "Reading fiction is a process to which students need to be oriented." This is valid with creative course learners. With a built structure , learners will not sense dominated by the approved novel (Uyemura, 2006). The professors take of role of trainer as their aid cause the reading operation less reducing with their clear guidance, interpreting, and evoking(Paran, 2008; Vandrick, 1997). They made road for students' future pleasure to read English by giving them with a chance to finish a novel and feel the meaning of achievement .By carefully planned lecture room



teaching, learners obtain suitable of reading and trust that can be introduced to their coming days reading.

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