

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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**Ministry of Higher Education and Scientific Research**

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**Faculty of Graduate Studies**

**Assessing the Suitability of the Literature  
Textbooks Assigned to Secondary School Students  
in Sudan**

**A Thesis Submitted in Partial Fulfillment of the  
Requirements for M.A in (ELT)**

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## **Dedication**

**To the soul of my father, mother and my eldest sister.**

**To my brother Omer .**

**To my sisters .**

**To my sons Basheer and Mohammed .**

## **Acknowledgements**

**First of all praise be to Allah for helping me in writing this research, which is a feedback of collective efforts from people varied in their experience and their help.**

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## **Abstract**

**The aim of this study is to assess the suitability of the textbooks assigned to secondary school students. The data was collected through content analysis of the literature books. The researcher has adopted the descriptive, analytical research method relying mainly on the content analysis technique in analyzing the six literary textbooks. The findings showed that the selection of the textbooks did not take the students' needs, L2 language competence, age , culture , religion and literary background into account when these textbooks were selected. Thus, it is recommended that all these factors students' needs and requirements must be considered when selecting reading texts to be taught to secondary school students in Sudan.**

## مستخلص

تهدف هذه الدراسة إلى تقييم مدى مناسبة كتب الأدب الانجليزي المقررة لطلاب المرحلة الثانوية. تم جمع المعلومات من خلال تحليل محتوى تلك الكتب. استخدمت الباحثة المنهج الوصفي معتمدةً أساساً على تحليل المحتوى في تحليلها لتلك الكتب الستة المقررة. وقد أظهرت النتائج أن اختيار تلك الكتب لم يأخذ بعين الاعتبار احتياجات الطلاب ومستواهم اللغوي وعمرهم وديانتهم وخلفيتهم الأدبية. وبناء عليه فإن الباحثة توصي بأخذ تلك العوامل والاحتياجات والمطلوبات في الاعتبار عند اختيار كتب القراءة الأدبية التي تدرس لطلاب المرحلة الثانوية في السودان.

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# **Chapter One**

## **Introduction**



## **1.0 Introduction**

Literature provides wonderful source material for eliciting strong emotional responses from the students. Using literature in the classroom is a fruitful way of involving the learner as a whole person. It also provides excellent opportunities for the learners to express their personal opinions, reactions and feelings.

However, the teaching of literature has recently witnessed a very hard time of absence due to an unsuccessful decision. This period has witnessed remarkable deterioration in the students' linguistic competence. This is because literature is vitally important in providing the students with the required help and assistance to go about learning the target language i.e. English language.

Luckily, literature is reintroduced to accompany the present taught course-books in the secondary school English classrooms to help in rectifying the prevailing situation. This has undoubtedly been a good attempt, but do the selected literature books really suit the students' immediate needs?.

### **1.1 Statement of the Problem**

In choosing literary texts for use with students, it is often suggested that the text that is chosen should suit the students' needs, their background, culture, religion, traditions, attitudes and interests. The researcher has noted that many people who are involved in English language teaching disagree with the idea of the selection of literature textbooks assigned to secondary school

students, *Things fall apart*, *Treasure Island*, *Jane Eyre*, *The Prisoner of Zenda*, *Oliver Twist*, *Anna and the Fighter*.

Thus, the study attempts to assess the suitability of these literature textbooks for the students taking in consideration their age, culture, L2 language competence, literary background, length, exploitability, availability and to what extent do these books fit into the taught syllabus in terms of vocabulary, grammar and discourse.

## **1.2 Aims of the Study**

The study aims to assess the suitability of the literature text books assigned to secondary school students. The study seeks to analyse the textbooks elements, setting, characters, plots, suitability to the students' needs and linguistic level to set recommendation to help both teachers and learners benefit from this unique opportunity.

## **1.3 Research Questions**

The study is built on the following questions:

- 1- To what extent are the literature textbooks assigned to secondary school students suitable regarding their age, language level and cultural background?
- 2- How far are the themes of the textbooks relevant to the students' social and cultural context?
- 3- How are the textbooks linked with the rest of the syllabus in terms of vocabulary, grammar and discourse?
- 4- Are there some harmful cultural aspects in these literature textbooks?

5- Do teachers have enough available time to cover these texts in the classroom?

6- Are there available resources to help teachers to exploit the text books?

#### **1.4 Hypotheses**

The study assumes that the use of literature with FL learners could be harmful because literature often carries some alien cultural aspects. These alien cultural aspects do not fit within Sudanese Islamic system of values. So the study attempts to assess the suitability of these textbooks culturally and linguistically to Sudanese secondary- students. The study attempts to investigate this assumption.

#### **1.5 Significance of the Study**

This study is expected to contribute to the field of language education. It is expected to help syllabus designers, textbooks writers and those who are concerned with the selection of literature textbooks for schools. It also tries to improve the quality of English language teaching in Sudan.

#### **1.6 Limits of the Study**

The study deals particularly with the six literature textbooks assigned to secondary school students. *Things Fall a part*, *Treasure Island*, *Jane Eyre*, *Anna and the Fighter*, *Oliver Twist* and *The Prisoner of Zenda*.

The study was conducted in the school year 2012- 2013.

#### **1.7 Methodology of the Study**

The study utilizes the descriptive research method using the content analysis technique.

**Chapter Two**  
**Literature Review**

## **2.0 Introduction**

This chapter contains some definitions of the term literature, distinctive features of the language of literature, the reader and the text, literary competence and the language classroom. The importance of using literature in the classroom, the approaches and the rationale for an integrated model for teaching literature and how to select literary texts and build background knowledge are also discussed.

### **2.1 Definition of the Term Literature**

Literature definition will enable us to focus on some of the implications of using literature with language learners. Literature is a difficult term to be defined. Most attempted definitions are broad and vague, and they change over time, because they describe and clarify a reality. However, they do not create the reality they describe. Most people have their own ideas of what literature is. Nevertheless, the important thing is how literature works with the reader.

Literature is generally defined as writing in which expression and form, in connection with ideas of permanent and universal interest, are characteristics or essential features such as poetry, novels, history, biography and essays.

Other scholars define literature as any kind of printed material as circulars, leaflets or hand bills.

(Selden:1989:9-10) argues that literature should rock people, shake them up and make them feel like what they understand something new about what it means to be human and experience the world they live in. Literature is treated as a special use of language which achieves its distinctness by deviating practical language. Practical language is used for acts of

communication while literary language has no practical function at all and simply makes people see differently.

"A value judgment to literary works is constituted by social and historical conditions which determine a particular ideology. The teachers and professors who have the power to decide which books make up an English literature syllabus reflect in their choices, and in the knowledge of the literature which they purvey, a fundamental structure of beliefs and interest which reflect the particular culture or section of society in which they grew up."

( Brumfit and Carter:1986:17)

It is largely believed that a value judgment is that knowledge should be value free. So there can be no definition of literature which can be objective.

Literature is commonly classified as fiction and non-fiction. Also it has two major techniques poetry and prose. Literature may consist of text-based on factual information or original imagination. But according to historical periods it can be classified as genres and political influences. Genres consist of artistic works which have a certain central theme, which includes romance, mystery, crime, fantasy and adventure.

## **2.2 Literature in the EFL Classroom**

It is through reading literature and poetic works that a person understands life. They help a person to take a closer look at different facts of life. They can change one's perspective towards life.

Since literary language is not completely different from the other types of language. Studying literary texts can help to improve students overall understanding of other kinds of English. By contrasting literary texts with other forms of discourse,

students can be sensitized to the wide range of styles in English. Reading literary texts will help students to understand and appreciate multiple levels of meaning. Literature serves as an enormous information base; it also serves as an authentic source of information from all over the world.

(Widdowson: 1978:3) points out that there are two levels of linguistic concepts: the level of usage and the level of use. (Brumfit and Carter:1986:191) argue that according to this, usage involves a knowledge of linguistic rules whereas use entails knowledge of how to use these rules for effective communication. Also (Widdowson: 1979:74) regards reading as interaction between writer and reader mediated through the text. This interaction occurs on linguistic and conceptual aspects. Reading necessitates the ability to interact with a text by decoding the language and comprehending the meaning presented.

"The reading process is the interaction of a reader and a text, that stands in equal need of more research on the affective, attitudinal, and experiential variables which would differentiate individual or groups of learners in terms of their willingness and ability to decode written input in a second language"

(Gaies:1979:48 )

From all the above, it becomes crystal clear that reading needs interaction between the reader and the text, so students should be able to make this interaction to decode and comprehend the meaning which is presented. This is because literature promotes students' own creativity.

"Literature is taught not for the admiration of it, but it is something like the transfer of imaginative energy from it to the students."

(Ery:1964:129)

To sum up, literature offers several benefits to EFL classes. It can be useful in developing linguistic knowledge, on both usage and use levels. Literature may increase motivation to interact with a text and so increase reading proficiency. Reading a foreign culture through literature may increase understanding of that culture and spur its own imaginative writing.

### **2.3 Distinctive Features about the Language of Literature**

Literature has not got a particular type of language in itself. It may reveal a higher incidence of certain kinds of linguistic features which are tightly patterned in the text. It involves special use of language.

"There are numbers of features of literary language such as: metaphor, simile, assonance, alliteration ... and the like. These features may occur in other forms of discourse, but in literary texts they combine to form highly unified and consistent effect, which strongly reinforce the message of the text."

(Brumfit Carter:1986:8)

### **2.4 The Reader and the Text**

The text is manufactured by the readers. This means that the readers can make sense of the text in different ways depending on their society and their personal psychology. So, the meaning of the text can never be fixed. (Selden: 1989:79) argues that readers can be free to enter a text from any direction, but there is no correct route. Reading is a function of cultural background



knowledge. The interpretation that the readers make can be influenced by many factors such as: class, social position of readers, the reader's regions, beliefs and the period of time in which the readers live.

## **2.5 Literary Competence and the Language Classroom**

(Brumfit and Carter and Walker :1986:16) argue that literary competence is one factor which may be relevant to language teachers who use literature in their lessons. Some theorists have argued that effective readers of literary texts possess literary competence in that they have an implicit understanding of, and familiarity with, certain conventions which allow them to take the meaning into literary meaning.

(Culler: 1975:189) has attempted to pinpoint certain literary conventions which operate for particular genres. He argues that when reading a novel, competent readers are able to follow the plot and recognize certain themes. Reading literature will enable students to acquire a kind of competence in reading literature. Teachers are able to recognize this competence when they see it. Teaching literature is a useful way to provide the skills that students need to acquire as components of literary competence depending on the nature of the course and the type of students. Drawing up an explicit list of these skills, teachers would be able to plan their material courses with clear procedures and techniques for dealing with the literary competence depending on the purpose for which the literature is being used.

"There is a distinction between the study of literature and the use of literature as resource for language teaching."

(Maley:130:10)

## **2.6 The Importance of Using Literature in the Classroom**

Literature provides students with excellent opportunities to express their feelings, emotions, opinions and ideas. Also it helps them to gain meaning from the text.

Some of the most important reasons for using literature with the language learner can read as follows:

### **2.6.1 Motivating Material**

Using literature in the classroom gives a real sense of achievement for the students of English. Knowing literature in their own language and studying some literature in English can provide interesting opportunities and enable them to make comparison. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

(Widdowson: 1984:149) argues that literature exposes students to complex themes and fresh, unexpected uses of language. Also it has been argued that poetry has possibly an even more indirect link with the real world since it creates its meaning by an orientation towards language itself.

### **2.6.2 Encouraging Language Acquisition**

Literature stimulates acquisition because it provides meaningful and memorable context for processing and interpreting new language. Moreover, reading of literature is an important way of supplementing the inevitably restricted input of the classroom. Literature also helps to promote activities where students need to share their feeling and opinions. This is because

literature is rich in multiple meaning which helps the acquisition of language.

### **2.6.3 Expanding Students' Language Awareness**

Literature helps students to become more sensitive about the features of English language, because literary language is different forms of discourse, so literature breaks the more usual usage of syntax, collocation and cohesion. It has been argued that asking students to use the literary language will encourage them to think about the norms of the language use. To understand the stylistic effect of a literary text, students will need to be aware of how they differ from more common usage.

### **2.6.4 Developing Students' Interpretative Abilities**

Studying new forms of language helps students to form hypotheses. This helps them to know how far a grammatical rule can be generalized or what is implied behind the literal meaning.

It has been argued that literature is a good source for developing students' abilities to infer meaning and to make interpretations, In a literary text a word may take on a powerful figurative meaning beyond its fixed dictionary definition. This enables students to discuss their own interpretation, based on the evidence in the text. This encourages students to fully understand multiple ambiguities of the literary texts and can help students to develop their overall capacity to infer meaning. This skill can be also used in other situations.

### **2.6.5 Education of the Whole Person**

(Lindsay: 2011:1) argues that literature has an important educational function in the classroom as it helps to stimulate the imagination of the students to develop their emotional awareness. So, they can be able to express their own ideas and emotions in English and relate it to their own society. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom.

## **2.7 Approaches to using Literature with the Language Learner**

Having agreed that integrating literature into EFL syllabus is beneficial to the learners' linguistic development, this requires the selection of an approach which serves the needs of the EFL learner syllabus. The rationale for the use of the three main approaches to teaching literature underneath can be described as follows:

### **2.7.1 The Language Model**

(Carter and Long: 1991) think that the most common model to literature is the language based approach. This approach enables the learner to access a text in a systematic and methodical way in order to exemplify specific linguistic features. This method is described as taking a reductive approach to literature.

Studying the language of a literary text helps students to integrate the language. Also detailed analysis of the language of the literary text helps them to make meaningful interpretations.

Students will accordingly increase their general awareness and understanding of English.

Material is selected for the way it illustrates certain stylistic features of the language but also for its literary merit. Students will be helped to develop a response to literature through examining the linguistic evidence in the text. Students are also provided with tools with which they reach their own interpretations.

A language based approach covers a range of different goals and procedures. (Duff and Maley: 1990:6) argue that using literature as a resource among different types of texts provides stimulating language activities. This offers a wide range of styles and registers, and is open to multiple interpretations. It also provides opportunities for classroom discussion which focuses on genuinely interesting and motivating topics to explore in the classroom.

(Brumfit and Carter: 1986:110) believe that certain language-based study skills can act as important preliminary activities to study literature. This kind of procedure is likely to be familiar to students and provides an indirect way of bridging the gap between language study and the development of more literary-based skills.

On the other hand stylistics can enable students to make meaningful interpretations of the text itself, and expand students' knowledge and awareness of the language in general.

### **2.7.2 The Cultural Model**

It represents the traditional approach. This model requires learners to interpret the social, political, literary and historical context of a specific text. Using such model not only reveals the universality of such thought and ideas but also encourages learners to understand different cultural and ideologies. Texts are selected for their importance as part of literary traditions. The understanding of texts is enhanced by situating them within their literary and historical contexts. Students are exposed to a wide range of authentic material.

### **2.7.3 The Personal Growth Model**

This model focuses on the use of language in a text, as well as placing it in a specific cultural context. Students are encouraged to express their opinions, feelings and make connections between their own personal and cultural experiences and those expressed in the text. This model can help students develop knowledge of ideas and language.

“A text itself has no meaning; it only provides direction for the reader to construct meaning from the reader’s own experience”

(Cadorath and Harvies: 1998:188)

So, learning takes place when readers are able to interpret the text and construct meaning on the basis of their own experience.

Thus, these three approaches to teaching literature differ in terms of their focus on the text.

"What is needed is a way which enables students to reach an aesthetic appreciation of a text which connects its specific linguistic features with intuitions about its meaning . One way of doing this is by using the stylistic method which uses the apparatus of linguistic description."

(Leech and Short: 1981:74)

(Widdowson: 1975:4) has described such a method as mediating between linguistic and literary criticism.

## **2.8 A rationale for an Integrated Model for Teaching Literature**

The reason for integrating elements is linguistic, methodological and motivational. Linguistically, is by using texts that introduce students to a variety of types and difficulties of English language. Methodologically, as literary discourse sensitizes students to the processes of reading. Motivationally, is by enjoying reading of literary texts. Interpretation of texts by students can bring about personal responses from students by touching on significant and engaging themes.

"An integrated model is a linguistic approach which utilizes some of the strategies used in stylistic analysis, which explores texts from the perspective of style and its relationship to content and form. This involves the analysis of the text-vocabulary, structures and register, to find out not what a text means, but how it comes to mean what it does."

(Short, 1996)

An integrated approach to the use of literature in the language classroom enables the students to grow as a whole. Thus, use of literary texts in the language classroom can, undoubtedly, be a powerful tool.

## **2.9 Building Background**

An approach to reading literature emphasizes activation of prior knowledge before reading rather than post-reading followed up activities.

"The background familiarity is the most important factor of good comprehension. The teacher facilitates better understanding when the students are able to connect the known with the unknown found in the text."

(Peterson and Pignotti: 1993:x )

(Sawyer: 1994:683) argues that many students have good background for literary elements such as plot, story line and character development. When these are drawn from television, movies, and videos the media approach stimulates past experience with these critical aspects of literature.

## **2.10 Selecting Literary Texts**

To select a literary text to be taught to the students, there are three areas that should be considered: type of students, their age, emotional, intellectual maturity, interests, and hobbies. Then, the type of course and certain other factors connected with the text. Selecting such material needs finding texts that are suitable for the majority of the students in the classroom. Then the selection should take into consideration students' cultural background, linguistic proficiency and literary background. These are the most important criteria when selecting a literary text.

Students are not only intellectual but also social and emotional beings, and all these dimensions interact to impact learning and performance. To plan an effective course, it is



important to consider who are the students that are learning the course? Taking into account their:

- Prior knowledge.
- Intellectual development.
- Cultural background.
- Generational experience and expectations.

### **2.10.1 Prior Knowledge**

“Students come to formal education with a range of prior knowledge, skills, beliefs and concepts that significantly influence what they notice about the environment and how they organize and interpret it. This, in turn, affects their abilities to remember, reason, solve problems and acquire new knowledge”.

( Pransford, Brown and Cocking:2000:10)

New knowledge is built on existing knowledge. So it is important to determine what students are likely to know and how well they know it.

### **2.10.2 Intellectual Development**

In the early stages of intellectual development, students tend to see the world in terms of good-bad, right-wrong, black-white. Distinctions knowledge to their mind is unambiguous and clear, and learning a simple matter of information-exchange. In the next stage, students realize that experts can disagree and facts contradict one another. At this stage, everything becomes of perspective and opinion. Then, students begin to recognize the need to support their opinion with evidence. At last, students make choices and decisions in the outside world.

### **2.10.3 Cultural Background**

While all cultures value learning, the kind of learning valued in particular cultures, the manner in which learning is believed to best occur, and the ways in which the roles of students and teachers are conceptualized may differ from culture to another. When students from different cultures share a classroom, it is important to consider how cultural background can affect classroom dynamics and learning.

### **2.10.4 Generational Experience and Expectations**

Generations have their own culture informed by different social trends and world events. Generational differences can influence the habits and expectations students have.

### **2.11 Material Evaluation**

In order to arrive at an academic reliable idea in the subject matter, it has been an essentially important step to look at the agreed upon criteria of selecting a good textbook. Accordingly, the researcher has looked at some classical books of the field namely *Grants* (1987), *Harmer* (1983), *Mathews* (1983) to look at the yardsticks with which we can measure and evaluate the material to be contained in a certain textbook to suit the certain students in a particular context. The following considerations constitute the major factors to be considered:- age, sex, social, cultural background, grading, methodology, motivation, attitude, educational background, knowledge, ease of use, illustrations, interests, and beliefs. To evaluate such materials, we have to look at some important aspect such as: variety, availability, layout and design, activities, skills, language type, subject and content and guidance.

In addition to the above mentioned features, (Dickinson: 1987:80) argues that self-instructional materials should also contain the following:-

- A clear statement of objectives;
- Meaningful language input;
- Exercise materials and activities;
- Flexibility of materials;
- Learning instructions;
- Language learning advice;
- Feedback and tests;
- Advice about record keeping;
- Reference materials;
- Indexing;
- Motivational of factors;
- Advice about progression.

## **2.12 Previous Studies**

In this respect the researcher has not found any reliable, significant studies which were carried out in the secondary school context. However, the only available reference was Abdo-Al Jabar (2012) these theses which attempted to investigate the situation at the Basic Level Education context.

Surprisingly, the findings of the survey are to a great extent the same as the ones the researcher has arrived at. On top of these findings is the fact that the selected textbooks are not related to the learners' context of situation. Moreover, the learners' literary background is insufficient to cope with the selected textbooks. There was no linkage between the linguistic input of the literary textbooks and that of learner s' taught

course in terms of vocabulary and grammar. Besides, the allotted time for teaching these textbooks is considerably little with the lack of the required resources to facilitate learning.

Abdo-Al Jabar (2012) also recommended that the above mentioned remarks should necessarily be taken into consideration in the selection of literature textbooks in order to attain the aims and objectives of the integration of literature and language without neglecting other factors such as age, motivation, culture, religion and the learners' immediate needs and expectations.

## **Chapter Three**

### **Methodology**

### **3.0 Introduction**

This is a relatively short chapter which attempts to use the descriptive analytical method particularly the content analysis to gather data from the literature textbooks to assess the suitability of the six literary textbooks assigned to the secondary school students. These books are: *Things Fall Apart*, *Treasure Island*, *Jane Eyre*, *Anna and the Farmer*, *Oliver Twist* and *The Prisoner of Zenda*. These textbooks are criticized of being unsuitable to Sudanese secondary school students.

The chapter also shows the methodology, instrument and the procedures which are used to attain the purpose of the subject matter.

### **3.1 Methodology**

This study has adopted the descriptive analytical method which is largely accepted to be suitable for the nature of the study. This method has been applied to the literature textbooks for the secondary school students after the review of the evaluation of the textbooks materials and the yardsticks which are being applied worldwide.

The technique which is used in this study is the content analysis technique to assess the suitability of these literature textbooks assigned to secondary school students in terms of the needs of the students, their linguistic competence, age level, motivation and the other related factors.

### **3.2 Instruments**

The sources of information and data which constitute the primary data has been obtained from the literature textbooks assigned to the secondary school students *Things fall a part*, *Treasure Island*, *Jane Eyre*, *Anna and the Fighter*, *Oliver Twist* and *The Prisoner of Zenda*.

The secondary data has been collected from relevant references particularly the classical received knowledge of the field of the evaluation of textbooks. The researcher has also attempted to look at the available previous studies in order to arrive at more reliable, thoughtful and significant result.

### **3.3 Procedures**

These literature textbooks have been analyzed in terms of plot, point of view, characters, setting, background and themes to see whether these textbooks are suitable to the students' ability, interest and needs taking into consideration the students' culture, language, literary background, and linguistic proficiency.

In the light of this analysis, the researcher hopes to obtain important facts and reach significant findings to make considerable recommendations and suggestions which would hopefully benefit the syllabus designers, practicing teachers' educationalists in general to rectify the prevailing situation. In other words to pave the way for the literature to support, consolidate and strengthen language teaching through the successful selection of the literature textbooks.

## **Chapter Four**

### **Data Analysis**



## 4.0 Introduction

In this chapter the researcher uses content analysis as an important tool to gather data from the literature textbooks to assess the suitability of the six literary textbooks assigned to the secondary school students. These are *Things Fall Apart*, *Treasure Island*, *Jane Eyre*, *Anna and the fighter*, *Oliver Twist* and *The Prisoner of Zenda* .

The researcher attempts to analyse these textbooks in terms of plot, background, characters, setting and culture conflict to see how they are suitable to the students' needs, their background culture, religion, traditions, attitudes and their interests. Taking in consideration their age, culture, language, literary background, length, exploitability, availability and how do these factors fit with the rest of the taught syllabus components, the researcher hopes to find out important facts and reach significant findings.

### 4.1 Analysis of *Things Fall Apart* by *Chinua Achebe*

#### 4.1.1 Author

Chinua Achebe was born in 16 November 1930 . He was a Nigerian [novelist](#), [poet](#), [professor](#), and [critic](#). He was best known for his first novel. [Things Fall Apart](#) (1958), which is the most widely read book in modern African literature (Achebe:2013) .

Raised by his parents in the [Igbo](#) town of [Ogidi](#) in southeastern [Nigeria](#), Achebe excelled at school and won a scholarship for undergraduate studies. He became fascinated with world religions and traditional African cultures, and began writing stories as a university student. After graduation, he worked for the Nigerian Broadcasting Service (NBS) and soon moved to the metropolis of [Lagos](#). He gained

worldwide attention for [\*Things Fall Apart\*](#) in the late 1950s; his later novels include [\*No Longer at Ease\*](#) (1960), [\*Arrow of God\*](#) (1964), [\*A Man of the People\*](#) (1966), and [\*Anthills of the Savannah\*](#) (1987). Achebe wrote his novels in English and defended the use of English, a "language of colonizers", in African literature.

Achebe's novels focus on the traditions of Igbo society, the effect of Christian influences, and the clash of Western and traditional African values during and after the colonial era. His style relies heavily on the Igbo oral traditions, and combines straightforward narration with representations of folk stories, proverbs, and oratory. He also wrote poetry and a number of short stories as [\*Marriage Is A Private Affair\*](#) (1952) , [\*Dead Men's Path\*](#) (1953), [\*The Sacrificial Egg and Other Stories\*](#) (1953), [\*Civil Peace\*](#) (1971), children's books as [\*Chike and the River\*](#) (1966), [\*The Flute\*](#) (1975), [\*The Drum\*](#) (1978), and essay collections. From 2009 until his death on 21 March 2013 , he served as a professor at [Brown University](#) in the United States. (Achebe:2013) .

#### **4.1.2 Language and Style**

Achebe writes his novels in English because written [Standard Igbo](#) was created by combining various dialects, creating a stilted written form. In a 1994 interview with [The Paris Review](#), Achebe said, "the novel form seems to go with the English language. There is a problem with the Igbo language. It suffers from a very serious inheritance which it received at the beginning of this century from the Anglican mission. They sent out a missionary by the name of Dennis. Archdeacon Dennis. He was a scholar. He had this notion that the Igbo language should somehow manufacture a uniform dialect that would be used in writing to avoid all these different dialects. Because the missionaries were powerful, what

they wanted to do they did. This became the law. But the standard version cannot sing. There's nothing you can do with it to make it sing. It's heavy. It's wooden. It doesn't go anywhere."

Achebe's choice to write in English has caused controversy discussion . While both African and non-African critics agree that Achebe modeled *Things Fall Apart* on classic European literature, they disagree about whether his novel upholds a Western model, or, in fact, subverts or confronts it.-Achebe has continued to defend his decision:

*"English is something you spend your lifetime acquiring", so it would be foolish not to use it. Also, in the logic of colonization and decolonization it is actually a very powerful weapon in the fight to regain what was yours. English was the language of colonization itself. It is not simply something you use because you have it anyway."* ,

(Achebe: 2013)

Achebe is noted for his inclusion of and weaving in of proverbs from Igbo oral culture into his writing. There are many taboos like the mask of the leaders, the evil forest, the twins . This influence was explicitly referenced by Achebe in *Things Fall Apart*: "Among the Igbo the art of conversation is regarded very highly, and proverbs are the palm-oil with which words are eaten."(Achebe:2013)

#### **4.1.3 Setting**

According to (Achebe:2005:4) most of the story *Things Fall Apart* takes place in the village of Umuofia, located west of the actual city of Onitsha, on the east bank of the Niger River in Nigeria. The story is about life in Africa before the Europeans came, and about the destruction of this life by the Europeans. The people in the story lived in a district of

Nigeria called Umuofia. The people of Umuofia were farmers. They produced crops, such as palm oil, that the European wanted.

Umuofia was a small district of nine villages. The people of these villages belonged to the same clan. In time of war, all the people of the clan helped each other and fought together.

The religion of these people was not Christianity. The clansmen had many different gods. They believed that their customs pleased the Gods and they believed that their Gods would punish people who broke these customs.

The people of Umuofia did not know much about the rest of the world. They grew their own food and made their own things. The clan had its own customs, religion and leaders. The way of life in Umuofia had not changed for a long time, but the people were free. They made their own decisions and they chose their own leaders. In Umuofia, a man could become a leader as a result of his own work and ability .

#### **4.1.4 Background**

The events of the novel unfold in the 1890s. The culture depicted that of the Igbo people, is similar to that Achebe's birth place of Ogidi, where Igbo-speaking people lived together in groups of independent village rule by titled elders. The customs described in the novel mirror those of the actual Onitsha people, who lived near Ogidi, and with whom Achebe was familiar.

Within forty years of the arrival of the British, by the time Achebe was born in 1930, the missionaries were well established. Achebe's father was among the first to be converted in Ogidi, around the turn of the century.

#### **4.1.5 Plot Summary**

Okonkwo, as a well known warrior, lived in his village Iguedo, in the district of Umuofia. Everyone was proud of him. He had three wives. He liked two things wealth and brave deeds. All the people were committed and worshiped family gods and so was Okonkwo. The people of the village had their own customs and traditions and during the funeral of Ezeudu, Okonkwo accidentally killed one of the boys of the dead man. According to this, Okonkwo should have to leave his village for seven years. After this period he could come back again. Okonkwo left for the village of his mother. Winds of change were blowing before he completed his exile term. European missionaries were approaching the village of his mother and building churches. They were converting his countrymen Christians besides the increasing of European influence and decreasing of the influence of the native leaders especially the leadership of Okonkwo. The troubles of Okonkwo were two folds: first the new religion and second the conversion of his son Nwoye and his joining the missionaries. When Obierika told Okonkwo that things were changing, Okonkwo did not pay heed. After seven years, Okonkwo returned to his village and found the change, and the people were interested in the new religion or the new government or the new trading place. They did not talk about the bravery of Okonkwo. After the burning of the church, Okonkwo and some of the leaders were arrested and humiliated. When they were set free, Okonkwo killed a messenger and tried to inspire his people to revolution against the Europeans but the people were indifferent Okonkwo being desperate, he ended his life by hanging himself in his compound.

#### 4.1.6 Culture Conflict

Themes in the novel include the relationship between the individual ( Okonkwo ) and his culture, and the effect of one culture upon another. The following points could be discussed:-

1. Individuals gain strength from their society or community, and societies derive strength from the individuals who belong to them. In *Things Fall Apart*, Okonkwo built his titles and strength with the support of his society's customs. Likewise, Okonkwo's community profited from his hard work and willpower to remain strong.
2. In contacts with other cultures, beliefs about superiority, due to limited and partial world view, are invariably wrong-headed and destructive. When cultures and religions meet the original, there is likely to be a struggle for gaining power. For example, the Christians and Okonkwo's people had limited view of each other, and had a very difficult time understanding and accepting one another's customs and beliefs, which resulted in violence as with the destruction of a local church and Okonkwo's killing of the messenger.
3. In spite of innumerable opportunities for understanding, people must strive to communicate. For example, Okonkwo and his son Nwoye had a difficult time understanding one another because they held different values. On the other hand, Okonkwo spent more time with Ikemefuna and developed a deeper relationship that seems to go beyond cultural constraints.
4. A social value-such as individual ambition- which is constructive when balanced by other values, can become destructive when overemphasized at the expense of other values. For example, Okonkwo valued tradition so highly that he could not accept

change. (it may be more accurate to say he valued tradition because of the high price he had paid to acquire it, i.e. killing IKemefuna and moving to Mbanta). The Christian teachings render these considerable sacrifices on his part meaningless. The distress over the loss of tradition, whether driven by his love of the tradition or the meaning of his sacrifices to it, can be seen as the main reasons for his suicide.

5. Culture is not static; change is continual, and flexibility is necessary for successful adaptation. Because Okonkwo could not accept the change the Christians brought, he could not adapt.
6. "The struggle between change and tradition is constant;" however, this statement only appears to apply to Okonkwo. Change can very well be accepted, as evidenced by how the people of Umuofia refuse to join Okonkwo as he stroke down the white man's messenger at the end. Perhaps Okonkwo was not so much bothered by change, but the idea of losing everything he had built up, such as his fortune, status, and title, which would be replaced by new values it is evidenced throughout the book that he cared deeply about these things, exemplified in his feelings of regret that he had lacked a "respectable" father figure from whom he could have inherited them. A second interpretation is clear with Okonkwo's static behavior to cultural change. His suicide can be seen as a final attempt to show to the people of Umuofia the results of a clash between cultures and as a plea for the Igbo culture to be upheld. In the same way that his father's failure motivated Okonkwo to reach a high standing in the Igbo society; Okonkwo's suicide led Obierika and fellow Umuofia men to recognize the long-held custom of burying a man who commits suicide and from performing the customary rituals. This interpretation is further

emphasized with Obierika's comment on Okonkwo as a great man driven to kill himself as a result of the pain springing from the loss of his society's traditions. Thus, Okonkwo's killing of the messenger and committing suicide embodies the internal struggle between change and tradition.

7. With the death of Ikemefuna, Okonkwo's position due to events beyond his control and the journey of Ezinma with Chielo, Achebe questions, particularly through Obierika, whether related to culture is for the benefit of society when it brings about so many hardships and sacrifices on the part of Okonkwo and his family. This clearly shows the role of culture in the society.
8. Okonkwo's personal ambition to avoid a life of "failure" similar to his father, Unoka, led to his high title and position in the community. He strongly tried to avoid failure. The idea of failure draws a parallel with the idea of cultural alteration in Umuofia and a shift in cultural values. Failure, for Okonkwo, is unacceptable. Hence Okonkwo's drastic and at times unpredictable, is clearly reflected in opposition of anything foreign or lacking in what he viewed to be confined to men. This reflects the notion of success and failure.
9. Achebe's use of language, shows that he is successful in demonstrating (and attesting) the Igbo's rich and unique culture. By integrating traditional Igbo words (e.g. egwugwu, or the spirits of the ancestor's of Nigerian tribes), folktales, and songs into English sentences, the author is successful in proving that African languages aren't incomprehensible, although they are often too complex for direct translation into English. Additionally, the author is successful in clearly showing that each of the continent's



languages are unique, as Mr. Brown's translator was astonished after his misinterpretation of an Igbo word.

#### 4.1.7 Characterization

- **Major characters**

1. **Okonkwo**: This is the tragic hero of the story. He was proud and a courageous man who had emerged from nothing to a man of importance in his tribe. He ruled his family with an iron fist. He was deeply dedicated to the traditions and social heritage of his people, and he was demanding example. The humiliating force on him and his people by the British eventually proved to be too much. Accordingly unsupported by his own people, Okonkwo killed himself.
2. **Obierika** : This is Okonkwo's great friend, and another well-off and powerful man in the tribe. He was also thoughtful. He had no love for unnecessary violence. He was a compassionate and just man.
3. **Ezeudu** : One of the oldest men in Umuofia. He warned Okonkwo not to participate in Ikemefuna's death. Late at Ezeudu's funeral, Okonkwo's gun exploded and killed a boy, which led to Okonkwo's exile.
4. **Ikemefuna** : A young boy given to Umuofia by a neighboring village as a replacement of an Umuofian killed woman. He lived in Umuofia for three years under Okonkwo's roof; Okonkwo looked at him as a son, and to Nwoye he became best friend and brother. He was killed by the tribe; Okonkwo participated in the boy's death.
5. **Nwoye** : Okonkwo's son. He was sensitive and thoughtful, but he was also somewhat lazy. Okonkwo was fearing that he

would become like his grandfather. After the death of Ikemefuna, something broke in Nwoye. Later he converted to Christianity.

6. **Uchendu** : Okonkwo's uncle. Elderly and wise. He supported Okonkwo when he came to live with him.

- **Minor characters**

1. **Nwoye's mother** : was Okonkwo's first wife. She was a generous woman.

2. **Ojiugo** : Okonkwo's third youngest wife.

3. **Ekwefi** : Okonkwo's second wife. She had had many children but only Ezinma had survived.

4. **Ezinma** : She was Okonkwo's favourite daughter. She was clever and brave.

5. **Chielo** : Priestess of Agbala ( oracle of the hills and the earth cares ).

6. **Mr. Kiaga** : He is a Christian African. He was a gentle and wise man.

7. **Mr. Brown** : A white man and missionary. He was a kind man. He told his men not to say bad things about their Gods. So he was respected by everybody.

8. **Mr. Smith** : Mr. Brown's replacement. He was not wise. He was not like Mr. Brown.

9. **District Commissioner** : The head of British government in Umuofia. He dispensed justice in total ignorance of local circumstances.

#### 4.1.8 Evaluation

Many of the old Ibo beliefs and customs were violent and superstitious. It is violence of men towards one another and towards

women and children that will strike most modern readers . Of course this work of fiction and the non-Nigerian readers have no hope of knowing how realistic is the traditional village culture pictured .Without any other cultural background or context, books like this in the hands of the unthinking reader can perpetuate stereotypes and even do harm. There is too much ignorance of the customs of other people. One has only to think of today's general ignorance and stereotyping of Muslims (Davey:2008) .

Gender differentiation is seen in Igbo classification of crimes male and female. Through aspects of the Igbo society and traditions wives can be taken as a demonstration of the limited value of women. The portrayal of wives purely as the bearers of children can be taken as women are nothing more than tools of reproduction . The freedom enjoyed by men to beat their wives adds to this idea .

Okonkwo's wish that his favourite child , Ezinma were a boy exemplifies the inequality between the genders .

From the above, the researcher noted that Sudanese students found that the text tells about the unique life in an African life full of strange scenes and symbols. There is an air of mystery and magic. Chinua Achebe uses an easy language to describe the different scenes and events, from time to time the Igbo folklore stands out to give the story a local color and sound-some Igbo words and names may be hard for the students. Also there are some alien cultural aspects such as the idea of twins who brought bad luck, so mothers who had twins put them into pots and threw them into the Evil Forest.

## **Chapter Four**

### **Data Analysis**

## 4.2 Analysis of Treasure Island by Robert Louis Stevenson

### 4.2.1 Author

According to (Stevenson:2005:4) Robert Louis Stevenson was born in Edinburgh, Scotland, in November 1850. He was a novelist, poet, essayist, and travel writer. A literary prominent figure during his lifetime, Stevenson now ranks among the 26 most translated authors in the world. His works have been admired by many other writers. His novels include Treasure Island (1883) His first major success, a tale of piracy, buried treasure, and adventure, has been filmed frequently. Prince Otto (1885) The Strange Case of Dr Jekyll and Mr Hyde (1886), Kidnapped (1886) and The Black Arrow: A Tale of the Two Roses (1888) .

Stevenson was ill for much of his life. He went to live in South Pacific because the weather was warm there. He died in Samoa in December 1894.

### 4.2.2 Background

According to (Stevenson:2005:4-5) Treasure Island is a story of pirates who stole a treasure from a ship in the Caribbean. These pirates buried the treasure on an island. The pirates were cruel and violent. They all wanted the treasure. They fought and killed each other.

Treasure Island is not a true story. Captain Flint and Long John Silver were not real pirates. Treasure Island is not a real place. But there were pirates in many parts of the world in the eighteenth century.

Some famous pirates were Captain Henry Morgan, Blackbeard and Mary Read. They were cruel and violent people. Pirates were often hanged if they were caught. People always enjoy stories about pirates. There are many books and films about the pirates. Some of the stories are true and some of them are not true. All of them are exciting. Treasure Island is one of them .

### 4.2.3 Setting

The Admiral Benbow Inn, Bristol, The Hispaniola, and Treasure Island where the important landmarks. *Treasure Island* is supposed to be set in the 18<sup>th</sup> century; the Key setting of *Treasure Island* does not truly belong to any particular period: Jim's ordinary life in the Admiral Benbow Inn and his extraordinary experiences on *Treasure Island* – feel time less. Place is much more important that makes sense given the title of the novel is one of its setting.

The adventures Jim could have in the Admiral Benbow Inn were very different from these he would encounter on Treasure Island. The Admiral Benbow Inn was like a symbol of Jim's family life. And once Jim's father had died, and the Inn had been attacked by pirates, Jim's original family life had been broken. Admiral Ben bow Inn represents family, home and in leaving it, Jim was also symbolically leaving a part of his childhood behind. The first stop on Jim's voyage of adventure was the coastal city of Bristol, where he met different people. It was in Bristol that Jim saw Long John Silver. By moving to the ship Hispaniola, Jim was going from established English order to a new, less governed social space that had pirates and gentlemen. Then the destination everyone in the book is so eager to reach: the Island where Captain Flint buried his Treasure. (Treasure Island setting, 2013: int.)

### 4.2.4 Plot Summary

Jim Hawkins was a boy of about twelve years old. An old pirate stayed in their inn. The old pirate died and left a sea chest. Jim took the map that showed where the treasure was. Jim showed Dr. Livesey and Squire Trelawney the map of Flit's treasure. It was agreed that Dr. Livesey would be the doctor of the ship and Jim the cabin boy. Although Trelawney had no experience, he hired a ship ( the Hispaniola) and a captain called Captain Smollett and Silver hired a crew to sail the ship.

Jim accidentally heard Long John Silver talking about a plot to kill Trelawney and his company and that the crew were pirates. Jim passed this information to Dr. Livesey. Jim landed in the Island and happened to be followed by a marooned sailor called Ben Gunn. The pirates fought Dr. Livesey and his company, but they survived with the least losses. Ben Gunn one of the marooned pirates found the treasure and hid it in a cave. Jim told his fellows Ben Gunn's story. When they knew that the treasure was found and kept, the map was useless and they handed it to Long John Silver, who faced trouble. Finally, the treasure was shared. They traveled and without the other pirates, but left enough supplies for them. (Spark Notes, 2013: int.)

#### **4.2.5 Culture Conflict**

1. It has been largely accepted that remoteness encourages crime. During the eighteenth century ships were very primitive. There was no modern means of communication. Weak control of the international waterways and little information about the new world. All these factors helped piracy to grow and gain power, especially after the discovery of gold in the new world.
2. Adventure: Adventure is one of the central points of the story. Ben Gunn ran the risk of claiming to know Flint's treasure whereabouts and pays a heavy price. Captain Bill ran away with the map of the treasure. This led Jim to keep the map from the pirates. The spirit of adventure led Squire Trelawney to hire two ships, a captain and crew for the journey. Nevertheless the motivation of adventure was a common factor for many characters.
3. Greediness: The best examples of greediness were Flint, Long John Silver, and Captain Billy. Greediness led Flint to kill the six pirates who buried the treasure, so that no one except himself could take a share in the treasure. Long John Silver committed many crimes to

have the money . At last he stole three thousand Pounds. Captain Billy stole the map and hid in the Ben Bow Inn.

4. **Mercy and Human Feelings:** Dr. Livesey looked after Captain Billy in spite of his challenge. Dr. Livesey left supplies for the pirates. He also examined the wounded pirates. Jim brought rum to the wounded pirate.
5. **Cruelty:** Long John Silver committed many crimes. For example he stabbed Tom because he refused to join the pirates . Captain Flint killed six men and set an example of cruelty. The pirates were behaving cruelly to each other. The plot made by Silver and the crew to murder Dr. Livesey and his companions told about their nasty plan. Silver put a rope round Jim's neck and pulled it cruelly.

#### **4.2.6 Characterization**

- **Major characters**

1. **Jim Hawkins:** The first-person narrator of almost the whole novel. Jim was the son of an innkeeper near Bristol, England, and was probably in his early teens. He was eager and enthusiastic to go to sea and hunt for treasure. He was a modest narrator, never exaggerating about the remarkable courage and heroism he systematically showed. Jim was often naive and simple, but he was quite sensitive and wise.
2. **Dr. Livesey :** The local doctor. Dr. Livesey was wise and practical, and Jim respected him . Livesey showed clear common sense and reasonable thought while on the island, and his idea to send Ben to speak to the pirates showed a deep understanding of human nature. He was fair-minded, absolutely agreeing to treat the pirates with just as much care as his own wounded men. As his name suggests, Livesey represented the straight forward,



modest virtues of everyday life rather than imagination, dream, or adventure.

3. **Squire Trelawney** : A local Bristol nobleman. Trelawney arranged the voyage to the island to find the treasure. He was associated with civilized authority and social power, as well as with the comforts of civilized country life (his name suggests both “trees” and “lawn”). Trelawney’s street smarts, however, were limited, as the ease with which the pirates trick him into hiring them as his crew demonstrated .
  4. **Captain Smollett** :The captain of the voyage to *Treasure Island*. Captain Smollett was gentle and was rightly suspicious of the crew Trelawney had hired. Smollett was a real professional, taking his job seriously and displaying crystal clear skills of managing a dialogue. Like Livesey, Smollett was too competent and reliable to be an encouraging figure for Jim’s teenage mind. Smollett believed in rules and did not like Jim’s disobedience .
  5. **Long John Silver** : The cook on the voyage to *Treasure Island*. Silver was the secret ringleader of the pirate band. His physical and emotional strength was impressive. Silver was disloyal, greedy, and did not care about human relations. Yet he was always kind towards Jim and genuinely fond of the boy. Silver was a powerful mixture of leadership and self-centredness, individualism and carelessness.
- **Minor characters**
    1. **Billy Bones** : The old seaman who lived at Jim’s parents’ inn. Billy, who used to be a member of Silver’s crew, was aggressive and rude. He hired Jim to be on the lookout for a one-legged man, thus involving the young Jim in the pirate life. Billy’s sea chest and treasure map set the whole adventure in

motion. His impolite refusal to pay his hotel bills symbolized the pirates' general opposition to law, order, and civilization. His illness and his fondness for rum symbolized the weak and self-destructive aspects of the pirate lifestyle.

2. **Black Dog:** A pirate and enemy of Billy. Black Dog paid an unexpected visit to Billy and threatened him. Billy attacked Black Dog, who fled but remained a symbol of coming violence in the novel. Black Dog's name symbolizes both the dark and the nasty sides of piracy.
3. **Ben Gunn:** A former pirate marooned on Treasure Island. Flint's pirate crew left Ben Gunn on the island for three years. Ben had the appearance of a wild man. He represented a typical nature of the human spirit, yet his experience had left him morally superior to the pirates. He was the only character to be reformed, as he shifted sides from the pirates to the good men, willingly helping Jim and Livesey. Ben's perfect imitations of the dead pirate Flint's voice suggested that he was a kind of a ghost of a pirate.
4. **Pew :** An old, blind beggar and pirate. Pew presented Billy with a black spot, to give up the sea chest's contents to the pirate gang. Billy died soon after Pew's visit, and Pew then died in a carriage accident. Pew can be seen as an angel of death, representing the many pirate deaths in the novel.
5. **Israel Hands :** The coxswain on the ship. Hands was a former gunner of earlier pirate voyages. He was acting as one of two guards on the ship when the other pirates were ashore, but he got drunk, killed the other guard, and lied in a drunken container while the ship drifted aimlessly. Hands symbolized the reckless behaviour of all the pirates

6. **Tom** : One of Jim's sailor companions on the ship. Tom was killed by pirate gunfire.

#### **4.2.7 Evaluation**

The researcher notices that this story is very interesting for the secondary students. According to their ages, they like stories of adventure and heroic deeds. They imagine themselves Jim Hawkin doing all these adventures. It is a simple story and there is no complication about characters and plot. But the word "rum" is used as the only fun thing the pirates ever do together. This reliance on alcohol also proves to be their undoing. Rum becomes another means of symbolizing the moral weakness and lack of discipline among the pirates.

### **4.3 Analysis of Jane Eyre by Charlotte Bronte**

#### **4.3.1 Author**

According to (Bronte:2005:4-5) Charlotte Bronte was an English novelist and poet. She was born on 21<sup>st</sup> April 1816. She lived in the village of Haworth, in West Yorkshire, in the north of England. Her father was a clergyman. He worked in the church at Haworth. Charlotte had four sisters. They were Maria, Elizabeth, Emily and Anne. Charlotte had one brother- Branwell. She was not pretty and her eyes were weak. But Charlotte was clever and she had a strong character.

In 1824, Maria, Elizabeth, Charlotte and Emily were pupils at a school called Cowan Bridge. The school was fifty miles from Haworth. It was a bad school and many of the children became sick. In 1825, Maria and Elizabeth died. Charlotte's father taught his children at home. In 1831, Charlotte was fifteen years old. She was a pupil at a school called Roe Head. Later, she was a teacher at this school. In 1842,

Charlotte and Emily studied in Brussels in Belgium. She was a clever student.

In the 1850s, women's stories were not often published. So Charlotte wrote her books with the name, Currer Bell. Charlotte novels are: *Jane eyre* (1847), *Shirley* (1849), and *Villette* (1853). *Jane Eyre* is one of the most popular stories in England. In 1847, people read *Jane Eyre* and they were surprised. Women did not often speak about their hopes and their thoughts. Women did not talk to men in this way.

Charlotte lived with her old father. She was a famous author. In 1854, Charlotte married a clergyman, Arthur Nicholls. On 31<sup>st</sup> March 1855, Charlotte Bronte died. She was 38 years old.

#### **4.3.2 Background**

There are three contemporary issues with which the novel engages: Political unrest, religious controversy, poor middle class women.

The 1830 and 1840s were decades of intense political questioning, industrial revolution becoming source of social unrest, and displacement of farmer surplus pool of labour famines in Ireland. Coincided with Jane Eyre there was Dickens's *Hard Times* which reflects the same background.

In *Jane Eyre* Charlotte Bronte touches upon these issues indirectly yet powerfully. The issue of political abuse of religion is best approached from the point of view of those who suffer from it, which is how the novel approaches it. The girls of the Lowood School are the helpless victims of a religious institution. It was the economic conditions that put them there.

In the figure of *Jane Eyre*, the struggles against political, religious and sexual repression are brought together. (LitCharts, 2013: int.)

### 4.3.3 Setting

Most of the places name's in *Jane Eyre* are fictitious: they are the names of houses Gateshead Hall, where the Reeds lived , Thornfield Hall and Ferndean Manor, Mr. Rochester's places, and Moor House, where the Rivers lived or schools (Lowood Institute) or little imaginary towns (Mill Cole, Morton) that resemble lots of places in nineteenth century north central England. Each of Jane's setting provides a pair of indoor and outdoor spaces for her to range in: Gateshead and the walk outside, Lowood and the woods/ marshes, Thornfield and its garden and woods, and the moors that stretched between Thornfield and Morton. So Jane was always able to move between the natural world and human civilization. Places where Jane lived represent a certain stage in her life. Her childhood happened at Gateshead. From the name this place was her "gate way" or entrance to the rest of the world. Then she moved on to her education at Lowood until she wanted to get out to seek her fortune. Next comes Young love at Thornfield where she found mystery and temptation. At Moor House and in the little town of Morton she discovered relatives. Finally, Jane experienced mature love of Ferndean when she returned to Rochester. (Jane Eyre Setting, 2013 : int.)

### 4.3.4 Plot Summary

Being an orphan, Jane was dependent upon her aunt Reed who was the widow of her mother's brother. There was no blood tie between Jane and her aunt. Aunt Reed did not like Jane so she sent her to Mr. Brocklehurst boarding school, for orphans. The daughters of poor clergymen and other girls of the middle class had fallen on hard times. Jane Eyre was humiliated by both Mr. Reed and Brocklehurst by calling her a liar. Jane made two friends: Miss Temple and Helen Burns. As Jane grew older she took the position of a teacher in the school. She found a post as a governess with Mr. Rochester at Thornfield . Her

student was a young French girl who may be Rochester's indirect daughter. Jane and Mr. Rochester fell in love and determined to marry despite the inequality of status, but on the day of their marriage the existence of Mr. Rochester's mad wife was discovered by the sudden arrival of her brother. Jane fled and by a stroke of good luck she found her cousins and won good fortune. In the end, Jane fled to reunite with Rochester and they married after the death of his mad wife. (SparkNotes, 2013: int.)

#### **4.3.5 Culture Conflict**

- 1. Education and Learning:** In this novel the author tries to tell that Jane Eyre always learnt from her experience and took decisions. She had to conform to conventional family environment. At Lowood she had contrasting varieties of religious experience. At Thornfield she had the experience of love.
- 2. Love versus Autonomy:** Jane Eyre was very much the sort of person to be loved. Jane searched, not just for romantic love, but also for a sense of being valued, belonging. Her fear of losing her individuality motivated her refusal of Rochester's marriage proposal. Jane believed that "marrying" Rochester while he remained legally tied to Bertha would mean rendering herself a mistress and sacrificing her own integrity for the sake of emotional love. On the other hand, her life at Moor tested her in the opposite manner. There, she enjoyed economic independence and engaged in worthwhile and useful work.
- 3. Religion:** Throughout the novel, Jane struggled to find the right balance between moral duty and earthly pleasure, between obligation to her spirit and attention to her body.
- 4. Social Class:** Brontë's exploration of the complicated social position of governesses is perhaps the novel's most important treatment of

this theme. Jane was a figure of unidentified class standing and, consequently, a source of extreme tension for the characters around her.

5. **Gender Relations:** Jane struggled continually to achieve equality and to overcome oppression. In addition to class order, she ought to fight against intentional domination against those who believe women to be inferior to men and try to treat them as such.
6. **Fire and Ice:** Fire and ice appeared throughout *Jane Eyre*. Fire represents Jane's passions, anger, and spirit, while ice symbolizes the oppressive forces trying to put out Jane's fire. Fire is also a metaphor for Jane as the narrative repeatedly associates her with images of fire, brightness and warmth. Images of ice and cold of appearing in association with empty landscapes symbolize emotional isolation and loneliness.

(SparkNotes, 2013: int.)

#### 4. 3.6 Characterization

- **Major characters**

1. **Jane Eyre:** The protagonist and narrator of the novel was an intelligent, honest, plain-featured young girl forced to contend with oppression, inequality, and hardship. Although she met with a series of individuals who threatened her autonomy, Jane repeatedly succeeded at asserting herself and maintained her principles of justice, human dignity, and morality. She also valued intellectual and emotional fulfillment. Her strong belief in gender and social equality challenged the Victorian strong beliefs against women and the poor.
2. **Edward Rochester :** Jane's employer and the master of Thornfield . Rochester was a wealthy, passionate man with a dark secret that provided much of the novel's suspense.

Rochester was ready to set aside polite manners, and consideration of social class in order to interact with Jane frankly and directly. He was rash and had spent much of his adult life going a round Europe in an attempt to avoid the results of his youthful unsuccessful attempts. His problems were partly the result of his own recklessness, but he was a sympathetic figure because he had suffered for so long as a result of his early marriage to Bertha.

**3. St. John Rivers :** Along with his sisters, Mary and Diana, St. John served as Jane's supporter after she ran away from Thornfield, giving her food and shelter. The minister at Morton, St. John was cold, reserved, and often controlling in his interactions with others. Because he was entirely freed from his feelings and devoted solely to an unspoken ambition, St. John served as a replacement to Edward Rochester

- **Minor characters**

- 1. Mr. Brocklehurst:** The cruel, master of the Lowood school, he was dishonest.
- 2. Miss Temple:** A kind teacher at Lowood who treated Jane with respect and compassion.
- 3. Aunt Reed:** Mrs. Reed was Jane's cruel aunt. She sent her to school at ten years . Aunt Reed hated Jane because her husband had always loved Jane more than his own children.
- 4. Mrs. Fairfax:** The house keeper at Thornfield Hall . She was the first to tell Jane about the mysterious world of Grace Pool.
- 5. Richard Mason:** He was Bertha's brother. He was injured by his mad sister. He revealed the truth of Rochester's prior marriage.
- 6. Adele Varens:** Jane's pupil at Thornfield.



7. **Grace Pool:** Is Bertha Mason's Keeper at Thornfield. She allowed Bertha to escape.
8. **Diana Rivers:** She was Jane's cousin and the sister of St. John. She was a kind intelligent person.
9. **Mary Rivers:** She was Jane's cousin. She was kind to Jane.
10. **Bertha Mason:** Rochester's wife . She lived locked in a secret room because she was mad.

#### 4.3.7 Evaluation

*Jane Eyre* is an attractive simple love romantic story. The students generally find it interesting because it tells about something simple and related to humanbeings. It has a global air and can happen in many settings with very minor differences.

Brontë clearly intended for the book to be a protest against Victorian lifestyle, and students in Sudan do not know the traditions of the Victorian age in which the story took place especially the problem of the validity of marriage for Christians and the point of view of the society towards orphans. But human feelings are something universal and understood everywhere. Students love stories that end happily. They are interested in *Jane Eyre* because it started poor and ended rich and loved. However, the context of situation and the incidents which took place did not match with the Sudanese standards.

#### 4.4 Analysis of *Anna And The Fighter* by *Elizabeth Laird*

##### 4.4.1 Author

Laird was born in New Zealand in 1943, the fourth of five children. Her father was a ship's surgeon; both he and Laird's mother were Scottish. In 1945, Laird and her family returned to Britain and she grew up in South London, where she was educated at Croydon High School. When she was eighteen(1961), Laird started teaching at a school in Malaysia.

She decided to continue her adventurous life, even though she was bitten by a poisonous snake and went down with typhoid.

After attending Bristol University from 1963 to 1966, where she took a degree in French, Laird began teaching English in Addis Ababa, Ethiopia. She and a friend would hire mules and go into remote areas in the holidays.

After a while at Edinburgh University, Laird worked in India for a summer. During travel, she met her future husband, David McDowall, who she said was very kind to her when she was airsick on a plane. The couple were married in 1975 and had two sons, Angus and William.

Laird had also visited Iraq and Lebanon. She claimed to dislike snakes, porridge and being cold but enjoys very dark chocolate, Mozart, reading and playing the violin in the Iraq Symphony Orchestra. She and her husband currently divided their time between London and Edinburgh.

Laird has published a variety of works including young adult novels as Red Sky in the Morning (1988), Kiss the Dust (1991), Jay (1997), Jake's Tower (2001), Crusade (2007), The Witching Hour (2009) and The Prince who Walked with Lions (2012). Picture books as Rosy's Garden (1979), A Book of Promises (1999) and Beautiful Bananas (2004). Short stories as Me and My Electric (1998) and Hot Rock Mountain (2004).

She also wrote short novels for beginning readers, , retellings, and stories for students learning to speak English. Laird's inspiration for her stories come from her travels and personal experiences.( Wikipedia, 2013: int.)

#### **4.4.2 Background**

*Anna And The Fighter* is a story which tells about an exciting adventure of a young girl . It is a simple story for beginners .It belongs to Heinemann Guided Readers series that was published at five levels with simple stories that can help beginner to improve their English learning . This kind of book necessarily needs to be attractive for those who read it .

#### **4.4.3 Setting**

Most of the events took place in a train when the father called for his daughter to get ready. She was going to visit her aunt in Naira. Anna was frightened because she was travelling alone for the first time.

#### **4.4.4 Plot Summary**

*Anna And The Fighter* tells a story about a girl who lived in a village with her father . She was going alone in a train for the first time to visit her aunt in Naira . Inside the train, Anna met a strange man called Sam that she thought he was a criminal .However , after he helped her , Anna realized that Sam was a famous boxer and they became friends .(Boekverlags, 2013: int.)

#### **4.4.5 Culture conflict**

1. Adventures sometimes are useful : Adventure is not always fearful and full of troubles. Sometimes a good experience and a faithful friend can be the reward of an exciting adventure .
2. Appearance can be misleading : Anna's story gives the idea of misleading appearance . Sometimes the features of the face can make us suppose that somebody is evil or good, however we discover that we are mistaken .
3. Words and Connotations : Some words like ‘dangerous’ give different shades of meaning . Dangerous can tell about a criminal . Also a dangerous fighter can mean a good boxer .

#### 4.4.6 Characterization

- **Major characters**

1. **Anna** : Anna was a young girl . She was nervous because she was travelling alone for the first time . She was patient .she was cautious . When she felt safe she behaved naturally.
2. **Sam** : He was a famous boxer . He was kind . His appearance gave a different suggestion of his real character . He had a good nature of helping people . So he was liked by everybody .

- **Minor characters**

1. **Bubs** : One of Sam's friends . He was a good fellow . He thought Sam was a good boxer . He felt sorry for the ugliness of Sam
2. **Tino** : Other friend of Sam .He believed that Sam always won .

#### 4.4.7 Evaluation

According to the researcher's opinion the story is simple . The words are limited . The style is straight forward . It looks like a film with pictures to help students. It is suitable for Basic school students . However, other important factors are still important and need consideration .

### 4.5 Analysis of Oliver Twist by Charles Dickens

#### 4.5.1 Author

Charles John Huffam Dickens : was born on 7 February 1812, at Landport in Portsea, the second of eight children to John Dickens. Charles Dickens was an English writer and social critic. He created some of the world's most memorable fictional characters and is generally

regarded as the greatest novelist of the Victorian period. During his life, his works enjoyed a very large fame, and by the twentieth century his literary genius was broadly acknowledged by critics and scholars. His novels and short stories continue to be widely popular.

Charles spent time outdoors, but also read eagerly, especially the Picaresque novels of Tobias Smollett and Henry Fielding . He retained good memories of childhood, helped by a near-photographic memory of people and events, which he used in his writing. His father's brief period as a clerk in the Navy Pay Office gave him a few years of private education.

Dickens left school to work in a factory after his father was thrown into debtors' prison. Although he had little formal education, his early experience drove him to succeed. Over his career he edited a weekly journal for 20 years, wrote 15 novels, 5 novellas and hundreds of short stories and non-fiction articles, lectured and performed extensively, was a unique letter writer, and campaigned vigorously for children's rights, education, and other social reforms.

Dickens sprang to fame with the 1836 serial publication of *The Pickwick Papers*. Within a few years he had become an international literary figure, famous for his humor, satire, and keen observation of character and society. His novels, most published in monthly or weekly installments, pioneered the serial publication of narrative fiction, which became the dominant Victorian mode for novel publication. The installment format allowed Dickens to evaluate his audience's reaction, and he often modified his plot and character development based on such feedback. Dickens often wove in elements from topical events into his narratives.

The hard and often cruel working conditions made a lasting impression on Dickens and later influenced his fiction and essays, becoming the foundation of his interest in the reform of socio-economic and labour conditions, the glory of which he believed were unfairly borne by the poor.

Charles Dickens published over a dozen major novels, a large number of short stories (including a number of Christmas-themed stories), a handful of plays, and several non-fiction books. Dickens's novels were initially serialised in weekly and monthly magazines, then reprinted in standard book formats. Among them are : *The Posthumous Papers of the Pickwick Club*, *The Adventures of Oliver Twist*, *The Life and Adventures of Nicholas Nickleby* , *Dombey and Son* , *David Copperfield* , *A Tale of Two Cities* and *Sketches by Boz* .

He died at Gad's Hill Place on 9 June 1870. (Wikipedia, 2013: int.)

#### **4.5.2 Literary style**

Dickens loved the style of the 18th century Picaresque novels which he found accidentally on his father's shelves. His writing style is marked by a unique linguistic creativity. Dickens worked intensively on developing arresting names for his characters that would match with associations for his readers, and assist the development of motifs in the storyline, giving what one critic calls an "allegorical impetus" to the novels' meanings. To cite one of numerous examples, the name Mr. Murdstone in *David Copperfield* conjures up twin allusions to "murder" and "stony" coldness. His literary style is also a mixture of fantasy and realism.

Dickens worked closely with his illustrators, supplying them with a summary of the work at the outset and thus ensuring that his characters and settings were exactly how he imagined them . Dickens is regarded as the greatest creator of character in English fiction after Shakespeare . His characters were often so memorable that they took on a life of their own outside his books.

Dickens was the most popular novelist of his time, and remains one of the best known and most read of English authors. His works have never gone out of print, and have been adapted continually for the screen since the invention of cinema, with at least 200 motion pictures and TV adaptations based on Dickens's works documented. Many of his works were adapted for the stage during his own lifetime and as early as 1913, a silent film of *The Pickwick Papers* was made. (Wikipedia, 2013: int.)

### 4.5.3 Background

According to (Dickens:2005:5) Dickens's Story , *Oliver Twist*, took place in London in the 1830 . During the Industrial revolution , at this time , Great Britain was the largest city in Europe . Many rich people had expensive houses and they had best food and drink . However, most people lived in poverty . These people lived in small dirty houses and didn't have enough to eat . Most of the people became criminals .

Dickens's second novel, *Oliver Twist* (1839), shocked readers with its images of poverty and crime: it destroyed middle class ideas about criminals, making any pretence to ignorance about what poverty entailed impossible.

In *Oliver Twist* Dickens provides readers with an idealised portrait of a boy so inherently and unrealistically 'good' that his values are never

changed by either cruel orphanages or coerced involvement in a gang of young pickpockets.

#### **4.5.4 Setting**

The story of *Oliver Twist* is a dark tale of corruption, poor living conditions, and the terror of unanticipated violence. The novel took place against a background that was by degrees appropriately lifelike . Clime and bad behaviour seemed, inescapable. Even the elements conspire to mark the dismal atmosphere; the weather was often bitterly cold, and rain and fog were frequent. Because criminals were thought to be creatures of the night, a large amount of significant action that took place after dark. Sunlight rarely penetrates their gloomy world .

The novel deals mainly with poverty and crime the results of violating the rules and practices of social awareness and compassion. The criminal elements in the novel represent the outcasts of society who moves inside crumbling ruins. These structures represent the tottering institutions that have helped to deform their lives. In Dickens's descriptions, the words "neglect" and "decay" recur insistently. And it has been the neglect of human values that has fostered the spiritual decay that is so clearly reflected in the neighboring surroundings. (CliffsNotes, 2013: int.)

#### **4.5.5 Plot Summary**

Oliver was born in a workhouse in England . His mother died just after his birth . Oliver spent the first nine years in a badly run home for orphans . As staying in a work house for adults, other boys bullied him to ask for more . Mr. Bumble , offered five pounds to any one who took him as apprentice . Then Oliver ran away to London . On the way, he met a boy who took Oliver to the criminal Fagin who trained orphan boys to



steal . After training, Oliver was sent with two boys . Oliver was horrified and ran off . Mr. Brownlow, took Oliver to his home and nursed him . Mr. Brownlow treated him very kindly and tried to integrate him in the house. But Bill Sikes and Nancy, Captured Oliver and returned him to Fagin who sent Oliver to assist Sikes in burglary .

Then Oliver was taken by Mrs. Maylie and her niece Rose . But Fagin and Monks were set on recapturing Oliver . Then it was revealed that Oliver mother's left behind a gold locket . Monks destroyed that locket .Then Nancy met Rose and informed her of Fagin's designs , but a member of Fagin heard the conversation . After that Sikes murdered Nancy then hanged himself .

Mr. Brownlow, with whom the Maylies had reunited Oliver confronted Monks and passed the truth which revealed that Monks was Oliver's half brother so Monks had been pursuing Oliver in hopes of ensuring that his half brother was deprived of his share . Mr. Brown low forced Monks to sign Oliver's share to Oliver . It was discovered that Rose was Agnes's sister. Fagin was hung for his crimes. (SparkNotes, 2013: int.)

#### **4.5.6 Culture Conflict**

1. The Failure Of Charity: Much of the first part of Oliver Twist challenges the organization of charity run by the church and the government in Dickens's time . The system Dickens describes was put into place by the poor law of 1834, which decided that the poor could only receive government assistance if they moved into government workhouses. And workhouses did not provide any means for social or economic betterment .Also Dickens points out

the official who ran the work houses clearly violated the values they preached to the poor .

2. **The Folly Of Individualism** : During the Industrial Revolution , Victorian Capitalists believed that society would run most smoothly if individuals looked out for their own interests . This philosophy comes from a man like Fagin . The folly of this philosophy is demonstrated at the end of the novel .
3. **The Countryside Idealized** : All the injustices suffered by the poor in *Oliver Twist* occurs in cities . When the Maylies took Oliver to the countryside , he discovered a new existence . Dickens asserts that even people who have spent their entire lives in close and noisy places in the last moment of their lives, to find comfort in half-imagined memories of sky and hill .Oliver and his new family settled in a small village at the end of the story as if happy ending would not be possible in the city. (SparkNotes, 2013: int.)

#### 4.5.7 Characterization

- **Major Characters**

1. **Oliver Twist** : The novel protagonist . He was an orphan , Dickens uses his situation to criticize public policy towards the poor . His true identity is the central mystery of the novel .
2. **Fagin** : A criminal who took in homeless children and trained them to steal . He rarely committed crimes himself .
3. **Nancy** : One of Fagin former child pickpockets . She was also Bill's lover.
4. **Rose Maylie** : Agnes Fleming's sister , raised by Mrs. Maylie after the death of Rose's father .

5. **Mr. Brownlow** : A gentleman who served as Oliver's first guardian . He owned a portrait of Agnes Fleming .

6. **Monks** : A sickly, vicious young man . With Fagin, he schemed to give Oliver bad reputation .

- **Minor Characters**

1. **Bill Sikes** : One of Fagin's men . Very bad and cruel . He was Nancy's lover .

2. **Mr. Bumble** : The beadle for the work house where Oliver was born .

3. **Agnes Fleming** : Oliver's mother .

4. **Mrs. Maylie** : A kind, wealthy older woman and adoptive aunt of Rose .

#### **4.5.8 Evaluation:**

Dickens wrote this book to reflect the social life in the eighteenth century and as a social reformer wrote this book for the sake of orphans . This -of course- needs reviewing by teachers for students to understand .

#### **4.6 Analysis of The Prisoner Of Zenda By Anthony Hope**

##### **4.6.1 Author**

According to (Hope:2005:4) Sir Anthony Hope Hawkins was born in London 9<sup>th</sup> February 1863 . His father was the headmaster of a school from 1881 to 1883. Anthony Hope studied at Balliol College in Oxford University . In 1887, he became a lawyer in London.

After 1895 Anthony Hope did not work as a lawyer. He became an author .He wrote many plays and stories .His most famous stories are :

*The Man Of The Mark* (1890) , *The Prisoner Of Zenda* (1894) and *Robert Of Hentzan* (1898) .

Many plays and films were made of Anthony Hope's stories . Films were made of *The Prisoner Of Zenda* in 1913, 1922, 1937, 1952 and 1979. He died on the 8<sup>th</sup> July 1933 .

#### **4.6.2 Background**

According to (Hope:2005:5) Time was 1893 . Place : The Country Of Ruritania , Somewhere in central Europe . *The Prisoner Of Zenda* is a romantic story . And it is an adventure which happens in Ruritania . Ruritania is not a real country also there is no town called Zenda .

#### **4.6.3 Plot Summary**

On the eve of the coronation of King Rudolf of Ruritania, his brother , prince Michael, had him drugged. In a desperate attempt not to give Michael the excuse to claim the throne . Colonel Sapt and Fritz Tarlenheim attending the persuade of his identical cousin Rudolf Rassendyll, an English visitor, to impersonate the King at the coronation . The unconscious king was abducted and imprisoned in a castle in the small town of Zenda . There were Complicated plots and counter-plots, among them was the schemes of Michael's mistress, Antoinette de Mauban , and those of his dashing but henchman Count Rupert Hentzau . Rassendyll fell in love with Princess Flavia, the King's betrothed, but could not tell her the truth . He determined to rescue the king and leads an attempt to enter the castle of Zenda . The king was rescued and restored to his throne , but the lovers , in duty bound , ought to part forever (Wikipedia, 2013: int.)

#### 4.6.4 Culture Conflict

1. The struggle between good and evil :The good and the right characters are represented by Rudolf Rassendyll, King Rudolf V , Colonel Sapt and Fritz . The evil are represented by Duke Michael , Rupert Hentzau and The Famous Six . Despite all the efforts of the evil-doers, the good persisted and peace was restored . The good always triumphs in the end and beats the evil .
2. The friendship and loyalty : The friendship between Rudolf and King Rudolf V , prompted Rudolf to risk his life to save the King and his throne . There was also the loyalty of the King's advisers ,ColonelSapt and Fritz .
3. The love and honour : The love between Rudolf and Princess Flavia was true but they were forced into making a decision between love in the name of honour and duty to the King and country .

#### 4.6.5 Characterization

- **Major Characters**
  1. **King Rudolf the Fifth** : King of Ruritania who loved good wine and hunting . Not respected by many of his people as he was always abroad . Kidnapped and imprisoned by his brother , Duke Michael . Saved by Rudolf and regains his throne .
  2. **Colonel Sapt** : The King's chief adviser . Short and stout with grey eyes . Dutiful, loyal and faithful to King Rudolf . Persuaded Rudolf to impersonate the King to save his throne .

3. **Rudolf Rassendyll** : He was a rich Englishman , age 29 years old . Well-educated and intelligent . Agreed to impersonate Rudolf the Fifth to help him save his throne . A man of honour. Fell in love with Flavia but sacrificed his love for the sake of the King .
4. **Princess Flavia** : She was King Rudolf 's cousin, beautiful young woman . She was to marry King Rudolf but she fell in love with Rudolf Rassendyll . She hated Black Michael and his Six-men
5. **Black Michael** : He was the duke of Strelsau . He was the half-brother of the King Rudolf the Fifth . He made a plot to drug the king on the eve of his coronation , so that he could not attend the coronation . He had Six men to carry out bad plots .

- **Minor Characters**

1. **Fritz Tarlenheim** : One of the attendant of king Rudolf the Fifth . He was young and handsome . He was loyal and faithful to the king Rudolf the Fifth .
2. **Johan** : He was a servant in the Duke's castle . He wanted to marry the Inn keeper's daughter . He was polite and friendly .
3. **Rupert Hentzau** : He was one of the Six . He was young and good looking . He was not polite .

#### 4.6.6 Evaluation

The story is full of life and events . It has rich imagination and beautiful scenes . It is exciting . The language used is an easy and straight forward. Nevertheless, the conflict over ruling the country and the plots

particularly against the prince and the alcohol drinking contradicts with our social and religious life .

## **Chapter Five**

### **Conclusion**



## 5.0 Introduction

The aim of this study is to assess the suitability of the six literary textbooks assigned to be taught to secondary school students, in terms of certain factors such as the students' needs, literary background, culture, traditions, religion, the students' language abilities and the fitness of these books with the rest of the taught syllabus i.e. the SPINE series .

In the light of these points the researcher has asked some questions which are related to the subject matter under study . In this simple attempt, the researcher tried to go over the questions which are designed as a framework for this research aiming to come up with reliable answers .

The questions read as follows :

1. To what extent are the literature textbooks assigned to secondary school students suitable regarding the students' age , language level and cultural background ?
2. How far are the themes of the textbooks relevant to the students' context ?
3. How are the textbooks linked with the rest of the syllabus components in terms of vocabulary , grammar and discourse ?
4. Are there some harmful cultural aspects in these textbooks ?
5. Do teachers have enough available time to teach the textbooks in the classrooms ?
6. Are there available resources to help teachers exploit these textbooks ?

The researcher has noticed that literature is an important device to teach the language, since it promotes interest and motivation to language. But there is a contradiction, because most of the books selected for the students are to a great extent unsuitable. This is due to the various differences of the learners and their attitudes towards these books. On the other hand, the language of some books seemed to be old fashioned or slang the factor that makes the students get bored . Concerning the culture, it is obviously noticed that it is completely different from the students' including the African fiction *Things Fall Apart* . Also students' background about foreign literature is so limited . Another factor that leads to make students neglect these books is religion which is also different . Moreover, the life style of the stories ultimately contradicts with the Islamic culture . Moreover, there is some times a gap between what is learnt in the English taught syllabus i.e. the SPINE course and what is learnt in these textbooks . Adding to these , the vocabulary and structures do hinder the learner's desire to enjoy reading the stories because the level of their knowledge is not considered properly . The themes of the texts may suit in some way the students since human beings all over the world share the same experiences, feelings, reactions and motivation, but they are not relevant to the students' context . In addition to that, the characters and their names are different compared with their context and environment, accordingly it may decrease the pleasure of reading, disturb and confuse the students .

Finally, the researcher would like to draw attention to a very important point . Since reading literary work is forward-bound, readers can anticipate what is to come . Thus, it is

essentially important to allow time for readers to satisfy their curiosity or imaginative anticipation so that they can enjoy the text .

On the light of this discussion , the researcher comes up with some findings and recommendations which the researcher hopes will be beneficial to the field of English language teaching .

### **5.1 Findings of the study**

1. Teaching literature is of great importance and this is due to its unquestioned usefulness .
2. The selected texts are to a great extent unsuitable for the students to cope with , regarding their age, language level, culture, literary background and religion .
3. The themes of the textbooks are not relevant to the students' context .
4. There is a vocabulary and structure gap between what is learnt in the English syllabus and what is learnt in these textbooks .
5. The culture is completely different from the students' culture.
6. There are some harmful culture aspects that do not suit the Islamic culture .
7. The language of some books seems old and slang .
8. Time given is not sufficient for the teaching of these textbooks .
9. Lack of teaching resources. Teachers depend on their own knowledge , experience and skills i.e. they just , chalk , talk and more often than not resort to translation .

## **5.2 Recommendations:**

The researcher has come up with the following recommendations:-

1. There should be careful selection of the literary textbooks to be taught in the Sudanese English classrooms considering the factors that help students to cope with.
2. Proficient, efficient, knowledgeable, outstanding and experienced Sudanese English language teachers can undoubtedly write literature books which can smartly fit into the secondary school students' context to compensate for the present ones.
3. Adopting new ways of teaching literature instead of the traditional methods .
4. Making the teaching of literature more meaningful by involving the students in reading through interaction instead of just transmitting the events of the story .

## **5.3 Recommendations for Further studies:**

Despite the detailed description demonstrated by the researcher , it is worth mentioning here that, further studies in this field must be carried out to yield more specific fruitful ideas which would - hopefully – contribute to pave the way for attaining the ultimate goal of the teaching of literature in the secondary school English classrooms .

Further studies may also highlight current methods and approaches to be used in teaching literature more effectively in the English classrooms .

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