

Teaching / Testing English Literature through Eclectic Model

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Abstract: *Literature and culture are involved with each other to mould the community and the style of life. Sometimes it is not easy mission to differentiate between literature and culture: who makes the other? Teaching literature requires unique skills that may mingle between two or more techniques or approaches and let them working together to motivate the students to participate in the class and stimulate their critical thinking. This article highlights the scio-cultural and personal experiences in the life of students of literature to encourage them to be creative and effective participants in the class and get them out of the traditional circle of teaching. No one can underestimate the influence of literature with its different areas: novel, short story, drama and poetry in shaping the personality of the students and reconstruct their identity according the cultural and social variables studied through literature courses. Through class room teaching models and different types of examination questions that lead the students to recognize well different types of questions and how to answer such literature questions of examinations. This article proves the significance of using appropriate approaches in teaching literature that assist in reconstructing the identity that matched with the cultural, social, religious values of the community. To depend on one technique or an approach would be ineffective to create a person comprehends literature and life.*

Keywords: *teaching- testing- eclectic- literature- Scio-cultural- approach-techniques*

1. INTRODUCTION

Teaching literature is not an easy task. It requires skills and knowledge that construct the identity of the students. What do students need to comprehend during teaching literature? Do we need students to be informed about the western text or eastern text to demonstrate his capability in the day of examination? The objectives are very significant? On the bases of objectives of the course, we may mould our objectives and our approaches which direct the students to the pathway we need them to go through. Many problems are faced by the teacher of literature and many questions every day we have to receive from the students. Why do we study literature? Literature is just fiction mixed with exaggeration in the best state and mixed with lies and science fiction in its worst, it sometimes hard for the mind of human being to imagine or believe it. The horror movies and science fiction movies still engraved out in our minds to make some of the people deny but reject the benefit of teaching literature or being filmed. To teach literature, particularly English literature or American or other literatures which do not meet with our cultures or values as Arabs or Muslims make some academic leadership in some conservative countries to impose or restrict using such English texts even if they represent the target literature or the teacher requires to teach in the class as recommended by the course description. Some conservative students who live in closed countries or the country which claims their commitment to religious values and social traditions, they could not accept receiving the foreign literature that may not reflect the Arabic and Islamic identity. Many times, the teacher in conservative families finds himself responsive to the administration's request to change this or that novel or English text, whatever it is, because such texts do not reflect the Islamic and the Arabic values or may not help in shaping Arabic and Islamic identity which the academic leaderships look forward to. Carter argued (2006) "Analyzing a work of literature from whatever theoretical perspective also requires rigorous attention to evidence" (19).

What are the approaches should be used in the classroom to teach the students of literature in the countries which do not give much attention to the foreign literature as they like to implant their culture and their cultural values in the lives of students? Teaching literature is not easy mission as

some people expect. The teacher requires being smart to twist the text to fit the cultural, social, political and historical facts of students' country. Teachers may comprehend many approaches that make his task easier and let the students and the administration of the institutional organization welcome his techniques and style of literature teaching. The best model of teaching literature is enforced by the necessity of the era and the culture of the students. There is no best model for ever, what is today is the best, tomorrow will become traditional and from the past. What is best for this country may be worst for the other. The teacher should explore the need and the objective of the syllabus, what does the teacher need the students to understand by the end of the class? Is the task to let the students recognize knowledge about the western literature? Whether British or American, or the task is further than this limited vision which may not serve the culture and the identity of the students which the community would not admit to be molded in a western style. What approaches that may work in one country, it may not work in another country according to the cultural variables, values, philosophical visions that are involved with religion and culture and other social traditions. Culler (2000) argued "Theory is the theory and cultural studies the practice. Cultural studies are the practice of which what we call theory for short is the theory" (42).

The approach in teaching should be selective according to the area of teaching. Is it a novel, a short story, a poem, or a play? What is the type of this text? What does this text represent? Is classical, colonial, postcolonial, modernism or post modernism...etc.? What is excellent for a romantic novel may be not fit with tragic or science fiction? What approach is better for a play, it would be inappropriate for the poem? The teaching approaches of literature are open to be used but the text and the teacher are the controller which leads the teaching/ learning process to best or to worse. The model/models of teaching that lead/s the students to critical thinking, participation, motivation, or creativity, this is the effective model. It could be changed according to the requirement of the text or the requirements of the scio-cultural needs. Globalization, hybridization, hegemonization, secularization, internationalization and the telecommunication tools which change the world into small village, would not make the teacher's task easy. The east is influenced by the west and the west exports the technology and their materialistic civilization to the east. It is easy to find what someone curses today about the west, another one may glorify tomorrow. The wheel of transformations is running fast and the east every year but ever day receive the new from the western civilization, whether in the area of technology or in the area of literature, or economics or politics. The east may not be able to surround itself with a protective siege to halt the influence of the western culture which has been exported to the east every day. The question is how we may belittle the influence of the other cultures taught in the classroom and through their English texts? This is the question: what are the approaches that may move the students to their world, world of their culture, Islamic and Arabic values? How does the teacher through a western text or an English literary work create an atmosphere that make that comparison which make students as much as they want to appreciate the English Culture? They reconsider what they have in their scio-cultural area. To put students in a real experience through presenting their own experiences using multimedia as an innovative technology but assist students to do the presentation. Sometimes the teacher has faced a problem with the multimedia it becomes the tool of dependence for some teachers and students. Students sometimes misuse the technology by depending on the data show only and the students do not comprehend the real use of such technology. Beach and others (2011) pointed out "another practice involves cortically analyzing text by applying different critical lenses to texts- reader- response, feminist/gender, Marxist-social class, archetypal, deconstructionist, postmodern..." (30). The article is going to trace some approaches could be used in teaching English literature or in teaching English as a foreign language in general.

2. SCIO-CULTURAL APPROACH

Cultural model is a model which concern with the cultural norms of the community which students live in. Savvidou pointed out that "by using such model (cultural model- my clarification) to teach literature, we not only reveal the universality of such thoughts and ideas but encourage learners to understand different cultures and ideologies in relation to their own" (p. 3). This one of the advantages of exposing students of literature to different texts in other languages to let them familiar with the other cultures, but the academic leadership is very careful to maintain

the basics of cultural values of the community which could be dissolved during teaching literature in the classroom. As much the teacher needs the students to appreciate the English literary work, they need them to consider their own in their daily lives. If 'scio' is added to the culture to make more stress on the social and cultural values together to be a part of students daily lives. Which culture we require to stress in the classroom, the target culture exposed in the textbook or the students' culture and religious values, whatever, these values Islamic or Christian or other religious concepts adopted by the community?

The significance points what I need the students to grasp in such literature lesson. What is the target culture, the western or the community culture or both alike? Some teachers would discuss the English text as it is without focusing on the community culture or without attempting to avoid the negative concepts that are different in content from the culture and social context of the community. As the teacher requires exposing to the students the western culture argued in the literary work, whether this work as a poem or a play or a novel or a short story with focusing on the differences and the positive and the negative in this text. It is easy to the teacher to give students an opportunity to share their ideas and their views concerning the target text. How do the students evaluate the text and how do they look at it from religious and cultural perspectives? Students' views will reflect the extent of their influence with such culture discussed in the text. I'll give you example for the reader. When a student read about dates in an English novel or in the target text, let a student expresses his own reaction towards such cultural concept or drinking wine or having a boy friend or a girl friend in the western culture. How does the community look towards such concepts from their Islamic or Arabic context? This is the question what we need the students to grasp to make him familiar with the western culture argued in the western text or students are required to move to further concept that may enhance their values and let them at the same time familiar with the western culture and their style of treating their problems. The issue is thorny. It is not the matter of teaching students a poem to only entertain them. It is necessary to implant in the mind of the students the values and concept we need them to familiarize themselves with.

Teaching literature is not like other courses, what the literature teacher faces in his different stages of teaching for different segments of students. The writer of this article and through his decent experience in the field of teaching literature, he has to face many questions why we have to study literature, for some students it is only a reflection of imagination, even if there is something touches the reality of the community, it will mingled with imaginative products and exaggeration. Students require recognizing the value of literature as a source of education and a source of refining the passion of human being towards himself/herself and towards life in general. Literature is a great teacher that modifies the negative attitudes or it could be a good message to the people if it has been carried out in its appropriate way. What deal with in our daily life is a reflection of the literature production, movies and what most we watch on TV, is a product of literature. Literature becomes the pioneering in the lives of the people. The student or the reader of literature in general would be influenced by the literary work and sometime he may imitate or act as the hero or the protagonist in the novel, in the worst, he may act as the evil character in the literary work. Here the role of the teacher comes to enhance the positive values that match with his religious and cultural context, away of exaggeration or complication.

The message of literature is great and the teacher supposes to recognize how to run his class without adopting an approach forever. The best teaching in the class to let the situation and the text leads your discussion, namely, what the text presents require to be the leader to the best approach to your techniques and to your teaching. Sometimes the teacher would apply more than one traditional approach. Let the students argue and express their opinions regarding what they read in the text. If the text presents specific concepts for the eastern or western community, what values require stressing in the text? The best the teacher addresses the text according to socio-cultural values and the religious values that may raise the good citizen who recognizes well his religious and cultural values.

The teacher of literature needs to realize well what he needs to stress in the class. Out of my experience, the conservative community which considers the Islamic values in their objectives would object to teach the western text or novel for ethical consideration, claiming it is not establish the cultural values of the community as it destroys them. This is the problem to be in a

community look only to the negative point addressed in this literary text. However, the teacher even in such text could stress the positive or at least let the students familiar with the western values or open life. The students require looking at the universality of the literature and how the international community looks at the international values. Here no problem to let the students realize the cultural and religious values of the world. Let them make that comparison between what his culture presents and what the other culture presents. The process of hybridization invades the globe; it is not easy to close your door before such international concepts. The world becomes a small village, what is invented in west become common in east in dint of the telecommunications technology.

How do the students look at and evaluate the literary text? They look at the literary text as a product or a source of information that helps them to pass the exam. The literature teacher requires to create in the students the love of literature and he would connect the social, political, historical, cultural background of the text and how may connect such background with his community to let the students familiar with the international culture and the national one who are a part of it. The horizons with its different colors would be opened before the students to share their views and evaluations to what they read or discuss in the class, the more they participate, the more they enjoy reading and tasting literature, the more they are connected with the culture and community, the more they understand and value literature. Carter (1988) considers the information- based approach. The critics who are concerned with teaching literature have addressed many approaches and every one of them has his reason and perspective that may succeed in one class and would not be effective in the other one. Lazar (1993") pointed out the significance of the content and this requires the circumstances which the literary text was written to be stressed. Language based approach may be helpful for the teacher who likes to stress teaching language; however, not in all classes this approach will be effective. Carter and Long elucidated the language based approach to study the relationship between language and literature. This may help students to improve their language proficiency through simplified stories and novel and other area of literature. Literature in such classes is used to support teaching language and it is used as a source of language teaching. Language model assists students to search for specific linguistics figurative language and its aim to be more learners' centered.

3. PERSONAL GROWTH MODEL

Carter and Long (1991) relied on making a link between literary text and the culture, whether the culture of the text, or the culture of the community if the text is written in different languages and different cultures. The literary text is placed in specific context that makes it easy for the students to grasp and simultaneously to familiarize students with such inter/national context. The teacher directs students to the cultural concepts he wants to enhance in the literary text. The teacher is the controller and may stress the context of the text to serve the students' own culture or the culture of the text of itself that may be different from the students' own culture. The two cultures are argued together in the literary text to inform students about the other culture and convention, at the same time, develop their knowledge about the culture and the community of the literary text. however, the teacher would let the students share their ideas regarding the literary text, evaluate the text and compare with their own culture and community to stress the social, cultural, political, historical issues argued in the literary text. Students may make a bond between their personal lives in attempting to create their own literary work as trying to write a simple poem or a simple short story that may narrate and support the same themes of the novel or the literary text argued. Such attempts would refine the students' linguistic and literary skills. By giving an opportunity to the students to interact with the text, it enhances student's language competence and develop their literary skills. As much as the student is connected with the literary text, as much as they enjoy reading the literary text. Students by sharing their own writings, their personal achievements with small community which represents the classroom, they can imitate the literary text by writing something similar to such literary text focusing on their own social, cultural, and religious values that may are different from what they read in the literary text. they may establish and stabilize their own culture and their ethical values matched with their own culture and beliefs. Through personal growth approach and the comparative approach which give student larger space to participate in appreciating. The literary text through student's personal growth creates love and loyalty to literature in his daily activities, even beyond of the walls of the classroom. This approach develops students' critical appreciation and assessment skills that prepare the student to

well critical appreciation and well reading of the literary text. Langer (1994) argued "A literary orientation involves 'living through the experience'. It can be characterized as exploring horizons of possibilities. It explores emotions, relationships, motives and reactions, calling on all we know about what are to be human." (2). In another place he discussed "instruction, the help that moves beyond students' initial impressions, involves scaffolding their ideas, guiding them in ways to hear each other—to discuss and think. Teachers need to be listeners, responders and helpers, rather than information-givers" (6).

4. INTEGRATED MODEL

Duff and Male (1990) relied on integration, linguistics, methodological and motivation elements of the literary text. It exposes students to the linguistics problems and how may form the sentences linguistically. Methodologically, e.g. it occurs by applying the technique of intensive and exhaustive reading on the text. As soon as students find their pleasure and their personality in discussion, undoubtedly, they find motivation and a desire to continue reading the literary text.

The text itself will lead the teacher to select the appropriate model/models to be used in classroom and the target students are one of the determinants of using the best model that match with the student's requirements. If the students study their own literature in their own language, the task will be easier. Students in such situation are familiar with the language and the culture of the text. However, if the language and the culture of the text are entirely different, for instance teaching English literature for Arab students, the argument and discussion in the classroom require paying students' attention to the differences in culture and the language between their own culture and the culture of the text. Students may be encouraged to share information about their own appreciation and comments of the text and how they assess such text. Students favor traditional approaches that make them mostly good listeners to their teacher in the class and simultaneously they find themselves helpless to argue the text through critical thinking and creative discussion. Some teachers would not give students an opportunity to value the text through their own vision and understanding.

The teacher is required to let students enjoy evaluating the literary text and all students need to participate in discussion to create this sort of bond between students' vision and the reality of the text. Students may lead the discussion to feel motivated and their assessment and appreciation would reflect their Scio-cultural concern. If the text in different language and culture such as English literature class, teacher directs the students to eclectic model that fit with their concern. Namely, students may use Scio-cultural approach, comparative approach that grant students an opportunity to compare their own culture with the culture discussed in foreign literary text. Students are given freedom to probe into the advantages and disadvantages of the cultural concepts argued in the literary text. The context of the literary text and the message behind the lines would lead students to the axis of discussion. For instance, George Orwell's novella, *Animal Farm*, 1945 tells us about socialism and its philosophy. The message of the novella is to expose the readers to negative side of Marxism and socialism. The text reflects the reality of socialism and Marxism. The author introduces the story through the mouths of animals. Discussion for this novella would take a political direction because the stamp of the literary text discusses the reality of socialism and communism in the world communities, particularly, in defunct Soviet Union.

The political and Marxist approach is appropriate approach might be used to trace the advantages and disadvantages in such critical theory. The story is presented from negative approach that make the reality of callers for sort of life under socialism or communism questionable. This critical theory believes in freedom, equality and distribution the wealth among the community individual fairly, however, when that oppressed and over trodden class reach the rule and becomes a decision maker, they would forget their claims of justice and equality. They may maintain such privileges to themselves "all animals are equal but some animals are more equal than the others", this political novella discusses very significant concepts of socialism and Marxism which are represented in negative image. Here students may lead the discussion of the political approach and they may compare this world of the novel to his political world in his country. The striking topic *Animal Farm* is political that would reflect the historical, religious, and scio-cultural values of the community. The particular methods and the critical approaches employed in the text may lead the teacher and the student in classroom discussion. Developing responses, role acting, dramatic acting, rewrite the text with varied tasks, writing students own

experiences in a form of a poem or a short story of novel, slide show for his attempts in literature writing would help students and motivate them to be better in the class of literature.

Here the teacher in the literature class motivates students to argue such concepts and compare them to their own ideology rampant in their community. Students are given an opportunity to appreciate the literary text. Orwell's novella is English text and it exposed specific ideology practiced in some communities in the past. The ideology discussed in the literary text would not introduce the author's culture or his community ideology; however, it reflects a fact in a piece of fiction to elucidate the reality of such concepts discussed in the text. The author is English; the theme argued in the novella is about an ideology practiced in other countries. Arab classroom discusses such text related to their own values, their own beliefs and their community ideology. Another example may be taken to show the reader how the text sometimes controls the discussion in the classroom. Let us take Emily Bronte's *Wuthering Heights* as an example. Discussion for this literary text would be led by the scio-cultural concepts that put a gap between a higher class and the lower one, between the White and the Black, the community culture in the literary text would not admit the social bond between a black man and a white woman. Heathcliff as black and has no origin and he represents the lower class in the novel of *Wuthering Heights* could not be accepted in the community. Mr. Earnshaw accepts the boy out of kindness and mercy but the common look towards such black people is reflected in the ill treatment of Hindley and Edgar and the rest of the community. This negative look of the community towards the black people makes them feel discriminated and spend their life thinking how to take revenge from the community. Here the discussion in the class room would be led by the soci-cultural approach and the comparative approach that would lead student to compare between what they find in their community and what the text exposes to them. Students would be motivated to discuss such issue and to what extent they find such issues in their community.

Moreover, literature would be used in teaching the foreign language, the target language. Here the teacher gives more attention to the target language and literature may be used to teach students the language and motivate them to study the target language. The language teachers use literature as a tool of teaching the language itself. They may give students simplified stories that are differ from a level to another. The purpose is to let student grasp a language through studying literature: short stories, simplified novels, simple poems and writing their own simple stories and poems. This is seen in the language class and teaching English as a second language in the classroom. When literature becomes a target to let students familiar to English culture and at the same time, the teacher attempts to avoid the cultural concepts that not match with student's culture and religion. Teacher pays the students' attention to the positives that fit their culture and belief and simultaneously let them compare such concepts addressed in the literary text to their own cultures and values. Students may be familiar to the western culture discussed in the text; however, it does not mean to imitate the western culture in their personal lives. Tyson pointed out (2006) "we focus, instead, on the reader; on the ideological, rhetorical, or aesthetic structure of the text; or on the culture in which the text was produced, usually without reference to the author" (2).

The classroom lesson objectives are important and they will lead the teacher in the class room and they will be an indicator to put the exam questions. What the teacher does require from the students to comprehend through the target course? The harmony is required between the models used in the classroom to make the lesson clear in the minds of the students. The examination questions definitely serve the objectives and the model/models used in explaining the literary text. The teacher intends to encourage students to participate and appreciate the literary text; their views and critical criticism would meet with welcome and appreciation. Here students may feel enjoyment and motivation in the literary classroom to participate and share their information about the message and concepts argued in the literary text. Having given an opportunity to compare what they find in their scio-cultural values and their religion to what they have found in the English literary text, they would be motivated to make that comparison.

5. LITERATURE COURSE EXAMINATIONS

The literature class includes novel, short story, drama; poetry and every one of the literature areas require special attention and different types of questions. Teachers may give students many types of questions throughout the semester classes by giving them regular exams or quizzes or mid semester examinations. By the end of the semester students would be familiar to the types of

questions and the teacher's techniques of putting the questions of exams for all areas of literature: novel, poetry, drama or short story. As much as the teacher requires to familiarize students to the types of questions as they find examination questions easy to be answered, not only the answer that help students to get a high score in the final exam, but also they enjoy answering exam and they leave the examination hall happy and motivated to continue reading literature and enjoy literary works. If students come to the end of semester and they have no idea about the techniques and types of questions, the teacher may be a part of the students' problem who spend their time asking how to answer this question or that question. To familiarize students to the types of questions and give them an idea to answer the different types of questions through the classes of literature, it does not mean to open the gate for the students to cheat or previously prepare the answer of questions. It does not mean to give them the questions, but to let them understand the area of literature with its varied questions and techniques of answers. The teacher in literature does not need the students to memorize the answer as they have found in the internet web site. Some students like to memorize something from the book or the internet without giving himself/herself an opportunity to criticize and to probe into critical thinking. The good teacher who may not focus on one correct answer for some questions that need student evaluations, critical comment and appreciation of the literary text, however, students have to be released to express their views and own vision about this literary part or about one the literary work's characters. Students as they be able to elucidate what between the lines and their justified comments require to be appreciated.

6. TYPES OF QUESTIONS IN NOVEL

Students need to be exposed to varied types of questions in final semester examination or in regular or mid semester examinations or through different ways of assessments, whether through presentation or work paper or regular assignments. The objective of the literary course must be achievable in the questions of examinations. What does the teacher request from the student to gain through the literary course? There are many types of questions and some teachers favor the essay question for a literary course like a novel. However, the questions do need to be restricted to essay questions despite the significance of essay question in such course. Some students sometimes could not grasp and comprehend the accurate approach to the answers and the elements and ideas require to be addressed in his answers. As many students understand how to answer the question as he writes creative answers depending on his own vision to the critical comment based on critical thinking. Students through their assignments they need to prepare throughout the semester, he would make presentation for one the area of interest that helps him to get fast feedback whether from his classmates or from his teacher. Such assignments would assist student to be familiar with how can use different approaches to present his assignment about the novel or drama or other areas of literature. Let us take some types of questions. The course is Modern English Novel, let us take as example: Forester's *A Passage to India*. Versions of examinations may help the teacher to recognize the best for his students. It is not a rule as it is an experience gained through the history of teaching in different institutional organizations. These questions could be for regular examinations: weekly or mid semester or final semester. Some questions could be taken as quizzes at the beginning or ending of the class, with paying attention to the other techniques and methods of assessment throughout the time of the semester.

Novel Examination Questions

Type "1"

N Q1: Comment and evaluate critically ONE of the following quotations

- "Why can't we be friends now? said the other, holding him affectionately. It's what I want, it's what you want. But the horses didn't want—they swerved a part; the earth didn't want...the temples, the tank, the jail, the palace, the birds, the carrion, the Guest House...they said in their hundred voices. 'No. not yet, and the sky said, No, not there!!' "
- Madam, this is a mosque, you have no right here at all; you should have taken off you're your shoes; this is a holy place for Muslims. I have taken them off. You have? I left them at the entrance. Then I asked your pardon. Still startled, the woman moved out, keeping the ablution tank between them. He called after her, I'm truly sorry for speaking. Yes, I was right, was I not? If I remove my shoes, I am allowed? Of course, but so few ladies take the trouble, especially if they thinking no one is there to see. That's makes no difference, God is here."

How does student may go through the answer of such questions? if students are taught through the scio-cultural approach and cultural or political approach or postcolonial approach, definitely their answers would be led by such approaches focused on in the classroom throughout the semester and the type of the question and the argument required in the question would be as a clue for the students to go through the answer of the question by using an appropriate approach and the suitable analysis and argument. It is obvious in such quotations; you see the differences in culture, religion, values and beliefs. Student requires focusing on many points through their answers: 1- the speakers in the quotations? 2- the occasion 3- simple analysis to the lines of the quotations 4- students' critical comments based on his vision and critical thinking, based on his cultural and social approach. How do they see the words of the speakers? and how do they evaluate such words? Does a student agree on the speakers' words? Here students' culture and community values would determine their direction and they will lead his answers. The comparative and scio-cultural approaches would interfere in students' answers. How do students evaluate dr. Aziz's reaction to Mrs. Moor? And how Mrs. Moor does manifest her respect to other culture and custom despite Dr. Aziz and Mrs. Moor's different cultures, religions and nationalities? Students would compare between both religions; Christianity and Islam, between the western culture and the eastern one, between values for both sides. The first quotation exposes the constants in the lives of Muslims and their national spirit represented by dr. Aziz. Dr. Aziz does not want to accept friendship with his colonizers and enemies. The analysis for the first quotation may take the same elements already discussed in the second quotation. There are no standard answers, as the students are able to justify their answers and go through analysis critically as they gain the marks and their answers get distinctiveness. A student would be encouraged to express his opinions about the quotation and the literary text.

Type "2"

Q2: Write true (/) or false (x) at the end of the following sentences and CORRECT the false ones.

- The first part of *A Passage to India* is the caves in which the most important events happened. (.....).
- Mr. Fielding has invited Mrs. Moor and Adela Quedsted to visit the caves. (.....)
- The temple is a symbol of Muslims in India. (.....)
- Adela Quedsted left Dr. Aziz alone in one of the caves because of his impolite questions about her private life. (.....)
- Dr. Aziz shows more understanding for others' culture and religion, whether locals or foreigners. (.....)
- The aim of the bridge party is to bring the colonizers (British) and the colonized (Indians) closer to each other (.....)
- Dr. Aziz is accused of attempting to rape Mrs. Moor (.....)
- One of the most important settings of place in *A passage to India* takes place in the town of Chandrapore. (.....)
- The bridge party was given in the honor of Mrs. Moors and Adela Quedsted. (.....).
- The mosque in *A Passage to India* is a symbol of refuge and peace. (.....)

This type of questions may seem easy, but it needs students to have very good background about the details of the novel to answer such questions. Correction of the false ones assist the teacher to recognize if the student answers the question according to the information he has or coincidentally he selects the correct answers.

Type "3"

Q 3: Give brief comment on TWO of the following statements

- We need to see the real India
- "Why do you and Adela want me to do, to go against my class, against all the people I respect and admire out here" Ronny said.
- "If it is fifty-five hundred years, we shall get rid of you, yes, we shall drive every blasted of Englishman into the sea."

How do students look at such words and statements? Students require explaining according to the background of the speakers in such statements in the novel. It needs to be explained according to his critical comment to such words.

Type "4"

Q 4: Write about ONE of the following topics

- *A Passage to India* is a novel of social misunderstanding and cultural conflicting, Discuss
- Trace Dr. Aziz's well representation of a good Muslim and his openness to the other cultures and religions in *A Passage to India*.

This type of questions is about the theme, about the message left by the literary text in a novel or a drama or a short story. Students sometimes become very reliable on website materials which are not always prepared by specialists. The second problem is the teacher may face in correcting the answers papers of the students students' dependence on the ready answer which would be prepared for different themes discussed in the same novel. Students require concentrating on the theme required to be discussed in the exam. For example, students are asked to write about misunderstanding and conflicting cultures in *A passage to India*. Students answer the question on their own way; however, the answer needs to include the main elements required in discussing the essay. They require writing an introduction for the same theme. Where they find such theme in the novel, the body of the essay may include the main points discussed in the novel about this theme, where students find this sort of misunderstanding and conflicting culture, how such topics appear in the novel. Students require tracing the main points in brief. Then student's initiates in analyzing and justifying his/her answers from the novel's main events discussed. The conclusion requires the students to write about his impression about such theme and the characters who are the core of such work.

Type "5"

Q 5: Write a character sketch about ONE of the following Characters

1. Ronny
2. Dr. Aziz

This type of questions spot the light on the life of one of the main characters or the protagonist in the novel. Students require introducing this character to the reader or the examiner; it is the identification card for this character. The answer of such question includes an introduction about the family, children, place, and his big family. The second point, he needs to focus on the main events in the novel or literary text which affects the life of this character or the events that left its influence on the life of this character in brief. The third, students go through the characteristics of this character: the positive or negative: how does a student recognize such characteristics, definitely from community surrounds the character how they see this character and how they describe his characteristics. It is not sufficient, a student describes the character with courage or patience or evil without supporting his answer with reasonable justification, take this example from *A passage to India*, Dr. Aziz is tolerant because he does not take revenge from Adela Quested after tarnishing his reputation. Many people wanted him to claim to the court to make Adela repay for her false accusation, but he refused to go through such issue. He treats the people from different culture and religion respectively. Students require supporting their answers by reasoning. Many good or bad characteristics, spiritual or physical will take their place in answer. The last point addressed in the answer of such question students evaluation and appreciation to such characters, how himself sees this character. Every one of students has his own vision concerning the character. It does not need here a student to agree with his classmates on his critical analysis but as he relies on the reasons and justifications for his appreciation, he would prove his understanding and his capability to answer such question or he would catch admiration of his examiner.

Type "6" (multiple choice question)

6- Circle the best alternatives in the following answers

- *A passage to India* is written by (Conrad- Forster- Hardy)
- (Ronny- Mrs. Moor- Fielding) represents the dark side of the colonizers.
- The temple is a symbol of (Muslims- Indians- British people) in *A passage to India*.

The teacher may use different types of questions, however, the best types of questions that depend on student's critical analysis that may be found in the essay questions. concerning literary text of drama, it may take the same types of questions

Types of Questions in Poetry (Yeats' *Sailing to Byzantium*)

PART I

1. Read the following verses carefully and answer ALL the questions

That is no country for old men. The young
In one another's arms, birds in the trees
--those dying generations—at their song
The salmon-falls, the mackerel-crowded seas,
Fish, flesh, or fowl commend all summer long
Whatever is begotten, born, and dies.
Caught in that sensual music all neglect,
Monuments of unaging intellect.

1. What is the theme of these verses?.....
2. What is the title of the poem taken from these verses?.....
3. Who is the poet?.....
4. To which generation does the poet like to join?.....
5. What are the two generations discussed in these lines?.....
6. For whom the poet uses "dying generation"?.....
7. What are the words used in the poem that refer to the sensual pleasures?.....
 - a.
 - b. Find out a metaphor and explain?.....
8. "that is no country for old men" which country does the poet mean?.....
9. Find out: a- alliteration b- rhyme words?.....
10. Write the rhyme scheme of the above verses?.....
11. What is the type of the poem?.....
12. Do you agree with the poet's views in these verses. Explain.....
13. Why does the poet call " Byzantium "a holy city"?.....
14. Paraphrase the abovementioned verses

PART II

Circle the best alternative

1. "do not go gentle into that good night" the good night in the poem is
 - a) Birth night of his father
 - b) Death night of his father
 - c) Wedding night of his father
 - d) Travel night of his father
2. William Yeats is an
 - a) Irish b- American c. African d. English
3. The unknown citizen is a poem by
 - a) Owen b- Yeats c- Auden d- Hughes
4. Anthem for Doomed Youth is
 - a) A sonnet b- A Petrarchan sonnet c- A Shakespearean sonnet d- A Ballad
5. Octave is
 - a) The first six lines in the sonnet
 - b) The first eight lines in the sonnet

- c) The second eight lines in the sonnet
- d) The fourteen lines in the sonnet

PART III

*Write true (/) or false (x) at the end of the following sentences and **CORRECT** the false ones.*

1. *Anthem for Doomed Youth* is a sort of criticism of the war which the poet has real experience of it (.....)
2. Do not go gentle to that good night is a poem tells us about the death of Owen's father (.....)
3. The unknown citizen poem discusses a democratic man style of life. (.....)
4. Yeats' poem of Sailing to Byzantium is a poem concerned with arts and philosophy produced by the intellect of wise men. (.....)
5. *The unknown citizen* is a satirical poem (.....)
6. The function of the sonnet is anti- love (.....)
7. Sestet includes six lines. (.....)
8. The thought –fox is written by Hughes. (.....)
9. Petrarchan sonnet includes fourteen lines (.....)
10. "Souls clap its hands and sing" the image in this line is simile. (.....)

Part IV

Define the following items

1. Sestet
2. Satirical poem

General Questions in literature assessment

1. Apply postcolonial theory on the main theme in *A Passage to India*
2. Discuss Yeats' *Sailing to Byzantium*' from cultural approach
3. Emily Bronte's *Wuthering Heights* is a novel about racism against black. Discuss with reference to postcolonial approach.
4. Write critical evaluation of the poem by using postcolonial approach.

The abovementioned questions are to show the readers some types of questions used in examinations. Some teachers may specify an approach or specific theory to be used in answering the exam questions. Evaluation of the students performance may take different ways: traditional way which the teacher relies on the direct questions with its different types of questions and could be used in different types throughout the semester such as quizzes, regular examinations, it could be weekly or monthly, however, the teacher should pay more attention to the papers and researches or assignment prepared by students and they come to the class to make presentation and they could get instant feedback from the teacher or his classmates. This way is as a modern way in evaluation students during the semester. It has many advantages for the students, it gives students sufficient time to collect data and information whether from reliable websites or from references in the library. It gives students confidence to talk and prepare well his assignment to exceed his classmates embarrassing questions about the topic and to be able to answer the inquiries of the teacher about the topic. Students may enrich the argument and discussion after the student's presentation. This modern technique in assessing students' performance has proved its effectiveness in motivating students and creating a confidence that make them look forward to participating in the classes. Students through these techniques of assessment feel permanent evaluation through different types of examination or through the papers or presentations, he requires to prepare throughout the semester, what is good for one course, it could be not effective in the others. The teacher is in charge to direct students to what they need to do regarding this course or that.

Continuous assessment is fair to let the teacher recognize well the capability of the students in this course and furthermore it would give students an opportunity to improve his level through varied types of examinations and assessments. Teaching/ Testing literature is not controlled by an

approach or one technique but the text and culture, and the community determine the policies and the techniques should used in the class and the general objectives of the instructional institutions and specific objectives of the literary course direct the teacher to select the best regarding the techniques and the approaches that put the identity of the students in the anticipated mould. As you change your techniques and your approaches as you help the students to get benefit from the course and familiarize them with many techniques and approaches that put them in the right track of studying literature. Regrettably some teachers could not change his style of teaching and his traditional way of teaching in the class that make students feel bored and they start to escape from studying literature or read about literature. The rule of teaching is eclectic and the questions of examinations are not limited to what is mentioned in this article. This article is to let the teachers of literature to reconsider their techniques, methods and approaches and the rule in teaching literature is no specific rule. As the teacher reaches students interaction and enthusiasm, definitely it is a mark of the right direction. Students' motivation in literature is creating by giving more chance to express themselves through the text and through research- led technique. The students who have skills in writing literature should be encouraged and the others let them try by writing simple short story similar to the one discussed in the class or writing a poem that imitate the poem discussed in the class, that argues perhaps the same theme in the short story or in the poem. Assessment and the creative writing of students, beside assignments, presentation, participation in discussion in the class, examinations with its different types and different times, may be taken as a part of assessment.

7. CONCLUSION

Teaching/ Testing literature is led by an eclectic approach that is determined by the need of the institution, its policies and its general objectives, the need of the students and the type of the text: a novel, a short story, a play or a poem, the needs of the course objectives, the text and the culture presented in it, is it an English text taught for Arab students, or an Arabic text? The culture and the community, sometime control your direction and the focus of the literary work may control your choice and your direction. Let students feel that they are a part of this literary work by making brainstorming, free comment, their own creative writing, presentation, and argument in line with reasons and justifications. The teacher may give students an opportunity to apply what have read in this piece of literary work on their lives, culture, and community. Let them touch the differences in culture, religion, and the community in general in comparing this target English text to their own culture and lives. Tyson (2006) discussed "critical theories compete with one another for dominance in educational and cultural communities. Each theory offers itself as the most (or the only) accurate means of understanding human experience" (3).

The literature teacher should be creative and follow the cutting edge in literary theories and approaches of criticism as a part of his academic interest. The techniques, methods used in the class and the continuous assessment of students and the different techniques of evaluating students, definitely it makes a difference in the classroom and in the lives of the students. Paying attention to the technicality of examinations, the form and the content of the paper of examinations, it makes literature desirable. Teacher requires putting in his mind that behind a literary work a message may be taught to the students. Literature is life and the experiences left by long and unique experienced persons to make a change in the lives of the students in particular and in the lives of the community in general. The message of literature should create a good citizen who always appreciates himself, his culture, his religion and his community. In brief, teaching literature is teaching identity, teaching culture and teaching life in general.

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