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The Role of Rhetorical Devices in Developing Third English Novel students

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ABSTRACT

The study aims at revealing the rhetorical devices difficulties in developing third English novel students at the Universities of Tikrit and Kirkuk. The population of the study is 161 from third year English novel students in Colleges of Education for Humanities at Tikrit and Kirkuk Universities, whereas the sample is 65 students. The questionnaire has been constructed and distributed to the third year students of English Department in the Colleges of Education at Tikrit and Kirkuk Universities. the questionnaire of students which contains (20) items, to be answered by the third year students.

The novels that are included in the questionnaire are :

1. "Wuthering Heights" by Emily Bronte
2. "Great Expectations" by Charles Dickens

The face and the content validity of the questionnaire have been ascertained. It has been submitted to a jury of ten experts in English language . The questionnaire has been applied to (65) students in English departments at the Colleges of Education for Humanities in English departments at Tikrit and Kirkuk Universities. In order to obtain its reliability.

Through the analysis of the results of the questionnaires. It has been found out that the students face many rhetorical devices difficulties in studying novel:

1. Difficulty in understanding rhetorical devices.

After the analysis of the results of the current study. It is recommended and concluded that rhetorical devices difficulties of novel should be focuse , explained , analyzed to students .

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دور الأدوات البلاغية في تطوير طلبة مرحلة الثالثة الرواية الانكليزية

الباحث: نجاة عبدالله محمد/ جامعة تكريت/ كلية التربية للعلوم الانسانية/ قسم اللغة الانكليزية

ا.د.عمره ابراهيم سلطان/ جامعة تكريت/ كلية التربية للعلوم الانسانية/ قسم اللغة الانكليزية

الخلاصة:

تهدف الدراسة الى الكشف عن دور صعوبات الادوات البلاغية في تطوير طلبة المرحلة الثالثة في الرواية الانكليزية اقسام اللغة الانكليزية كلية التربية للعلوم الانسانية في جامعتي تكريت وكركوك: التعرف على الادوات البلاغية في تطوير طلبة المرحلة الثالثة في اقسام اللغة الانجليزية في الرواية.

بلغ عدد الطلبة يبلغ 161 طالبا من المرحلة الثالثة للرواية في اقسام اللغة الانكليزية في كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك , في حين يبلغ عدد عينة الطلبة 65 طالبا .

من اجل تحقيق اهداف الدراسة . تم بناء الاستبيان وتوزيعه على طلبة المرحلة الثالثة في قسم اللغة الانجليزية في كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك.

وقد احتوى استبانة الطلبة على (20) فقرة , للإجابة عنها من طلبة المرحلة الثالثة. الروايات التي يشملها الاستبيان هي :

1. "Wuthering Heights" by Emily Bronte
2. "The Great Expectations" by Charles Dickens

استخراج صلاحية الاستبيان . بعرضه على لجنة تحكيم مكونة من عشرة خبراء في اللغة الانجليزية. تم تطبيق الاستبيان على (65) طالبا في اقسام اللغة الإنكليزية في كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك . من اجل الحصول على صدقه و ثباته .

من خلال تحليل نتائج الاستبيان . يواجه الطلبة العديد من الصعوبات البلاغية في دراسة الرواية:

1. صعوبة فهم الادوات البلاغية.

بعد تحليل نتائج الدراسة الحالية , عرضت الاستنتاجات والاقتراحات والتوصيات.

الكلمات الدالة: دور الادوات البلاغية، الرواية، طلاب الثالث.

Introduction

1.1 The Statement of the problem :

It is known that the novel is a narrative form that contains dramatic scenes and often the students forget what they learn from the characters and the events because the classical methods only teach them the plot while the language and the structure of the novel are neglected. The instructor's responsibility is to choose the correct and suitable method that enables his/her to pass to his students the idea of the novelist. The primary purpose of learning a foreign language is to acquire the ability to communicate ideas, feelings meanings and attitudes in thatforeign language (Nasr,1993:163).

The problem is that teachers at the Iraqi Universities try to do their best to achieve a successful teaching situation, but the rhetorical aspect of novel is

difficult, and problematic, so this study attempts to achieve this point. Therefore, this study tries to investigating the difficulties of teaching this aspect from the students perspective in the English Departments/ Colleges of Education for Humanities/ Tikrit and Kirkuk Universities, assess them and suggest new and more influential techniques for teaching novel.

1.2 Aims of the study :

1. Sheding light on the rhetorical difficulties in developing third English novel students.

1.3 Value of the study

1 Students will benefit from this study by having wider interpretation of difficulties to overcome them.

2 The study gives an idea about difficulties facing students in learning "Wuthering Heights" and "Great Expectations" novels.

1.4 Limits of the study :

1. Third-year students in the departments of English at colleges of Education for Humanities at Tikrit and Kirkuk universities during the academic year 2021-2022.
2. The rhetorical devices of the Victorian novel.
3. Novels (Wuthering Heights) and (The Great Expectations).

1.5 The plan of the Study

1. Selecting of a sample of third year students in the English departments in the colleges of Education for humanities at Tikrit and Kirkuk universities.
2. Constructing of students' questionnaire .
3. Analysis of data using statistical means.
4. Drawing conclusions and recommendation.

1.6 Definitions of Basic Terms :

Rhetorical devices: ,(Sonja K Foss, 2017:1) defines rhetoric as, the human use of symbols to communicate, arguing that in addition to the written and spoken word, rhetoric, includes nondiscursive or nonverbal symbols, like (but

not limited to), television programs, films and videos game, art, architecture, and advertisements.

The operational definition is the rhetorical devices that are found in novel which causes difficulties to instructors and students at Tikrit and Kirkuk universities.

1.4.1 **Novel :** the English word novel comes from the Italian word novella which means "little new thing" The term novel, in most European languages,is derived from the medieval term romance (Goodvin,1998:1).

The operational definition : novel is defined as an imaginary narrative work in prose of a long length, which narrates a story about certain characters living in a given environment and describes their attitudes, fate, and adventures. The novel in this study is "Wuthering Heights" by Emily Bronte, and "Great Expectations" by Charles Dickens

2 Literature Review

2..1 The Major Types of Novel

There are many types of novel and the major types include:

A. Allegorical Novel

The Allegorical novel depends on an extended symbol, sometimes a whole story, such as a tale of a journey symbolizing the main character's entire life.. (Eiland, 2000:1)

B. The Comic Novel

The comic novel is about people caught in situations, which draw out their own absurdities. The situation or the people themselves may be absurd. The novelist tries to illustrate the world in a strange from and the irrationality is emphasized. The world is portrayed as shallow and comic. Vanity Fair (1848) by William Makepeace Thackeray represents this type of novels (Coyle,1993:1)

C. The Epistolary Novel

This type is written in the form of letters to or from people. In order to get the full sense of place, the letters would have to be long contrived. This type of novel also contains psychological potential. In ancient times middle class people wrote letters to each other in good English and good letters might make better novels. An Example of this type of novel is Pamela (1740) by Samuel Richardson (Coyle,1993:1).

An epistolary novel employs the first person narrative method in the form of letters, journals or diaries (Goodvin,2004:3)

D. The Picaresque Novel

The word 'Picaro' is Spanish which means rogue. This kind of novel is built on the tradition of the sixteenth-century Spanish Picaresque narrative. The Picaresque novel is typically episodic and it normally lacks a sophisticated plot or psychologically complex or developing characters.

Daniel Defoe's novel Moll Flanders is a pure Picaresque novel (Hawthorn,1986:13).

E. Gothic Novel

It is a novel of horror, the hand core of which is supernaturalism. Since it is a reaction to the reign of reason and authority. Gothic novel may be described as the quintessence of romanticism E.G. Emily Bronte's' Wuthering Heights (Davis,2006:69).

2.1.3 Rhetorical Strategies

As you plan your essay, you will want to think the rhetorical strategies by which you will present your ideas and evidence to readers. These strategies, sometimes called rhetorical modes or techniques, help a writer organize evidence, connect facts into a sequence, and provide clusters of information necessary for conveying a purpose or an argument. You might choose to analyze the cause of an outcome, compare one thing to another, classify your facts into categories, define a key term, describe a person, place, or phenomenon, explain how a process works, or narrate a pertinent event or experience (Elizabeth J. Keller, 2019:142).

2.1.5 The Rhetorical Triangle : Subject, Audience, Speaker'sPersona

The process of invention-the speaker must take into account three elements: the subject, the audience, and the speaker. Considering the subject means that the writer / speaker evaluates what he or she knows already and needs to know, investigates perspectives, and determines kinds of evidence or proofs that seem most useful. Considering the audience means speculating about the reader's expectations, knowledge, and disposition with regard to the subject writers explore (Richard Johnson-Sheehan, 2016:1).

2.1.8 Common rhetorical devices include :

A- Similes : Comparing two things using the words like or as: "Her smilewas as warm as a summer day".

B- Metaphors : Comparing two things without using like or as: "Hereyes wereocean-deep".

C- Alliteration : Using words with similar beginning sounds closetogether: "Her heart hammered".

D- Onomatopoeia : Words that imitate the sound they describe, such as:splash, plop, sploosh, whiz, etc (Merriam Webster, 2022:1).

To Create Rhythm

We can make our voice stronger by paying attention to the rhythm of our words: "Rhythmic writing is simply about the way the words come together- syllables, punctuation, sentence length, hard or soft sounds, etc.- to create a sense of a beat".

Rhythmic prose can be more lyrical, driving, or smooth, all while helping connect readers to emotions in our writing. These techniques also emphasize a concept in our writing as well.

a- Anaphora : Repeating a word or phrase at the beginning of two or more phrases or sentences in a row: "He'd never believe her. He'd never trust her. He'd never love her again".

B- Epistrophe : The opposite of anaphora, repeating the end of phrase: "She would die. He would die. They'd all die".

C- Anadiplosis : Repeating the end of one sentence at the beginning of the next, as exemplified by Yoda: "Fear leads to anger. Anger leads to hate. Hate leads to suffering". (Merriam Webster, 2022:2).

2.1.13 The Victorian novel

It is logical that the much longer Victorian period includes even more variety Greenblatt states that fiction, particularly the novel, replace poetry as the most influential and popular literary form. The fact that it dealt with matters concerning everyday life was part of the appeal. Most plots in Victorian novels focus on a protagonist seeking to define his or her place in society. Greenblatt elaborates by claiming that the novel "constructs a tension between surrounding social conditions and the aspiration of the hero or heroine". Therefore, the novel became the natural from for "portraying woman's struggles for self-realization" in a society full of constraints imposed on her. Greenblatt argues, "the novel was both a principal form of entertainment and a spur to social sympathy"(Greenblatt 2006:1901- 1902).

2.13.1 Wuthering Heights

a Complex Novel by Emily Bronte (2019,May 13) Retrieved June 24, 2022, from https://studydriver.com/wuthering-heights-a-complex-novel-by-emily- bronte/ Wuthering Heights is a complex novel by Emily Bronte. The novel set up in a way that portrays two separate generations of characters and the relationships from the first generation are shown in the second generation but with specific things that help the reader increase their understanding of the novel. Wuthering Heights is a novel about despair and love. Emily Bronte uses specific literary devices to help create a complex and intriguing plot; She uses flashbacks, symbolism, and irony, to contribute to the many different themes of the novel.

Emily Bronte uses flashbacks, symbolism, and irony to help with the many themes in Wuthering Heights. By using these she is able to further the plot and create a complex and intricate story. She is also capable of keeping the audience intrigued by using the literary devices.

2.13.2 The Characterization and Imagery Used in Charles Dicken's Novel "Great Expectations"

The novel, Great Expectations, by Charles Dickens is considered by many to be one of the greatest works of Victorian fiction. It is through the use of characterization and imagery that Dickens is able to make his ideas most prominent in the minds of readers. Through his expert use of these authorial techniques, Dickens successfully criticizes the prison system, the morals of society, and the social injustice of his time. Charles Dickens uses irony to communicate the following about injustice; it constrains the people that are

experiencing it, whether it be physically, mentally, or emotionally. Dickens uses irony as a very powerful tool to display the theme of injustice and what it does to the characters in the book. The use of Sarcasm and Irony in Great Expectations by Charles Dickens Charles Dickens uses satire such as sarcasm and irony to showcase the female characters in his novel as very domineering and possessing of unattractive qualities (Kibin,2022:1).

2.2 Previous study

1. Rahmat (2020):

The study aims

This study is to explore rhetorical problems faced by writers. Specifically, this quantitative study investigates how the writing teacher and teaching method influence rhetorical problems. In addition to that, this study also explores the influence of perceived writing difficulties and fear of writing on rhetorical problems. A survey with 5 Likert scale was used as the instrument, and 108 participants were randomly chosen. Findings revealed a variety of gender differences variety for different sub-sections.

3. Procedures

3.1 Population and Sample

Population and sample are considered a basic steps in the procedure of the study. Population means all the individuals of the group while sample means a subset of the population (Creswell, 2012:142).

The population of this study is (161) third year English novel students from English Departments, Colleges of Education for Humanities (98) from Tikrit University,and(63)fromKirkukUniversity,

The sample is a subset of the target population that are intending to evaluate in order to generalize the target population. Ideally, a survey is selected to represent the population as a whole (Creswell, 2012:145). According to Ary et al. (2006:148), a sample is a number of individuals, objects or events selected for a study from a population, usually in such a way that they represent the large group from which they are selected. As for the current study, the sample is randomly selected in order to be truly representative of the population characteristics without any bias and in order to obtain valid and reliable results.The total number of the students sample of this study is (65) chosen

randomly. Intentional choice is represented through choosing college and random choice is achieved through selecting a representative number of students from Colleges of Education/Tikrit and Kirkuk universities, as shown in the following table:

Table (1)
Population and Sample of the Students

University	Population	Sample
Tikrit	98	40
Kirkuk	63	25
Total	161	65

3.2. The Questionnaire

A questionnaire is one of the most widely used tools to collect data especially in social science research. The main objective of the questionnaire in research is to obtain relevant information in the most reliable and valid manner (Fowler, 2002:73). - A questionnaire has been constructed for students to find out the rhetorical difficulties of teaching English novels at on the third stage from the students' perspective at the universities of Tikrit and Kirkuk. The questionnaire contains twenty (20) items focused on the challenges EFL students face while learning novels. Likert's five scales is used. strongly agree (1), agree (2), neutral (3), disagree (4), and strongly disagree (5). (See appendix I).

3.3 Validity of the Questionnaire

Validity is the most important consideration in the development and evaluation of measurement instruments. Historically, validity has been defined as the extent to which the instrument measures what it claims to measure (Ary et al., 2010:225).

3.3.1 Face Validity

Lewis et al. (1995:141) define "face validity as the degree to which a measure appears to be related to a specific construct, in the judgement of those who are concerned with education, such as test-takers, teachers, supervisors, etc."

3.3.2 Content Validity

Content validity refers to the extent to which the items in a questionnaire are representative of the entire theoretical construct the questionnaire is designed to assess (Hughes, 1989:26).

3.3.3 Construct validity

Construct validity refers to the extent to which the new

questionnaire conforms to existing ideas or hypotheses concerning the concepts (constructs) that are being measured. Construct validity presents the greatest challenge in questionnaire development. If the questionnaire exhibits construct validity there should be a marked difference in how these two groups respond (Del Greco et al, 1987:699).

Table (3)
Coefficients of Discriminatory Power for Students Questionnaire

No. of items	Higher Group		Lower Group		T-Value	
	Mean	S.D	Mean	S.D	Calculated	Tabulated
1.	4.074	0.781	3.407	0.747	3.207	2.000
2.	2.963	0.854	2.222	0.424	4.039	2.000
3.	3.926	0.781	3.037	0.192	5.746	2.000
4.	2.630	0.565	1.333	0.734	7.277	2.000
5.	3.444	0.751	2.259	0.594	6.433	2.000
6.	2.370	0.839	1.148	0.362	6.955	2.000
7.	3.852	0.907	3.111	0.320	4.002	2.000
8.	2.185	0.786	1.296	0.542	4.840	2.000
9.	2.222	0.892	1.444	0.751	3.469	2.000
10.	2.296	0.912	1.481	0.753	3.582	2.000
11.	3.926	0.874	3.185	0.483	3.856	2.000
12.	2.296	0.724	1.259	0.594	5.755	2.000
13.	2.407	0.844	1.259	0.526	6.003	2.000
14.	2.111	0.847	1.370	0.629	3.649	2.000
15.	3.741	0.712	3.074	0.267	4.557	2.000
16.	2.000	0.784	1.370	0.688	3.138	2.000
17.	3.963	0.808	3.296	0.609	3.427	2.000
18.	2.222	0.801	1.222	0.506	5.488	2.000
19.	2.370	0.742	1.481	0.700	4.532	2.000
20.	2.074	0.829	1.296	0.542	4.084	2.000

*Degree of Freedom= 63

3.4 Pilot Administration of the Questionnaire

The pilot study is a method by which the research instrument is applied to a small population before its final administration. It is a fundamental step in carrying out any study. It shows whether there are any faults or flaw that need to be examined and amended before the final instrument is conducting. It helps in determining to what degree the measurement is realistic and logical. In addition to making sure that items are understandable and clear. It also evaluates the time requires to apply a test or questionnaire (Madsen, 1983:109).

3.5 Scoring Scheme of the Questionnaire

Scoring means the use of applying numerical scale to measure responses. Scoring offers valuable feedback on students' achievements as well as teachers' attitudes (Genesee & Upshur, 1996:207).

3.6 Reliability of Questionnaire

Reliability is an important characteristic which any research instrument must have. Reliability refers to the consistency of scores which simply means that a research instrument would be considered sufficient once it demonstrates its reliability. A reliable research instrument is consistent and dependent if it is given to the same student or matched students on two different occasions, then it yields similar results (Brown, 2010: 27).

The reliability of the questionnaire is determined by using the Alpha formulation of Cronbach which is used to calculate the internal accuracy statistically. It measures how closely a group of items are connected to one another.

The statistical findings show that the questionnaire's reliability coefficient is 0.89 as indicated in Table (4). This means that the questionnaire is reliable.

Table (2)

Internal Consistency by Using Cronbach Alpha

Alpha Coefficient Range	Reliability Assessment
≥ 0.95	Too high; indicators are redundant
0.90 to 0.95	Somewhat high
0.80–0.90	Excellent
0.70–0.80	Good
0.60–0.70	Acceptable for exploratory research

To obtain the reliability of the questionnaire, the researcher uses SPSS 25.0

programme to find out whether or not the questionnaire is reliable as shown in table (5).

Table (3)
Reliability Statistics of Alpha Cronbach

Reliability Statistics			No. of Items
Reliability of students questionnaire	Cronbach's Alpha Based on Standardized Items	0.856	20

From the above table, it can be seen that Cronbach's Alpha for the students' questionnaire is 0.856. This means that the questionnaire is highly reliable according to Cronbach's Alpha internal consistency.

4.0 An Introductory Note

This section presents the manipulating of the data statistically in order to verify the aim of the study. It presents the presentation and the discussion of the results. This section presents the results obtained from analyzing the questionnaire.

4.1 Analysis of the data and discussion of results.

- **Questionnaire Related to Students Response**

In order to analyze rhetorical difficulties and the problems that face the students of English departments in understanding the novel from students' perspectives, It has calculated the score of each item that is based on the 5-point Likert scale. The interpretation of the students' rhetorical difficulties and the problems that face the students of English departments in Tikrit and Kirkuk universities is presented in the Table:

Table (6)
The Mean, Standard Deviation, Percentages, and Tendency of Students Responses to Rhetorical Difficulties

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Std. Deviation	%	Tendency	Rank
1	8	21	19	16	7	2	3.769	1.115	75.385	Agree	1
2	19	17	24	15	4	5	3.677	1.161	73.538	Agree	2

3	1	4	36	17	3	5	3.477	0.970	69.538	Agree	3
4	12	8	30	12	11	4	3.415	1.102	68.308	Agree	4
5	11	9	22	20	12	2	3.369	1.039	67.385	Neutral	5
6	9	10	23	15	14	3	3.354	1.124	67.077	Neutral	6
7	17	9	21	21	12	2	3.354	1.037	67.077	Neutral	7
8	16	7	21	22	15	0	3.308	0.951	66.154	Neutral	8
9	6	11	14	23	17	0	3.292	1.042	65.846	Neutral	9
10	5	6	23	21	10	5	3.231	1.072	64.615	Neutral	10
11	2	8	20	19	14	4	3.215	1.111	64.308	Neutral	11
12	14	7	16	27	13	2	3.200	0.987	64.000	Neutral	12
13	4	7	20	18	18	2	3.185	1.059	63.692	Neutral	13
14	3	4	21	18	18	4	3.046	1.052	60.923	Neutral	14
15	20	3	19	23	11	9	2.938	1.102	58.769	Neutral	15
16	18	2	22	15	20	6	2.908	1.071	58.154	Neutral	16
17	13	0	13	37	10	5	2.892	0.812	57.846	Neutral	17
18	7	3	20	13	19	10	2.800	1.175	56.000	Neutral	18
19	10	2	12	28	17	6	2.800	0.955	56.000	Neutral	19
20	15	3	7	17	28	10	2.462	1.032	49.231	Disagree	20

As shown in table (6), the content's items are arranged from the most to the least arranged in order according to the percentage weight and rank; the highest three items of the students' responses are explained, so item number four, which states, "Parody is difficult for me", most students find difficulty in Parody with a percentage of strong agreement (91.38%), while item number five, which states, " Sarcasm is easy for me," most students find difficulty that Sarcasm makes the novel interesting with a percentage of strong agreement (90.46%). Whereas item number eight, that states, "I don't know what nostalgia means," got the percentage of students' responses (88.00%) of strong agreement, so most students don't understand what nostalgia means. Also item number twelve, that states, "Metaphor is highly represented more than simile in Great Expectation," got the percentage of students' responses (85.85) of strong agreement, so most students do not understand the difference between metaphor and simile.

Item number three "I don't find satire easy in Wuthering Heights", students find less difficulty to understand it with a percentage of (76%). Item number eighteen "Onomatopoeia is not quite clear", and item number twenty "Finding

literary devices and teaching them is avoid in this novel is a difficult task", and item number fourteen "Objective correlative is employed in a confusing way" students do not know how to use these devices in their position they face difficult for and got the same difficulty with a percentage (72%).Item number fifteen "Rhetorical style of some speeches and dialogues is extravagant" students find difficult in understanding it with a percentage of (70%).

Item number nineteen "Personification makes the novel interesting" is difficult in most of students to comprehend with a percentage of (68%). Item number seven "I can't find utopia in Wuthering Heights", and item number one "I understand anecdote" students find both less difficult in both novels and they got the same percentage of (64%). Item number two "Allusion cause difficulties to me" students find difficult to understand the meaning of using it with a percentage of (63%). Item number six "Diction is not appearance for me in Wuthering Heights" most students got agree with a percentage of (60%).

According to the same table, items that are as follows: concerning item number nine, which states, "Hyperbole causes problem to me", and item number ten "I find difficulty in chiasmus", and item number eleven "Gothic images are clearly represented" the three items cause problem or less difficult to students with a percentage of (58%) most students agree answered. According to the same table, item seventeen "Description of the setting is adequate in "Great Expectations", most students are neutral that the Description of the setting is adequate in "Great Expectations" with a percentage of neutral of (56.%), whereas item number sixteen, which states, "Narrative technique is vague", most students' responses are neutral concerning this item with a percentage of (56.%), while item number thirteen, which states, "Form and content are correspondent", also most students' neutral to this item with a percentage (56.%). According to these results, most students have difficulty understanding rhetorical aspects of novels at the two universities.

4.1 Discussions of Analysis

The findings of this study reveal that most third-grade students in Tikrit and Kirkuk universities' departments of English have rhetorical difficulties. They had certain difficulties, as the vast majority of students were facing difficulty in understanding rhetorical devices in the two novels.

The results of the first aim show that the EFL university students at the two colleges of Education Tikrit and Kirkuk universities Students faced undetermined challenges due to the fact that the great majority of students have

no does rhetorical aspects novel (Wuthering Heights and Great Expectations). Because the instructors do not concentrate on them because they are very difficult for them.

The most difficult items are parody and sarcasm constitute the first and second rank in instructor's responses. So, they are the most difficult for instructors so as for students.

5.1 Conclusions

In the light of the results of the research, the researcher has reached to the following conclusions: -

1. Iraqi students who are studying English novel for the third grade are facing a lot of difficulties and obstacles. These difficulties lie in content, and teaching methods.

2. The most rhetorical devices difficulties for students are parody, and anaphora.

3. Parody, sarcasm, nostalgia, and metaphor are the most difficult for students.

4. Concerning methods of teaching need for translation, reflection, prediction are difficult for instructor to be taught to students

5. Some of the students lack the ability to master the novel as a literary work and to comprehend the rhetorical devices in novel.

6.The students through learning novel have acquired skills such as reading and memorizing the vocabulary, but they do not know how to analyze the rhetorical devices used in novel.

5.2 Recommendations for Novel Instructors and students

On the basis of the results of this study, the researcher has drawn some recommendations: -

To improve the process of teaching novel, there must be a certain method to be followed, which may help the students to know the rhetorical devices of the novel and at the same time acquire many skills and to achieve the main aim behind teaching novel which is paring the students to be lifelong readers.

1. The instructors of the novel method must try to be creative in choosing the method that will be followed in teaching the novel and try to refresh the method from time to time with new techniques in order not to make the students do not feel bored in learning the novel.

2. Instructors Should take into account the rhetorical characteristics of each novel as well as their preferred methods of education when teaching an English

novel.

3. Instructors must use of modern teaching methods that encourage greater engagement and interaction with students.

4. Exchange professional experiences among Instructors through training

5. Instructors should increase the positive feelings towards studying novel to motivate their imagination.

6. It is recommended that English literature classes should be organized into small and large group formats.

7. More attention should be paid to rhetorical aspect of novels.

8. Discourse analysis should be taught to students to be able to analyze the novel texts.

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Appendix (A)

Questionnaire for students

How far would you agree that the English novels: "Wuthering Heights" and "Great Expectations" are characterized with the following items?

Rhetorical difficulties

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1.	I understand anecdote					
2.	Allusion cause difficulties to me					
3.	I don't find satire easy in "Wuthering Heights"					
4.	Parody is difficult for me					
5.	Sarcasm is easy for me					
6.	Diction is not appearance for me in "Wuthering Heights"					
7.	I can't find utopia in "Wuthering Heights"					
8.	I don't know what nostalgia means					
9.	Hyperbole causes problem to me					
10.	I find difficulty in chiasmus					
11.	Gothic images are clearly represented					
12.	Metaphor is highly represented more than simile in "Great Expectation"					
13.	Form and content are correspondent					
14.	Objective correlative is employed in a confusing way					
15.	Rhetorical style of some speeches and dialogues is extravagant					
16.	Narrative technique is vague					
17.	Description of the setting is adequate in "Great Expectations"					
18.	Onomatopoeia is not quite clear in					
19.	Personification makes the novel interesting.					
20.	Finding literary devices and teaching them is avoid in this novel is a difficult task.					