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The Rhetorical Difficulties of Teaching English Novel to the Third Grade from the Instructors' Perspectives

Prof. Amra Ibrahim Sultan (Ph.D)

Najat Abdullah Mohammed

University of Tikrit/ College of Education for Humanities

* *Corresponding author: E-mail* :
najat.teacher@gmail.com
07702332492

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A R T I C L E I N F O

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A B S T R A C T

The study aims at revealing the rhetorical difficulties of teaching English novel to the third grade from the instructors' perspectives at the English Department College of Education for Humanities Tikrit and Kirkuk Universities.

In order to achieve the aim of the study, a questionnaire has been constructed and distributed to 15 teachers who are teaching English novel to third year students of English Department in the Colleges of Education for humanities at Tikrit and Kirkuk Universities, to find out the nature of the difficulties that face teachers in teaching novel.

The population are 25 teachers who teach English novel to the third year students at English Department Colleges of Education for Humanities in Tikrit and Kirkuk Universities, whereas the sample 15 teachers.

The questionnaire contains (50) items. The face and content validity of the questionnaire has been ascertained. This study is limited to teaching the Victorian novels

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

The face and the content validity of the questionnaire have been ascertained.

Through the analysis of the results of the questionnaire, it has been found out that the teachers face many rhetorical difficulties in teaching English novel and these difficulties can be categorized into two kinds as follows:

1. Difficulty in understanding rhetorical.
2. Difficulty in teaching a rhetorical.

In the light of the obtained results, it is recommended and concluded that rhetorical aspect of novel should be concentrated, explained, analyzed to students.

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الصعوبات البلاغية لتدريس الرواية في اللغة الانكليزية للمرحلة الثالثة من وجهة نظر الاساتذة

أ.د.عمره ابراهيم سلطان / جامعة تكريت/ كلية التربية للعلوم الانسانية

نجاة عبدالله محمد/ جامعة تكريت/ كلية التربية للعلوم الانسانية

الخلاصة:

تهدف الدراسة الى الكشف عن الصعوبات البلاغية لتدريس الرواية الانجليزية للمرحلة الثالثة من وجهة

نظر الاساتذة في قسم اللغة الانكليزية كلية التربية للعلوم الانسانية في جامعتي تكريت وكركوك.
من اجل تحقيق هدف الدراسة تم بناء الاستبيان وتوزيعه على 15 استاذا يقومون بتدريس الرواية الانكليزية لطلبة المرحلة الثالثة في قسم اللغة الانكليزية في كليات التربية للعلوم الانسانية بجامعتي تكريت وكركوك , لمعرفة طبيعة الصعوبات التي تواجه الاساتذة في تدريس الرواية . الاستبيان يحتوي على (50) فقرة . صحة الوجه والمحتوى تم التحقق من الاستبيان. تقتصر هذه الدراسة على تدريس الروايات التطورية أما عدد الاساتذة فيبلغ 25 أستاذا يدرسون الرواية الانكليزية للمرحلة الثالثة في اقسام اللغة الانكليزية كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك , وعدد عينة الاساتذة يبلغ أستاذا15 .
تم فحص صلاحية الاستبيان. تم تطبيق الاستبيان على (15) مدرسا في اقسام اللغة الإنكليزية في كليات التربية بأقسام اللغة الانكليزية في جامعتي تكريت وكركوك . من اجل الحصول على صدقه و ثباته .
من خلال تحليل نتائج الاستبيان. تبين ان الاساتذة يواجهون العديد من الصعوبات في دراسة الرواية ويمكن تصنيف هذه الصعوبات الى نوعين وهما :
1. صعوبة فهم البلاغة .
2. صعوبة تدريس الادوات البلاغية.
بعد تحليل نتائج الدراسة الحالية , توصل البحث الى الاستنتاجات والاقتراحات والتوصيات.
الكلمات الدالة: الصعوبات البلاغة، تدريس الرواية، الاساتذة وجهة نظرهم.

1. Introduction

1.1 The Statement of the problem :

Literature plays a vital role in teaching English as a second language. The is that lecturers at the Iraqi Universities try to do their best to achieve a successful lecturing 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 rhetorical difficulties of teaching this aspect from the instructors' perspectives in the English Departments/ Colleges of Education/ Tikrit and Kirkuk Universities, assess them and suggest new and more influential techniques for teaching novel.

1.2 Aims of the study :

This study aim at identifying the rhetorical difficulties and the problems that face the instructors of English departments in teaching the novel from the instructors' perspectives.

1.3 Value of the study

1 It could be a useful guide for instructors in teaching the English novel.

2 It helps instructors to find out points of weaknesses and strengths in teaching novel in order to avoid them and get rid of these rhetorical difficulties to achieve an effective teaching.

1.4 Limits of the study :

1. Teaching the Victorian novel (Wuthering Heights) and (Great Expectations) in the Colleges of Education for Humanities.
2. Third-year students in the departments of English at college of Education for Humanities at Tikrit and Kirkuk Universities during the academic year 2021-2022

1.5 Plan of the Study

1. Selecting of a sample of instructors of novel from Tikrit and Kirkuk universities College of Education for Humanities.
2. Constructing of instructors' questionnaire .
3. Analysis of data using statistical means.
4. Drawing conclusions and recommendation.

1.6 Definitions of Basic Terms :

1.6.1 **Rhetoric:** The definition of rhetoric that is commonly used is "the art of persuasion". Rhetoric is every-where and can involve any kind of text including speech, written word, images, movies, documentaries, the news, etc. So itis important to understand how to navigate the murky waters of persuasion and rhetoric. (Melanie Gagich & Emilie Zickel,2022:63)

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

1.6.2 Difficulties: The quality or state of being hard to do, deal with or understand: the quality or state of being difficult understand the difficulty of the task has difficulty reading climbs stairs with difficulty (Merriam. Webster, 2021).

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

1.6.3 **Novel :** novel is an extended work of written, narrative, prose fiction, usually in story form; the writer of a novel is a novelist. The English word "novel" derives from the Italian word novella, meaning "a tale, a piece of news." The novel is longer (at least 40,000 words) and more complex than either the short story or the novella, and is not bound by the structural and metrical restrictions of plays or poetry (Milligan,1983:14).

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 Concept of Novel

A novel is "a fictitious prose narrative or tale of considerable length representative of the real life of past or present times portrayed in a plot of more or less complexity " (Hawthorn,1986:12). The novel also includes imaginary characters, situations and references to real places people and events. Although the characters and actions are imaginary but they are in some sense representative of real life (Ibid:4).

2.1.1 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).

2.1.2 Aspects of Novel

The novel is considered one of the modern and important forms of literature that appeared at the end of the seventeenth century. The appearance of the novel was a very important turning point in the history of English.

All fiction consists of the following main aspects :

A. Point of view : The point of view is often effective in giving the sense of closeness to the character when the reader of the novel can seeall the events through that character's eyes (Silvester,2004:1).

B. Theme : The term theme refers to the larger significance of the story, the general observations or truths about life experience that are suggested by the particular combinations of characters, events, setting and language of a given story (Kay, 1998,:266). The theme can be regarded as the most important element in fiction. The controlling idea and the truthabout life that the author tries to convey to his readers. Theme is often revealed to the reader when the awareness concerning the characters increased (Donald& Morrow,1996:345).

C. Conflict : Conflict can be defined as the struggle between the opposing forces (Kay,1998:265). It is the relationship between theprotagonist who is the narrative's chief character and whom the interest of the plot is centered around and the antagonist who is the protagonist's opponent. There are many common types of conflict such as :

1. Conflict between the individuals.
2. Conflict between the protagonist and fat

D. Plot : Forster used two principles of combining the events into sequences and the combination of the sequences to create a story. These two main principles are temporal succession and causality and they are used also to distinguish between "plot" and "story" (Kenon,2002:17).

There are four basic component elements of the plot :

- Introduction
- Conflict
- Climax
- Resolution

In the introduction the writer begins his story and tries to give information to the reader about the main character. Through the conflict which is generally introduced near the beginning of the novel, the reader knows that

the main character has a problem when climax occurs, the conflict is about to be solved. Finally the novelist uses resolution which gives the continuity of the novel after the climax (Smith,2001:3).

E. Setting : Setting is defined as the time and the place of the action andit sometimes provides the reader with a background for the characters andtheir actions, it is very important when it functions as an environmentthat determines the types of the characters and affects the events of the plot (Donald& Morrow,1996:345).

2.1.3 Rhetorical Strategies

As you plan your essay, you think of the rhetorical strategies by which you will present your ideas and evidence to readers. These strategies, sometimes are 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).

2.1.4 The best tips for teaching rhetoric

The best tips for teaching rhetoric are to use analogies to get concepts across, to let students compose their own rhetoric, to analyze classic pieces of rhetoric, and to link rhetoric to something students can relate to. Analogies and the use of things students can relate to are useful for basic rhetoric lessons, and enable teachers to explain key concepts or techniques in understandable language. Analysis and composition of rhetoric can be useful tips for students who already have a basic grasp of rhetorical concepts and ideas. Any discussions that arise during class should be encouraged, because rhetoric is the art of argumentation. Teachers should point out logical or rhetorical errors in any argument students present to help show common mistakes (Lee Johnson, 2022: 1).

Analogies are useful for teaching rhetoric because they relate complicated concepts to things that are simpler. For example, the general idea of analyzing rhetoric can be conveyed through a discussion about a piece of clothing. Besides, looking at the effect created by a piece of clothing, a fashion designer might look at how it achieves that effect by examining its stitches and material. In like manner, a piece of writing or speech has an overall effect, but is made up

of constituent parts. In addition, rhetorical devices can be thought of as jewelry worn to accentuate certain linguistic effects with a sparkling brilliance. (Lee Johnson,2022:1).

2.1.5 The Rhetorical Triangle : Subject, Audience, Speaker's Persona

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)

2.1.6 Aspects of rhetorics Include Context and Purpose

Rhetoric is what we have instead of omniscience (Richard)

The context in which writing or speaking occurs and the emerging aim or purpose that underlies many of writer's decisions. A rhetorical analysis, can lead to understanding of what underlies writers' choices. We can't know for sure what writers mean, argues, but we have rhetoric to help us interpret.

1. Intention

Rhetoric…should be a study of misunderstandings and their remedies. (I. A. Richards,2016:3)

Richards's statement reveals how key intention or aim is to rhetorical effectiveness. Words and forms carry writers' intentions, but, as Richards indicates, those aims can be miscommunicated. For Richards, rhetoric is the way to connect intentions with responses.

2. Visual Rhetoric

One way to explore rhetoric in all its pervasiveness and complexity is to make use of the visual. Students are expert rhetoricians when it comes to symbolic gesture, graphic design, and action shots in film. Linking the visual to the linguistic, students gain confidence and control as they analyze and produce rhetoric (I.A.Richard,2016:3).

2.1.7 Common rhetorical devices include :

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

b- Metaphors : Comparing two things without using like or as: "Her eyes were ocean-deep".

c- Alliteration : Using words with similar beginning sounds close together: "Her heart hammered".

d- Onomatopoeia : Words that imitate the sound they describe, such as: splash, plop, sploosh, whiz, etc (Abrams,1999:120)

2.1.8 Reasons To Use Rhetorical Devices

2.1.8.1 To Create Rhythm (Merriam-Webster,2022:1)

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".

2.1.9 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, 2006: 1900).

Greenblatt argues, "the novel was both a principal form of entertainment and a spur to social sympathy"(Greenblatt 2006:1901- 1902). 2.1.9.1

The characteristics of the Victorian novel

First of all in the Victorian Age the dominating literary form was the novel.

A. First Generation Victorian Novel and Novelists

The early Victorian and first generation novelists comprised of William Thackrey, Charles Dickens, Anthony Trollope, Mrs.Gaskell etc. Although they were several novelists of the time, on only the ones mentioned here have survived the test of time and are considered representative to the early phase of the Victorian fiction in England.

A significant shift in the English Novel in its movement from the 18th to the 19th century the change of emphasis from action to character.

B. Second generation novel and novelists

The second generation Victorian novelists were more "literary" and less "popular" than the first generation. They had more academic flavors in their writing, more poetic imagination. They did not have the breadth and variety (with the exception of Middlemarch) of the early novelists but they certainly had greater depth of characterization and greater intensity of presentation (Avni J.Dave, 1998:6).

2.1.9.2 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.

2.1.9.3 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. Kawther (2005):

The study aims at:

1. Investigating the nature of the teaching methods that are used in teaching novel in English departments at the college level.

2. Trying to find out the difficulties that face the students of English departments in studying novel and whether the male and the female students share the same difficulties or not.

3. Applying the statistical procedures to find out the nature of the difficulties that faced English department students / Tikrit University and the level of their achievement in studying novel.

The study samples are (70) the third year students in College

of Education for Humanities and the third year students in College of Education for Women at Tikrit Universities.

The first instrument of the study is test for the third year students. The second instrument is the questionnaire which has been distributed to the third year students in two Colleges.

Through the analysis of the results of the questionnaire and the tests, it has been found out that the teaching methods that are used in teaching novel are not effective enough to meet all the needs of the students and they need to be developed and modified by following the modern methods of teaching novel.

2.2.1 Discussion of the previous study:

Kawther (2005) trying to find out the difficulties that face the students of English departments in studying novel and whether the male and the female students share the same difficulties or not. The study samples are 70 the third year students in college of Education for humanities. The instrument of the study was questionnaire. The results of the questionnaire has been found out that the teaching methods that are used in teaching novel are not effective enough to meet all the needs of the students and they need to be developed and modified by following the modern methods of teaching novel.

3.0 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 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).

The instructors sample of this study is (15) chosen randomly from Tikrit and Kirkuk universities, as shown in the table (1).

Table (1)
Sample of Instructors

University	Population	Sample
Tikrit	15	10
Kirkuk	10	5
Total	25	15

3.2. The Questionnaire

The questionnaire has been constructed for instructors to investigate rhetorical difficulties in teaching novels. The sample of instructors consists of 15 instructors split between males and females. The questionnaire consisted of (50) items classified into three domains: The first domain included the Notions to facilitate rhetorical difficulties facing teachers in teaching novel. The second domain includes the teaching methods (*How far would you agree that you are using the following items in teaching the English novel: Wuthering Heights and Great Expectations*), whereas, the third domain includes evaluation. The three domains are adopted and modified from Al-Sofi, A. (2008). Likert's five scales

is used range between: Strongly agree (1), Agree (2), Neutral (3), Disgree (4), and Strongly disagree (5).

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).

There are three types of validity:

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).

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 (2). This means that the questionnaire is reliable.

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 (3).

From the above table, it can be seen that Cronbach's Alpha for the instructor's questionnaire is 0.822. This means the questionnaire is highly reliable according to Cronbach's Alpha internal consistency.

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 instructors questionnaire	Cronbach's Alpha Based on Standardized Items	0.822	57

From the above table, it can be seen that Cronbach's Alpha the instructor's questionnaire is 0.822. This means the questionnaire is

highly reliable according to Cronbach's Alpha internal consistency.

4.1 Analysis of the data and Discussion of results

- **Questionnaire Related to Instructors Response**

The table below presents an interpretation of the instructors' rhetorical difficulties in teaching, the first part ("Ideas to assist teachers with their rhetorical difficulties when instructing a novel"):

Table (4)

The Mean, Standard Deviation, Percentages, and Tendency of Instructors' Responses to Rhetorical Difficulties (FirstPart)

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Std. Deviation	%	Tendency	Rank
1	4	9	4	1	1	0	4.400	0.910	88.000	Strongly Agree	1
2	18	7	7	0	1	0	4.333	0.816	86.667	Strongly Agree	2
3	6	9	2	3	1	0	4.267	1.033	85.333	Strongly Agree	3
4	13	7	5	2	1	0	4.200	0.941	84.000	Strongly Agree	4
5	14	7	3	4	1	0	4.067	1.033	81.333	Agree	5
6	19	3	10	2	0	0	4.067	0.594	81.333	Agree	6
7	20	6	5	3	1	0	4.067	0.961	81.333	Agree	7
8	24	6	5	3	1	0	4.067	0.961	81.333	Agree	8
9	2	7	3	3	2	0	4.000	1.134	80.000	Agree	9
10	34	7	2	5	1	0	4.000	1.069	80	Agree	10

11	1	4	6	5	0	0	3.933	0.799	78.667	Agree	11
12	5	3	8	3	1	0	3.867	0.834	77.333	Agree	12
13	33	6	3	4	2	0	3.867	1.125	77.3333	Agree	13
14	27	3	7	4	1	0	3.800	0.862	76	Agree	14
15	30	5	4	4	2	0	3.800	1.082	76	Agree	15
16	36	3	7	4	1	0	3.800	0.862	76	Agree	16
17	7	5	3	5	2	0	3.733	1.100	74.667	Agree	17
18	28	4	5	4	2	0	3.733	1.033	74.6667	Agree	18
19	16	4	4	5	2	0	3.667	1.047	73.333	Agree	19
20	22	5	4	2	4	0	3.667	1.234	73.333	Agree	20
21	29	3	7	2	3	0	3.667	1.047	73.3333	Agree	21
22	12	2	7	4	2	0	3.600	0.910	72.000	Agree	22
23	15	4	2	8	1	0	3.600	0.986	72.000	Agree	23
24	21	4	4	4	3	0	3.600	1.121	72.000	Agree	24
25	35	4	3	6	2	0	3.600	1.056	72	Agree	25
26	3	2	7	3	3	0	3.533	0.990	70.667	Agree	26
27	26	4	3	5	3	0	3.533	1.125	70.667	Agree	27
2	32	3	4	5	3	0	3.46	1.06	69.3333	Agree	28

8							7	0	3		
29	23	3	3	5	4	0	3.333	1.113	66.667	Agree	29
30	31	2	4	6	3	0	3.333	0.976	66.6667	Neutral	30
31	11	0	5	9	1	0	3.267	0.594	65.333	Neutral	31
32	25	1	5	6	3	0	3.267	0.884	65.333	Neutral	32
33	8	0	6	6	3	0	3.200	0.775	64.000	Neutral	33
34	9	1	6	3	5	0	3.200	1.014	64.000	Neutral	34
35	10	2	4	3	6	0	3.133	1.125	62.667	Neutral	35
36	17	1	3	6	5	0	3.000	0.926	60.000	Neutral	36

According to the first part of the questionnaire for instructors' "Notions that assist instructors with the difficult rhetorical problems raised by novel teaching", as shown in Table (4), 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 used in Wuthering Heights", most instructors are strongly agree that parody is used in Wuthering Heights with a percentage of agreement (88.%), while item number eighteen, which states, "Ethos and their relation to the character's actions," most instructors' strongly agree that the relationship between the character's ethos and actions with a percentage of agreement (86.667%). Whereas item number six, which states, "Diction is very important to the students," got an agreement percentage of instructors' responses (85.333%), most instructors agree that students place a high premium on diction.

The data of the same table show that the three items with the lowest scores are as follows: concerning item number seventeen, which states, "Doppelonger and its relation to the theme," most instructors' responses are neutral concerning the

significance of Doppelonger to the concept with a percentage of 60%; whereas item number ten, which states, "Chiasmus is known to my students," most instructors' responses are neutral concerning this item with a percentage of 64.%; while item number nine, which states, "My students do not understand hyperbole," also most instructors' neutral to this item with a percentage of (64 %).

The replies obtained on the instructors' responses to the questionnaire items including second part teaching methods ("How far would you agree that you are using the following items in teaching the English novel: Wuthering Heights?") can be summarized as follows:

Table (4)

The Mean, Standard Deviation, Percentages, and Tendency of Instructors' Responses to Rhetorical Difficulties (SecondPart)

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Deviation	%	Tendency	Rank
37	37	6	6	2	1	0	4.133	0.915	82.667	Agree	1
38	47	6	5	4	0	0	4.133	0.834	82.667	Agree	2
39	49	6	6	2	1	0	4.133	0.915	82.667	Agree	3
40	45	4	9	1	1	0	4.067	0.799	81.333	Agree	4
41	48	4	9	1	1	0	4.067	0.799	81.333	Agree	5
42	50	7	3	2	3	0	3.933	1.223	78.667	Agree	6
43	51	6	4	1	4	0	3.800	1.265	76.000	Agree	7
44	38	4	6	2	3	0	3.733	1.100	74.667	Agree	8
45	42	3	6	4	2	0	3.667	0.976	73.333	Agree	9
46	44	4	4	5	2	0	3.667	1.047	73.333	Agree	10
47	43	3	5	3	4	0	3.467	1.125	69.333	Agree	11
48	41	2	5	3	5	0	3.267	1.100	65.333	Neutral	12
49	46	1	4	7	3	0	3.200	0.862	64.000	Neutral	13
50	39	0	3	11	1	0	3.133	0.516	62.667	Neutral	14
51	40	2	4	2	7	0	3.067	1.163	61.333	Neutral	15

According to the table (4), the second part of the questionnaire for instructors' "Teaching methods", 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 summarized as follow; so item number thirty-seven, which states, "Using role-play", most instructors agree that Using role-play is important with a percentage of agreement (82.667%), while item number forty-seven, which states, "Developing a mental map of the text as they read," most instructors' agree that Creating a mental map of the text when reading with a percentage of agreement (82.667%). Whereas item number forty-nine, which states, "Questioning," got an agreement percentage of instructors' responses (82.667%), most instructors agree that questioning help students to understand the novel.

The findings of the same table reveal that the three items with the lowest scores are as follows: concerning item number forty, which states, "Performance and casting," most instructors' responses are neutral concerning Presentation and casting with a percentage of 61.333%; whereas item number thirty nine, which states, "Need for translation," most instructors' responses are neutral concerning this item with a percentage of 62.667%; while item number forty-six, which states, "Using strategies to decode words they don't know," also most instructors' neutral to this item with a percentage of (64%).

4.2 Discussions of Results

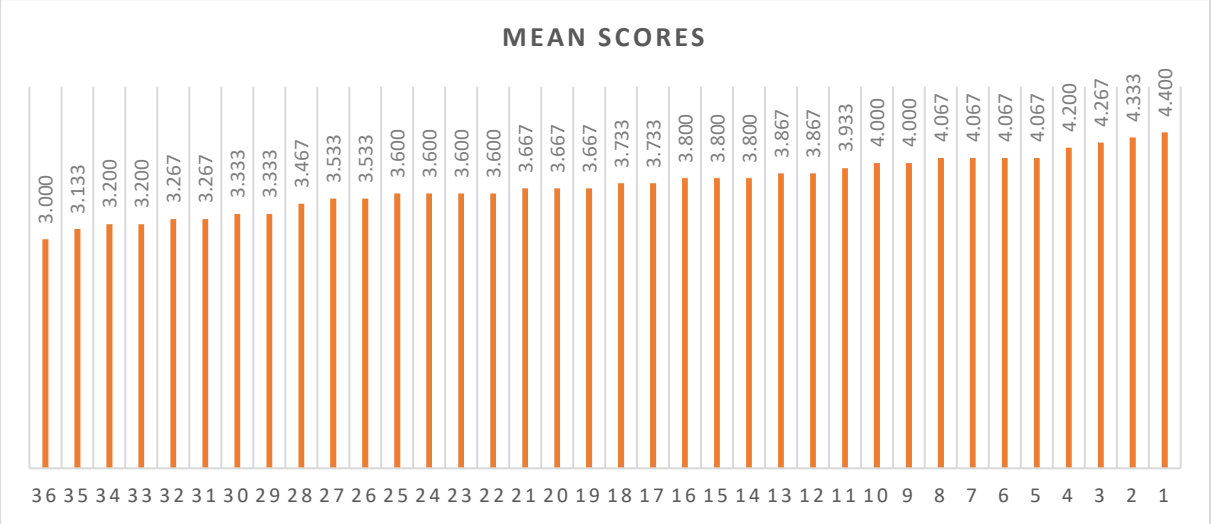
The findings of this study reveal that most third-grade students in Tikrit and Kirkuk universities' departments of English have rhetorical difficulties. They had certain difficulties, as the vast majority of students were facing difficulty in understanding rhetorical devices in the two novels.

The results of the aim show that the EFL university students at the two colleges of Education for Humanities at 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 students 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.

Moreover, according to the responses of the instructors to the questionnaire

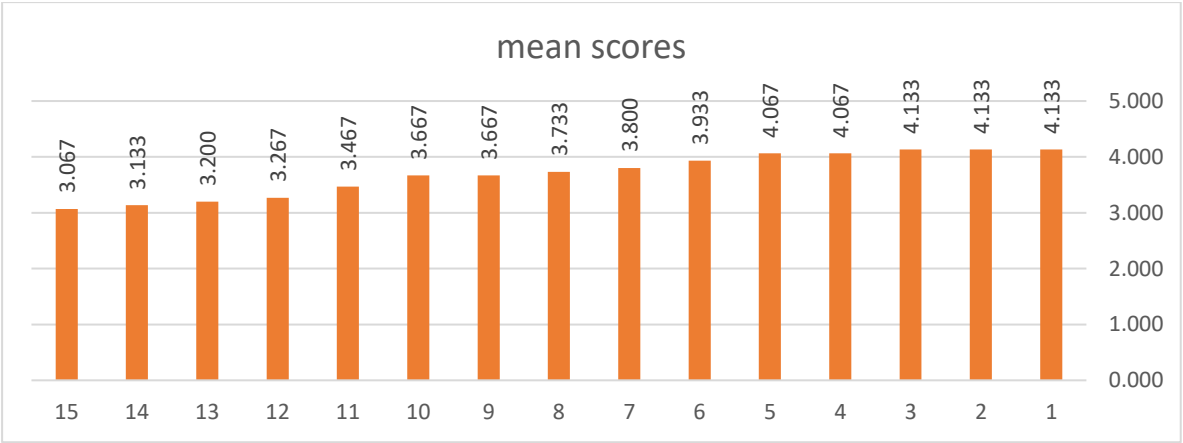
regarding rhetorical difficulties, it was discovered that the vast majority of the instructors tend to lean toward agreeing with the items of the questionnaire for the first part ("Ideas to assist teachers with their rhetorical difficulties when instructing a novel"), as shown in the chart that can be found below:



Fig| 4.1 Comparisons of Means of How many Instructors' Responses to the First Part

Items 5,6,7,8,9,10,11, till 29 instructors agree that these rhetorical aspects cause difficulty. But items 30 till 36 they are less difficult for them.

On the other hand, according to the second part of the questionnaire on teaching methods ("How far would you agree that you are using the following items in teaching the English novel: Wuthering Heights and Great Expectations"), This can be summarized in the chart below as follows:



Fig| 4.2 Comparisons of Means of Instructors' Responses to the Second Part

Concerning methods of teaching items 37 to items 47 instructors find it difficult to use them in teaching rhetorical devices. Whereas items 48 to 51 find it applicable for them (questioning, using audiovisual materials developing judgments) instructors use them. Items 30 to 36 cause less difficulty.

The results of the present study indicate that students in English Departments/Colleges of Education at Tikrit and Kirkuk universities, according to the results of the questionnaire of students and instructors, have difficulty comprehending the rhetorical aspects of novels (Wuthering Heights and Great Expectations).

5.1 Conclusions

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

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

2. Most of the English novel teachers use the four skills reading listening speaking and writing strategies for teaching the English novel.

3. The most rhetorical difficulties for instructors are parody, and anaphora.

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

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

6. Some of the students lack the ability to master the novel as a literary work and to comprehend the rhetorical aspect of novel.

7. 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 (B)

Questionnaire For Instructors

Rhetorical difficulties in teaching novel

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Anecdote is hard to be explained					
2.	Allusion is not very clarified in "Wuthering Heights" and "Great Expectations"					
3.	Satire is not expressed fully					
4.	Parody is used in "Wuthering Heights"					
5.	Sarcasm it is difficult for me to explain in "Wuthering Heights"					
6.	Diction is very important to the students					
7.	I show how the writer uses onomatopoeia in "Wuthering Heights" and "Great Expectations"					
8.	To find it mysterious to clarify nostalgia to my students					
9.	Do not know how to explain to my students who do not understand hyperbole					
10.	Chiasmus is not known to my students					
11.	It is not easy for me to express anaphora					
12.	I find it difficult to express colloquial					
13.	I clarify imagery in "Wuthering Heights" and "Great Expectations"					
14.	Multiple narration is used in "Wuthering Heights" and "Great Expectations" and needs clarification					
15.	Metaphor as a way of expressing emotions in both novels is difficult to be explained					
16.	The use of weather as an objective correlative needs clarification					
17.	Doppelonger and its relation to the theme					
18.	Ethos and their relation to the character's					

	actions causes problems to me					
19.	Isocolon how are used to serve both novels as a saga novel					
20.	Antihero the way the struggle between the hero and antihero is hardly expressed					
21.	Catharsis where does the reader recognize such emotional response create problems for me					
22.	Parallelism how does the it serve the structure of the plot and the theme as well					
23.	Allusion how does allusion serve the colonial discourse in the both novels					
24.	Motif and its relation to all the fictional elements of both novels are difficult to be explained					
25.	Sarcasm how it is used among characters in "Great Expectations" for example between "Pip" and "Estella" hard to be interpreted					
26.	Foil how does this represent the contrast between "Catherin" the mother and "Cathy" the daughter					
27.	More question about rhetorical.					
28.	It’s difficult whom translation is needed					
29.	Find new and clear goals for the novel need more effort					
30.	Simplifying the novel to match the students' level needs more knowledge					
31.	Training teachers on new techniques and strategies for teaching the novel					
32.	Deleting any contradicting ideas causes misunderstanding					
33.	Giving students an idea about rhetoric devices					
34.	It is hard to motivating students to read and to prepare the novel at home					
35.	Varying methods “acting and role playing”					

36.	Increasing time and periods					

Teaching techniques

How far would you agree that you are using the following items in teaching the English novel: "Wuthering Heights", and "Great Expectation"

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
37.	Using story telling					
38.	Need for translation					
39.	Performance and casting					
40.	Reflection					
41.	Prediction					
42.	Portfolios					
43.	Reading “silent and loud”					
44.	Retrospection “flashback”					
45.	Using strategies to decode words they don’t know					
46.	Developing a mental map of the text as they read					
47.	Walk-in debates					
48.	Questioning					
49.	Using audio visual materials "LCD, video"					
50.	Developing judgments and preferences					