Najat Abdullah Mohammed

University of Tikrit/ College of Education for Humanities

Prof.Amra Ibrahim Sultan (ph.D)

University of Tikrit/ College of Education for Humanities

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

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

A B S T R A C T

This study aims at revealing the rhetorical difficulties of teaching English novel to the third grade from the instructors and students' perspectives at the Universities of Tikrit and Kirkuk.

1. Identifying the rhetorical difficulties and the problems that face Third grade students in the English Departments in Colleges of Education for Humanities at Tikrit and Kirkuk Universities in teaching English novel from instructors' and students' perspectives.

In order to achieve the aims of the study certain procedures have been followed: The population are 161 undergraduate EFL students, in the third year of English Departments, Colleges of Education for Humanities of Tikrit and Kirkuk, the sample is 65 students, whereas the population of instructors are 25 who teach third year students English literature at both Colleges of Education Tikrit and Kirkuk Universitie   The instrument is a questionnaire for both teachers and students. First questionnaire has been constructed and distributed to the 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. Then 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 teachers questionnaire contains (50) items, to be answered by English novel teachers, while the questionnaire of students 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 (15)teachers in English departments at the Colleges of Education for Humanities at Tikrit and Kirkuk Universities. Through the analysis of the results of the two questionnaire. It has been found out that the students face many rhetorical difficulties in studying novel and these difficulties can be categorized into two kinds:

1.Difficulty in understanding rhetorical.

2. Difficulty in teaching a rhetorical devices.

After the analysis of the results of the current study. 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 والطلبة

نجاة عبدالله محمد/ جامعة تكريت/ كلية التربية للعلوم الانسانية

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

الخلاصة:

تهدف الدراسة الى الكشف عن الصعوبات البلاغية لتدريس الرواية الانجليزية للمرحلة الثالثة من وجهة نظر الاساتذة والطلبة في جامعتي تكريت وكركوك:

1. التعرف على الصعوبات البلاغية والمشكلات التي تواجه طلبة اقسام اللغة الانجليزية في فهم الرواية من وجهة نظر الاساتذة والطلبة.

يبلغ عدد الطلبة 161 في المرحلة الثالثة في اقسام اللغة الانكليزية في كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك , ويبلغ عدد عينة الطلبة 65 , في حين يبلغ عدد الاساتذة 25 في تدريس الادب الانكليزي لطلبة المرحلة الثالثة في اقسام اللغة الانكليزية في كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك ويبلغ عدد العينة الاساتذة 15 .

من اجل تحقيق اهداف الدراسة تم بناء الاستبيان الاول وتوزيعه على الاساتذة الذين يقومون بتدريس الرواية الانجليزية لطلاب المرحلة الثالثة من قسم اللغة الانجليزية في كليات التربية في جامعتي تكريت وكركوك , لمعرفة طبيعة الصعوبات التي تواجه الاساتذة في تدريس الرواية . تم بناء الاستبيان الثاني وتوزيعه على طلبة المرحلة الثالثة في قسم اللغة الانجليزية في كليات التربية للعلوم الانسانية في جامعتي تكريت وكركوك.

وقد احتوت استبانة المعلمين على (50) فقرة للإجابة عنها من قبل اساتذة الادب , بينما احتوى استبانة الطلاب على (20) فقرة للإجابة عنها من قبل طلبة المرحلة الثالثة.الروايات التي يشملها الاستبيان هي

1. "Wuthering Heights" by Emily Bront

2. "The Great Expectations" by Charles Dickens

تم فحص صلاحية الاستبيان . وقد تم تقديمه الى لجنة تحكيم مكونة من عشرة خبراء في اللغة الانجليزية. 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 الطلاب يواجهون العديد من الصعوبات في دراسة الرواية ويمكن تصنيف هذه الصعوبات الى نوعان وهما :

1. صعوبة فهم الادوات البلاغية .

2. صعوبة تدريس الادوات البلاغية.

بعد تحليل نتائج الدراسة الحالية , تم عمل بعض الاستنتاجات والاقتراحات والتوصيات.

<u>الكلمات الدالة:</u> البلاغة، تدريس الرواية، الاساتذة، الطلبة، وجهة نظرهم.

1.1   The Statement of the problem :

Literature plays a vital role in teaching English as a foreign language. The novel as   part of literature shares this vital role. The instructors can try to find new methods in teaching novel to modify the current classical methods that are teacher-centered. The instructor has to select the methods that increase the students' understanding of the novel and create deep synthesis with linguistic skills. Through these novels which can be good material for teaching the language, the students can learn new words and expressions. The students' minds become accustomed to the syntactic and structural patterns of the new language they are learning.

1.2   Aims of the study :

1   Identifying the rhetorical difficulties and the problems that face the students of English departments in understanding the novel from instructors and students' perspectives.

1.3   Value of the Study

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

2   It is hoped that this study will help instructors in developing new methods and strategies for teaching the English novel (Wuthering Heights)and (Great Expectations) to the third grade in Tikrit and Kirkuk universities.

1.4   Limits of the study :

1. Teaching the Victorian novel in the colleges of education at Tikrit and Kirkuk universities which are (Wuthering Heights) and (Great Expectations)

2. Third-year students in the departments of English at college of Human sciences at Tikrit and Kirkuk universities during the academic year 2021-2022.

1.5 The plan of the Study

1. Selecting of a sample of instructors of novel from Tikrit and Kirkuk

universities.

2. Selecting of a sample of third year students in the English departments in the colleges of Education of humanities at Tikrit and Kirkuk universities.

3. Constructing of instructors and students' questionnaire for .

4. Analysis of data using statistical means.

5. Drawing conclusions and recommendation.

1.6 Definition of Basic Terms :

1.6.1 Rhetoric:,(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.

1.6.2 Difficulties: According to Cambridge Dictionary "difficult" adjective, means "not friendly, easy to deal with, or behaving well". It derives from the noun difficulty.

It involves diagnosing the situation so that the focus on the real problem and not on its symptoms.

For example, fear of speaking in public only becomes a problem when your job is dependent on public speaking.

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 : 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

2.1   Literature Review

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

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 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: "Hereyes wereocean-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

e- 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".

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

g- 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".

h- Hyperbole : Using an exaggeration: "She'd hated the rule from the first million times she'd heard it"

i- Understatement : The opposite of hyperbole: "He fell backward from the impact of the bullet, the projectile shredding and tearing through his body. That's going to leave a mark".

j- Antonomasia : Using a description as a proper name: "Nothing but the best would be good enough for Mr. Stuck-on-Himself". d- Pleonasm : Using more words than necessary: "She was absolutely, positively, never, never, never going to admit that he'd been right". e- Tmesis : Splitting a word and adding another word in the middle: "Abso-friggin-lutely".

k- Distinction : Giving a further definition of a word in a following phrase: "I will never agree to this plan, and by 'never', I mean not in a million years".

l- Antiphrasis : Using a one-word paradox for irony: "While the yard was sweltering in the sun, it was a cool 112 degrees in the shade". h- Zeugma : Using an out-of-sync phrase for the last item of a list: "Before meeting up with her boss, she grabbed her project list, her accomplishments list, and her big-girl panties".

2.2 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"(cf. Greenblatt 2006:1901- 1902).

2.3   Previous Study

2.3.1   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.

3.0 Procedures

3.1 Population and Sample

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

Whereas the instructors sample of this study is (15) chosen randomly from Tikrit and Kirkuk universities, as shown in the table (2).

Table (2)

Population and Sample of Instructors

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

3.2 The Questionnaire

- 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 contained twenty (20) questions focused on the challenges EFL students face while learning novels. Likert's five scales is used. strongly agree (1), agree (2), neutral (3), dis agree (4), and strongly disagree (5). (See appendix I).

4.1 Analysis of the Aim

- **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	4	44	17	2	1	1	4.569	0.970	91.38	Strongly Agree	1
2	5	40	20	4	1	0	4.523	1.111	90.46	Strongly Agree	2
3	8	38	18	7	1	1	4.400	1.052	88.00	Strongly Agree	3
4	12	35	20	5	4	1	4.292	1.059	85.85	Strongly Agree	4
5	3	19	23	16	5	2	3.800	1.072	76.00	Agree	5
6	18	15	22	15	13	0	3.600	1.042	72.00	Agree	6
7	20	15	23	15	10	2	3.600	1.175	72.00	Agree	7
8	14	15	23	15	10	2	3.600	1.115	72.00	Agree	8
9	15	14	21	16	14	0	3.538	1.124	70.77	Agree	9
10	19	9	25	18	11	2	3.431	0.955	68.62	Agree	10
11	7	8	20	19	14	4	3.215	1.039	64.31	Agree	11
12	1	7	16	27	13	2	3.200	1.102	64.00	Agree	12
13	2	7	20	18	18	2	3.185	0.812	63.69	Agree	13
14	6	4	21	18	18	4	3.046	0.987	60.92	Agree	14
15	9	3	19	23	11	9	2.938	1.032	58.77	Neutral	15
16	10	4	16	22	16	7	2.908	0.951	58.15	Neutral	16
17	11	3	15	25	17	5	2.908	1.037	58.15	Neutral	17
18	13	2	18	19	20	6	2.846	1.071	56.92	Neutral	18
19	16	2	12	28	17	6	2.800	1.161	56.00	Neutral	19
20	17	0	13	34	10	8	2.800	1.102	56.00	Neutral	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.

- **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 (7)

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

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	4.06	0.96	81.333	Agree	7

						7	1			
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	77.33333	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	74.66667	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	73.33333	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
28	32	3	4	5	3	0	3.467	1.060	69.33333	Agree	28
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	66.66667	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 (7), 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 (8)

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

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 (8), 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 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).

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 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.

5.3 Suggestions For Further Studies

Based on the current study, a number of suggestions for further researches are proposed:

1) A comparative study should be conducted to compare methods used in teaching rhetorical devices in novel to the third grades in the EFL Iraqi and other countries.

2) A study should be conducted on the effect of English novel teaching on the Iraqi culture.

3) A study should be conducted on the teaching English novel to the preparatory school students.

4) A study should be conducted to find students understanding of each rhetorical device.

5) A study should be conducted new technique and method to teach rhetorical device in English novel.

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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 of studying novel

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					

No.	Items					
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 "The Great Expectations"					
19.	Personification makes the novel interesting.					
20.	Finding literary devices and teaching them is avoid in "Wuthering Heights" is a difficult task.					

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'					

No.	Items					
	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					