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JOURNAL PAPER INSTRUCTIONS TO AUTHORS

General

The paper should be valuable and should not have been published or submitted for publication in any other Journals. The text should be complete with abstract, introduction, material and methods, results, discussion and reference. The text must not exceed 15 pages for sciences papers and 25 for the humanities

Content Text

The content text must be Normal, 10 pt., Times New Roman, at least 12 lines spaced, and justified. Each paragraph should be spaced after 6 pt. The first line of the paragraphs should not be indented.

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Footnotes should not be used.

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Include page numbers. The page numbers should be placed in the lower right hand corner.

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The paper title must be capitalized, bold, centered, 11 pt., and spaced after 18 pt. Main titles and abstract title should be capitalized 9 pt., aligned left, bold, spaced before 12 pt., and after 6 pt., and numbered as (1., 2.,3.). Principle subtitles must be written in 10 pt, bold, aligned left.

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The name(s) of the author(s) should be written only in the first page, capitalized, 8 pt, normal, centered, and spaced after 18 pt. (See below).

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KEYWORDS: *Erosivity factor, Rainfall, Fournier index, Water Quality*

Summary should be provided also in Kurdish and Arabic at the end of the paper.

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Except the tables, all the graphs, maps and photographs must be named as figures. Tables and Figures should be numbered consecutively by Arabic numerals. The tables and figures must not exceed the page margins and must be on one page. All Table outline border should be (1 ½ pt.), inside border should be (½ pt.); table details should be Arial font and written with 7 pt. the figure and table names must be written with 8 pt. style. Names must be written in the middle on top for the tables with space 4 after and for the diagrams/figures, underneath on the bottom with space 4 before and 12 after. If the figure and table names have to be more than one line, the line spacing should be single spaced, and the terms of “Figures” and “Tables” must be bold. (See below)

Table (1): The effect of pepper shoot & root aqueous extract on the growth of different other plants:

Plant type	Shoot Extract					Root Extract				
	Conc. %	Root length (cm)	Shoot length (cm)	Intact plant length (cm)	Inhibition %	Conc. %	Root length (cm)	Shoot length (cm)	Intact plant length (cm)	Inhibition %
Okra	0	*25.7 a**	27.8 a	53.5a	-	0	25.7a	27.8a	53.5a	-
	5	25.00a	26.77a	51.77a	3.23	1	24.50a	27.00a	51.50a	3.73
	10	24.50a	25.95a	50.45a	5.70	2	23.87a	25.65a	49.52a	7.43
Sorghum	0	21.6a	27.2a	48.8a	-	0	21.7a	27.2a	48.9a	-
	5	13.00b	17.25b	30.25b	38.03	1	9.8b	25.5ab	35.3b	27.6
	10	6.00c	5.50c	11.50c	76.44	2	9.4b	22.6b	31.9 b	34.6



Figure (1): xxxxxxxxxxxxxx

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Bullets and numbers should be indented 1 cm from the left margin and hanging indent should be 0.5 cm. Each line of bullets and numbers should be single spaced.

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- Ritter, D. F., Kochel, R. C., and Miller, J. R. (2002). Process Geomorphology (4th ed.). New York: McGraw-Hill.
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- Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.
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- Demirci, A., McAdams, M. A., Alagha, O., and Karakuyu, M. (2006). The relationship between land use change and water quality in Küçükçekmece Lake watershed. In A. Demirci, M. Karakuyu, and M. A. McAdams (Eds.). *Proceedings of 4th gis days in Türkiye* (pp. 27-35). İstanbul, 13-16 September.
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For online documents:

- Standler, R. (2000). Plagiarism in colleges in the USA. Retrieved August 6, 2004, from www.rbs2.com/plag.htm
- Bernstein, M. (2002). 10 tips on writing the living Web. A List Apart: For People Who Make Websites, 149. Retrieved May 2, 2006, from <http://www.alistapart.com/articles/writeliving>
- Titles of journals and names of publishers, etc. should not be abbreviated. Acronyms for the names of organisations, examinations, etc. should be preceded by the title in full.

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Four copies of the research paper with CD containing the paper in one file (Microsoft word 2003) should be submitted to the following address:

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CONTENTS

- The Use Of Euphemism And Dysphemism In Bahdeni Dialect**
Sanan Shero Malo and Fakhir Omar Mohammed1
- An Investigation On Approaches Used In Teaching Literature At Suh English
Departments And Their Applications**
Hazha Salih Hassan, And Tahsin Husein Rassul.....15

THE USE OF EUPHEMISM AND DYSPEMISM IN BAHDINI DIALECT

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ABSTRACT

The present study aims at shedding light on a very important phenomenon in language that is the use of euphemistic and dysphemistic words and expressions in everyday communication in Bahdini Dialect especially in Duhok speech community. They are very commonly used by native speakers of BD. The occurrence of such expressions varies from one genre to another and from one situation to another. As a matter of fact, such phenomenon is approached in terms of classifying the different situations in which these expressions are used.

Using any term, whether euphemism or dysphemism, depends to a great extent on the type of relation between the addresser and the addressee, age, gender, job, educational background, and social position.

KEY WORDS: Euphemistic, Dysphemistic, Bahdini Dialect, Duhok Speech Community.

1. INTRODUCTION

The current paper sheds light on euphemisms and their uses in Bahdini Dialect henceforth (BD) and the English language. Euphemism is an appropriate language form created by people to achieve an ideal communicative effect in the social interactions. Here, in everyday life conversations, dialogues and chitchats, people use different euphemistic words and expressions according to the type of relation that holds between two or more individuals or a group of people. Such a relation is marked by having different registers, social classes and groups, power and solidarity, sex distinctions, and so on.

1.1. Aims of the study

The current study tries to answer the following questions:

1. What are euphemisms and dysphemisms?
2. What are the main uses of euphemisms and dysphemisms in Duhok speech community?
3. What are the reasons behind using euphemisms and dysphemisms?
4. What are the main types of euphemisms and dysphemisms?

1.2. Limits of the study

The scope of the study is limited to only the English language and BD, that are used and spoken in Duhok (situated in Kurdistan Region/ Iraq). The uses and types are vividly realized through the study and analysis of these data. Thus the sections are selected according to the Kurdish

culture. That is, those sections and titles are used which are available in everyday communication.

1.3. Procedure and the model adopted

The classification and the topics under which euphemism and dysphemism are approached depend to a great extent on the model followed in Holder (2002). Holder talks about many fields and situations in everyday life. As a matter of fact, the sections are selected according to the Kurdish culture. That is, the sections and titles used are the ones available in everyday BD. As a procedure for the study, a questionnaire containing some key words related to euphemistic and dysphemistic expressions has been prepared (see Appendix 2). This questionnaire has been given to ten groups of four people in the department of English, Faculty of Humanities/ university of Zakho. In this way, they could discuss euphemisms and dysphemisms among themselves in a more successful way. After collecting the data, they were translated into the English language for the purpose of the present study.

2. DEFINITIONS OF EUPHEMISMS AND DYSPEMISMS

In everyday social situations, sometimes silly, offensive, or taboo words and expressions are used. Such words and expressions are called "dysphemisms". However, these types of words and expressions are scandalous and shameful because of social, political, or religious reasons. That is why new words and expressions, showing more politeness and respect, are created and used

by people. These new words are called “euphemisms” (Matthews, 2007; Mirawdeli, 2007).

Euphemism (from Greek, meaning “good speech”) is defined by different linguists and scholars. All of them present the same idea with different expressions (Fromkin et al., 2003). Hudson (2000) defines euphemisms as “the extension of ordinary words and phrases to express unpleasant or embarrassing ideas”. While Shaw (1986) states that a euphemism is “a softened, bland, totally inoffensive expression used instead of one that may suggest something unpleasant”. According to Fromkin et al. (2003), euphemism is “a word or phrase that replaces a taboo word or is used to avoid reference to certain acts or subjects”. Finally, Trask (2007) defines euphemism as “a word or phrase that is used as a synonym for another word which is avoided because of its taboo status or because of its negative political or ideological connotations”.

To clarify more, all the above definitions share the same point that euphemism is a substitution of an offensive expression for one that may offend or suggest something unpleasant to the listener. There are thousands of euphemistic expressions in any language. For example, in the English language, the use of “die”, “I’ll”, “a bit”, “a lot”, “ask for”, “typist”, “lazy”, “refugee”, “crippled”, “intercourse”, etc., are more informal (dysphemic) than using “pass away”, “I will”, “a little”, “a great deal”, “request”, “secretary”, “sleepy”, “displaced person”, “disabled”, “having love”, etc., respectively (Rabinowiz, 2008; Löbner, 2002 and Trudgill, 1974). In BD, especially in Duhok City, we have such euphemistic expressions used in everyday life situations. Table (1) shows examples from different thematic fields, shows a selected list of thousands of lexical items and word alternatives that are used as euphemisms and dysphemisms:

Table(1):- A selected list showing dysphemic and euphemistic words and expressions

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Were , Here	come/go	Keremke	come over here, please
Seyda , me□lime	Man	Mamosta	master, sir, teacher, etc
Mir, Sekitî	died, kicked the bucket, etc	Emr□ xud□ kir	passed away, slept, etc
Fite	OK	Gelek ba□e	very good, well, etc
Xud□	God	Rebil □alemîn	the Almighty, the Creator, etc
Jin	Woman	Hevjîn, Kabanî	wife, friend, partner, etc
M□r	man	Hevjîn,	husband, friend, partner, etc
Seretan	Cancer	□□a pîs	carcinoma
Hetikber	shameless, pushy, etc	B□ □erim	barefaced
fitfituk	Naughty	Nehecimî	black sheep
Xud□ da	to bear	Ji dayk bu	to give birth
Hat	Came	Gehi□t	arrived
Mistin	to piss	Dest nv□j	to make water/ urinate
Edeb	WC	Dest niv□j	toilet
Bi telaq	Cuss	Bawer bike	Believe me!
Ka xud□	Where the hell God is?	Estexfrula	I seek forgiveness in God.
Ez benî	man, boy, etc	H□ja, ber□z	sir, at your service, your majesty, your highness, etc
S□qit	stupid, vile, low, etc	B□ exlaq	disreputable

3. USES OF EUPHEMISMS AND DYSPEMISM

Euphemistic and dysphemic expressions are used differently in different social situations. That is, these expressions are used by people to show and reflect different purposes according to the situation in which they are speaking. According to Akmajian et al (1995) and Throne (1997), euphemistic and dysphemic styles are used in the following fields:

3.1.Casualness vs. politeness:

The dysphemic form of speech occurs in casual and relaxed social settings (including close friends chatting, shopping, sitting in cafeterias and casinos, telephoning, family talks while at home, gathering in a public restaurant, going to a party, among others) in which the speech is spontaneous, quick, and unobserved by the speaker (Akmajian et al., 1995). On the other hand, the common use of euphemistic expressions is used when speakers

wish to be polite, through using language functions, as in:

- Apologies: Bibure (Sorry)
- Requests: Roxsete bi rîme vërë? (May I sit here?)
- Invitations: Dê şey di gelmin hëya bazarî? (Can you come with me to the market?)
- Introducing: Dê şey xu bideye niyasîn ? (Can you introduce yourself?)
- **Permission: Di şem bëm?** (May I come?)
- Greetings: Spêde baş. (Good morning.)

The above examples are euphemistic. They show different language functions: apologies (to feel sorry), requests (to be more polite in requesting), invitations, introducing, permission and greetings. However, the above examples may have their dysphemic equivalents, as in:

- Demand : Ka hilo ji wërë : (Get out of my place.)
- Invitations: were bi kerfe. (Come and have a shit.)
- Introducing: Ma tu kî?(Who the hell are you?)
- Greetings: Ha kuru? (Hey, you?)

3.2. Different social domains

Euphemistic style (including words, phrases, sentences and expressions) is used in different social domains such as law, politics, religion, and educational fields. The language of law is always euphemistic in order to simplify the legal language. The language of politics (especially leaders and ministers) is euphemistic in order to create a certain view of the world and to show politeness to the public. The language of religion, which can be found in places of worship, sermons, chants, hymns, religious newspapers and magazines, is usually euphemistic in order to develop a more spiritual outlook. Euphemisms are also used in educational fields, i.e. educational programs or lectures are always euphemistic. On the other hand, the tone of speech in advertising and broadcasting, when connected to everyday language, is often dysphemic and chatty (Rabinowiz, 2008; Throne 1997). For example, two persons may make a comic conversation, so they can give the audience a message about an industrial product.

3.3. Power vs. solidarity

In solidarity relations represented by "attending the same school", "having the same parents", "practicing the same profession", and the

like, the speech that is used among people is usually normal, i.e. euphemistic (Palmer 1981 and Throne 1997). For instance, two employees in one company will have a euphemistic style of conversation between them. Giving instructions to subordinates usually shows an informal, dysphemic form of speech (Palmer 1981). For example, an elder brother will be in a position of power when directing his talk to his younger brother. An example like "here ji pêş Çavêtmin" [Get out of my face!] is a dysphemic and impolite speech delivered by an elder brother to his younger one.

3.4. Mass media

Euphemisms and dysphemisms are used in mass media differently according to different topics and articles. That is why the mass media language is sometimes euphemistic and sometimes else dysphemic. For instance, some news programs, serious dramas and documentaries establish a euphemistic relationship with their audience. Here, the language needs to be easily understandable because the context is public and the tone is often euphemistic. By contrast, the dysphemic expressions are used in the portrayal of true life in "soap opera" (Throne 1997). For instance, a TV or radio soap opera, which intends to imitate everyday life, will use suitable accent or dialect of the area. Sometimes, some short episodes (i.e., series of acting) are shown on TVs for the purpose of educational and political guidance. The actors in these episodes speak in a dysphemic-like way so that the common people can understand them easily.

5. REASONS BEHIND USING EUPHEMISMS AND DYSPEMISMS

Euphemisms are used in almost all fields of life. They play an important role in any language. Here, euphemistic words and expressions have different advantages which make our language more colorful, formal, polite, and respectful. The most important advantages are listed below:

1. People use euphemisms to avoid the use of taboo words and expressions. These taboos, which are socially and culturally offensive, are used in everyday life situations (Lyons, 1981). For example, in the English Language, "heck" is used as a euphemism for the taboo word "hell" (Akmajian et al., 1995). In BD, when we want to talk about someone who is "shameless", we will

say "Bê şerim" as a substitution for the taboo word " şîştî" or "Bê exlaq" instead of "sâqit" [degenerate]. The same is true with swearwords, which are also taboo and offensive words (Hudson, 1980). Swearwords can be used in casual and relaxed social situations as the talk between friends, at home, in a cafeteria, and the like. In contrast to this, the same swearwords cannot be used in formal situations. For example, in English, "damn" which is an unacceptable word, can be replaced by "darn" (Akmajian, 1995). In BD, we can say "Bawer bike" [believe me], instead of "Pap xudê" [I swear], or "Xude nîne" [there is no God], as a substitution Estexfîrula [I seek forgiveness in God].

2. Euphemistic words and expressions allow us to talk about unpleasant and negative things and ideas (Wardhaugh, 1986). For example, the subject of death and dying is always considered as an unpleasant phenomenon. Therefore; whenever we want to announce the death of someone, we have to try to express it in an indirect way or a milder way to regard feeling and reduce sadness. So at this time, euphemisms can help us solve such problem. In the English language, as an example, we can say "pass away", "depart this life", etc., which have positive meanings, instead of the direct word "die", which is negative in meaning (Shaw, 1986). In BD, we have the same examples, instead of "mir"[die], we can say "wefat kir", "wexer kir" "emrê xudê kir" and so on.

3. People use euphemistic expressions to achieve politeness. According to Leech's principles of politeness, people usually follow certain rules such as praise and sympathy to achieve politeness (Leech, 1981). In English, when we want to say someone is "stupid", it is too impolite and inappropriate in formal contexts. Therefore, in place of this word, certain euphemisms can be used, including words such as "slow" and "unwise". In BD, when we want to describe an ugly girl, we will say "Be saruber" [plain looking], instead of " kireet"[ugly]. The same is true with the word "feqir", "dest kurt" [poor], which is dysphemetic to "Hejar" or "Belngaz" [needy]. These polite synonyms come to rescue the speaker who does not want to be associated with the negative meaning of these words and also not getting the addressee or the people being talked about embarrassed and looked down.

4. Euphemisms are used to avoid the direct mentioning of matters relating to parts of the body, i.e., bodily functions and sex (Wardhaugh,

1986). In the English language, "drain the dragon", or "water the horse", can be used in place of "urinate". Similarly, "slip a length" and "boil bangers", instead of "intercourse" (Fromkin and Rodman, 1974). In BD, especially in Duhok City, when someone wants to go to the lavatory, he/ she will say "Dest av" [toilet] as a substitution for "Edeb".. Similarly, " Yab Hale" [pregnant], a dysphemism that can substitute " Tiştekie bi rîvê"[in the family way].

5. Euphemistic words and expressions are used to show more polite ways of giving names or labels to embarrassing or unpleasant jobs or tasks (Kuiper and Allan, 1996). In English, it is better to say "domestic engineer" than "housewife". The same is true with BD. People try to call [an employee] as "Xizmetkar" instead of "Xulam" or "Feraş" (borrowed from the Arabic language).

5. Data Analysis & Discussion

Euphemistic words and expressions can be found in any language. For example, the English language is full of such expressions. They came either from the Bible (Rabinowitz, 2008), borrowed from other languages like French, Latin, Spanish, etc, or created because we need some soft and mild expressions as substitutions for harsh and offensive ones. The same is true with BD. Euphemisms are either borrowed from other languages such as Arabic or English, or are created because of our new social, political, cultural, or sexual needs. Anyhow, these euphemistic words and expressions are classified into several types.

Euphemisms, which are soft, polite, formal words and expressions, are used differently in various everyday life contexts. That is why, euphemisms are of different types. The most important ones are talked about in the following sub-sections.

5.1. Euphemisms and dysphemisms for taboos

Taboos are socially and culturally offensive, prohibited words and phrases that are said against a person, a thing, or a social behavior. Here emotional terms are used to add an attitude, positive or negative, to the meaning of something or somebody (Trudgill, 1974; Lyons, 1981; Lobner, 2002; and Ahmad, 2008). These taboos or phrases that are avoided in informal style give rise to euphemisms (Yule, 2008 and Fromkin et al., 2003). In BD, many taboos are used in different social situations, such as the talks between friends,

at home, in a cafeteria, and the like. Here, euphemistic words and expressions that are used instead of taboos can be divided into three groups, as follows:

5.1.1. Euphemisms and dysphemisms related to obscenities

People use lots of bad words in everyday life. These words, which can be considered slang,

cannot be used in formal situations because they are taboos. In English, the abbreviation “SOB” is used instead of “son of a bitch”. In BD, many bad words are used in everyday life social situations especially among close friends and in power relations. However, these words and expressions have their polite and euphemistic equivalents. Some examples are listed in Table(2) below.

Table (2):- Euphemisms and dysphemisms related to obscenities

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Saqit”, “La□uk”, “Ko□ler”, “Lew□e”, “Zinix”, “Kevi□te”, “Pi□o”, “Ker”, “Xi□im”, “Št□t”, “Rezīl”, “Mīrat”, “P□lav”, “Ne□is”, “Mal Kembax”, “Ser gulik”, “Hestīgran”, “Dargiran”, “Demaxsiz”, “Edebsiz”, and so on.	disobedient, badly behaved, wayward, mischievous, willful, rude, etc	“B□x□”, “B□ seruber”, “B□ rewī□t”, “B□ exlaq”, “B□ terbiyet”, “B□ □erim”, and the like.	impolite, crude, tasteless, troublesome, unmanageable, unruly, etc

5.1.2. Euphemisms and dysphemisms related to swearwords

People often use swearwords in informal contexts of situation. In English, “darn!” is used as a euphemism for “damn!” (Akmajian et al., 1995). In BD, there are different ways to say swearwords most of them include the name of God, the name

of the Prophet and the holy books, like the Holy Quran, the Bible. Others may include the names of their fathers and children, and so on. As a matter of fact, such expressions are used just to make sure that the speaker is telling the truth, as shown in Table (3).

Table (3):- Euphemisms and dysphemisms related to swearwords

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
“Bi xud□”, “Er□ bi xud□”, “Pa bi xud□”, “Ne bi xud□”, “Bi sed qur□ana”, “Bi mis□ef”, “Bi kītab kem”, “Bi telaq”, “Bi ser□ te”, “Ez x□r□ ji xo nebīnim”, and so on.	I swear! God damned, I swear!etc	Wullāh”, “Er□ wullāh”, or “Bawer bike”	Yes, sure! Believe me! I swear by God! I give my word! etc

5.1.3. Euphemisms and dysphemisms related to blasphemies

Sometimes, people use blasphemies either to make fun of a religion or to show that he/she is angry, not patient, or bad-tempered or just being against a certain religion. Here, he/she uses the name of God or another sacred name in a

disrespectful way. For example, instead of saying “Ka Xudē?” “Xudē nine!” one can say “La hēwlewla”, or “estexfirula which are borrowed from Arabic. Table (4) contains some euphemistic and dysphemic expressions that are used and spoken by people in BD.

Table (4):- Euphemisms and dysphemisms related to blasphemies

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Ka Xud□?”	There is no God!	“La □ewle wela quete	Only Allah gives
“Xud□ nine!”	Even God doesn` t have a heart!	īla bilah”, “La □ewle	strength and power!
“Xud□ jī dil	It isn` t to God!	wela”, or “estexfirula”,	Oh God, forgive me!
nine!” “Xud□	Where is God? Etc		I seek forgiveness in
□ule p□ye?”			God! etc.

5.2. Euphemisms and dysphemisms for death

In most societies, because death is feared, people attempt to express this phenomenon by using some other recognizable substitute words (Fromkin and Rodman, 1974). Talking about death has its own linguistic world. Both the English language and BD, contain numerous euphemisms related to death. They can be divided into:

5.2.1 Euphemisms and dysphemisms related to death and dying

Table (5): -Euphemisms and dysphemisms related to death and dying

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
"req bu", "sikiti", "wermi", "dirya", or "bu cendek",	died, solidified, kicked the bucket, dead, etc	emr□ xud□ kir", "Çu ber diluvenya xud□", "wexer kir", "gijn□ xu ji dest da", "Çu ber re□ma xud□", "mal avayi kir", re□et bu", "nivist", "barkir", "wefat kir", "belg□ wî ji dar□ werya", "roja wî hat", or "xude emanet□ xu j□ stand"	pass away, pass on, gone to be with the Lord, etc

5.2.2 Euphemisms for people and places related to burial and cemetery

In English, the term "cemetery" substitutes "graveyard", which is borrowed from Greek. Also, "obsequies" is used instead of "funeral", and "undertaker" as a euphemism for "mortician"

(Shaw, 1986). In BD, people prefer saying "gōristan" [graveyard] as a euphemism for "zîyaret" [cemetery]. Also, "mezār" [shrine] is more polite, formal, and appropriate than "qebir" [tomb]. Table (6) shows more examples concerning burial and cemetery:

Table (6): -Euphemisms and dysphemisms related to burial and cemetery

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Zîyaret behî	cemetery, tomb, kicked the bucket, tombstone, etc	G□ristan tazî	graveyard, shrine, gone to be with the Lord, etc

5.3. Sexual euphemisms and dysphemisms

Sexual expressions are sometimes considered shameful or not preferred, i.e. dysphemic, within a given social context. Therefore, it is necessary to have some euphemistic words and expressions that substitute these direct embarrassing expressions (Kuiper and Allan, 1996 and Wardhaugh, 1986). Sexual euphemisms can be divided into:

5.3.1. Euphemisms and dysphemisms related to breasts

In English, instead of the direct word "breasts", one can say "apples", "boobies", "boobs", "love bubbles", "mangoes", etc. In BD, we can say sîng", "sëv", "hinar", "hirmîk", "sing u ber", among others, instead of the direct word memîk [breasts]. Sometimes, the word "ÇiÇik is used euphemistically by people to refer to breasts. However, ÇiÇik usually refers to breasts when they are used for feeding children, as stated in Table (7).

Table(7): -Euphemisms and dysphemisms related to breasts

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Memîk, ÇiÇik	boobs, chumps, suckers, etc	siŋ, s□v, "hinar", "hirmîk", "siŋ u ber	breasts

5.3. 2. Euphemisms related to pregnancy

In the English language, the word "pregnant" is dysphemic and it can substitute the expressions such as "with child", "cocked-up", "to have a dumpling", or "to have one in the oven". The same is true with BD. We cannot use some expressions like "yab h ale" or "zik  liber dev 

etc., which are embarrassing, because they are shameful or impolite among most people. Here, people use some other substitutions such as "ti stek  br ve", "ti stek  hey", "y  br ve", "ya girane", "yab ti te", and the like. Table (8) shows more examples:

Table(8):- Euphemisms and dysphemisms related to pregnancy

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
"yab □ale" or "zik □ liber dev�"	pregnant, expecting, in the family way, etc	"ti □ tek □ br □ ve", "ti □ tek □ hey", "y □ br □ ve", "ya girane", "yab ti □ te"	prenatal, heavy with child, etc

5.3.3. Euphemisms and dysphemisms related to intercourse

In the English language, different euphemisms like "shag", "root", "crack a fat", "dip the wick", "play hospital", "hide the ferret", "play cars and garages", "hide the egg roll", and "have a northwest cocktail", can be used instead of

"intercourse"(Fromkin and Rodman, 1974). The same is true with BD. We can say "cut bon", "Çu ser cih ", "Çu naf nivin ", "Çu def , and the like, instead of "gan", [sexual intercourse], etc., which are very informal and offensive.

Table(9):- Euphemisms and dysphemisms related to intercourse

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
gan , t □ nan, p □ vedan	intercourse, fuck, coupled, went to bed, etc	cut bon", "Çu ser cih�", "Çu naf nivin □"	shag, root, play hospital, make love, hide the ferret, etc

5.3.4. Euphemisms related to prostitution

In English, many euphemistic words and expressions like "a lady of easy virtue", "a light woman", "an easy woman", or "a real battleaxe", come in place of the direct word "prostitute", which is totally dysphemic. With a "corrupt family", we can say "a house of ill fame". The

same is true with BD. Instead of saying "qehbe", "fi osik", " ift, which are totally offensive expressions, we can say "hetikber", "b  deling", "dehmen pi ", "ne ecimti", "serberday", and so on. With a "corrupt family", maleka b  x r" or "maleka b  simhet", instead of "maleka  oyi" or "maleka pi ", as shown in Table (10).

Table(10): -Euphemisms and dysphemisms related to prostitution

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
"maleka □oyi" or "maleka pi □ qe □ be", "fi □ osik", " □ ift	prostitute, whore,	"hetikber", "b □ deling", "dehmen pi�", "ne □ ecimti", "serberda�	harlot, adultery, adulteress, strumpet, etc

5.4. Religious euphemisms and dysphemisms

In many religions, the language of religious or magical rites can only be used by certain members of societies like priest, shamans, or mullas. That is why, in many religions including Islam and Christianity, direct reference to the name of God is taboo. This leads to the use of other substituted expressions (Akmajian et al., 1995).

According to religious examples, and for the purpose of our study, we deal with Islamic and Christian terms from English and BD. They can be divided into:

5.4.1. Euphemisms and dysphemisms related to the Names of God

Table(11):- Euphemisms and dysphemisms related to the Names of God

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Xud	God, gods, the false god of fame, etc	"yezdan mezîn", "rebil alemîn", "reb mezîn", "xaliq ev u roja", "reb erd u esmana", or "xud teala",	Allah, the One and Only, the Creator, the Almighty, the Maker, the Greatest, the Magnificent, etc

5.4.2. Euphemisms related to "the Prophet Mohammed" and "Christ"

In the English language, "Jesus Christ", "the Masih", and "the Son" are used as euphemisms instead of "Jesus" (Akmajian, 1995). In BD,

In English, "Golly", "Gosh", and "Dear Lord" are used as euphemisms instead of the direct reference to the name of "God". In BD, Muslim Kurds use "yezdan mezîn", "rebil alemîn", "reb mezîn", "xaliq şev u roja", "reb herd u hesmana", or "xud tehala", among many others, as polite synonyms for "[God]. There are also the ninety nine names of God which are borrowed from Arabic and are used in NK, such as "el rehman", "el rehîm", "el kerîm", and the like. The word Xudê, [God] is used among all people who speak in BD in their everyday life, as shown in Table (11).

instead of using the word "Muhammad" [the Prophet] alone, which is impolite, other polite synonyms such as "pexember", "silavet xudê lê bën", or "xoştyvê xudê", as mentioned in Table (12).

Table(12):- Euphemisms and dysphemisms related to Mohammed and Christ

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Muhammad	Mohammed	"pexember", "silavet xudê lê bën", or "xoştyvê xudê"	The Prophet, Prophet Mohammed
isa	Jesus	isa, Mesîh	Jesus Christ, the Messiah, King of Jews, the Son, etc

5.4.3. Euphemisms and dysphemisms related to "Heaven" and "Hell"

In English, "Paradise", which shows more politeness and respect, is used as a euphemism for "Heaven". "Heck" is used as a euphemism for "Hell", and "darn" as a euphemism for "damn" (Akmajian, 1995). In BD, people prefer to use

"Beheşt Berîn" or "Firdews", etc, instead of "Beheşt" [Heaven], which show more politeness. It is worth noting that the word "Beheşt" is not dysphemic; however, "Firdews" and other words are more religious. The same is true with "Cehnem" or "Tirtirk" [Hell]. It is better to say "Agir", "hezab", and so on.

Table (13): -Euphemisms and dysphemisms related to Heaven and Hell:

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
"behe"	What heaven!	Behe, Behe ta Berîn or "Firdews"	Heaven, Paradise, etc
Cehnem" or "Tirtirk"	Hell, Hellfire, etc	Agir", hezab	Heck, Fire, etc

5.5. Euphemisms and dysphemisms in job titles and honorifics

Euphemisms become increasingly popular in job titles. These euphemisms show more polite and respect ways of giving names to embarrassing and unpleasant jobs or tasks (Kuiper and Allan, 1996). In English, although “stewardess” is a normal job, but it has a complicated title as a euphemism which is “flight attendant”, this title makes this job sound more important than the common name implies. In BD, most of the job titles are borrowed from Arabic. Nowadays, these Arabic words have been kurdisized. For example, “Sebax” [shoe-shine], has been changed into “Boyaxcî”, “Feraş” or “kenas” [employee] become “Boyaxcî”, “Feraş” or “kenas” becomes Xizmetkar ; “Mehlim”, “Mehlime”, “Seyda”, or

“Sit”, become “Mamosta” [teacher], “modîr” [manager], becomes “Rêveber”, “hamil” or “pale” [worker] becomes “krêkar; “sister” [nurse] becomes “Brînbêç”; and so on.

With honorifics, people are used to say “Ez xolam”, “Ez benî”, “Ez qorban”, “Ez xidam”, but now, they use “Hêja”, “Berêz”, or “Xanim”, instead of these expressions.

Furthermore, when we want to call someone, it is more respectable and appropriate to address people by some titles such as “Mam”, “Xal”, “Babê filanî”, or “Deyka filanî”, instead of the direct mentioning of his/her name. The same is true with English, we can say Mr., Mrs., Miss, etc., instead of their first names, as shown in Table (14).

Table(14):- Euphemisms and dysphemisms related to titles and honorifics:

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
“Sebax” · Feraş · kenas , Meqîlim · Meqîlime Sit · modîr · amil · pale · sister	Hey, you, John	Boyaxcî · Xizmetkar · Mamosta Rêveber · krêkar · Brînpêç	Mr. Miss. Ms. Dr. Professor Sir,
“Ez xolam”, “Ez benî”, “Ez qorban”, “Ez xidam, Azad,		Hêja, xatin, “Berêz”, or “Xanim “ “Mam”, “Xal”, “Babê filanî”, or “Deyka filanî	

5.6. Political and military euphemisms and dysphemisms

Political language is full of euphemisms. Political and military euphemisms have been produced because of certain wars (Trask, 2007 and Bolinger, 1975). For instance, in English, certain innocent military euphemistic words and expressions have been used instead of evil ones. For example, “collator damage”, has been used as a euphemism to “civilian casualties”, “ethnic cleansing” instead of “genocide”, “surgical strikes” as a euphemism for precise bombing”,

“campaigns” as a euphemism for “war”, “asserts” instead of “soldiers”, “systems” as a euphemism for “deadly weapons”, or “taking out a city” as a “euphemism for “destroying a city” (Trask, 2007 and Bolinger, 1975).

In NK, the word “Ĥerb” [war], borrowed from Arabic is replaced by “Şer”, “Şoreş” [revolution]. It is better to use the word “Şerê nafxoyî” than “Ĥereke”, “Şerê birakojyê” [civil war]. When someone is killed in a war, we say “Şehid bu” or “Giyane xu ji dest da”, instead of “Hate koştin”.

Table(15):- Political and military euphemisms and dysphemisms:

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Ĥerb · Ĥereke · “Şerê partî u eketiyî”, “Hate koştin”, “Şerê birakojyê”	war, civil war, killed, etc	Şer”, “Şoreş · xabat, Şerê nafxoyî · Şehid bu · Giyanê xu ji dest da · xu kire fidayî	revolution, strife, struggle, the strife of brothers, martyred, etc

5.7. Toilet euphemisms and dysphemisms

There are a huge number of terms that are used as euphemisms for the "lavatory" such as "W.C.", "toilet", "restroom", "little boys/girls room", "cloakroom", "convenience" and many others (Trask, 2007). Fromkin and Rodman (1974) mentioned that "powder room" is a euphemism for "toilet", which itself started as a euphemism for "lavatory", and it is now more acceptable than its replacement. For the term "urinate", which is impolite, there is a large number of euphemisms, such as "drain the dragon", "siphon the python", "water the horse", "squeeze the lemon", "drain the spuds", "wring the rattlesnake", "shake hands with

wife's best friend", "point Percy at the porcelain", "train Terence on the terracotta", "freshen up", "pay a visit", or "powder my nose" (Trask, 2007 and Fromkin and Rodman, 1974).

In BD, it is better to say "Tewalêt" or "W.C.", instead of "Edeb", "edeb Xana", "Ĥemam", [toilet]. Also, it is more appropriate to say "Dest av", or "W.C", , "Des nivêj", instead of the direct word "Mîstin" [to piss] and "Rîtin" [to defecate]. With "taking a shower", it is better to say "balav", instead of saying Ser □î□tin"

Table(16):- Political and military euphemisms and dysphemisms:

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
Edeb, edeb Xana, "□emam",	W.C., to piss, urinate, to defecate, etc	", "Dest av", or "W.C", "Des nv□j □ikandin", "Mirta□ kirin", "Des niv□j girtin", "Des r□vedan",	toilet, restroom, cloakroom, powder room, water the horse, squeeze the lemon, etc

5.8. Euphemism and dysphemisms related to old people

There are lots of terms used as euphemisms and dysphemisms for age, especially the old people. As far as old people are concerned, the following euphemistic terms are used: "dan

hemir, sere ,kal, □xtiyar, rî spî, [aged] etc. Further, some dysphemic terms used to describe the elder are the following: pîr, qurmiçi, ketî, pîre seh, [hag] and so on.

Table (17):- Euphemisms and dysphemisms related to age

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
pîr, qurmiçi, ketî, pîre seh	hag, crone, old, old-fashioned, out of date, man/woman, etc	dan □emir, sere ,kal, □xtiyar, rî spî	Middle age, aged, elderly, etc.

5.9. Euphemism and dysphemisms related to richness and poverty

Euphemistic expressions that are used for poverty are: be pare, dest kurt, nan le hizreta, hejar, " [poor], and the like. Dysphemic expressions that refer to poverty are: feqîr, ns that are used for richness are: ĥit, ĥefik stîr, [loaded], etc.

muflis, xulîser, y□ nanî digerît, ketî , [broke]. On the other hand, euphemistic words which are used for richness are: dewlemend, h□yî , zengîn, xud□ pa y□day□, xude kerem yad gel kirî, " [rich], and so on. Dysphemic expressio

Table(18):- Euphemisms and dysphemisms related to richness and poverty

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
feqîr, mufîs,xulfîser,yîl nanî digerît, ketî	broke, indigent, skint, hard up, etc	be pare, dest kurt, nan lî hizrete,hejar	poor, needy, impoverished, poverty-stricken, penniless, badly off, etc
it, efik sfîr	well-heeled, loaded, etc	dewlemend, hîyî , zengîn, xud pa yî dayî, xud kerem yad gel kirî, xudan malu mulke, xudan qesru qusîra, xudan seru saman,	rich, wealthy, well-off, prosperous, moneyed, etc

5.10. Euphemism and dysphemisms related to boasting and flattery

In English, there is a number of flattering words used to talk to a lady or a girl like “sweet”, “sugar”, “honey”, “darling”, “sexy”, “hot”, “ You are perfect!”, “You are wonderful!”, “What a nice dress you wear today!”, among many others. The same is true with BD. In more formal situations, euphemistic expressions are used for showing the

beauty and good appearances of people, like, can, taze, maqîl, sport, berketî, bejin rihan/bilind” [nice] and so on. On the other hand, the dysphemic words and expressions describing the ugliness and silliness of people may include: kirêt, Çivîl, tamsar, zinix, hestî giran, bê luq., [ugly] , as shown in Table (19).

Table (19): -Euphemisms and dysphemisms related to boasting and flattery

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
kirît , Çivîl, tamsar, zinix, hestî giran, bê luq, dev mezin, Çav mîwîj, mîku	ugly, horrid, horrible, dreadful, etc	Can, taze, maqîl, sport, berketî, bejin ri an/bilind/zirav, dev biÇîk, eyzeran, xatîn, spîndar	nice, pleasant, appealing, delightful, attractive, beautiful, fantastic,

5.11. Euphemisms and dysphemisms related to bribery

In BD, sometimes in formal situations, people use some special expressions to talk about euphemistic expressions that are related bribery.

These expressions include: “reşweÇi, reşwe, vitamin” [inducement] etc. These words and expressions replace some dysphemic ones such as “ bertîl, bertîl xur, pare xur”, [payoff], and others.

Table (20):- Euphemisms and dysphemisms related to bribery

Dysphemic (Informal)		Euphemistic (Formal)	
Kurdish	English	Kurdish	English
bertîl, bertîl xur, pare xur	inducement, carrot, kickback, enticement,	reweÇi, rewe, vitamin, tîtek daye, tîtek di gel gut, Çav xu lî niqand, tîtek kire berfkîde	payoff, bung, sweetener, etc

6. CONCLUDING REMARKS

The present study has arrived at the following:

1. The use of euphemisms and dysphemisms in BD is common in almost all fields of life, especially in taboos and sexual expressions.
2. The frequency of euphemistic and dysphemic words and expressions varies from one field to

another. For example, most of the data collected from the questionnaire were about taboos, prostitutions, titles, honorifics, and others.

3. The use of euphemisms and dysphemisms in BD depends to a great extent on gender, job, educational background, the social status etc.

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الخلاصة

تتناول هذه الدراسة استعمال الكلمات والتعابير اللطيفة والجميلة euphemism وكذلك الكلمات والتعابير المحرجة والغير اللاتقة اجتماعيا dysphemism فى المجالات والمواقف المختلفة فى اللهجة البادية المستعملة فى مدينة دهوك. حيث يستعمل سكان مدينة دهوك تلك الكلمات والتعابير بكثرة فى تواصلهم اليومى مع بعضهم البعض. حيث تستعمل اليوفيمزم والديسفيمزم بشكل مختلف من مجال الى مجال ومن شخص الى شخص فى الحياة اليومية. لذلك قامت هذه الدراسة بتصنيف الانواع المختلفة لهذه التعابير على اساس العلاقة ما بين المتحدث والمتلقى من حيث الجنس والمهنة والمستوى التعليمى والمكانة الاجتماعية.

پوخته

ئەو ئەكۆلینە خۆاندنەكە بو بكارئینانا پەیف و دەربرینان جوان euphemism و کریت dysphemism د بوارین جوراو جورا د دیالیکتا بههیدیدا ئەوا کو د هیتە ناخفتن ل بازاری دهوكی. خەلكی دهوكی گەلەك فان پەیف و دەربرینان د ناخفتین خویین روژانەدا ب کار دهینن. چنکی هەر بوارهکی ژیانى ژ یی دیت یی جیاوازه، یوفیمیزم و دیسفیمیزم ژى ب رەنگەکی جورا جورا دهیتە بکارهینان. لەورا ئەو ئەكۆلینە لسه ربنه مایى دابهشکرن و پولینکرنا جورین یوفیمیزم و دیسفیمیزمان هاتیه فهاندن: پهيوهندی دنابهرا ناخفتنکەر و گوهداریدا، ژى، رهگەز، کار، خواندن، جهی مروفی د جفاکیدا.

Appendix 1
List of Kurdish Letters

A	a	Fal	(kiss)	M	m	Mêrî	(ant)
Ā	ā	Bāpîr	(grandfather)	N	n	Nazik	(elegant)
B	b	Befîr	(snow)	O	o	Sotin	(burning)
C	c	Cigare	(cigarette)	Ö	ö	Sör	(salty)
Ç	Ç	Çav	(eye)	P	p	Per	(wing)
D	d	Dār	(tree)	Q	Q	Qelem	(pen)
E	e	Ez	(I)	R	R	Bira	(brother)
Ē	ē	Ēvar	(evening)	Ř	Ř	Biřîn	(cut)
F	f	Firmêsk	(tear)	S	S	Sêv	(apple)
G	g	Gelî	(valley)	Ş	Ş	Şekir	(sugar)
H	h	Hijîr	(fig)	T	T	Tirî	(grape)
Ĥ	ĥ	Ĥayat	(life)	U	U	Kurd	(Kurd)
H	h	Hêciz	(sad)	Ū	Ū	Rûn	(liquid)
I	i	Dil	(heart)	V	V	Viyan	(love)
Î	î	Dîlan	(dance)	W	W	War	(homeland)
J	j	Jân	(pain)	X	X	Xeste	(hospital)
K	k	Kevir	(rock)	X	X	Xardan	(running)
L	l	Lêv	(lip)	Y	Y	Yarî	(game)
Ĺ	ĺ	Sal	(year)	Z	z	Zêr	(gold)

Appendix 2

Questionnaire

Dear students,

The following table contains some keywords about euphemistic and dysphemic expressions from different fields of life. These expressions are spoken and used by native speakers of the BD in Duhok City and the around areas. Would you kindly give examples to these keywords?

Euphemisms	Dysphemisms
Taboos	
Obscenities	
Swearwords	
Blasphemies	
Death and dying	
Burial and Cemetery	
Sex	
Breasts	
Pregnancy	
Sexual Intercourse	
Prostitution	
Religion	
Names of God	
Names of “Mohammed” and “Christ”	
“Heaven” and “Hell”	
Job Titles and Honorifics	
Politics and Military	
Toilet	
Old People Adjectives	
Richness and Poverty	
Boasting and Flattery	
Bribery	

AN INVESTIGATION ON APPROACHES USED IN TEACHING LITERATURE AT SUH ENGLISH DEPARTMENTS AND THEIR APPLICATIONS

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ABSTRACT

In the light of literature being part of curriculum in the language classes, it was the concern of researchers to conduct researches on the most appropriate approach of teaching literature. This paper is an attempt to report on findings of a research designed to identify approaches employed by instructors in teaching the literature component in the English departments at colleges of Languages and Education, at Salahaddin University/ Hawler (SUH). The aim of this study is to gain a general overview of the approaches used to teach literature in the EFL classrooms and to find out to what extent a systematic methodology is used in teaching literature at university level. The instruments that are used for data collection are the qualitative and quantitative questionnaire and classroom observation checklist. The research findings show that most of the instructors follow various techniques or styles which are not approaches to teaching literature, but they can be merged to construct the elements of *content-based, personal growth, and language-based (or stylistic)* approaches. They are not aware of the most appropriate approaches used in teaching literature. Finally, in order to promote an effective teaching environment in literature classes, the researchers suggest the necessity for improving instructors' methods and approaches of teaching literature plus a number of recommendations.

KEYWORDS: Teaching literature for EFL learners, Approaches used to teaching literature, An integrated approach to teaching literature, Teaching literature at university level.

INTRODUCTION

Literature has become an essential part of English Language learning curriculum in English departments at Iraqi universities since their foundations. It has been taught side by side with other linguistic/language components. Literature instructors adopt different methods. In this respect, according to (Carter and Long, 1991), there are three main methodological approaches to the teaching literature:

1. Content / Information—Based Approach

This is the most traditional approach to teaching literature. In this approach literature is an ideal vehicle for presenting the cultural notions of the language such as the history, literary theories, theory of genres, biography of the authors

(Carter & Long, 1991; Lazar, 1993). This approach views literature as a source of facts or information and therefore, reading tends to be based on obtaining information. It describes the study of literature as “aesthetically patterned

artifact endowed with the knowledge potentials philosophy, culture, morality, and humanities” (Ganakumaran 2007:2).

According to Hall (2005: 50), this approach is “lecture based” or teacher - centered approach. Students depend on their teachers and established sources to interpret the text. This leads to few students' participation in class activity, “using anthologies of classic extracts or largely unread classic works.....summarizing author's life and times, themes, plot, characters, and anticipating exam questions with lists of key quotations to learn”. Carter and Long (1991) further argue that it involves critical concepts, literary conventions and meta-language and the students should be able to use such terms and concepts in talking and writing about literature.

2. Reader Response Approach (Transactional Approach)

In this approach, students' personal experiences are connected with the themes of the texts studied (Carter & Long, 1991; Lazar, 1993). Davis states that the ways we interpret the words

of the text are analogous to the way we make sense of personal experiences – interpretations are determined by the events we encounter and in the text by the words we read (1989, 421). Rosli (1995) asserts that the reason behind it is to motivate and encourage students to read by making a connection between the themes of a text and his or her personal life and experiences. In this approach, the reader's interactions with the text result in the interpretation. In other words, the interpretation is achieved through the interaction between the text and the reader. It is based on the transactional relationship between the reader's personal experiences, opinions and feelings on the one hand and the text on the other.

Rosenblatt (1982: 268) claims that it is important to view reading as a "transaction, a two-way process, involving a reader and a text at a particular time under particular circumstances." Hirvela (1996) explains that responses are personal as they are concerned with students' feelings and opinions about the literary text. According to Ali (1994) this approach is rooted in constructivism where each individual constructs his/her own version of reality when encountered with the text. In other words, each individual respond differently to a single text. Therefore, we can have multiple interpretations rather a single correct interpretation of a text (Amer, 2003).

3. Language-Based Approach and the Stylistic Approach

This approach mainly considers literature for language development and awareness purposes. The aesthetic aspect of literature is achieved only through the linguistic and discursal quality of literature (Lazar, 1993). According to this approach, literature is concentrated on as text; it guides students towards a closer understanding and appreciation of the literary text itself using the combination of linguistic analysis and literary critics (Lazar, 1993). The teacher's role is not to impose interpretation, but to clarify technical terms, offer appropriate classroom procedures and intervene to provide stimuli and prompts. "language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature" (Carter and Long, 1991: 2).

Strongly associated with this approach is what Maley (1989) calls the stylistic approach. Widdowson (1975: 3) defines stylistics as "the

study of literary discourse from a linguistics orientation". In this approach, the conventions of language are treated. This model approaches literature by analyzing the features of literary language, for example its unconventionality and non-grammaticality, to develop students' sensitivity to literature, and to have them make aesthetic judgments and interpretations of the text based upon their linguistic knowledge (Bagherkazemi&Alemi, 2010: 5). McRae and Clark (2004) argue that stylistic approach is ideal for developing students' awareness of language use in literary text specifically with advanced learners.

AN INTEGRATED APPROACH

Fogal(2010:121) states that "The rationale for this integrated approach is provided by Baba (2008), Divsar & Tahriri (2009), Kellem (2009), Timucin (2001), and Wang (2009), all of whom argue that approaches to literary analysis need not be mutually exclusive". In this approach, some or all of the above-mentioned approaches are combined in a logical way.

By an integrated approach, instructors "can develop activities that help students work with the language *and* engage with and personally respond to the material (Kellem, 2009: 16). Savvidou (2004), for example, offers the following as the stages in her integrated model:

Stage 1: Preparation and Anticipation

This stage elicits learners' real or literary experience of the main themes and context of text. Providing necessary background information to understand a text (Based on the information - based approach), such as giving examples related to the text from various sources "children literature, folklore, poetry, songs, and historical and dramatic references" (Vogely, 1997: 245).

Stage 2: Focusing

Learners experience the text by listening and or reading and focusing on specific content in the text. Scanning and skimming the text for information as setting, characters, mood ...etc.

Stage 3: Preliminary Response

Learners give their initial response to the text - spoken or written

Stage 4: Working at it – I (Second Reading)

Focus is on comprehending the first level of meaning through intensive reading.

Stage 5: Working at it – II (Close Reading)

Focus is on analysis of the text at a deeper level and exploring how the message is conveyed

through overall structure and any special uses of language - rhythm, imagery, word choice etc.

Stage 6: Interpretation and Personal Response

The focus of this final step is on increasing understanding, enhancing enjoyment of the text and enabling learners to come to their own personal interpretation of the text. This is based on the rationale for the personal growth model.

THE PROBLEM OF THE STUDY

Experience and observation show that students have low motivation in literature class. They do not participate actively during the classes. They do not show any inclination in studying literature. They do not know how to appreciate literature accordingly. Most of the students do not know how to appreciate the culture in the poem or short story and interpret the social, political, literary and historical perspectives of a specific text. Moreover, they do not know how to respond personally to the text. They only see literature as an ordinary reading text and do not really discover the underlying principles of learning literature (Syed Nasharudin, 2008: 5). Therefore, it is necessary to investigate ways to promote English Literature among students in Iraqi Kurdistan region's universities.

This study aims to investigate and examine the approaches used by instructors to teach literature in English Departments at Salahaddin University/Hawler(SUH). The major objective of the study is to find out whether instructors follow systematic methodologies in teaching literature. The research questions are as follows:

1. What are the approaches used by literature instructors at English Departments / SUH?

2-To what extend instructors are aware of the different approaches used to teach literature in the ESL classroom?

PARTICIPANTS

The study is limited to English literature instructors in English Language Departments from Colleges of Education and Languages/ Salahaddin University-Hawler for the academic year 2012-2013. The sample of the research is restricted only to (8) instructors of English and American literature. The description of the participants are provided in table no. 1:

TYPES OF INSTRUMENTS

Two types of instruments were used for data collection: a teachers' questionnaire and a classroom observation checklist. The questionnaire is made up of 16 items which include both open-ended and close-ended items.

The observation checklist includes 21 items. The scales used for each item were *Yes*, and *No* to show the use of the techniques and principles of the methods of teaching literature.

VALIDITY

Questionnaire was sent to experts as jury members who were Pamela Williamson (Associate Professor, University of North Carolina at Greensboro) and Laura Dell (Academic Director, Teacher Licensure & Online Learning/ School of Education, CECH, University of Cincinnati) to know whether the items were eligible and duly prepared to achieve the purpose of the study or not.

DATA ANALYSIS AND EXPLANATION OF THE FINDINGS

1- The Analysis of the Questionnaire Data

In the light of the instructors' responses to the teachers' questionnaire, the data have been described, and illuminated to each item:

In the response to the 1st item—*In your opinion, what are the goals (aims) of teaching literature?* The goals are to enable learners to:

express their ideas and feelings, and write literary works

give meaning to life and our relationships with nature and other people

think deeply to stimulate the imagination, and search for knowledge, facts, and entertainment

nurture principles of culture, perceive didactic lessons from teaching literature.

improve language skills and critical thinking.

broaden their horizons, and be fluent in English language.

be acquainted with English literature and the culture it reflects.

In answer to the 2nd item —*Do you follow a specific approach in teaching literature?* shows that 86 percent of the instructors use a specific approach, whereas 14 percent of them use various approaches in teaching literature.

—In the 3rd item — *If the answer of the previous item is 'yes', then mention the approach.* Each instructors' specific approach is:

content-based approach

communicative approach

student-centered learning

socratic way of Teaching, i.e., questioning and answering

analysis for the comprehension of a theory text, and involving students in discussions.

constructivism (John Dewey's Method): reflection on literary text to analyze it deeply in

search for meanings, open-ended questions, and watching movies for analysis.

In answer to the 4th item—*Do you think that the approach that you follow in the class is effective in achieving the objectives of teaching literature? If so, how?*, the teachers indicate that their approaches are effective because they:

involve students in discussions and in critical questions,

help students use their vocabulary for expressing their ideas,

provide students with good theoretical information.

Involve students in various authentic tasks, as; themes, characters, plot, etc.

lead students to follow up.

From the teachers' collated data (of the 4th item), one can infer that the instructors only provided objectives about *Traditional and Language based approaches*. The instructors have neglected highlighting the objectives of *Personal Growth Approach*.

The elicited assessment of the 5th item—*Do you think the approach you have mentioned is the best one to be used in ESL/EFL classrooms?* indicates that all of the 86% of the instructors affirm that the approach they use is the best in ESL/EFL classrooms.

The analysis of the 3rd and 5th items show that the instructors are not aware of the different approaches used in teaching literature in ESL/EFL classrooms.

In response to the 6th item—*If the answer to the previous item is 'yes', what are the strong points of this approach?*, this approach encourages the students to:

concentrate on content rather than form in acquiring the syllabus.

communicate, and act as teachers when they have a student-centered class.

be responsible for the material, and make the others understand it which makes them more self-confident.

obtain creative thinking, and interact with others in the class.

learn because it is the only possible way with such large classes when the students, unfortunately, are not qualified for the study.

build knowledge and learn.

The analysis of the 7th item—*Do you think that this approach has weak points?* shows that 43 percent of the literature instructors think that their approaches are free of weak points. but 57 percent

of them perceive that their approaches have weak points. The weak points are reported in the 8th item which are:

Some students dislike focusing on lessons

More could be done with the good student.

Some are always passive, and do not have enough motivation for the activities.

Most of the weak points, here, can be summed up as lack of motivation on the part of the learners.

The literature instructors' viewpoints of the elicited data in the 6th, 7th and 8th items, show the strengths and weaknesses of the adopted approaches.

In answer to the 9th item—*If any, what do you suggest to overcome these weak points?*, their supposed solutions are to:

Pinpoint lazy students, and use various ways to motivate them. This is achieved by asking them easy questions, and paying more attention to them.

Have Admission Test: to test the linguistic, cultural, and literary interests and abilities for students before their being accepted in the English Departments.

Teach Literature through presentations, group works and writing term papers. So, the students should learn about these things in the earlier stages.

Change the education curriculum in basic and high schools.

Reduce the students' number so that the teachers can provide them with equal opportunity to practice the subject matters.

In answer to the 10th item—*Does your approach help students to relate lesson to their own experience? If so, how?*, the lecturers state that:

Yes, through relating the topic of certain lessons to certain sketches in films. Thus, their awareness will be raised to help them to capture the meaning of literary terms.

Yes, if the students are good and open-minded, because literature reflects life.

Somehow. Yes, by bringing their own life experience and connecting it to the text.

To some extent. It depends on the text and the themes of the literary text.

Yes, constructivism and reader-oriented approaches help students use their own experience for interpretation.

Yes, since I ask them to present similar examples from their life and relate them to the literary work.

In answer to the 11th item—*Does the application of your approach increase the students' awareness of the cultural background? And how? They state as the following:*

Yes, through hearing the students' critical points as obstacles between me and my students.

Yes, if they already have some knowledge and ability. But our students have to be taught "from scratch".

Yes, they will get new information about the culture and the mentality of the writers' country or society.

Yes, because they connect the text to its historical and cultural background.

Yes, through comparing what they study with their society.

Yes, by connecting the text to the cultural background.

Yes, they compare and contrast their own culture with the cultural elements in the discourse.

The instructors' responses to the 12th item—*Do you know about integrated (multimodal) approach to teaching and learning literature? If yes, what is your opinion about this model? are:*

Yes, I prefer it because it means one day for discussing group work activities, another for lecturing, using the board, another through using data show, another day

for listening to seminars, and another day for judging their ability of writing reports concerning literature.

Yes, my approach is multimodal: the students can learn new vocabulary side by side with new ideas.

No

No

Yes, I think it is the best.

Yes, these are a variety of theories of literary criticism: reader-oriented theories, feminist theories, Russian formalism, psycho-analytical theories for interpretation of the texts.

Almost all the instructors' viewpoints show that they are not aware about "integrated (multimodal) approach" for teaching literature.

In response to the 13th item—*In your opinion, which activities help to develop students' language efficiency (competence)?, the activities are:*

The interpretation of a literary work in their own words.

both spoken (such as presentations and seminars) and written (for example, doing written assignments and writing essays).

group work, using data show, and showing movies of the literary text.

group work, presentation, and open questions. questioning and answering plus individual participation.

both written and oral assignments plus students' competition.

urging them, asking them, attracting their attention, giving them clues and keywords for more elaboration, and providing them with literary terms, schools, etc.

Almost all of the instructors' viewpoints are educationally feasible to help learners their language efficiency (competence).

In answer to the 14th item—*In your opinion, what are the difficulties in teaching Literature?*, 14% of the literature instructors confirm that they face no difficulties while teaching literature, whereas 86% of the instructors think that the difficulties are:

students' shyness, and their inability to understand the objectives.

rarity of sources, insufficiency of facilities in college. Lack of students' enthusiasm for reading literary books.

students' back level.

Students' resistance to a foreign country culture.

unmotivated students.

Students have very little knowledge about language and literature.

In response to the 15th item—*What have you tried to do to overcome the difficulties?*, 14% of the instructors state that they have no difficulties to try to overcome, whereas 86% of them think that their endeavors are to:

both teacher-centered and student-centered classes with what they entail.

attract students' attention by the use of different means, as audio-visual aids.

simplify the text to them by using theories of criticism for interpretation such as: tools for analysis, watching movies, writing essays, and their active participation in the analysis.

focus on their active participation, and group work.

motivate students, and create group work and a nice atmosphere.

give them email, talk to them directly, and accept their views.

In response to the 16th item—*Do you feel you need additional help to teaching literature? What kind of professional development do you feel you*

need?, 14% of the instructors state that they do not need any additional help, whereas 86% of them perceive that they are in need of:

enrolling good graduates in literature classes, and having collaboration between language and literature instructors.

the use of more technological devices.

a course to know about how to teach outside the class.

an international or local conference to have an idea about the latest ways for teaching literature in foreign countries.

large rooms to teach in groups, circle-shaped desks, and more than 10 computers.

literary movies.

2. The Analysis of the Classroom Observation Checklist

Table (2) is designed to calculate the teachers' usage of the techniques and principles of approaches used in teaching literature. It shows the extent to which they have utilized these techniques and principles successfully when the researchers observe the classroom. The first column of the table shows the number of the items in the observation checklist, while the others indicate the scales feedback of implementation of each teaching literature approach (See table no. 2).

In table no. 2, the usage of content (or information) based/ traditional approach is 74 percent; the implementation of personal growth (or enrichment)/ reader response approach is 47 percent, whereas the employment of language-based/ stylistic/ new criticism approach is 50 percent. This result shows the extent to which the literature instructors employ the approaches to teaching literature (See Figure no.1).

Both the answers to the 3th item and the amount of figure (1) are compared and show that: although most of the literature instructors claim that they follow a specific approach to teaching literature, they employ an integrated approach to teaching literature to a great extent.

3. Demographic Background of Literature Instructors

Table no. 3 is the analysis, and interpretation of the literature teachers' background information: their gender, college, and teaching experience.

In table no.3 ,Female instructors employ 38% of Language Based/ Stylistic Approach. Also, instructors from College of Education use only 19 percent of the same approach. And, 33% and 17% of personal growth (or reader response) approach is implemented by (1-5) year and (5-10) year

teaching experienced instructors respectively. Moreover, 25 percent of language-based approach is utilized by (5-10) year teaching instructors. In other words, lack of implementation in personal growth (or called reader response approach) and language based approaches can be noticed because these two approaches, apart from "content/ information-based approach which is teacher-centered (Hall, 2005: 50), are learner-centered where the teachers were not successfully capable of creating its environment and of adopting it. The highest proportion is 74% of content/ information-based approach. This is because of the reason that this approach is lecture-based (i.e., teacher-centered) that the teachers have authority and are active while learners are passive most of the time. The least proportion (47%) of "reader response" (i.e., transaction approach) is used effectively. That is because of the fact the interpretation of any text has not been achieved through the interaction between text and the readers: the teachers were not successful in motivating and encouraging the students to read by making a connection between the themes of a text and their personal life and experiences (Rosli, 1995).

RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

1. Results

Elicited data from the observation checklist shows that the instructors employ the three approaches to teaching literature: 74% of Content based/ traditional; 47% of personal growth; and 50% of language-based/ stylistic.

The literature instructors' approaches have weak points: the teachers were not successful in motivating and encouraging the students to read by making a connection between the themes of a text and their personal life and experiences (as noticed in the least proportion of "reader response" approach, 47%).

To overcome the weak points (i.e., students' lack of motivation), the instructors are divided into two groups: a group wants to use various beneficial ways to face this problem instantly; whereas the other group blames the education system and ask for radical changes in basic and high schools.

Nearly, all the teachers do not know what is meant by integrated (multimodal) approach to teaching and learning literature.

86% of the teachers confirm that the worst approach for teaching literature is *spoon-feeding students* (i.e., *giving them easy materials to have rote learning*); *style-based approach*; *teacher-centered approach*; *the classical approach of lecturing*; and *group teaching, because the students depend on each other, not themselves*.

86% of the literature instructors indicate that they need additional help in teaching literature for example: elaboration between language and literature instructors; the use of more technological devices; a course about how to teach outside the class; an international or local conference about the latest ways for teaching literature in foreign countries; and large rooms to teach in groups, and circle-shaped desks.

Less experienced teachers whose experience is (1-5) years have implemented 33% of personal growth (or reader response) approach, whereas those whose experience is (5-10) years have employed 17% of the approach as clarified from the demographic background of the literature teachers.

Literature teachers from college of Education have utilized 19% of language-based (or stylistic) approach.

lack of implementation in personal growth (or called reader response approach) and language based approaches is because of that these two approaches are learner-centered where the teachers were not successfully capable of creating its environment and of adopting it.

The highest proportion is 74% of content/information-based approach. This is as a result of the implementation of lecture-based (i.e., teacher-centered) approach.

2. Conclusions

EFL literature instructors are not aware of the teaching literature approaches because none of them can tell what the teaching literature-approaches are.

Almost all the instructors do not know the differences between language and content objectives. Whatever approach in teaching is dependent on either or both of them. Besides, an educationally constructed plan for teaching any activity needs carefully stated objectives (or aims). Or else, teaching any activity is meaningless

without having been set clear aims prior to teaching the activity.

Nearly all of the instructors have different viewpoints about the objectives of teaching literature.

Almost all the instructors think that they follow a specific approach in teaching literature such as: *content-based*, *communicative*, *student-centered*, *socratic way of teaching*, *analytical discussion*, and *constructivism approaches* whereas, these are wide-ranged domains in teaching English as second or foreign language (I.e., they are not the real methods or approaches of teaching literature).

From the teachers' collated data, one can infer that the instructors only provide objectives about *Traditional and Language based approaches*. The instructors have neglected to highlight the objectives of *Personal Growth Approach*.

3. Recommendations

1. It is recommended that the instructors should know about the methods of teaching literature and how to apply them in their classrooms. They should improve their methods and approaches of teaching literature. This might be done by having summer training courses in this regard.

2. The instructors should know the language and content objectives of teaching literature. The literature instructors should be taught the difference between both language and content objectives, and how each leads to have different goals and separate technique(s) of teaching any activity in a literary work.

3. Since the learners are less motivated, the literature instructors should know what is meant by Integrated Approach to teaching literature, and how to apply it. That is according to Duff and Maley (1990), the main reasons for integrating approach are linguistic, methodological and motivational (cited in Savvidou 2004).

4. Suggestions for further research

1. A research is needed to be done for the assessment of the learners' motivation in literature classes.

2. A research should be conducted in which the tool of the study would be achievement test for assessing learners' production in English literature.

3- Further researches should be done on various strategies used in teaching literature, especially the up to date ones, such as critical social literacy.

Table (1): Participants' Necessary information

The degree	Scientific address	The age	Teaching Experience	Number of participant
PhD.	Asst. Prof.	55 45	Over (15)years	2
PhD.	Instructor	50 40 37	14years 5years 10years	3
MA	Instructor	50	Over 15years	1
MA	Asst. Inst.	60 36	Over 15 years 9years	2

Table (2): Item Assessment of the implementation of the approaches

Item No.	Approaches of Teaching Literature	Yes	No	Yes Percentage	No Percentage	Approach Percentage
1	Content/ Information-Based Approach	6	0	100%	0%	74%
2		5	1	83%	17%	
3		5	1	83%	17%	
4		3	3	50%	50%	
5		5	1	83%	17%	
6		2	4	33%	67%	
7		5	1	83%	17%	
8	Reader Response Approach (Transactional Approach)	4	2	67%	33%	47%
9		4	2	67%	33%	
10		2	4	33%	67%	
11		2	4	33%	67%	
12		3	3	50%	50%	
13		2	4	33%	67%	
14	Language-Based and the Stylistic Approach	4	2	67%	33%	50%
15		3	3	50%	50%	
16		1	5	17%	83%	
17		2	4	33%	67%	
18		3	3	50%	50%	
19		4	2	67%	33%	
20		3	3	50%	50%	
21		4	2	67%	33%	
Total		72	54	57%	43%	57%

Table (3): Demographic Data of literature Instructors in their Teaching Approaches

Percentage of the Approaches Employed in Teaching Literature				
	Content Information-Based Approach	Reader Response Approach (Transactional Approach)	Language-Based and the Stylistic Approach	All Together
Male	86%	50%	69%	68%
Female	68%	50%	38%	52%
Languages	89%	63%	72%	75%
Education	64%	58%	19%	47%
(1-5) years	71%	33%	75%	60%
(5-10) years	71%	17%	25%	38%
over (15) years	68%	58%	53%	60%
Total of Each Approach	74%	47%	50%	

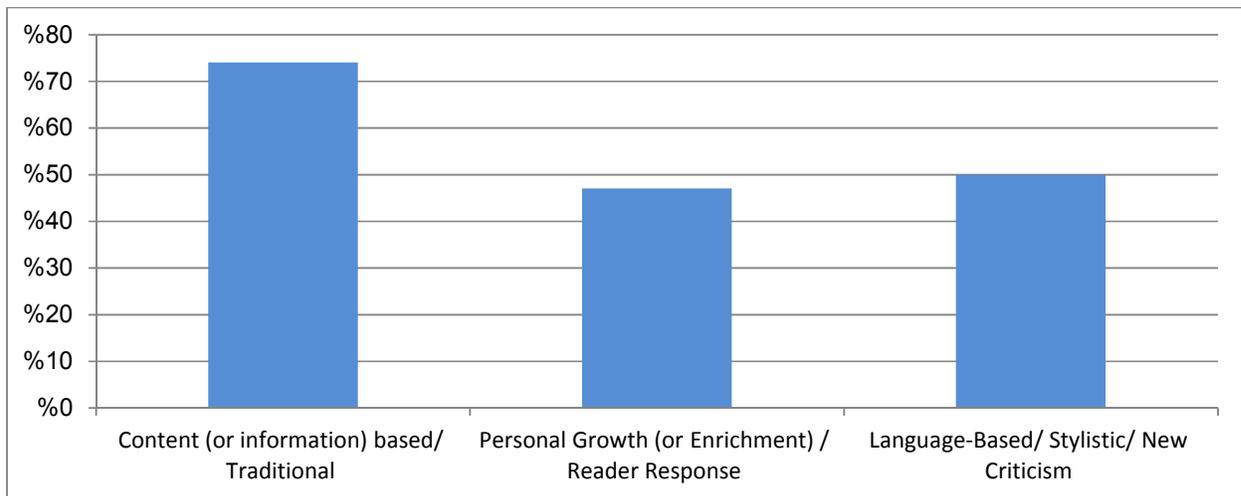


Fig.(1): Comparison of the Implementation of the Literature Approaches

APPENDIX 1: THE TEACHER’S QUESTIONNAIRE

Dear respondents (Literature Teachers) this questionnaire has been designed to collect data on approaches used in teaching literature. Personal information collected in this questionnaire will only be used for research purposes and your name will remain anonymous and will be kept confidential. Thank you for participating and co- operating in this survey.

The questionnaire consists of two parts as follows:

Part A: Background information.

Part B: Questions that are designed to collect data on the approaches used in teaching literature at university level.

Part A: Background information.

- 1-Gender: Male Female
- 2-College: Languages Education

3-Teaching experience: (1-5) years 10) years 10-15) years
Over (15) years

Part B: Kindly give your honest opinion about the following points after you read them.

1. In your opinion, what are the goals (aims) of teaching literature?
.....
.....
2. Do you follow a specific approach in teaching literature?
Yes No
3. If the answer of the previous item is 'yes', then mention the approach.
.....
.....
4. Do you think that the approach that you follow in the class is effective in achieving the objectives of teaching literature? If so, how?.....
.....
5. Do you think the approach you have mentioned is the best one to be used in ESL/EFL classrooms?
Yes No
6. If the answer of the previous item is 'yes', what are the strong points of this approach?
.....
.....
7. Do you think that this approach has weak points?
Yes no
8. If the answer of the previous item is 'yes', in your opinion, what are the weak points?
.....
.....
9. If any, what do you suggest to overcome these weak points?
.....
.....
10. Does your approach help students to relate lesson to their own experience? If so, how?.....
11. Does the application of your approach increase the students' awareness of the cultural background? And how?
.....
.....
12. Do you know about integrated (multimodal) approach to teaching and learning literature? If yes, what is your opinion about this model?
.....
.....
13. In your opinion, which activities help to develop students' language efficiency (competence)?
.....
.....
14. In your opinion, what are the difficulties in teaching Literature?
.....
.....

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AN INVESTIGATION ON APPROACHES USED IN TEACHING LITERATURE AT SUH ENGLISH DEPARTMENTS AND THEIR APPLICATIONS

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ABSTRACT

In the light of literature being part of curriculum in the language classes, it was the concern of researchers to conduct researches on the most appropriate approach of teaching literature. This paper is an attempt to report on findings of a research designed to identify approaches employed by instructors in teaching the literature component in the English departments at colleges of Languages and Education, at Salahaddin University/ Hawler (SUH). The aim of this study is to gain a general overview of the approaches used to teach literature in the EFL classrooms and to find out to what extent a systematic methodology is used in teaching literature at university level. The instruments that are used for data collection are the qualitative and quantitative questionnaire and classroom observation checklist. The research findings show that most of the instructors follow various techniques or styles which are not approaches to teaching literature, but they can be merged to construct the elements of *content-based, personal growth, and language-based (or stylistic)* approaches. They are not aware of the most appropriate approaches used in teaching literature. Finally, in order to promote an effective teaching environment in literature classes, the researchers suggest the necessity for improving instructors' methods and approaches of teaching literature plus a number of recommendations.

KEYWORDS: Teaching literature for EFL learners, Approaches used to teaching literature, An integrated approach to teaching literature, Teaching literature at university level.

INTRODUCTION

Literature has become an essential part of English Language learning curriculum in English departments at Iraqi universities since their foundations. It has been taught side by side with other linguistic/language components. Literature instructors adopt different methods. In this respect, according to (Carter and Long, 1991), there are three main methodological approaches to the teaching literature:

1. Content / Information—Based Approach

This is the most traditional approach to teaching literature. In this approach literature is an ideal vehicle for presenting the cultural notions of the language such as the history, literary theories, theory of genres, biography of the authors

(Carter & Long, 1991; Lazar, 1993). This approach views literature as a source of facts or information and therefore, reading tends to be based on obtaining information. It describes the study of literature as “aesthetically patterned

artifact endowed with the knowledge potentials philosophy, culture, morality, and humanities” (Ganakumaran 2007:2).

According to Hall (2005: 50), this approach is “lecture based” or teacher - centered approach. Students depend on their teachers and established sources to interpret the text. This leads to few students' participation in class activity, “using anthologies of classic extracts or largely unread classic works.....summarizing author's life and times, themes, plot, characters, and anticipating exam questions with lists of key quotations to learn”. Carter and Long (1991) further argue that it involves critical concepts, literary conventions and meta-language and the students should be able to use such terms and concepts in talking and writing about literature.

2. Reader Response Approach (Transactional Approach)

In this approach, students' personal experiences are connected with the themes of the texts studied (Carter & Long, 1991; Lazar, 1993). Davis states that the ways we interpret the words

of the text are analogous to the way we make sense of personal experiences – interpretations are determined by the events we encounter and in the text by the words we read (1989, 421). Rosli (1995) asserts that the reason behind it is to motivate and encourage students to read by making a connection between the themes of a text and his or her personal life and experiences. In this approach, the reader's interactions with the text result in the interpretation. In other words, the interpretation is achieved through the interaction between the text and the reader. It is based on the transactional relationship between the reader's personal experiences, opinions and feelings on the one hand and the text on the other.

Rosenblatt (1982: 268) claims that it is important to view reading as a "transaction, a two-way process, involving a reader and a text at a particular time under particular circumstances." Hirvela (1996) explains that responses are personal as they are concerned with students' feelings and opinions about the literary text. According to Ali (1994) this approach is rooted in constructivism where each individual constructs his/her own version of reality when encountered with the text. In other words, each individual respond differently to a single text. Therefore, we can have multiple interpretations rather a single correct interpretation of a text (Amer, 2003).

3. Language-Based Approach and the Stylistic Approach

This approach mainly considers literature for language development and awareness purposes. The aesthetic aspect of literature is achieved only through the linguistic and discursal quality of literature (Lazar, 1993). According to this approach, literature is concentrated on as text; it guides students towards a closer understanding and appreciation of the literary text itself using the combination of linguistic analysis and literary critics (Lazar, 1993). The teacher's role is not to impose interpretation, but to clarify technical terms, offer appropriate classroom procedures and intervene to provide stimuli and prompts. "language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature" (Carter and Long, 1991: 2).

Strongly associated with this approach is what Maley (1989) calls the stylistic approach. Widdowson (1975: 3) defines stylistics as "the

study of literary discourse from a linguistics orientation". In this approach, the conventions of language are treated. This model approaches literature by analyzing the features of literary language, for example its unconventionality and non-grammaticality, to develop students' sensitivity to literature, and to have them make aesthetic judgments and interpretations of the text based upon their linguistic knowledge (Bagherkazemi&Alemi, 2010: 5). McRae and Clark (2004) argue that stylistic approach is ideal for developing students' awareness of language use in literary text specifically with advanced learners.

AN INTEGRATED APPROACH

Fogal(2010:121) states that "The rationale for this integrated approach is provided by Baba (2008), Divsar & Tahriri (2009), Kellem (2009), Timucin (2001), and Wang (2009), all of whom argue that approaches to literary analysis need not be mutually exclusive". In this approach, some or all of the above-mentioned approaches are combined in a logical way.

By an integrated approach, instructors "can develop activities that help students work with the language *and* engage with and personally respond to the material (Kellem, 2009: 16). Savvidou (2004), for example, offers the following as the stages in her integrated model:

Stage 1: Preparation and Anticipation

This stage elicits learners' real or literary experience of the main themes and context of text. Providing necessary background information to understand a text (Based on the information - based approach), such as giving examples related to the text from various sources "children literature, folklore, poetry, songs, and historical and dramatic references" (Vogely, 1997: 245).

Stage 2: Focusing

Learners experience the text by listening and or reading and focusing on specific content in the text. Scanning and skimming the text for information as setting, characters, mood ...etc.

Stage 3: Preliminary Response

Learners give their initial response to the text - spoken or written

Stage 4: Working at it – I (Second Reading)

Focus is on comprehending the first level of meaning through intensive reading.

Stage 5: Working at it – II (Close Reading)

Focus is on analysis of the text at a deeper level and exploring how the message is conveyed

through overall structure and any special uses of language - rhythm, imagery, word choice etc.

Stage 6: Interpretation and Personal Response

The focus of this final step is on increasing understanding, enhancing enjoyment of the text and enabling learners to come to their own personal interpretation of the text. This is based on the rationale for the personal growth model.

THE PROBLEM OF THE STUDY

Experience and observation show that students have low motivation in literature class. They do not participate actively during the classes. They do not show any inclination in studying literature. They do not know how to appreciate literature accordingly. Most of the students do not know how to appreciate the culture in the poem or short story and interpret the social, political, literary and historical perspectives of a specific text. Moreover, they do not know how to respond personally to the text. They only see literature as an ordinary reading text and do not really discover the underlying principles of learning literature (Syed Nasharudin, 2008: 5). Therefore, it is necessary to investigate ways to promote English Literature among students in Iraqi Kurdistan region's universities.

This study aims to investigate and examine the approaches used by instructors to teach literature in English Departments at Salahaddin University/Hawler(SUH). The major objective of the study is to find out whether instructors follow systematic methodologies in teaching literature. The research questions are as follows:

1. What are the approaches used by literature instructors at English Departments / SUH?

2-To what extend instructors are aware of the different approaches used to teach literature in the ESL classroom?

PARTICIPANTS

The study is limited to English literature instructors in English Language Departments from Colleges of Education and Languages/ Salahaddin University-Hawler for the academic year 2012-2013. The sample of the research is restricted only to (8) instructors of English and American literature. The description of the participants are provided in table no. 1:

TYPES OF INSTRUMENTS

Two types of instruments were used for data collection: a teachers' questionnaire and a classroom observation checklist. The questionnaire is made up of 16 items which include both open-ended and close-ended items.

The observation checklist includes 21 items. The scales used for each item were *Yes*, and *No* to show the use of the techniques and principles of the methods of teaching literature.

VALIDITY

Questionnaire was sent to experts as jury members who were Pamela Williamson (Associate Professor, University of North Carolina at Greensboro) and Laura Dell (Academic Director, Teacher Licensure & Online Learning/ School of Education, CECH, University of Cincinnati) to know whether the items were eligible and duly prepared to achieve the purpose of the study or not.

DATA ANALYSIS AND EXPLANATION OF THE FINDINGS

1- The Analysis of the Questionnaire Data

In the light of the instructors' responses to the teachers' questionnaire, the data have been described, and illuminated to each item:

In the response to the 1st item—*In your opinion, what are the goals (aims) of teaching literature?* The goals are to enable learners to:

express their ideas and feelings, and write literary works

give meaning to life and our relationships with nature and other people

think deeply to stimulate the imagination, and search for knowledge, facts, and entertainment

nurture principles of culture, perceive didactic lessons from teaching literature.

improve language skills and critical thinking.

broaden their horizons, and be fluent in English language.

be acquainted with English literature and the culture it reflects.

In answer to the 2nd item —*Do you follow a specific approach in teaching literature?* shows that 86 percent of the instructors use a specific approach, whereas 14 percent of them use various approaches in teaching literature.

—In the 3rd item — *If the answer of the previous item is 'yes', then mention the approach.* Each instructors' specific approach is:

content-based approach

communicative approach

student-centered learning

socratic way of Teaching, i.e., questioning and answering

analysis for the comprehension of a theory text, and involving students in discussions.

constructivism (John Dewey's Method): reflection on literary text to analyze it deeply in

search for meanings, open-ended questions, and watching movies for analysis.

In answer to the 4th item—*Do you think that the approach that you follow in the class is effective in achieving the objectives of teaching literature? If so, how?*, the teachers indicate that their approaches are effective because they:

involve students in discussions and in critical questions,

help students use their vocabulary for expressing their ideas,

provide students with good theoretical information.

Involve students in various authentic tasks, as; themes, characters, plot, etc.

lead students to follow up.

From the teachers' collated data (of the 4th item), one can infer that the instructors only provided objectives about *Traditional and Language based approaches*. The instructors have neglected highlighting the objectives of *Personal Growth Approach*.

The elicited assessment of the 5th item—*Do you think the approach you have mentioned is the best one to be used in ESL/EFL classrooms?* indicates that all of the 86% of the instructors affirm that the approach they use is the best in ESL/EFL classrooms.

The analysis of the 3rd and 5th items show that the instructors are not aware of the different approaches used in teaching literature in ESL/EFL classrooms.

In response to the 6th item—*If the answer to the previous item is 'yes', what are the strong points of this approach?*, this approach encourages the students to:

concentrate on content rather than form in acquiring the syllabus.

communicate, and act as teachers when they have a student-centered class.

be responsible for the material, and make the others understand it which makes them more self-confident.

obtain creative thinking, and interact with others in the class.

learn because it is the only possible way with such large classes when the students, unfortunately, are not qualified for the study.

build knowledge and learn.

The analysis of the 7th item—*Do you think that this approach has weak points?* shows that 43 percent of the literature instructors think that their approaches are free of weak points. but 57 percent

of them perceive that their approaches have weak points. The weak points are reported in the 8th item which are:

Some students dislike focusing on lessons

More could be done with the good student.

Some are always passive, and do not have enough motivation for the activities.

Most of the weak points, here, can be summed up as lack of motivation on the part of the learners.

The literature instructors' viewpoints of the elicited data in the 6th, 7th and 8th items, show the strengths and weaknesses of the adopted approaches.

In answer to the 9th item—*If any, what do you suggest to overcome these weak points?*, their supposed solutions are to:

Pinpoint lazy students, and use various ways to motivate them. This is achieved by asking them easy questions, and paying more attention to them.

Have Admission Test: to test the linguistic, cultural, and literary interests and abilities for students before their being accepted in the English Departments.

Teach Literature through presentations, group works and writing term papers. So, the students should learn about these things in the earlier stages.

Change the education curriculum in basic and high schools.

Reduce the students' number so that the teachers can provide them with equal opportunity to practice the subject matters.

In answer to the 10th item—*Does your approach help students to relate lesson to their own experience? If so, how?*, the lecturers state that:

Yes, through relating the topic of certain lessons to certain sketches in films. Thus, their awareness will be raised to help them to capture the meaning of literary terms.

Yes, if the students are good and open-minded, because literature reflects life.

Somehow. Yes, by bringing their own life experience and connecting it to the text.

To some extent. It depends on the text and the themes of the literary text.

Yes, constructivism and reader-oriented approaches help students use their own experience for interpretation.

Yes, since I ask them to present similar examples from their life and relate them to the literary work.

In answer to the 11th item—*Does the application of your approach increase the students' awareness of the cultural background? And how? They state as the following:*

Yes, through hearing the students' critical points as obstacles between me and my students.

Yes, if they already have some knowledge and ability. But our students have to be taught "from scratch".

Yes, they will get new information about the culture and the mentality of the writers' country or society.

Yes, because they connect the text to its historical and cultural background.

Yes, through comparing what they study with their society.

Yes, by connecting the text to the cultural background.

Yes, they compare and contrast their own culture with the cultural elements in the discourse.

The instructors' responses to the 12th item—*Do you know about integrated (multimodal) approach to teaching and learning literature? If yes, what is your opinion about this model? are:*

Yes, I prefer it because it means one day for discussing group work activities, another for lecturing, using the board, another through using data show, another day

for listening to seminars, and another day for judging their ability of writing reports concerning literature.

Yes, my approach is multimodal: the students can learn new vocabulary side by side with new ideas.

No

No

Yes, I think it is the best.

Yes, these are a variety of theories of literary criticism: reader-oriented theories, feminist theories, Russian formalism, psycho-analytical theories for interpretation of the texts.

Almost all the instructors' viewpoints show that they are not aware about "integrated (multimodal) approach" for teaching literature.

In response to the 13th item—*In your opinion, which activities help to develop students' language efficiency (competence)?, the activities are:*

The interpretation of a literary work in their own words.

both spoken (such as presentations and seminars) and written (for example, doing written assignments and writing essays).

group work, using data show, and showing movies of the literary text.

group work, presentation, and open questions. questioning and answering plus individual participation.

both written and oral assignments plus students' competition.

urging them, asking them, attracting their attention, giving them clues and keywords for more elaboration, and providing them with literary terms, schools, etc.

Almost all of the instructors' viewpoints are educationally feasible to help learners their language efficiency (competence).

In answer to the 14th item—*In your opinion, what are the difficulties in teaching Literature?*, 14% of the literature instructors confirm that they face no difficulties while teaching literature, whereas 86% of the instructors think that the difficulties are:

students' shyness, and their inability to understand the objectives.

rarity of sources, insufficiency of facilities in college. Lack of students' enthusiasm for reading literary books.

students' back level.

Students' resistance to a foreign country culture.

unmotivated students.

Students have very little knowledge about language and literature.

In response to the 15th item—*What have you tried to do to overcome the difficulties?*, 14% of the instructors state that they have no difficulties to try to overcome, whereas 86% of them think that their endeavors are to:

both teacher-centered and student-centered classes with what they entail.

attract students' attention by the use of different means, as audio-visual aids.

simplify the text to them by using theories of criticism for interpretation such as: tools for analysis, watching movies, writing essays, and their active participation in the analysis.

focus on their active participation, and group work.

motivate students, and create group work and a nice atmosphere.

give them email, talk to them directly, and accept their views.

In response to the 16th item—*Do you feel you need additional help to teaching literature? What kind of professional development do you feel you*

need?, 14% of the instructors state that they do not need any additional help, whereas 86% of them perceive that they are in need of:

enrolling good graduates in literature classes, and having collaboration between language and literature instructors.

the use of more technological devices.

a course to know about how to teach outside the class.

an international or local conference to have an idea about the latest ways for teaching literature in foreign countries.

large rooms to teach in groups, circle-shaped desks, and more than 10 computers.

literary movies.

2. The Analysis of the Classroom Observation Checklist

Table (2) is designed to calculate the teachers' usage of the techniques and principles of approaches used in teaching literature. It shows the extent to which they have utilized these techniques and principles successfully when the researchers observe the classroom. The first column of the table shows the number of the items in the observation checklist, while the others indicate the scales feedback of implementation of each teaching literature approach (See table no. 2).

In table no. 2, the usage of content (or information) based/ traditional approach is 74 percent; the implementation of personal growth (or enrichment)/ reader response approach is 47 percent, whereas the employment of language-based/ stylistic/ new criticism approach is 50 percent. This result shows the extent to which the literature instructors employ the approaches to teaching literature (See Figure no.1).

Both the answers to the 3th item and the amount of figure (1) are compared and show that: although most of the literature instructors claim that they follow a specific approach to teaching literature, they employ an integrated approach to teaching literature to a great extent.

3. Demographic Background of Literature Instructors

Table no. 3 is the analysis, and interpretation of the literature teachers' background information: their gender, college, and teaching experience.

In table no.3 ,Female instructors employ 38% of Language Based/ Stylistic Approach. Also, instructors from College of Education use only 19 percent of the same approach. And, 33% and 17% of personal growth (or reader response) approach is implemented by (1-5) year and (5-10) year

teaching experienced instructors respectively. Moreover, 25 percent of language-based approach is utilized by (5-10) year teaching instructors. In other words, lack of implementation in personal growth (or called reader response approach) and language based approaches can be noticed because these two approaches, apart from "content/ information-based approach which is teacher-centered (Hall, 2005: 50), are learner-centered where the teachers were not successfully capable of creating its environment and of adopting it. The highest proportion is 74% of content/ information-based approach. This is because of the reason that this approach is lecture-based (i.e., teacher-centered) that the teachers have authority and are active while learners are passive most of the time. The least proportion (47%) of "reader response" (i.e., transaction approach) is used effectively. That is because of the fact the interpretation of any text has not been achieved through the interaction between text and the readers: the teachers were not successful in motivating and encouraging the students to read by making a connection between the themes of a text and their personal life and experiences (Rosli, 1995).

RESULTS, CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY

1. Results

Elicited data from the observation checklist shows that the instructors employ the three approaches to teaching literature: 74% of Content based/ traditional; 47% of personal growth; and 50% of language-based/ stylistic.

The literature instructors' approaches have weak points: the teachers were not successful in motivating and encouraging the students to read by making a connection between the themes of a text and their personal life and experiences (as noticed in the least proportion of "reader response" approach, 47%).

To overcome the weak points (i.e., students' lack of motivation), the instructors are divided into two groups: a group wants to use various beneficial ways to face this problem instantly; whereas the other group blames the education system and ask for radical changes in basic and high schools.

Nearly, all the teachers do not know what is meant by integrated (multimodal) approach to teaching and learning literature.

86% of the teachers confirm that the worst approach for teaching literature is *spoon-feeding students* (i.e., *giving them easy materials to have rote learning*); *style-based approach*; *teacher-centered approach*; *the classical approach of lecturing*; and *group teaching, because the students depend on each other, not themselves*.

86% of the literature instructors indicate that they need additional help in teaching literature for example: elaboration between language and literature instructors; the use of more technological devices; a course about how to teach outside the class; an international or local conference about the latest ways for teaching literature in foreign countries; and large rooms to teach in groups, and circle-shaped desks.

Less experienced teachers whose experience is (1-5) years have implemented 33% of personal growth (or reader response) approach, whereas those whose experience is (5-10) years have employed 17% of the approach as clarified from the demographic background of the literature teachers.

Literature teachers from college of Education have utilized 19% of language-based (or stylistic) approach.

lack of implementation in personal growth (or called reader response approach) and language based approaches is because of that these two approaches are learner-centered where the teachers were not successfully capable of creating its environment and of adopting it.

The highest proportion is 74% of content/information-based approach. This is as a result of the implementation of lecture-based (i.e., teacher-centered) approach.

2. Conclusions

EFL literature instructors are not aware of the teaching literature approaches because none of them can tell what the teaching literature-approaches are.

Almost all the instructors do not know the differences between language and content objectives. Whatever approach in teaching is dependent on either or both of them. Besides, an educationally constructed plan for teaching any activity needs carefully stated objectives (or aims). Or else, teaching any activity is meaningless

without having been set clear aims prior to teaching the activity.

Nearly all of the instructors have different viewpoints about the objectives of teaching literature.

Almost all the instructors think that they follow a specific approach in teaching literature such as: *content-based*, *communicative*, *student-centered*, *socratic way of teaching*, *analytical discussion*, and *constructivism approaches* whereas, these are wide-ranged domains in teaching English as second or foreign language (I.e., they are not the real methods or approaches of teaching literature).

From the teachers' collated data, one can infer that the instructors only provide objectives about *Traditional and Language based approaches*. The instructors have neglected to highlight the objectives of *Personal Growth Approach*.

3. Recommendations

1. It is recommended that the instructors should know about the methods of teaching literature and how to apply them in their classrooms. They should improve their methods and approaches of teaching literature. This might be done by having summer training courses in this regard.

2. The instructors should know the language and content objectives of teaching literature. The literature instructors should be taught the difference between both language and content objectives, and how each leads to have different goals and separate technique(s) of teaching any activity in a literary work.

3. Since the learners are less motivated, the literature instructors should know what is meant by Integrated Approach to teaching literature, and how to apply it. That is according to Duff and Maley (1990), the main reasons for integrating approach are linguistic, methodological and motivational (cited in Savvidou 2004).

4. Suggestions for further research

1. A research is needed to be done for the assessment of the learners' motivation in literature classes.

2. A research should be conducted in which the tool of the study would be achievement test for assessing learners' production in English literature.

3- Further researches should be done on various strategies used in teaching literature, especially the up to date ones, such as critical social literacy.

Table (1): Participants' Necessary information

The degree	Scientific address	The age	Teaching Experience	Number of participant
PhD.	Asst. Prof.	55 45	Over (15)years	2
PhD.	Instructor	50 40 37	14years 5years 10years	3
MA	Instructor	50	Over 15years	1
MA	Asst. Inst.	60 36	Over 15 years 9years	2

Table (2): Item Assessment of the implementation of the approaches

Item No.	Approaches of Teaching Literature	Yes	No	Yes Percentage	No Percentage	Approach Percentage
1	Content/ Information-Based Approach	6	0	100%	0%	74%
2		5	1	83%	17%	
3		5	1	83%	17%	
4		3	3	50%	50%	
5		5	1	83%	17%	
6		2	4	33%	67%	
7		5	1	83%	17%	
8	Reader Response Approach (Transactional Approach)	4	2	67%	33%	47%
9		4	2	67%	33%	
10		2	4	33%	67%	
11		2	4	33%	67%	
12		3	3	50%	50%	
13		2	4	33%	67%	
14	Language-Based and the Stylistic Approach	4	2	67%	33%	50%
15		3	3	50%	50%	
16		1	5	17%	83%	
17		2	4	33%	67%	
18		3	3	50%	50%	
19		4	2	67%	33%	
20		3	3	50%	50%	
21		4	2	67%	33%	
Total		72	54	57%	43%	57%

Table (3): Demographic Data of literature Instructors in their Teaching Approaches

Percentage of the Approaches Employed in Teaching Literature				
	Content Information-Based Approach	Reader Response Approach (Transactional Approach)	Language-Based and the Stylistic Approach	All Together
Male	86%	50%	69%	68%
Female	68%	50%	38%	52%
Languages	89%	63%	72%	75%
Education	64%	58%	19%	47%
(1-5) years	71%	33%	75%	60%
(5-10) years	71%	17%	25%	38%
over (15) years	68%	58%	53%	60%
Total of Each Approach	74%	47%	50%	

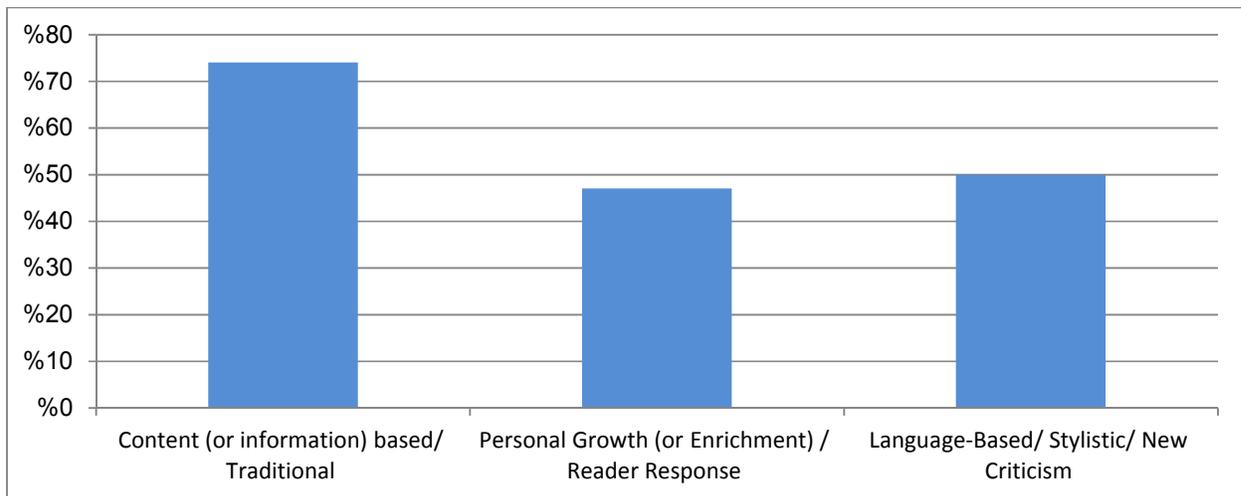


Fig.(1): Comparison of the Implementation of the Literature Approaches

APPENDIX 1: THE TEACHER’S QUESTIONNAIRE

Dear respondents (Literature Teachers) this questionnaire has been designed to collect data on approaches used in teaching literature. Personal information collected in this questionnaire will only be used for research purposes and your name will remain anonymous and will be kept confidential. Thank you for participating and co- operating in this survey.

The questionnaire consists of two parts as follows:

Part A: Background information.

Part B: Questions that are designed to collect data on the approaches used in teaching literature at university level.

Part A: Background information.

- 1-Gender: Male Female
 2-College: Languages Education

3-Teaching experience: (1-5) years 10) years 10-15) years
Over (15) years

Part B: Kindly give your honest opinion about the following points after you read them.

1. In your opinion, what are the goals (aims) of teaching literature?
.....
.....
2. Do you follow a specific approach in teaching literature?
Yes No
3. If the answer of the previous item is 'yes', then mention the approach.
.....
.....
4. Do you think that the approach that you follow in the class is effective in achieving the objectives of teaching literature? If so, how?.....
.....
5. Do you think the approach you have mentioned is the best one to be used in ESL/EFL classrooms?
Yes No
6. If the answer of the previous item is 'yes', what are the strong points of this approach?
.....
.....
7. Do you think that this approach has weak points?
Yes no
8. If the answer of the previous item is 'yes', in your opinion, what are the weak points?
.....
.....
9. If any, what do you suggest to overcome these weak points?
.....
.....
10. Does your approach help students to relate lesson to their own experience? If so, how?.....
11. Does the application of your approach increase the students' awareness of the cultural background? And how?
.....
.....
12. Do you know about integrated (multimodal) approach to teaching and learning literature? If yes, what is your opinion about this model?
.....
.....
13. In your opinion, which activities help to develop students' language efficiency (competence)?
.....
.....
14. In your opinion, what are the difficulties in teaching Literature?
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فەكولتەك دەربارا فان رینگههین كودهیتەبكارئینان ژ دەف ماموستا ژبوگوتنه ئەدەبائینگلیزیی ژپشکین زمانی ئینگلیزیی ژ زانکویا سەلاحەددین -هفلیر

پوخته

ئەف فەكولتە هەلەكە ژبو راگهاندنا ئەنجامین فی فەكولتینی كوتۆژەرا یادارشتی ژ بو دیاربكرنا فان رینگه هین تین كارئینان ژ دەف ماموستایا ژ بوگوتنه فەیا بابەتی ئەدەبیی ژپشکین زمانی ئینگلیزیی ژهردوو كۆلیژا زمان و پەروەردەیا زانکویا سەلاحەددین/ هفلیر ژ هەریمما كوردستانا عیراقیدا. ئارمانجا فی توپۆزەوی چاف پینخشانە كا گشتی یه بۆوان رینگههین كوتین بكارئینان بوگوتنا بابەتی ئەدەبا ژ وان پۆلین كو ئینگلیزی وەك زمانەكی بیانی دەیتە خاندن هەروەسا فەدیتنا رادەیا پەیره وكرنا رینگههین ریسایی ژ گوتنا ئەدەبا ئینگلیزیی ژ ناستی زانکوی. ئەف ئارمازین كو هاتین كارئینان ژبوگومكرنا داتایان بریتین ژ هەردوو شیوازین راپرسیا جۆری و بری وەهەروەسا لیستا تیبینان و ب دیفداچونا ماموستایا ژناف پۆلیدا. ئەنجامین فی توپۆزینی دەرکەفتی كو بارا پۆی ماموستایا پەیره ویا شیوازان جیاواز دكەن كو رینگههین ریسایی نینە بەلكی بریتینە ژ چەند پینكەتەك هەكو كومكرن دشین بیژن هەمی پینكەتەیا رین ریساین بوگوتنه فەیا ف بابەتی كو بریتینە ژ رین (پابەندبون ل سەر نافەرۆکی و گەشەسەندنا كەسی وپابەندبون ل سەر زمانی یا ن زی ستایلیستەك). یعنی بارا پۆی ماموستایا ناگەدارین ل فان رینك دریست كو دەیتە بكاردهینان ژ بوگوتنه فەیا فی بابەتی. ل دوماهییدا توپۆزەرا پینشیارا پیوستیا پەرهیدانا تواناین ماموستایا و باشفكرنا رینك وانه گوتنه ویی كر ئەوژی ژ بو دەست ئینانە كەشوهه وایه كی كاربگەر دناف پۆلین ئەدەبیی دگەل چەند رینمایین مفا.

دراسة عن الطرق المستخدمة لتدريس مادة الادب الانكليزي وتطبيقاتها في اقسام اللغة الانكليزية في جامعة صلاح الدين

الخلاصة

هذه الدراسة هي محاولة لابرز نتائج بحث ميداني صمم لتشخيص الطرق المتبعة من قبل التدريسين لتدريس مكونات منهج الادب في اقسام اللغة الانكليزية في كليتي اللغات والتربية في جامعة صلاح الدين، اربيل في اقليم كردستان العراق. تهدف الدراسة الى الحصول على لمحة عامة عن الطرق المستخدمة لتدريس هذه المادة في الصفوف التي تدرس الانكليزية على انها لغة اجنبية و استنتاج مدى استخدام الطرق النظامية المتبعة في تدريس الادب على المستوى الجامعي . الوسائل المستخدمة لجمع المعطيات هي استبيان كمي و نوعي بالإضافة الى قائمة تدقيق المراقبة الصفي. تشير نتائج الدراسة الى ان اغلب التدريسين يتبعون انماطا او تقنيات مختلفة ليست في ذاتها طرقا" متبعة لتدريس الادب ولكنها اذا أدمجت في بعضها يمكن اعتبارها عناصر للطرق (المستندة على المضمون، النمو الشخصي، المستندة على اللغة او الاسلوبية) المتبعة. هذا يعني ان التدريسين ليسوا بدراية تامة بأغلب الطرق المستخدمة لتدريس الادب. في نهاية يقترح الباحثان ضرورة تطوير كفاءات التدريسين في مجال طرق تدريس الادب بالإضافة الى مقترحات أخرى لاجل تعزيز بيئة فعالة لتدريس الادب داخل الصفوف.

فەكولتەك دەربارا فان رینگههین كودهیتەبكارئینان ژ دەف ماموستا ژبوگوتنه ئەدەبائینگلیزی ژپشکین زمانی ئینگلیزی ژ زانکویا سەلاحەددین -هفلیر

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