ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

ТУРСУНОВ ЖАХОНГИР ЁҚУБЖОН ЎҒЛИ

STATEMENT OF INTENT

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THE MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE REPUBLIC OF UZBEKISTAN

UZBEKISTAN STATE UNIVERSITY OF WORLD LANGUAGES

ENGLISH LANGUAGE THE FIRST FACULTY

THE DEPARTMENT OF ENGLISH PHONETICS AND PHONOLOGY

ТУРСУНОВ ЖАХОНГИР ЁҚУБЖОН ЎҒЛИ

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QUALIFICATION PAPER

QUALIFICATION PAPER

IS ADMITTED TO DEFENCE

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abstract

Although methods of teaching foreign languages have greatly improved as a result of pedagogic and linguistic research, the teaching of literature has remained traditional, emphasizing exposure rather than achievement and directed to students of superior ability. Professional training has been virtually nonexistent. The vast amount of research in contemporary criticism and in linguistics opens a new perspective on methodology. Diminishing the importance of literary history and concentrating instead on the linguistic code of literature could help us to teach literature in a manner both more interesting and more likely to elicit the individual participation of students. Students who are often discouraged because of inadequate linguistic preparation to work with a literary text need preliterary exercises dealing with the lexical, syntactic, semantic, and cultural difficulties of the text to be studied. Such a forward build-up of the language as a means of communication, prior to the contact with the literary language, should serve as an instrument allowing teacher and class more time for a literary discussion, eliminating the need for verification of understanding. One example of teaching a poem in French illustrates this approach.

CONTENTS

STATEMENT OF INTENT

This qualification paper will focus on the topic of "The Ways of Teaching Literary Skills on the Materials of V. Woolf's Works". The aim of conducting the research is to show how the use of V. Woolf's works can unravel to the reader the world view of the persona or the writer in a literary work. Besides, it attempts to make transitivity framework accessible to teachers of English as a foreign language (EFL). It aims to raise one's awareness on the confluence of language structures in a prose written in the stream of consciousness (SOC) technique. Also, this paper shows the connection between linguistics and literature by using an alternative framework within the context of a literature-based language program. This attempt is a step towards helping students understand how the language of a given text creates authenticity in fiction. This paper aims to illustrate how a reader can capture the elusive and subjective mind style of the author or the persona by attending to the author's linguistic choices through the works of Virginia Woolf, a famous British Post-modernist.

In the regard of conducting the experiment, the researcher had some questions before starting the research:

- ✓ Why Virginia Woolf's works are considered to be one of the vital sources to teach literary skills;
- ✓ What are the ways of stimulating the students to improve their literary skills through V. Woolf's works?
- ✓ Does the works of V. Woolf's works play an important role in the development of the Literary skills?

Theoretical Part

LITERATURE REVIEW

A. Linguistic Competence in Literature

Linguistic competence in teaching literature is a prerequisite in analyzing, interpreting, and appreciating literary works. To Sebeok, "A linguist who is deaf to poetic function of language and scholar indifferent to linguistic problems and unconversant with linguistic methods are equally flagrant anachronisms" (Weber 1996, p. 33). Unfortunately, it is not uncommon to encounter students who fail to apply concepts from linguistics in analyzing and interpreting authentic literary pieces.

In contrast, those who can use a working knowledge of the language system enjoy a greater capacity for insightful awareness of the effects of language produced by literary texts. Hence, their commentary on the effects produced in a literary work becomes more objective which can be tested and retrieved with greater degree of reliability.

Linguists claim that stylistics is the study of style in written texts. It applies the concepts in linguistics in studying literary texts (Malmkjær, 1991; Chapman, 1973; Brumfit & Carter, 1986). It views style in writing as the author's exercise of linguistic choices (Leech and Short, 1987). Fowler (1986) stresses that linguistic codes do not reflect reality neutrally, but these codes interpret, organize, and classify the subjects of discourse into world views or ideologies. To Fowler (1996, p.130), "literary texts do speak and participate in society's communicative practices, and are important in influencing world view and social structure." Accordingly, readers should take an active role as participants in empathizing with the experiences of the teller or the persona. Selden, Widdowson, and Brooker (2005) adds that the reading is a dynamic reflection of reality transposed in words that mirror not only the author's individual phenomenon in isolation but the full process of life. Hence, readers are free to enjoy and explore a literary work consistent with its organic unity. To achieve

consistency with the organic unity of the text, the reader has to establish a degree of objectivity which according to Richards (1960) and (Burton, 1982) is wanting in literary criticism.

Malmkjær (1991, p.141) views language as an "instrument by means of which people can enter into a communicative relations with one another." It is a social semiotic which is a system for making meanings. SFL is a potent framework for describing and modeling language as a resource for making meaning and choices. This framework treats language beyond its formal structures and takes the context of culture and the context of situation in language use (Halliday 1985, 1994; Matthiessen, 1995; Martin & Rose, 2003). SFL is identified with the linguists of the London School, specifically Halliday, whose immediate goal in stylistic analysis is "to show why and how the text means what it does" (Halliday 1971; Halliday, 1983, p. x; Martin, 1992; Halliday & Matthiessen, 2004). To probe what is motivated in the text, to Van Peer (1986, p. 21), it is a fundamental characteristic of human perception.

   To show how the text means what it does, this study adopts the approach used by Martin (2002, p. 57; Martin & Rose, 2003, p.254). Figure 1 illustrates that meaning in texts is determined by (1) context of culture, (2) context of situation, and (3) metafunctions.
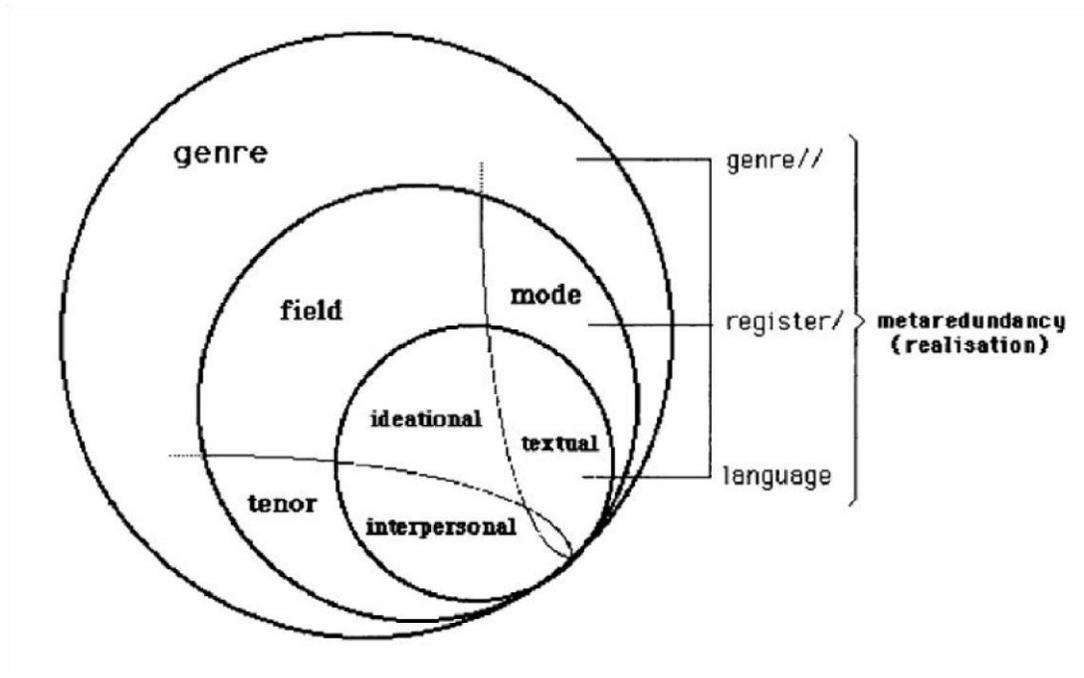
Figure 1. **Genre, Register, and Language**

Because language is shaped according to the social and personal needs that it is required to serve (Lyons, 1970, p. 142; Fowler 1996, p. 111), the meanings of the words reflect the stored knowledge of the members of the speech community; and, language, as a medium, allows the transmission of this stored knowledge among the members of the said community (Berger and Luckmann, 1976).

Context of situation according to Halliday (1994) can be realized by (a) mode, which is the organization of the message; (b) field, the expression of world view; and (c) tenor, the relationship between the interlocutors. While field is experiential, tenor is interpersonal, and mode is textual. Among the three metafunctions, field determines the transitivity pattern (Halliday 1978, p. 64; Malmkjær (1991, p.161).

Metafunctions, to Halliday (1970), are (a) textual, which provides links between language and the features of the situation in which it is used; (b) ideational, serves for the expression of "content" or the speaker's experience of the real world, including the inner world of his own consciousness', and (c)

interpersonal, establishes and maintain social relations. Fowler (1986) adds that the ideational metafunction interprets, organizes, and classifies the subjects of discourse by representing how the world is perceived. Further, the ideational function consists of processes, participants, and circumstances. These three components are specified through choices in the transitivity system, which construes the world of experience into a manageable set of process types.

Part of the ideational function, which concerns with the transmission of ideas is transitivity. Its function is that of representing processes or experiences like actions, events, processes of consciousness, and relations that covers "all phenomena and anything that can be expressed by a verb: event, whether physical or not, state, or relations" (Halliday, 1985; Halliday, 1976, p. 159). Halliday furthers that the processes expressed through language represent our conception of the world. Transitivity specifies the different types of processes are recognized in the language and the structures by which they are expressed. In this model, the central participant roles are actor and goal, and the interest is on whether or not the process is directed by the actor towards a goal. Transitivity structure can be characterized as agent + process + goal configuration that represents the function of language expressing the speaker's experience of the external world or his own internal world. Halliday (1971; 1978, p. 58; 1985, p.110) explores transitivity in his groundbreaking example of nonstandard usage of language expressing a world view.

B. Virginia Wolf and her works

 Woolf began work on *The Voyage Out* in 1910 and had finished an early draft by 1912. The novel had a long and difficult gestation and was not published

until 1915. It was written during a period in which Woolf was especially psychologically vulnerable. She suffered from periods of depression and at one point attempted suicide. The resultant work contained the seeds of all that would blossom in her later work: the innovative narrative style, the focus on feminine consciousness, sexuality and death.

In 1981, Louise De Salvo published an alternate version of *The Voyage Out* featuring its original title, *Melymbrosia*. Professor De Salvo worked for seven years on the project of reconstructing the text of the novel as it might have appeared in 1912, before Woolf had begun serious revisions. She reviewed more than 1,000 manuscript pages from Woolf's private papers, dating the earlier versions of the work by small organizational clues such as the color of ink used or noticing where a pen had last left off writing. De Salvo's *Melymbrosia* attempts to restore the text of the novel as Woolf had originally conceived it, which contained more candid political commentary on such issues as homosexuality, women's suffrage, and colonialism. According to De Salvo, Woolf was "warned by colleagues that publishing such an outspoken indictment of Britain could prove disastrous to her fledgling career". The work was heavily revised until it became the novel now known as *The Voyage Out*, which omits much of the political candor of the original. DeSalvo's edition was reissued by Cleis Press in 2002.

Rachel Vinrace embarks for South America on her father's ship and is launched on a course of self-discovery in a kind of modern mythical voyage. The mismatched jumble of passengers provide Woolf with an opportunity to satirize Edwardian life. The novel introduces Clarissa Dalloway, the central character of Woolf's later novel, Mrs. Dalloway. Two of the other characters were modelled after important figures in Woolf's life. St John Hirst is a fictional portrayal of Lytton Strachey and Helen Ambrose is to some extent inspired by Woolf's sister, Vanessa Bell. Rachel's journey from a cloistered life in a London

suburb to freedom, challenging intellectual discourse and discovery very likely reflects Woolf's own journey from a repressive household to the intellectual stimulation of the Bloomsbury Group.

C . "Night and Day" by Virginia Woolf

Night and Day is a novel by Virginia Woolf first published on 20 October 1919. Set in Edwardian London, *Night and Day* contrasts the daily lives and romantic attachments of two acquaintances, Katharine Hilbery and Mary Datchet. The novel examines the relationships between love, marriage, happiness, and success.

Dialogue and descriptions of thought and actions are used in equal amount, unlike in Woolf's later book, To the Lighthouse. There are four major characters, Katharine Hilbery, Mary Datchet, Ralph Denham, and William Rodney. *Night and Day* deals with issues concerning women's suffrage, if love and marriage can coexist, and if marriage is necessary for happiness. Motifs throughout the book includes the stars and sky, the River Thames, and walks.

Katharine Hilbery

Katharine Hilbery is the granddaughter of a distinguished poet and belongs to a privileged class. Though her family is literary, Katharine secretly prefers mathematics and astronomy. Early in the novel, Katherine becomes engaged to William Rodney. After a time they end their engagement so that Rodney can explore a relationship with Katherine's cousin, Cassandra Otway. Eventually, Katharine agrees to marry Ralph Denham. Katharine's mother, Mrs. Margaret Hilbery, plays a significant role in Katharine's life, while Katharine's father, Mr. Trevor Hilbery, is only seen on a few occasions. Mr. Hilbery registers his disapproval of the actions of Katherine and her friends when he learns that she

and William have broken their engagement so that William could become engaged to Cassandra. Although Mary and Katharine are the primary women characters, Katharine does not often interact with Mary. Katharine is a very solitary person, and she struggles to reconcile her need for personal freedom with her notions of love.

Ralph Denham

Ralph Denham, a lawyer who occasionally writes articles for a journal edited by Trevor Hilbery, Katharine's father. Unlike a few other characters in the novel, he has to work to make a living and take care of his family: his mother, a widow, and several siblings. He makes his first appearance in the novel at the Hilberys' tea party. He leaves the party saying "She'll do...Yes, Katharine Hilbery'll do...I'll take Katharine Hilbery" (p 24), and from this point Ralph is in constant pursuit of Katharine. He repeatedly follows Katharine through the streets of London and often passes her house, hoping to see her inside.

Ralph's relationship with William Rodney is relatively formal, while Ralph's relationship with Mary is more friendly. At one point in the story Ralph realises Mary's love for him and he proposes to her. Mary has already realised he loves Katharine and rejects his proposal.

Mary Datcher

Mary Datchet, the daughter of a country vicar, works in the office of an organization that campaigns for the enactment of women's suffrage. Though she could live comfortably without working, Mary chooses to work. Mary can be considered an example of the ideal Virginia Woolf detailed in A Room of One's Own, Professions for Women (one essay in *The Death of the Moth and Other Essays*, Harcourt, 1942, pp. 236–8), and other feminist essays.

Mary's romantic life is short-lived and unsuccessful. She falls wildly in love with Ralph Denham, and wishes to move to the country with him. However, when he finally proposes to her, she rejects him, deeming him insincere. Mary also serves as an emotional outlet for the characters, especially Ralph and Katharine. Whenever Ralph, Katharine, or the other characters need to tell someone about their love or anguish, they always go for tea at Mary's. She remains unwed at the novel's end.

William Rodney

William is a frustrated poet and dramatist, who often subjects others to his mediocre works. He is Katharine's first romantic interest, but he is largely attracted by her grandfather's status as one of the greatest English poets. William often tries to impress Katharine without realising his limitations. After Katharine determines not to marry him, William becomes interested in Katharine's cousin, Cassandra Otway. While Katharine represents the new generation's ideas about marriage, Cassandra—in William's mind, at least—represents conventional Victorian ideas about marriage in which the wife serves her husband. At the end of the novel, William and Cassandra are engaged.

Other characters

The story, though it centres on Katharine, Ralph, Mary, and William, is dotted with minor characters who appear for the most part only in the various tea parties. They include:

- Cassandra Otway, Katharine's cousin who becomes engaged to William

- Henry, Katharine's cousin and Cassandra's brother

- Trevor and Margaret Hilbery, Katharine's parents

- Mr. Datchet

- Mrs. Cosham

- Aunt Celia

- Cyril, Katharine's cousin who has two children with the woman he is living with, but not married to; he represents the new age of modern ideas about marriage and relationships

- Mr. Clacton and Mrs. Seal, Mary's co-workers in the office of a pro-suffrage organisation

- Mr. Basnett

- Joan, Ralph's sister

- Harry Sandys, an old college friend of Ralph

- Mrs. Denham, Ralph's mother

C. *"Jacob's Room" by Virginia Woolf*

The novel centres, in a very ambiguous way, around the life story of the protagonist Jacob Flanders and is presented almost entirely through the impressions other characters have of Jacob. Thus, although it could be said that the book is primarily a character study and has little in the way of plot or background, the narrative is constructed with a void in place of the central character if, indeed, the novel can be said to have a 'protagonist' in conventional terms.

Motifs of emptiness and absence haunt the novel and establish its elegiac feel. Jacob is described to us, but in such indirect terms that it would seem better to view him as an amalgam of the different perceptions of the characters and narrator. He does not exist as a concrete reality, but rather as a collection of memories and sensations.

Set in pre-war England, the novel begins in Jacob's childhood and follows him through college at Cambridge and into adulthood. The story is told mainly through the perspectives of the women in Jacob's life, including the repressed upper-middle-class Clara Durrant and the uninhibited young art student Florinda, with whom he has an affair. His time in London forms a large part of the story, though towards the end of the novel he travels to Italy and then Greece.

Literary significance

The novel is a departure from Woolf's earlier two novels, *The Voyage Out* (1915) and *Night and Day* (1919), which are more conventional in form and narration. The work is seen as an important modernist text; its experimental form is viewed as a progression of the innovative writing style Woolf presented in her earlier collection of short fiction titled Monday or Tuesday *(1919).*

D. *"Three Guineas" by Virginia Woolf*

Three Guineas is a book-length essay by Virginia Woolf, published in June 1938.Although *Three Guineas* is a work of non-fiction, it was initially conceived as a "novel–essay" which would tie up the loose ends left in her earlier work, A Room of One's Own. The book was to alternate between fictive narrative chapters and non-fiction essay chapters, demonstrating Woolf's views on war and women in both types of writing at once. This unfinished manuscript was published in 1937 as *The Pargiters*.

When Woolf realized the idea of a "novel–essay" wasn't working, she separated the two parts. The non-fiction portion became *Three Guineas*. The fiction portion became Woolf's most popular novel during her lifetime, The Years, which charts social change from 1880 to the time of publication through the

lives of the Pargiter family. It was so popular, in fact, that pocket-sized editions of the novel were published for soldiers as leisure reading during World War II.

Structure and overview

The entire essay is structured as a response to an educated gentleman who has written a letter asking Woolf to join his efforts to help prevent war. War was looming in 1936–7 and the question was particularly pressing to Woolf, a committed pacifist. In the gentleman's letter (he is never named), he asks Woolf her opinion about how best to prevent war and offers some practical steps. Woolf opens her response by stating first, and with some slight hyperbole, that this is "a remarkable letter—a letter perhaps unique in the history of human correspondence, since when before has an educated man asked a woman how in her opinion war can be prevented." Despite the remarkable nature of the letter, Woolf has left it unanswered because as the daughter of an educated man, without access or place in the public world of professions, universities, societies, and government, she fears that there are fundamental differences that will make her "impossible for [educated men] to understand." This sets up the fundamental tension of the work between, on the one hand, the desire to leave behind the stifling private home so as to help prevent war, an aim that Woolf certainly shares with her interlocutor, and, on the other, an unwillingness to simply ally with the public world of men. "Behind us lies the patriarchal system; the private house, with it nullity, its immorality, its hypocrisy, its servility. Before us lies the public world, the professional system, with its possessiveness, its jealousy, its pugnacity, its greed."

In the course of responding to the educated man's questions and practical suggestions, Woolf turns to two other letters: a request for funds to help rebuild a woman's college and a request for support for an organisation to help women enter the professions (professional life). Both allow Woolf to articulate her

criticisms of the structure of education and the professions, which mostly involves showing how they encourage the very attitudes that lead to Fascism both at home and abroad. Woolf does not refuse the values of education and public service outright but suggests conditions which the daughters of educated men will need to heed if they are to prevent being corrupted by the public order. She imagines, for example, a new kind of college that avoids teaching the tools of domination and pugnacity, "an experimental college, an adventurous college…. It should teach… the art of understanding other people's lives and minds…. The teachers should be drawn from the good livers as well as from the good thinkers."

In the final section, Woolf returns from the topics of education and the professions to the larger questions of preventing war and the practical measure suggested for doing so. In it she argues that although she agrees with her interlocutor that war is evil, they must attempt to eradicate it in different ways. "And since we are different," Woolf concludes, "our help must be different." Thus, the value of Woolf's opinion (and help) on how to prevent war lies in its radical difference from the ways of men. Its impossibility of being completely understood is, then, the condition of its usefulness.

E. "The years" by Virginia Woolf

The Years is a 1937 novel by Virginia Woolf, the last she published in her lifetime. It traces the history of the genteel Pargiter family from the 1880s to the "present day" of the mid-1930s.

Although spanning fifty years, the novel is not epic in scope, focusing instead on the small private details of the characters' lives. Except for the first, each section takes place on a single day of its titular year, and each year is defined by a particular moment in the cycle of seasons. At the beginning of each section, and sometimes as a transition within sections, Woolf describes the changing

weather all over Britain, taking in both London and countryside as if in a bird's-eye view before focusing in on her characters. Although these descriptions move across the whole of England in single paragraphs, Woolf only rarely and briefly broadens her view to the world outside Britain.

The novel had its inception in a lecture Woolf gave to the National Society for Women's Service on January 21, 1931, an edited version of which would later be published as "Professions for Women". Having recently published A Room of One's Own, Woolf thought of making this lecture the basis of a new book-length essay on women, this time taking a broader view of their economic and social life, rather than focusing on women as artists, as the first book had. As she was working on correcting the proofs of The Waves and beginning the essays for The Common Reader, Second Series, the idea for this essay took shape in a diary entry for 16 February 1932: "And I'm quivering & itching to write my--whats it to be called?--'Men are like that?'--no thats too patently feminist: the sequel then, for which I have collected enough poweder to blow up St Pauls. It is to have 4 pictures" (capitalization and punctuation as in manuscript). The reference to "4 pictures" in this diary entry shows the early connection between *The Years* and Three Guineas, which would, indeed, include photographs. On 11 October 1932, she titled the manuscript "THE PARGITERS: An Essay based upon a paper read to the London/National Society for Women's Service" (capitalization as in manuscript). During this time, the idea of mixing the essay with fiction occurred to her, and in a diary entry of 2 November 1932, she conceived the idea of a "novel-essay" in which each essay would be followed by a novelistic passage presented as extracts from an imaginary longer novel, which would exemplify the ideas explored in the essay. Woolf began to collect materials about women's education and lives since the later decades of the 19th century, which she copied into her reading

notebooks or pasted into scrapbooks, hoping to incorporate them into the essay portions of *The Pargiters* (they would ultimately be used for *Three Guineas*).

Between October and December 1932 Woolf wrote six essays and their accompanying fictional "extracts" for *The Pargiters*. By February 1933, however, she jettisoned the theoretical framework of her "novel-essay" and began to rework the book primarily as a fictional narrative, though as Anna Snaith has argued in her introduction to the Cambridge edition of the novel, "Her decision to cut the essays was not a rejection of the project's basis in non-fiction, but affirmation of its centrality to the project, and to her writing in general." Some of the conceptual material presented in *The Pargiters* eventually made its way into her non-fiction essay-letter, *Three Guineas* (1938). In 1977 a transcription of the original draft of six essays and extracts, together with the lecture that first inspired them, was edited by Mitchell Leaska and published under the title *The Pargiters*.

Procedure and Process

Research Plan

Statement of Purpose

Each qualification paper has to be begun with a clear opening section called "Statement of purpose" which creates an image of the whole work for the reader. As this qualification paper topic relates to the ways of teaching literary skills through the works of Virginia Woolf, **the main Purpose of the researcher** is to motivate students by giving them chances to explore their overall knowledge on literature by freely expressing ideas and opinions on the discussions related to the literature. The aim of conducting the research is to aid the learners to develop the learning process by raising learners' awareness of effectiveness of Virginia Wolf's works and the learning process of literature, enhancing literary skills as well as communication through literature skills and assist them to become successful communicators by implementing the selected works of Virginia Woolf into the classroom as one of the most substantially frequent activities. Clearly, this study aims to support students to improve their literary skills and Communication Skills through the works of Virginia Woolf. **The research questions are as follow:**

1. Is bringing the novels Virginia Woolf into classrooms one of the ways of developing literary skills?
2. How to sharpen the awareness of students'literary skills and communication skills through reading the novels of Virginia Woolf?
3. How did the students find reading Virginia Woolf's works experience?
4. Did the students believe that reading literary works by Virginia Woolf help them improve literary skills?

Moreover, there are some essential objectives of the research:

1. To select the most interesting works of Virginia Woolf;
2. To give a chance to students for choosing their favorite works of V. Woolf among selected novels;
3. To ask students to think critically about chosen topics at home or outdoors, and make a list of ideas (if proven or not) on that topic to use in further debate;
4. To develop critical thinking skills by preparing and reading two novels
5. To learn and use language for argument and discussion that are helpful to increase literary skills
6. To be neutral to assessing the students;

Hypothesis:

❖ Implementing reading process of Virginia Woolf's works in the process of teaching and learning develop students` literary skills.

Literature-based lesson highly differs from the other types of teaching methods such as traditional way of teaching, teaching with Communicative ways, and teaching Integrated Skills. Through those abovementioned teaching methods students may improve productive and receptive skills, while debate implemented way of teaching can develop students` Literary, Critical and Creative Thinking capacities which are the most vital qualities of a human being.

Whilst the following sections of the research some main principles will be distinguished: a) what are the ways of producing critical point of views and their cruciality in improving students's literary skills; b) what techniques does a person elicit to be literally skillful; c) what is the role of Virginia Woolf's works in the development of literary skills and critical capability; d) what is the difference between producing ideas to prove viewpoints and producing ideas to improve literary skills; e) what approaches are there about the benefits of adjusting literature-based lessons and discussions on the works of Virginia

Woolf's works in the in improvement of literary skills; f) why novels are still maintaining the most effective means to improve literary skills and so on.

Respectively, the main reason to choose this topic for final qualification work is that within the last few years the researcher has been searching, finding, collecting and learning a great deal of sources on how to improve the literary skills of students and what are the best ways of implementing Virginia Woolf's works into EFL classrooms to achieve high results. When a person uses literary sskills, creativity, he/she starts to think beautifully and differently, because literature and creativity appeal the human brain and wakes all sort of capacities up to achieve an intention. Most importantly, deep knowledge on literature lifts the human brain to Creativity which is much vital to spark the ability.

In preparation for such a lesson, students thoroughly examine and research the problem using reason, logic, and analysis to formulate opinions. Students then engage in constructive teamwork to unify their position and eliminate redundancy.

Method

As any kind of research should be based on a particular research method, the current qualification thesis is also founded on the method of qualitative and quantitative research methods. In the above-mentioned research methods, the investigated area is analyzed from two pints of view: the quality of the research and the quantity of researched items. Thus, both qualitative and quantitative research methods are of great help to identify the answer the hypothesis of the qualification paper.

The Subjects

The subjects of the research were the students of the University of World Languages University, the first faculty of English Philology. The subjects were third-year students; two different multi-level groups. First (A) group consisted of 11, the other (B) of 12 students, in total 23 students. The subjects were observed and taught by the researcher during the period of two months based on the necessity of conducting an experiment to develop the Qualification Paper. The students ranged in age from 22 to 26, which was a four-year interval. In A group the number of females (7) was superior to males (4), while B group represented the same number of female (6) and male 67) students. The A group consisted mostly of students whose nationality was Uzbek or Tajik, when the representatives of the B group were Russian or other ethnic identities. The level of both two groups' students was nearly the same, ranging between intermediate and upper-intermediate. These two groups were selected based on the interest of them among others and randomly assigned to be involved in experimental teaching.

The tables below specify the students based on gender, age and native language:

Group A (total 15)

N	Name	Age	Native Language
1	Aziza	23	Uzbek
2	Kamola	23	Uzbek
3	Nargiza	22	Uzbek
4	Davron	24	Uzbek
5	Ulug`bek	26	Tajik
6	G`o`zal	24	Uzbek
7	Ahmad	23	Tajik
8	Gulnoza	25	Uzbek
9	O`ktam	23	Uzbek

N	Names	Age	Native Language
10	Ozoda	24	Russian
11	Gulzoda	22	Uzbek

Group B (total 14)

N	Names	Age	Native Language
1	Kamilla	23	Russian
2	Yulduz	24	Uzbek
3	Islom	23	Tatar
4	Ruslan	26	Russian
5	Nigina	23	Tatar
6	Milana	23	Russian
7	Umida	24	Uzbek
8	Amin	23	Russian
9	Gulya	25	Russian
10	Alexander	26	Russian
11	Olim	23	Russian
12	Karim	22	Russian

Materials and Equipment

Materials

Materials from Virginia Woolf's selected books were effectively used by the researcher to conduct the lessons . These materials included the whole novels by Virginia Woolf and in some cases only some   extracts were chosen to make the lesson more effective in enhancing EFL's literary skill. Almost all reading passages by Virginia Woolf hold an argumentative topics related to social life as pre-reading activity, consequently, for arranging discussions to improve literary

skills, as well as some vocabulary based materials in the form of piece of papers and handouts. Major share of the used materials was selected from the novel by Virginia Woolf her first books *The Voyage Out* and *Night and Day* . Some questionnaires as pre-stage task were distributed to the students to distinguish their general understanding of literature and its role in improving literary skills, how adaptive they were to involve the process of enhancing literature, and what were their beliefs and ideas on selected novels for further implementing discussions on the works of Virginia Woolf in the classroom. However, main survey questionnaire was distributed at the end of the study to clarify teachers' feedbacks on the process and their perspectives.

These questionnaires, tests, and all other materials were designed to incorporate the works of Virginia Woolf's works into the EFL lesson so that to improve literary skills. The high-quality and well-organized debates hold after reading the story by Virginia Woolf has become major regular classroom use and make them effective components of this teaching process. The materials were regularly distributed by the researcher to the students along with each lesson, and the students were asked to keep that sources till the end of the experiment and submit them as possible as kept so that the researcher could give feedbacks at the end of the course and witness whether the subjects (students) worked on materials or not.

Reliability and Validity

To ensure the Reliability, both two groups were randomly selected among all other groups. In terms of sources, both groups were provided with nearly the same materials in order the researcher could observe the differences in progress between two groups. However, Experiment Group (group A) was provided with additional wide range of materials related to literary skills improvement and discussion process such as short stories by Virginia Woolf to discuss, relevant

vocabulary for use during debate and so on. Then, the researcher also paid much attention to the equality of the students according to the language proficiency (level in language). Moreover, nearly the same proportion of male and female students was introduced by two groups. In terms of Validity, tests and questionnaires were selected in order the researcher observe the students' language production before and just after the experiment.

Equipment

Same shaped pieces of papers: white and colorful sometimes. Markers in different colors were brought by the researcher to write on pieces of papers and on the whiteboard when needed. More than 10 novels by Virginia Woolf were brought into classroom to select and the students were given chance to choose at least two of them. Laptop was got to the classroom so that the students could watch some movies set by BBC channel about Virginia Woolf and her popular books. Along with the laptop the researcher brought speakers to make videos audible for all students. A watch also used to manage and limit the time. A video-projector was provided by the university department so that the researcher could display videos and create a convenient condition for students giving them chance to watch videos on a big screen.

Procedure

Variables

While the experiment was being conducted the researcher could distinguish following variables:

1. **Dependent variable** is the main variable, the central focus of the study, the variable which the other variables may affect. In current study, dependent variable could be conveyed as the development of the selected students' Literary skills during the experiment, and the research itself.

2. **Independent variable** is a variable which is manipulated in order to see what influence or effect it may have on the dependent variable. To illustrate, the independent variable of the study was to distinguish the fact that what effect V. Woolf's works may have on improvement of the students' Literary Skills in what way the novels by Woolf may be the tool for sharpening the Literary skills.

3. **Moderator variable** is a special variable which may influence the relationship between the dependent and independent variables. To distinguish, factors such as students' age, gender, social position, background knowledge, current language proficiency can be regarded as the moderator variable which may influence the correlation between the task of the experiment and goal of the experiment. During the research investigator came across some obstacles which may be moderator variables such as: almost all the students in both groups had different background knowledge and language level which created some difficulties for the researcher to conduct the experiment. Oppositely, few students had quite confident knowledge of English language that again caused a difficulty for the researcher to control them in order those smarter students to give chances to other students to produce the language and involve the task of the research.

4. **Control variable** is a variable which need to be eliminated or controlled so that they do not influence the effect of the independent variable on the dependent variable. During the experiment there were some situations which should be solved but did not. Factually, experiment would take part two times a week on Tuesday and Saturday. As some of the students lived outside the city of Tashkent whether in small cities or districts of the Tashkent region, they randomly had to skip the lesson on Saturday to go home in their hometown as the following day was the weekend. As this study was somehow optional for the students, they had the right to attend or leave the process, but this factor might highly influence on the sequence of the research. Finally, those students who had to leave the city on Saturdays had considerable problems during the debates, and the investigator had no way out to solve the problem besides conducting the skipped lessons briefly to those students. Yet, those students who could not gain adequate experience because of skipped lessons were not allowed to take final test based on the experiment.

5. **Intervening variable** is a construct, a theoretical label that measures the relationship between the dependent and independent variables. The effect of implementing the works of Virginia Wolf into the classrooms to develop students' Literary skill may serve as intervening variable.

The specific steps in the experimental process.

The process of this experiment has some sequenced steps from beginning to end of the research:

As the researcher selected two groups for the experiment, he taught the Group B (Control group) based on Integrated Skills such as teaching productive and receptive skills, vocabulary based on different topics, and some grammar rules of general English. Conversely, Group A (Experiment group) was taught according to literature-based process; the researcher conducted two lessons with

this group. Moreover, Experiment group was provided with the vocabulary related to the selected novel by Woolf, topic-based debatable questions to discuss during the lessons, and different articles which helped students to develop literary skills.

Questionnaire:

To begin with, the researcher after getting acquainted with both groups started the first lesson by distributing questionnaire to the students to determine background knowledge, and for some other sufficient information on literary skills and Virginia Wools as wells as her works. Actually, this questionnaire is completely based on literary skills, Virginia Woolf, and her books. Till the end of the lesson the researcher collected all questionnaires back so that the students would be given feedbacks at the end of the experiment.

Main Survey Questionnaire for Observers (teachers)

As mentioned above, main survey questionnaire was distributed to observers (teachers) at the end of the research study to get their opinions, feedbacks, and findings about the process of experiment. Moreover, the researcher introduced some ground rules and expected objectives of the intensive course to the students in order students to have the general idea of what they would gain and achieve.

Pre-test:

Experiment Group then was given information on which they would learn several techniques for literature-based lesson process. The researcher explained that the students would be provided with explanations of the literary skills through all the lessons and two discussions based on the selected novel by Virgnina Woolf would be organized by the researcher till the end of the course. At the end of the introductory lesson the researcher distributed a **pre-test** to

evaluate the students' literary and critical thinking skills by giving five problematic cases supported with a possible solution. Then students should think over that solution and were supposed to choose an answer from False (Probably False, More Information Required, and Probably True) to True. Respectively, from False to True students were given points from 0 to 20.

Pre-Test

Evaluating students' Literary and Critical Thinking skills through Virginia Woolf's works

Extract from "Three Guineas":

The fact that Arthur's Education Fund changes the landscape— the halls, the playing grounds, the sacred edifices—is an important one; but that aspect must be left for future discussion. Here we are only concerned with the obvious fact, when it comes to considering this important question—how we are to help you prevent war—that education makes a difference. Some knowledge of politics, of international relations, of economics, is obviously necessary in order to understand the causes which lead to war. Philosophy, theology even, might come in usefully. Now you the uneducated, you with an untrained mind, could not possibly deal with such questions satisfactorily. War, as the result of impersonal forces, is you will agree beyond the grasp of the untrained mind. 5 But war as the result of human nature is another thing. Had you not believed that human nature, the reasons, the emotions of the ordinary man and woman, lead to war, you would not have written asking for our help. You must have argued, men and women, here and now, are able to exert their wills; they are not pawns and puppets dancing on a string held by invisible hands. They can act, and think for themselves. Perhaps even they can influence other people's thoughts and actions. Some such reasoning must have led you to apply to us; and with justification. For happily there is one branch of education which comes under the heading

"unpaid-for education"—that understanding of human beings and their motives which, if the word is rid of its scientific associations, might be called psychology. Marriage, the one great profession open to our class since the dawn of time until the year 1919; marriage, the art of choosing the human being with whom to live life successfully, should have taught us some skill in that. But here again another difficulty confronts us. For though many instincts are held more or less in common by both sexes, to fight has always been the man's habit, not the woman's. Law and practice have developed that difference, whether innate or accidental. Scarcely a human being in the course of history has fallen to a woman's rifle; the vast majority of birds and beasts have been killed by you, not by us; and it is difficult to judge what we do not share.

Summary: It is known that the uneducated people were equaled to guineas and the plot of the text tends to say that that times also uneducated people were looked down as it is now.

<div align="center">

True

Probably True

More Information Required

Probably False

False

</div>

Extract 2 from "Three Guinea Pigs":

Let us then give up, for the moment, the effort to answer your question, how we can help you to prevent war, by discussing the political, the patriotic or the psychological reasons which lead you to go to war. The emotion is too positive to suffer patient analysis. Let us concentrate upon the practical suggestions which you bring forward for our consideration. There are three of them. The first

is to sign a letter to the newspapers; the second is to join a certain society; the third is to subscribe to its funds. Nothing on the face of it could sound simpler. To scribble a name on a sheet of paper is easy; to attend a meeting where pacific opinions are more or less rhetorically reiterated to people who already believe in them is also easy; and to write a cheque in support of those vaguely acceptable opinions, though not so easy, is a cheap way 10 * Written in the winter of 1936–7. of quieting what may conveniently be called one's conscience. Yet there are reasons which make us hesitate; reasons into which we must enter, less superficially, later on. Here it is enough to say that though the three measures you suggest seem plausible, yet it also seems that, if we did what you ask, the emotion caused by the photographs would still remain unappeased. That emotion, that very positive emotion, demands something more positive than a name written on a sheet of paper; an hour spent listening to speeches; a cheque written for whatever sum we can afford—say one guinea. Some more energetic, some more active method of expressing our belief that war is barbarous, that war is inhuman, that war, as Wilfred Owen put it, is insupportable, horrible and beastly seems to be required. But, rhetoric apart, what active method is open to us? Let us consider and compare. You, of course, could once more take up arms—in Spain, as before in France—in defence of peace. But that presumably is a method that having tried you have rejected. At any rate that method is not open to us; both the Army and the Navy are closed to our sex. We are not allowed to fight. Nor again are we allowed to be members of the Stock Exchange. Thus we can use neither the pressure of force nor the pressure of money. The less direct but still effective weapons which our brothers, as educated men, possess in the diplomatic service, in the Church, are also denied to us. We cannot preach sermons or negotiate treaties. Then again although it is true that we can write articles or send letters to the Press, the control of the Press—the decision what to print, what not to print—is entirely in the hands of your sex. It is true that for

the past twenty years we have been admitted to the Civil Service and to the Bar; but our position there is still very precarious and our authority of the slightest. Thus all the weapons with which an educated man can enforce his opinion are either beyond our grasp or so nearly beyond it that even if we used them we could scarcely inflict one scratch. If the men in your profession were to unite in any demand and were to say: "If it is not granted we will stop work," the laws of England would cease to be administered. If the women in your profession said the same thing it would make no difference to the laws of England whatever. Not only are we incomparably weaker than the men of our own class; we are weaker than the women of the working class. If the working women of the country were to say: "If you go to war, we will refuse to make munitions or to help in the production of goods," the difficulty of war-making would be seriously increased.

Summary: War has nothing to do with education. Education should be developed no matter how the time is passing: quite or noisily.

<div align="center">

True

Probably True

More Information Required

Probably False

False

</div>

Extract 3 from "Three Guinea Pig":

What influence then have we had in the past upon the profession that is most closely connected with war—upon politics? There again are the innumerable, the invaluable biographies, but it would puzzle an alchemist to extract from the

massed lives of politicians that particular strain which is the influence upon them of women. Our analysis can only be slight and superficial; still if we narrow our enquiry to manageable limits, and run over the memoirs of a century and a half we can hardly deny that there have been women who have influenced politics. The famous Duchess of Devonshire, Lady Palmerston, Lady Melbourne, Madame de Lieven, Lady Holland, Lady Ashburton—to skip from one famous name to another—were all undoubtedly possessed of great political influence. Their famous houses and the parties that met in them play so large a part in the political memoirs of the time that we can hardly deny that English politics, even perhaps English wars, would have been different had those houses and those parties never existed. But there is one characteristic that all those memoirs possess in common; the names of the great political leaders—Pitt, Fox, Burke, Sheridan, Peel, Canning, Palmerston, Disraeli, Gladstone—are sprinkled on every page; but you will not find either at the head of the stairs receiving the guests, or in the more private apartments of the house, any daughter of an educated man. It may be that they were deficient in charm, in wit, in rank, or in clothing. Whatever the reason, you may turn page after page, volume after volume, and though you will find their brothers and husbands—Sheridan at Devonshire House, Macaulay at Holland House, Matthew Arnold at Lansdowne 12 House, Carlyle even at Bath House, the names of Jane Austen, Charlotte Brontë, and George Eliot do not occur; and though Mrs. Carlyle went, Mrs. Carlyle seems on her own showing to have found herself ill at ease. But, as you will point out, the daughters of educated men may have possessed another kind of influence—one that was independent of wealth and rank, of wine, food, dress and all the other amenities that make the great houses of the great ladies so seductive. Here indeed we are on firmer ground, for there was of course one political cause which the daughters of educated men had much at heart during the past 150 years: the franchise. But when we consider how long it took them

to win that cause, and what labour, we can only conclude that influence has to be combined with wealth in order to be effective as a political weapon, and that influence of the kind that can be exerted by the daughters of educated men is very low in power, very slow in action, and very painful in use.11 Certainly the one great political achievement of the educated man's daughter cost her over a century of the most exhausting and menial labour; kept her trudging in processions, working in offices, speaking at street corners; finally, because she used force, sent her to prison, and would very likely still keep her there, had it not been, paradoxically enough, that the help she gave her brothers when they used force at last gave her the right to call herself, if not a full daughter, still a stepdaughter of England.

Summary: The ancestors who have well educated heir, never be in dubious to in infer from the future. More attractive people are always the ones who have deep horizon and mental knowledge

<div align="center">

True

Probably True

More Information Required

Probably False

False

</div>

For the next step, the researcher supported the students with the materials and handouts during each lesson so that the students would learn what the literary skill stood for, what features and steps it had, and what the role of the works of Virginia Wolf in improving the literary skills. The investigator gave selected books by V. Woolf to students so that they could select two of them for further two discussions. As the experiment was conducted for three weeks, after one and a half week the students were brought into the first discussion to

improve their literary skills by having hot debate-based discussion by the researcher.

N	Novel's name	Highlights of the novel
1	Jacob's Room	
2	Mrs. Dalloway	
3	The Voyage Out	
4	Night and Day	
5	Three Guineas	

 The students chose two of these topics:

Three Guineas

Night and Day

Students were given a week to read their preferred books and be prepared for further task.

   The second stage began with the students forming groups of two, in which they would eventually perform their discussions on the materials they have chosen . Two students took each side, either based on their genuine opinion or willingly. They then discussed in their team what kind of information or data they wished to gather, forming a series of questions they felt they needed to answer. They were also given a short article by the researcher containing relevant data, and were shown how to make notes about it by distilling it into its main arguments and supporting evidence. After this, they were given guidance on searching the Internet and finding the information related to the given topic.

Finally, they were sent away to gather evidence that would support their side in the following debate.

In debate lesson each side represented three speeches to prove their point of views: the opening address, the attack, and the summation. The students were required to write the opening address in full, analyzing the information they had gathered in order to create two or three strong arguments supported by reliable data. The speech was then checked by the researcher before being given to the opposing team, who could use it for weaknesses for their attack.

The main focus for the next stage was on presentation skills and language. In terms of presentation skills, the importance of eye contact, voice control, and visual aids were observed, as well as the need to connect performance and language to the specific audience being addressed. The students were supported with three essential components to present their argumentative speeches for the debate. First, the students were provided with a list of discourse markers that would help them with the overall structure of a speech. Second, they were taught how to organize their paragraphs internally, incorporating expressions to signal topic sentences, reasons, and supporting evidence. Finally, they were given phrases commonly used in formal debates for attacking and refuting arguments. The students were required to practice their opening addresses and attack speeches in front of the researcher, so that individual advice could be given.

Post-Test:

At the end of the experiment, the researcher decided to take post-test in order to observe the changes through the research study. The same test in structure was taken by the investigator so that he could compare the results with the pre-test. Post-test was different in content.

Hogan Lovells Critical Thinking and Literary Skills Test

These questions represent a small sample of tasks that you may be asked to complete if you were undertaking a formal assessment at **Hogan Lovells**. Although written by authors of formal assessments these questions are samples only and will not be used to predict future performance. Neither will they form part of any selection process that you may undertake with Hogan Lovells in the future.

The Watson-Glaser Literary Skills assessment tool designed to measure an individual's critical thinking skills. It has a long history of use in educational and business settings. It is used to determine an individual's ability to think critically and as a way of assessing their suitability for an organization or a specific position within it.

Post-test consisted of five sections each of which had some statement, solutions and answers. For each section the researcher gave by 20 points, and if a student could find all correct answers though five sections, he/she would gain total 100 points.

Analysis of the data

During the whole experiment, the researcher used following types of data collecting tools: a) a questionnaire to determine background knowledge, and for some other sufficient information on literary skills. Actually, this questionnaire is completely based on the works of Virginia Woolf , and discussion process; b) main survey questionnaire to take staff teachers' perceptions on conducted study; c) a pre-test to evaluate the students' literary skills;

Data Collection

Collecting related data turned out one of the most complicated but quite interesting part of the whole Research Paper for the researcher. The investigator started collecting the data eagerly as the current research was dedicated to enhance students' Literary skills that could play a vital role through the learning

process. The study conducted by the researcher was the course of the Integrated skills, however the students was assisted to drill the oral communication skills by using Literary skills by the help of debates much more than other skills.

As mentioned above during the first lesson the researcher distributed a questionnaire to get the general understanding of students about Literary skills and overall knowledge on Virginia Woolf. The questionnaire, developed by the researcher, was administered at the beginning of the study to explore students' general understandings of the literary skills and Virginia Woolf. The items of the questionnaire were developed according to the objectives of the study. In similar previous studies usually the participants are asked if they think, for example, reading novels improved their literary skills. These types of questions are very general and the students might get confused, since critical thinking skills is a very broad term with many different definitions and attributes.

Therefore, in this study, the items were developed according to the literature review of the research paper and critical thinking elements. For instance, as discussed earlier in the literature review section, it is generally believed that critical thinkers were not biased, and they took different perspectives into consideration. Therefore, this feature was used in devising one of the items in the questionnaire.

Main survey questionnaire was administered at the end of the study to explore observers' feedback about their experience attending and observing classroom debate. The instrument consisted of ten statements with a 5-point scale (Strongly Disagree=1 to Strongly Agree=5). The items of the questionnaire were developed according to the objectives of the study. They focused on teachers' perceptions about the role of novels in improving literary skills, whether they liked it, how they found the experience, whether they believe it can develop literary skills, and improve speaking ability, as well.

Results and Discussion

This section of the research paper analyzes and discusses the results that were taken from the Data Collection section in order to answer the research questions in a relevantly understandable way by the help of mathematical numbers. The researcher began analyzing the possible results of the study after data collection and was supposed to represent those results in the form of graphs, tables, charts, and diagrams in order to give more detailed information.

To begin with, the investigator analyzed the outcomes of the Questionnaire papers filled by students by discussing seven of the fifteen questions.

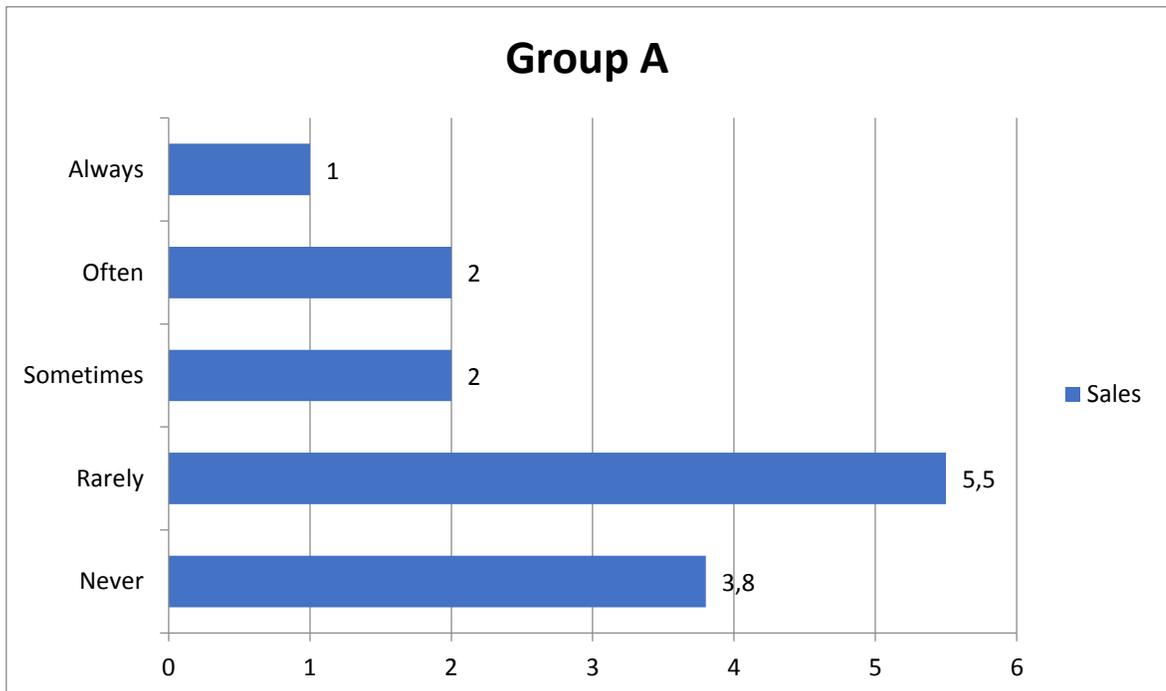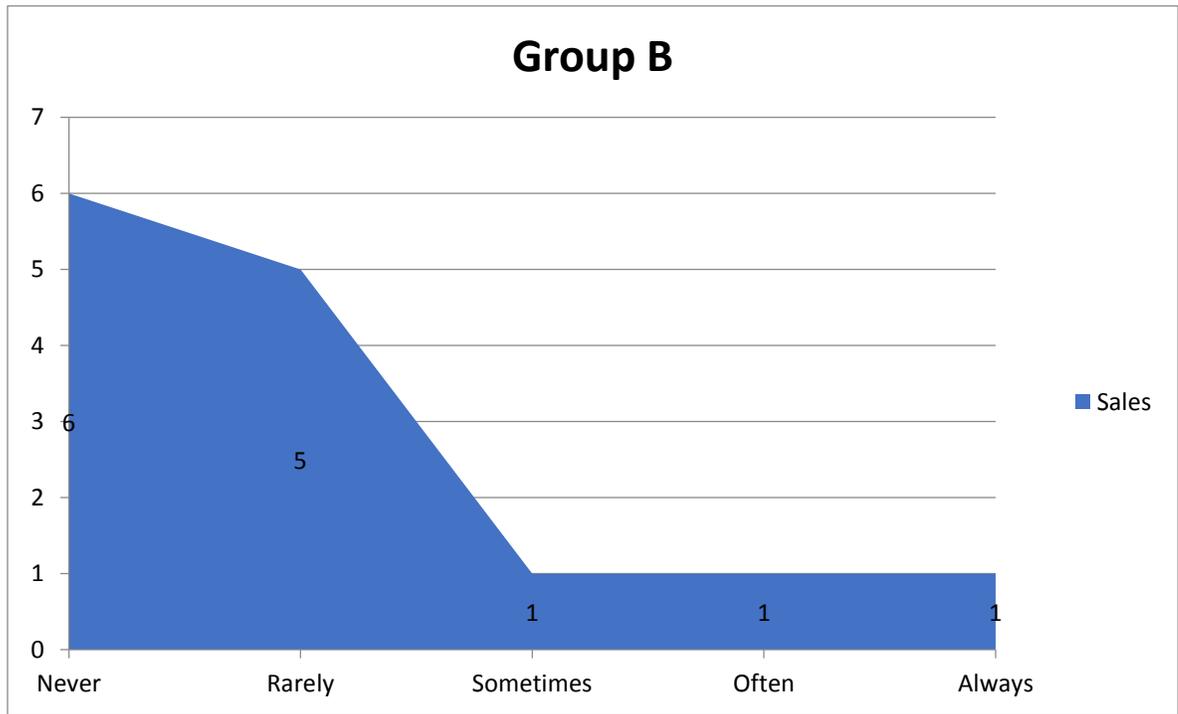Figure 1. Q1: **I make notes on the important elements of people's argument or propositions.**

Figure 2.

Group B

The Pie charts illustrate the outcomes of the first question of the Questionnaire about students' note-takings on the important components of people's arguments. 38% students of the A group define that they don't make notes of other people's opinions, while group B illustrates 43% of the trend. Interestingly, both groups show nearly the same proportion of outcomes on students' rare note-takings. From the charts it is clear that the students of both groups are not supposed to be regular note-takers of people's arguments and propositions.

Figure 3. Q2: **I test the assumptions underpinning an argument or proposition.**
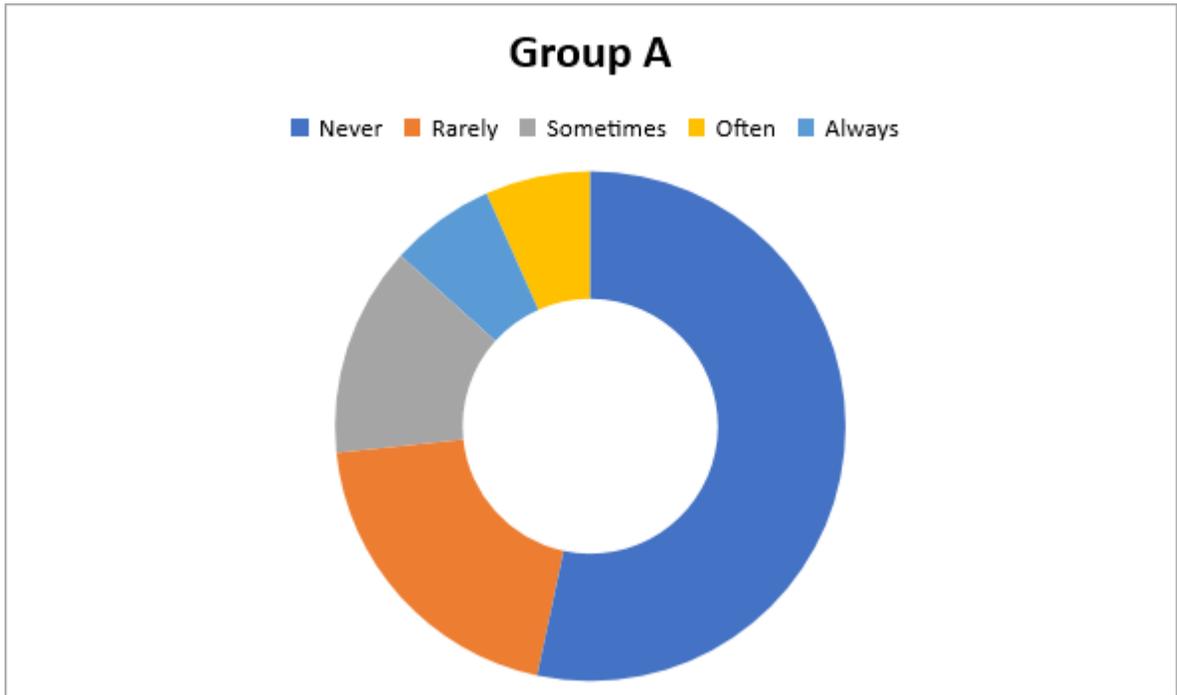
Figure 4.

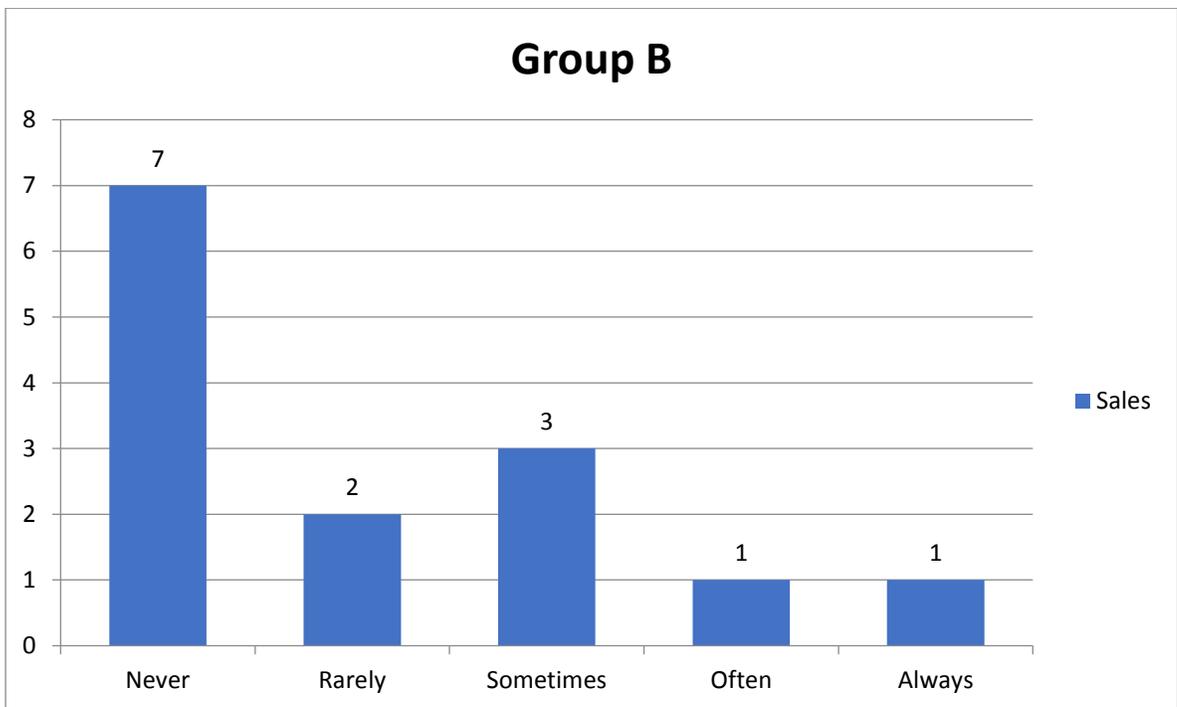
These two charts represent the information on the second question in the Questionnaire about testing different arguments by supporting them with ideas. Both groups present nearly the same trends in terms of the highest and the lowest points: in both groups around 50% of students say that they are strongly disagree, while in both groups only one student is supposed to use this technique whether

Often or Always. In A group three (20%) students define that they examine arguments before accepting them, and 13% of them say that they use the technique sometimes. Conversely, in B group 14% students use it rarely, and 22% use it sometimes.

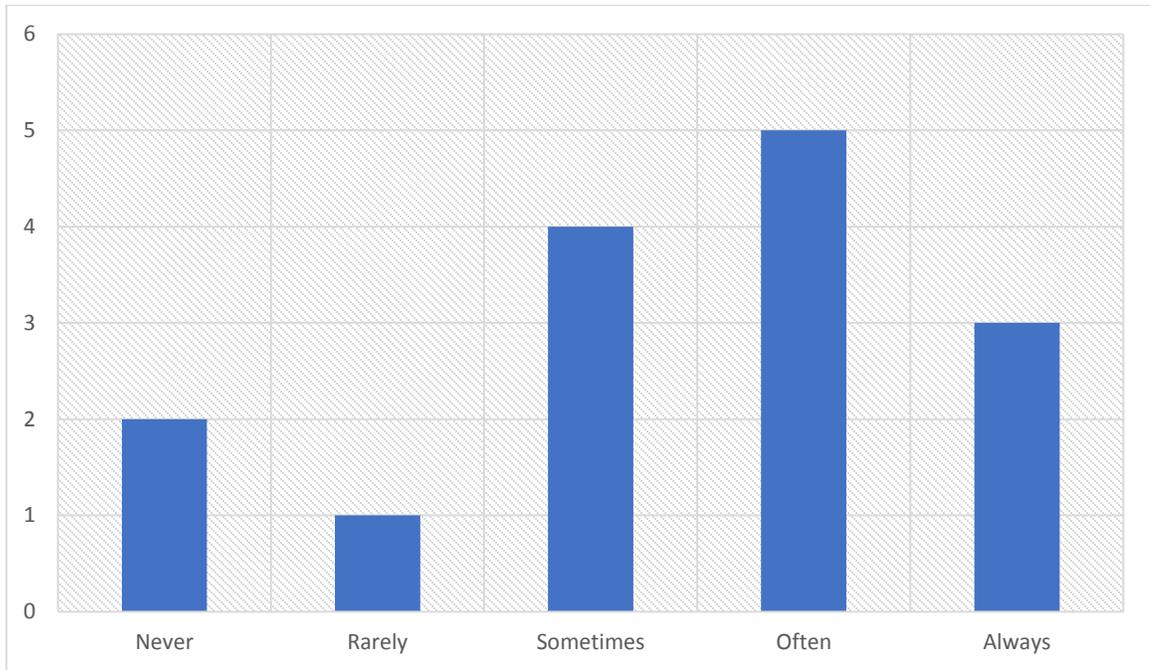Figure 5. Q3: **I state my reasons for accepting or rejection arguments and propositions to develop my literary skills.**
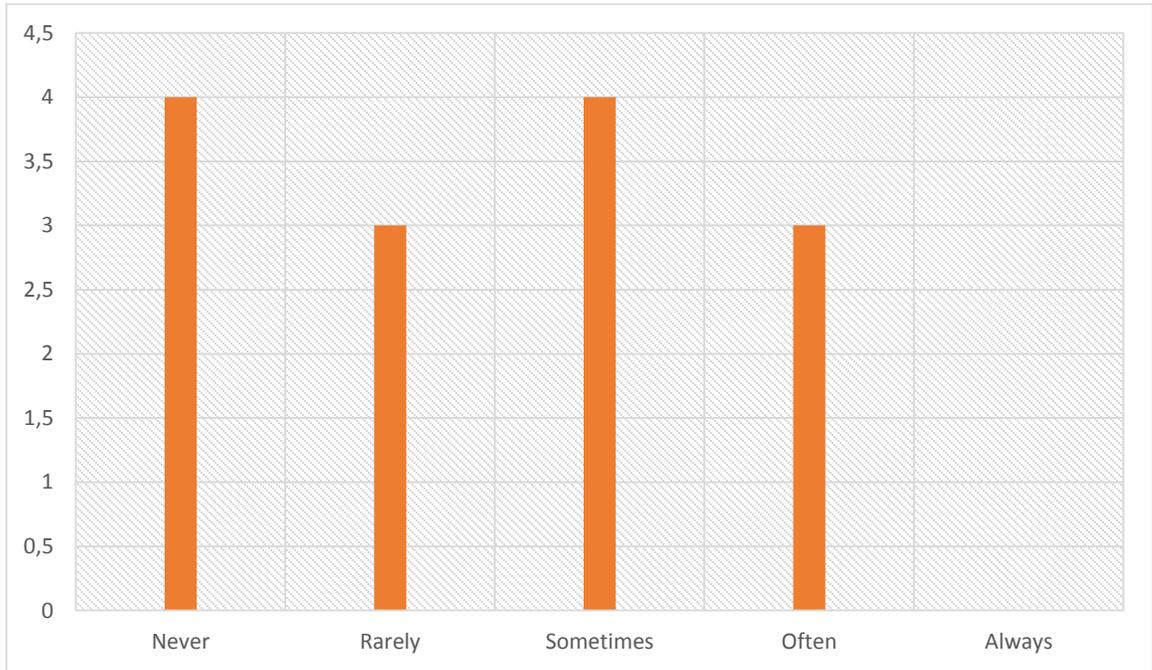
Group A

Figure 6.

Group B

Figure 7. Q6. **I summarize what I have read to ensure I have understood properly.**

Figure 8.

Group B

Analysis of Pre-Test results:

As abovementioned the researcher wanted to analyze all findings and results which he had collected before, during and after the experiment. Pre and Post-Tests were considered as the most important Data Collecting tools by the investigator, because these two tests could clearly represent the results of the students on which whether the experiment was successful or not. Further, the results of the students` Pre-Test will be presented in the form of tables.

Table 1. Group A (experiment group) students' pre-test scores:

№	Group	Student's name	Score
1	A (experiment)	Aziza	50
2	A (experiment)	Kamola	60
3	A (experiment)	Nargiza	55
4	A (experiment)	Davron	45
5	A (experiment)	Ulug`bek	55
6	A (experiment)	Go`zal	55

7	A (experiment)	Ahmad	45
8	A (experiment)	Gulnoza	70
9	A (experiment)	O`ktam	75
10	A (experiment)	Ozoda	50
11	A (experiment)	Gulzoda	55

Table 2. Group A Pre-test frequency distribution.

Score value	Frequency
45	3
50	3
55	4
60	1
65	1
70	1
75	2

In order to calculate average numerical value, called mean, which was needed for finding standard deviation for pre-test, the researcher used the following formula:

$$\overline{X} = \frac{\Sigma X}{N}$$

In this formula, $\overline{X}$ is the <u>mean</u>, Σ indicates "add up," X is the scores, and N is the number of scores.

$$\frac{45+45+45+50+50+50+55+55+55+55+60}{15} = \frac{850}{15} = 56,6$$

So, the mean in Group A equals 56,6

Figure 9. **Frequency of distribution of the pre-test. Group A.**

Table 3. **Group A. Standard Deviation for Pre-test scores.**

Student's name	Score	Mean	Difference	Difference squared
Aziza	50	56,6	-6,6	43,56
Kamola	60	56,6	3,4	11,56
Nargiza	55	56,6	-1,6	2,56
Davron	45	56,6	-11,6	134,56
Ulug`bek	55	56,6	-1,6	2,56
Go`zal	55	56,6	-1,6	2,56
Ahmad	45	56,6	-11,6	134,56
Gulnoza	70	56,6	13,4	179,56
O`ktam	75	56,6	18,4	338,56
Ozoda	50	56,6	-6,6	43,56
Azamat	75	56,6	18,4	338,56
Umida	45	56,6	-11,6	134,56

Table 4. Group B (control group) students' pre-test scores:

№	Group	Student's name	Score
1	B (control)	Kamilla	75
2	B (control)	Yulduz	65
3	B (control)	Islom	70
4	B (control)	Ruslan	75
5	B (control)	Nigina	50
6	B (control)	Milana	55
7	B (control)	Umida	50
8	B (control)	Amin	70
9	B (control)	Gulya	55
10	B (control)	Alexander	60
11	B (control)	Olim	55
12	B (control)	Karim	60

Table 5. Group B Pre-test frequency distribution.

Score value	Frequency
50	2
55	3
60	2
65	2
70	2
75	3

$$\frac{50+50+55+55+55+60+60+65+65+70+70+75}{14} = \frac{750}{14} = 50,3$$

So, the mean in Group B equals 50,3

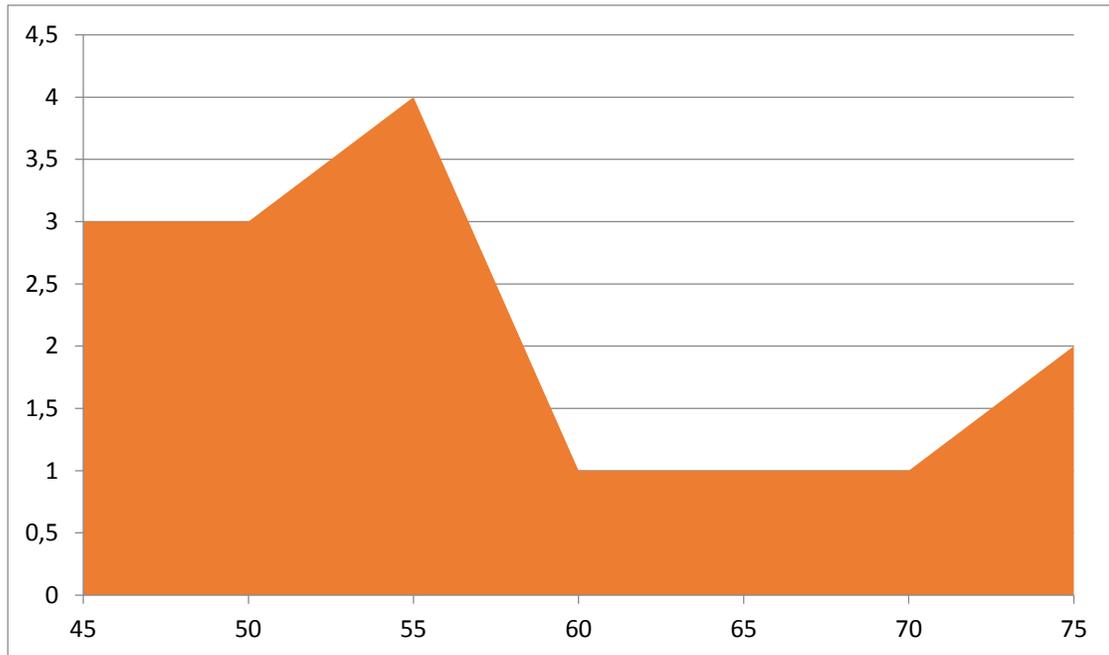Figure 10. **Frequency of distribution of the pre-test. Group B.**

Table 6. Group B. Standard Deviation for Pre-test scores.

Student's name	Score	Mean	Difference	Difference squared
Kamilla	75	62,8	12,2	148,84
Yulduz	65	62,8	2,2	4,84
Islom	70	62,8	7,2	51,84
Ruslan	75	62,8	12,2	148,84
Nigina	50	62,8	-12,8	163,84
Milana	55	62,8	-7,8	60,84
Umida	50	62,8	-12,8	163,84
Amin	70	62,8	7,2	51,84
Gulya	55	62,8	-7,8	60,84

Alexander	60	62,8	-2,8	7,84
Olim	55	62,8	-7,8	60,84

Table 7. Comparison of results of pre-test conducted in Group A and Group B.

Central Tendency				Dispersion			
Group	Mean	Mode	Median	Low	High	Range	
A	56,6	55	70	45	75	31	
B	62,8	75/55	60	50	75	26	

After taking pre-test exam from both groups, the researcher received, calculated, and analyzed all results. As it is clear from the first and fourth tables, the researcher presented both groups' results. It is considerable that any student from both groups could not get higher point than 75 out of 100. If we add all students' scores of the groups and compare them, B group's performance (880) is higher than the other (850). In tables one and five the researcher represented the Score value and Frequency of scores, and gave the results in the form of line graphs. According to those tables, the investigator calculated all the scores, and found the Mean score of the groups. In terms of Mean, Group B (62,8) had higher score than Group A (56,6). Then, two more third and sixth tables were provided in order to give information about Standard Deviation of the scores which included Difference and Difference squared. Finally, table 7 was given by the investigator to support the information about Central Tendency which included the scores of Mean, Mode and Median, and Dispersion which represented Lowest, Highest scores of the students' and the score of Range.

After analyzing all the information concluded by pre-test, the researcher decided to choose Group A as an experiment group, and began conducting actual Virginia Woolf's novels based lessons. During the lessons, he used different sorts of Virginia Woolf's in order the students would be able to be ready to the following two debates. Furthermore, the researcher provided the students with different topic-based problematic questions for regular classroom discussions, and considerable range of vocabulary for literary skill improvement usage.

At the end of the experiment, the researcher decided to take post-test in order to observe the changes through the research study. The same test in structure was taken by the investigator so that he could compare the results with the pre-test. Post-test was different in content. These are the results of the post-test:

Table 8. Group A (experiment group) students' post-test scores:

№	Group	Student's name	Score
1	A (experiment)	Aziza	60
2	A (experiment)	Kamola	75
3	A (experiment)	Nargiza	65
4	A (experiment)	Davron	65
5	A (experiment)	Ulug`bek	75
6	A (experiment)	Go`zal	75
7	A (experiment)	Ahmad	70
8	A (experiment)	Gulnoza	80
9	A (experiment)	O`ktam	95
10	A (experiment)	Ozoda	70
11	A (experiment)	Gulzoda	75

Table 9. Group A Post-test frequency distribution.

Score value	Frequency

60	1
65	3
70	3
75	5
80	1
85	1
95	1

$$\frac{60+65+65+65+70+70+70+75+75+75+75+75+80+85+95}{15} = \frac{1100}{15} = 73,3$$

So, the mean in Group A equals 73,3

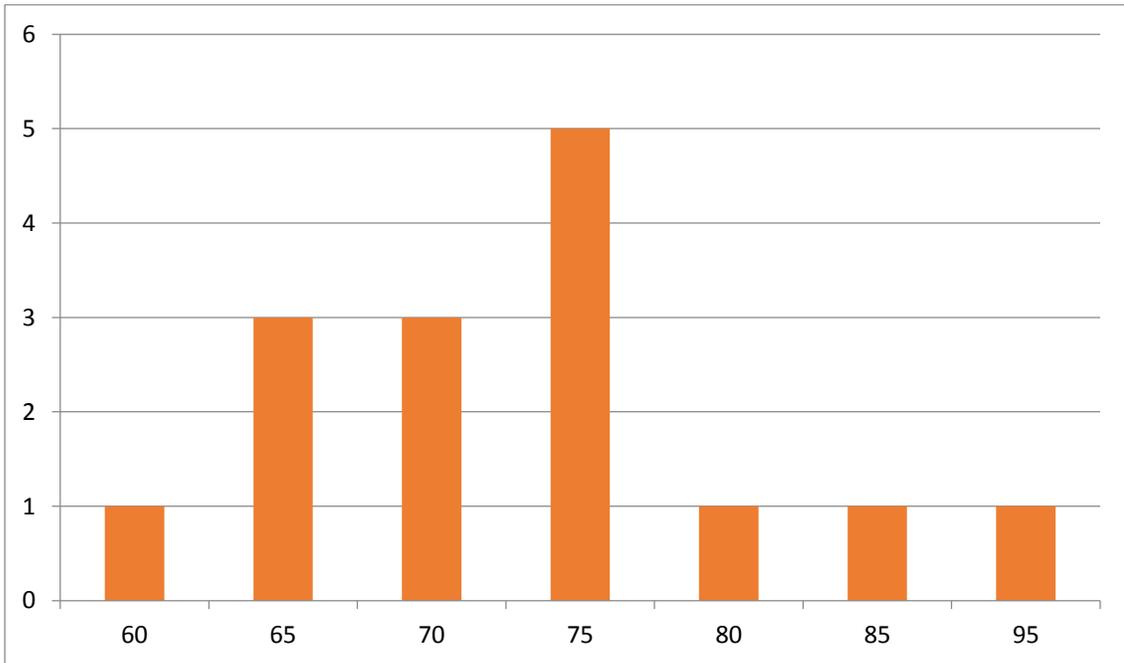Figure 11. **Frequency of distribution of the post-test. Group A.**

Table 10. Group A. Standard Deviation for Post-test scores.

Student's name	Score	Mean	Difference	Difference squared

Aziza	60	73,3	-13,3	176,89
Kamola	75	73,3	1,7	2,89
Nargiza	65	73,3	-8,3	68,89
Davron	65	73,3	-8,3	68,89
Ulug`bek	75	73,3	1,7	2,89
Go`zal	75	73,3	1,7	2,89
Ahmad	70	73,3	-3,3	10,89
Gulnoza	80	73,3	6,7	44,89
O`ktam	95	73,3	22	484
Ozoda	70	73,3	-3,3	10,89
Gulzoda	75	73,3	1,7	2,89
Dilshod	75	73,3	1,7	2,89
Azamat	85	73,3	11,7	136,89
Gulnora	70	73,3	-3,3	10,89
Umida	65	73,3	-8,3	68,89

Table 11. Group B (control group) students' post-test scores:

№	Group	Student's name	Score
1	B (control)	Kamilla	80
2	B (control)	Yulduz	70
3	B (control)	Islom	70
4	B (control)	Ruslan	75
5	B (control)	Nigina	60
6	B (control)	Milana	65
7	B (control)	Umida	65
8	B (control)	Amin	65

9	B (control)	Gulya	65
10	B (control)	Alexander	70
11	B (control)	Olim	60
12	B (control)	Karim	60

Table 12. Group B Post-test frequency distribution.

Score value	Frequency
60	3
65	4
70	3
75	3
80	1

$$\frac{60+60+60+65+65+65+65+70+70+70+75+75+75+80}{12} = \frac{955}{12} = 68,21$$

So, the mean in Group B equals 68,21

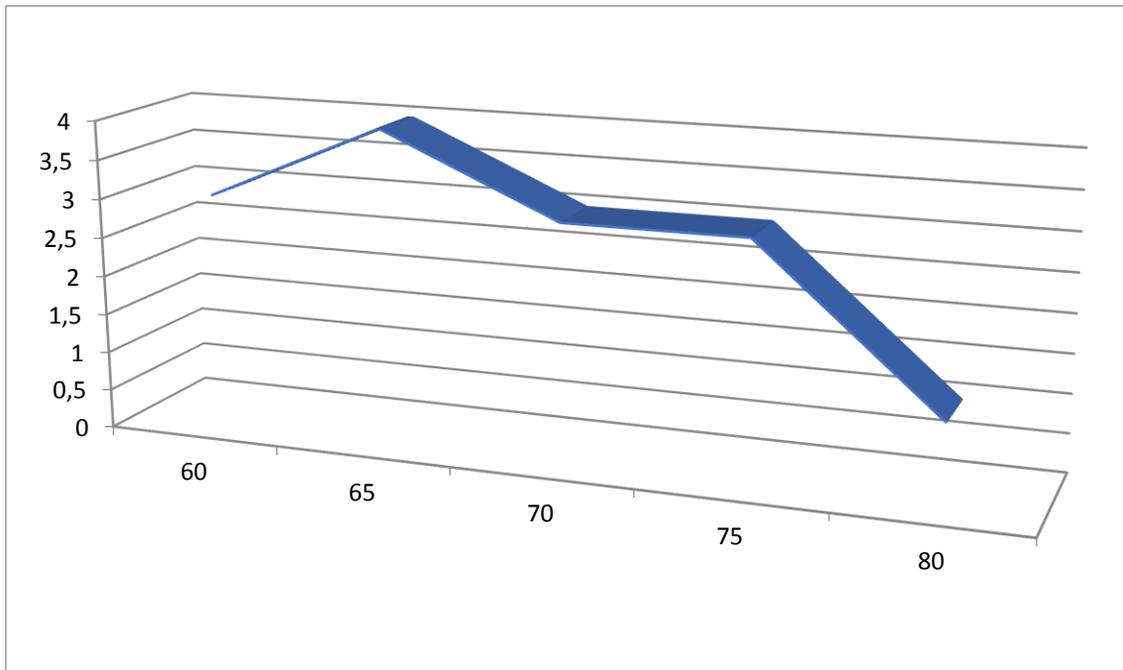Figure 12. **Frequency of distribution of the post-test. Group B.**

Table 13. Group B. Standard Deviation for Post-test scores.

Student's name	Score	Mean	Difference	Difference squared
Kamilla	80	68,21	11,79	139
Yulduz	70	68,21	1,79	3,2
Islom	70	68,21	1,79	3,2
Ruslan	75	68,21	6,79	46,1
Nigina	60	68,21	-8,21	67,4
Milana	65	68,21	-3,21	10,3
Umida	65	68,21	-3,21	10,3
Amin	65	68,21	-3,21	10,3
Gulya	65	68,21	-3,21	10,3
Alexander	70	68,21	-1,79	3,2
Olim	60	68,21	-8,21	67,4
Karim	60	68,21	-8,21	67,4

Table 14. Comparison of results of post-test conducted in Group A and Group B.

	Central Tendency			Dispersion			
Group	Mean	Mode	Median	Low	High	Range	SD
A	73,3	75	80	60	95	36	19,7
B	68,21	65	65	60	80	21	5,41

Discussion:

So, the results prove that the novels of Virginia Woolf's help to improve literary skills was completely beneficial for students on the way of improving critical, communication skills as well as creativity. On this way, Virgnia Woolf's novels, some problematic questions for discussion, different debatable situations and cases taken from the extracts of Virginia Woolf played a considerable role to confirm the hypothesis of implementing the works of Virginia Woolf into classroom use can improve students` LITERARY SKILLS as well as creativity,critical thinking capacities. As mentioned above, the novel-based teaching was conducted with Group A, and the difference between the Means of the Pre and Post-Tests of this group is 19,7. This means students of the A group experienced rapid rise from the beginning to the end of the experiment. 19,7 is completely dramatic climb. Group B which was taught with integrated skills also represented improvement, but it was a steady trend of the difference of 5,41. Most interestingly, the Mean score of the students of Group A (56,6) was lower that the Group B (62,8) at the beginning of the experiment, conversely, till the end of the experiment Group A (73,3) could make a dramatic rise in comparison with Group B (68,21).

However, it should be taken into account that the practice lasted for a short period of time, so it can be concluded that the survey was successfully

implemented. As a way of conclusion, it can be advocated that the research found appropriate answers to the qualification paper questions. The benefit of implementing debates in teaching was rated well by the students, and the students in the experiment got great satisfaction from their performance after the investigation. Further, they noticed positive alteration in the way they think critically. The students were provided with the necessary guidelines, data and environment by the researcher.

Final Reflections

While investigating the topic of this qualification paper, the hypothesis was clearly set and all objectives of the research paper achieved fully. Besides, new, clear and well-developed plan for further enhancement to implement Virginia Woolf's works into English language teaching has also been proved to be of great help in assisting to English language educators. In addtion, all research questions put forward before commencing the research paper have been completely and absolutely answered so that the hypothesis of the research paper came out to be true to linguistics and literary competence.

As a great writer, Virginia Woolf 's works have been deeply analyzed and selected to be faithfully available to use in ELT classrooms to improve learners' language skills, develop inspiration to learn literature and language through it, and motivate to read the literary works of Virginia Woolf to utilize some necessary cases and heroes of the novels. Before starting the experiment, as a student-teacher I had some startles to begin. My supervisor ---------------------- regularly supported me to believe my strength, and provided me with sufficient ideas and techniques whilst the practice period.

Questionnaire:

1. I make notes on the important elements of people's argument or propositions

Never   Rarely   Sometimes   Often   Always

2. I test the assumptions underpinning an argument or proposition.

Never   Rarely   Sometimes   Often   Always

3. I state my reasons for accepting or rejection arguments and propositions.

Never   Rarely   Sometimes   Often   Always

4. I distinguish between facts and opinions.

Never   Rarely   Sometimes   Often   Always

5. I double-check facts for accuracy.

Never   Rarely   Sometimes   Often   Always

6. I summarize what I have heard or read to ensure I have understood properly.

Never   Rarely   Sometimes   Often   Always

7. I set aside emotive language to avoid being swayed by bias or opinionated statement.

Never   Rarely   Sometimes   Often   Always

8. I evaluate the evidence for an argument or a proposition to see if it is strong enough to warrant belief.

Never   Rarely   Sometimes   Often   Always

9. I challenge proposals and arguments that appear to lack rigor.

Never   Rarely   Sometimes   Often   Always

10. I ask questions to reinforce my understanding of the issue.

Never   Rarely   Sometimes   Often   Always

11. I draw conclusions from data I have analyzed in order to decide whether to accept or reject a propositional argument.

Never   Rarely   Sometimes   Often   Always

12. I set aside my prejudices to evaluate arguments in a dispassionate way.

Never   Rarely   Sometimes   Often   Always

13. I distinguish major point from minor points.

Never   Rarely   Sometimes   Often   Always

14. I reach my own conclusions rather than let myself be swayed by the opinions of others.

Never   Rarely   Sometimes   Often   Always

15. I consider new information to see whether I need to re-evaluate a previous conclusion.

Never   Rarely   Sometimes   Often   Always

Appendix B

Main Survey Questions:

16. I found reading the novels by Virginia Woolf a new and innovative way to teaching and learning literary skills.

17. I liked and enjoyed reading V. Woolf's works and I found them interesting.

18. I like to teach and use novels, short stories among my students.

19. Cooperative learning increases learning motivation and interest level on the subject matter.

20. Cooperative reading of V. Woolf's works promotes teamwork skills and group decision making.

21. Discussions on Virginia Woolf's works reduce biases and promotes considering and understanding different perspectives.

22. Students learn to be open-minded and accept reasonable criticisms through improved literary skills.

23. Students learn to question everything via cooperative reading the literature of Virginia Woolf.

24. Students learn to look for options and search for reasons via enhanced literary skills.

25. Reading the works of Virginia Wolf improves literary skills.

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APPENDIX

To begin with, the researcher after getting acquainted with both groups started the first lesson by distributing questionnaire to the students to determine background knowledge, and for some other sufficient information on literary skills and Virginia Wools as wells as her works. Actually, this questionnaire is completely based on literary skills, Virginia Woolf, and her books. Till the end of the lesson the researcher collected all questionnaires back so that the students would be given feedbacks at the end of the experiment.

As mentioned above, main survey questionnaire was distributed to observers (teachers) at the end of the research study to get their opinions, feedbacks, and findings about the process of experiment. Moreover, the researcher introduced some ground rules and expected objectives of the intensive course to the students in order students to have the general idea of what they would gain and achieve.

Pre-test:

Experiment Group then was given information on which they would learn several techniques for literature-based lesson process. The researcher explained that the students would be provided with explanations of the literary skills through all the lessons and two discussions based on the selected novel by Virgnina Woolf would be organized by the researcher till the end of the course. At the end of the introductory lesson the researcher distributed a **pre-test** to evaluate the students' literary and criticial thinking skills by giving five problematic cases supported with a possible solution. Then students should think over that solution and were supposed to choose an answer from False (Probably False, More Information Required, and Probably True) to True. Respectively, from False to True students were given points from 0 to 20.