

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ  
ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ**

**ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ**

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## **QUALIFICATION PAPER**

**QUALIFICATION PAPER  
IS ADMITTED TO DEFENCE**

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## **Abstract**

This qualification paper gives a deeper view of the literary style and philosophy of Ernest Hemingway - the American short story writer, novelist, non-fiction writer, journalist, poet, and dramatist. Mainly, it focuses on analyzing the methods of teaching his life and literary style and determining the more efficient ones. He enjoyed life to the fullest and wanted to show that he could do whatever he wanted and it is truly obvious that these facts deeply influenced to his future career, his creativity and private life.

This paper examines reflections of the author's childhood on his works and the effects of women's special role on his life and creativity and on the moral and ethical relativism of Hemingway's characters. It also studies the importance and the influence of World War I on his short stories and novels. What's more, it studies his thirst for cultural knowledge, which has left indelible signs in all of his works.

The aim of this research is to find out essential features of the writer's literary activity and effective methods to explain why the above coupled with the essential messages on the concept of wealth and goodness, portrayed in Hemingway's novels, are some of the reasons why his works have been rendered classics of the American literature.

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Table of contents		
<b>I. Introduction.....</b>		
<b>Chapter I –Theoretical part</b>		
1.1 Literature Review.....		
A. A concise view of E. Hemingway’s literary style.....		
B. The methods of teaching literature .....		
C. The features of B2 level students.....		
<b>II. Body part .....</b>		
<b>Chapter II–Procedure and process</b>		
2.1 Research plan.....		
2.1.1 Statement of purpose.....		
2.1.2 Methods.....		
A. Subjects.....		
B. Materials and Equipment.....		
2.2 Procedure.....		
2.2.1 Variables.....		
2.2.2. Specific steps in the experimental process.....		
2.3 Data collection.....		
<b>Chapter III –Results and Discussion</b>		
3. 1 Result and Analysis.....		
A. Data collected from the questionnaire.....		
B. Data collected from the subjects with the help of Pre-test.....		
C. Data collected from the subjects’ Post-test results.....		
D. Answers to the research questions.....		
3.2 Final reflection.....		
<b>III. List of the Used Literature.....</b>		
A. Reference list.....		

	B. Bibliography.....	
<b>Appendix.....</b>		<b>i</b>

## **I. Statement of intent**

On December 10, 2012 President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”.

It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Program for Training in the country, a comprehensive foreign languages' teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created (UzA Uzbekistan National News Agency).

The study of literature is indispensable because it exposes students to meaningful contexts that are replete with descriptive language and interesting characters. Structuring lessons around the reading of literature introduces a profound range of vocabulary, dialogues, and prose. In addition to developing students' English language skills, teaching literature also appeals to their imagination, develops cultural awareness, and encourages critical thinking about plots, themes, and characters. Most importantly, the activities that one can apply with literature lessons easily conform to the student-centered and interactive tenets of Communicative Language Teaching.

## 1.1 Literature Review

Throughout his career, Hemingway experimented with style and, like any professional writer, constantly learned new techniques. Hemingway called his style the Iceberg Theory: the facts float above water; the supporting structure and symbolism operate out of sight. The concept of the iceberg theory is sometimes referred to as the "theory of omission". Hemingway believed the writer could describe one thing (such as Nick Adams fishing in "The Big Two-Hearted River") though an entirely different thing occurs below the surface (Nick Adams concentrating on fishing to the extent that he does not have to think about anything else). Paul Smith writes that Hemingway's first stories, collected as *In Our Time*, showed he was still experimenting with his writing style. He avoided complicated syntax. About 70 percent of the sentences are simple sentences—a childlike syntax without subordination. (Smith 1961:75)

Most critics agree that Hemingway's writing is notable for its short sentences, lack of subordination, reliance on nouns and verbs rather than adjectives and adverbs, and its heavy use – some would say overuse – of the word *and*. What is not as well-known is the fact that Hemingway also employed traditional structural elements and character development techniques to too good effort, especially in his later novels. (Young 1966:205-206)

### A. A concise view of E. Hemingway's literary style

Hemingway's technique is uncomplicated, with plain grammar and easily accessible language. His hallmark is a clean style that eschews adjectives and uses short, rhythmic sentences that concentrate on action rather than reflection. Though his writing is often thought of as "simple," this generalization could not be further from the truth.

He was an obsessive reviser. His work is the result of a careful process of selecting only those elements essential to the story and pruning everything else away. He kept his prose direct and unadorned; employing a technique, he termed

the “iceberg principle.” In *Death in the Afternoon* he wrote, “If a writer of prose knows enough about what he is writing about he may omit things that he knows and the reader, if the writer is writing truly enough, will have a feeling of those things as strongly as though the writer had stated them. The dignity of movement of the iceberg is due to only one-eighth of it being above water.” (E. Hemingway, p86)

Hemingway is also considered a master of dialogue. The conversations between his characters demonstrate not only communication but also its limits. The way Hemingway’s characters speak is sometimes more important than what they say, because what they choose to say (or leave unsaid) illuminates sources of inner conflict. Sometimes characters say only what they think another character will want to hear. In short, Hemingway captures the complexity of human interaction through subtlety and implication as well as direct discourse. Some techniques are introduced in the following:

#### ❖ Sentence length

True, Hemingway wrote short sentences. And true, he is known for simplified, direct prose (Oates 198:49). But what most writers do not realize is that he worked hard for these effects and that there was the reason for them. Primary among those reasons was the issue of clarity. When he wrote for newspapers, clarity was the objective. Even today, newspapers are known for their clear, direct style. Hemingway wrote sentences that were straightforward and clear so that readers could understand the points he made even if they were skimming quickly through his articles. (Scribner 1996:15)

#### ❖ Sentence speed

One of Hemingway’s most recognizable stylistic traits is a fast sentence speed. A writer’s sentence speed refers to how quickly his sentences can be read, either aloud or silently. It is as if Hemingway’s prose flies along at a rapid clip while the writing of the other authors putters slowly in comparison.

How does Hemingway manage to speed up his sentences? He uses two methods, the first of which involves choosing shorter words for simpler diction. We will



deal with that in a moment. The second method is to omit commas (Lynn 1987:171).

Joseph Conrad used to retire to a room to write every day and he would have his wife lock him in so that he could concentrate. When he emerged for lunch one afternoon his wife asked what he had done. “I took out a comma,” he said. After lunch, she locked him in again and when he emerged for dinner, she asked what he had done. He told her, “I put back the comma” (Smith 2005). If Joseph Conrad struggled for an entire day over the placement of one comma, might it be worth your while to devote a few minutes to this mark of punctuation? Undoubtedly, it would be time well spent. Hemingway waged a war against commas, and although he used them in his work, he often achieved his greatest technical innovations by omitting them in compound sentences.

The absence of a comma before the word *and* increases the tempo, conveying some of the feeling of being in the crowd.

#### ❖ Diction

Hemingway typically uses simple Anglo-Saxon words, although he is not averse to using a precise word, even an unusual word, on occasion. But more often than not he opts for the simpler vocabulary of spoken speech. Faulkner actually criticized him for this. “He has no courage, has never climbed out on a limb,” said Faulkner, speaking informally to a college literature class. “He has never used a word where the reader might check his usage by a dictionary.” (Blotner 1984:483)

#### ❖ Detail and color

Another Hemingway trademark is the use of detail and color to paint pictures in the reader’s mind. In the short story “Big Two-Hearted River” (1925) Hemingway, choose to use a specific word, even though it is not a common word: “The river was there. It swirled against the log spiles of the bridge.” *Spiles* adds the exact picture Hemingway wishes to convey. Many readers would have to look it up to be sure they understood it, but Hemingway is careful not to overdo this

tactic. Once in a while he will drop in a specific detail by using a word that is not ordinary, or a word from another language.

In addition to selecting precise words for sensory detail, Hemingway makes very effective use of color. In fact, he uses color like a painter. He knows that if he mentions a color readers will see it – even if it is only one single color dabbed here and there a couple of times. Repetition tinges a scene with color and makes a setting come alive in the reader’s mind.

#### ❖ Using “and”

A good case can be made that Hemingway’s favorite word was *and* (Donaldson 1990:235).

Gertrude Stein’s experimental style inspired Hemingway to use the word *and* to link independent clauses together, avoiding subordination. Subordination occurs when one or more clauses is dependent on the main clause, as in the sentence “When it rained, he went inside.” The independent clause is *He went inside* and dependent clause is *when it rained*. Rewriting this in a Hemingway’s style give us: “It rained and he went inside”. This is more like speech and slightly easier on the eye since it omits comma.

#### ❖ Characters based on real people

Hemingway fell in love Agnes von Kurowsky in Italy and he used his romantic disappointment about their relationship in A Farewell to Arms. In the Nick Adams stories, the character of Nick is based on Hemingway. Most of the people in To Have and Have Not are based on Key West inhabitants whom Hemingway met while living and working in the town. The Sun Also Rises is a roman a clef, which features many of the people Hemingway knew while living in Europe. In fact, the first draft of the novel used their real names. The character of Jake Barnes is based on Hemingway, Brett Ashley is based on Lady Duff Twysden, Robert Cohn is based on novelist Harold Loeb, and the list goes on.

Every great writer from Tolstoy to Flaubert to Hemingway to today's heavyweights uses real people as the model for fictional characters (Rand 2000:86-87).

❖ **Structure**

The endings of Hemingway's stories are usually more memorable than the beginnings. This is remarkable since a story well is one of the chief challenges of the storyteller, or of any writer for that matter. That Hemingway's conclusions were so punchy and memorable says a lot about his attention to structure.

**B. The methods of teaching literature**

❖ ***Lecture Method:***

This is largely an oral delivery and teacher centered method. Information, knowledge, ideas and skills are orally presented to the learner. Appropriate instructional materials are often used to complement oral delivery. This method is suitable for large classes and when the teacher has only a few instructional materials at his disposal.

For the method to be effective, the teacher ought to be fluent and simplistic in presentation. While the lecture method may be seen as time saving and cost effective, it is most suitable for the advanced level learner. One disadvantage of the method is that it encourages inactivity and the passivity of learners. It is over reliance on the active engagement of the teacher and the learning ability of the learner makes it a less preferred method.

❖ ***Demonstration Method:***

The method involves the use of objects, pictures, diagrams and other visual images. It is most appropriate for learners (e.g. children) who appreciate visual images more than oral discourse. The use of visual images enhances concentration and recall. The demonstration method can be more effective when complemented with oral discussion, and when the information or knowledge to be imparted ought to be systematically presented in steps for easier comprehension.

The method, however, could be costly, as it often requires the purchase of items to be demonstrated. Besides, more time and greater skills may be required to set up and demonstrate items. Sometimes these requirements may be lacking or inadequate.

❖ ***Problem solving Method:***

Here, the method emphasizes and encourages critical thinking and creativity on the part of the learner. Learners are usually provided with appropriate tasks or problems and required to find solutions to them on their own. The instructor (teacher) merely guides the learner through on how the presented problem or issue could be resolved.

❖ ***Project method:***

This is similar to the problem-solving method as it encourages the independent activity and effort of the learner under the supervision of the teacher. However, unlike the problem-solving method, the learner selects the materials himself, does the planning and logically executes the project. For the method to be effectively used, and its objective realized, the teacher should avoid the temptation of doing aspects of the work for the learner.

The method has the advantage of generating interest, curiosity and enforcing cooperation and solidarity between the learner and the teacher. Group cooperation could equally be fostered among learners when they work in groups. Besides, working in groups can provide learners the opportunity to discover their leadership qualities and potentials.

❖ ***Vee – Mapping:***

Vee – mapping strategy helps students to understand how new knowledge is attained in an experimental situation. It begins by focusing attention on what they know before enquiry. Thereafter they generate research questions, design, conduct experiment and interpret data. Through interpretation of data, they arrive at new knowledge that must be integrated with their prior knowledge.

Vee – mapping has two sides – a conceptual (knowing) one and methodological (doing) one that interplay. What we know at any moment determines the question we ask, the way we find answers to the question and the way we interpret data. On the other hand, what we do determines what we will know and thus changes what we know before the experiment.

Vee – mapping can also be used to teach English and literature because it is a strategy that guides students in their quest for new knowledge and help them to interpret what they discover. It is a road map showing a route from prior knowledge to new and future knowledge. This roadmap, can be conceptualized in terms of the general questions highlighted below:

- What do we want to find out? (focus question)
- What do we currently know about it? (associated words)
- How did we find answers to the former knowledge?(experiment)
- What do our observations mean? (claims of knowledge)
- How are our ideas about a topic related? (concept map)

Though the questions would be asked in sequential order, a vee – map identifies the complex relationship between the various parts.

Vee – mapping generally helps a student to identify why he/she did what, how he/she did it, what he/she concluded and how the inquiry affected his or her prior knowledge.

#### ❖ *Discussion Method:*

This is an interactive method which involves the verbal exchange of views, opinions or ideas. The teacher considers a topic or issue, and may raise it for discussion by the students. The view is vigorously argued, resolutions arrived at and suggestions and conclusions drawn. This method is appropriate for polemical topics in English and Literature in English lessons. Where applicable, efforts should be made by the teacher to select familiar issues that are within the interest and experience of the student.

The whole class or groups of students may be considered in the application of the method. Whichever arrangement preferred, the teacher should moderate and direct the discussion for effective results. The method helps to remove boredom and inculcate in students positive skills such as the ability to critically think and analyze issues. It equally helps to improve the oral communication skills of students. However, it can hardly be effectively used for large classes because of time and organizational constraints. The discussion method could take forms such as debates, panel discussions, symposium and the lone-oppose method.

❖ ***The Play Method:***

The play or dramatic method involves shared activities such as the acting or dramatization of the subject matter. It employs the “make believe” medium and is most appropriate for subjects such as Literature in English and other discursive fields. For instance, in Literature in English, learners may be called upon to act or dramatize the scene, or setting of a story, idea or event.

When effectively employed, the play method stimulates interest, retention, understanding, recall and comprehension in learners. Cooperation, team spirit and leadership skills could equally be developed in learners through the play method as it utilizes both mental and social skills. Besides, active learning takes place while the student enjoys the pleasures of the game. Major drawbacks of the method include the so much time it would take to act the drama, and the cost that may be required to procure costumes and other materials for dramatization.

❖ ***Individualized Instruction Method:***

This method recognizes the fact that every learner is unique especially in terms of perception and ability. Through the method, a student is made to learn, on his own, a topic or lesson according to his interest, taste, ability and pace. The learning materials are thus specifically designed for the purpose and the teacher merely serves as a consultant.

❖ ***Discovery Method:***

In this method, facts or knowledge are acquired by the students through the understanding of concepts. There is a movement from knowledge of specific examples, to unfamiliar concepts, generalizations and principles. The method can be appropriately used for the teaching of items, concepts and issues in both English language and Literature in English. Students may be given lots of assignments and practices and required to provide examples. The teacher would be expected to guide the students as they strive to get at the correct answers. One advantage of the method is the promotion of activity study by students. It equally helps to enforce comprehension and recall as the students remember longer what they themselves have discovered. However, the method could be time consuming and expensive especially in the choice of instructional materials.

#### ❖ *Guided Discovery:*

The method is based on the premise that learning is made easier when learners construct or invent their understanding of the world; when learners construct their own knowledge from materials and hypothetical situations presented to them. This could be effectuated with maximum results when learners are guided to manipulate objects, raise questions and controversies among other strategies.

For instance, for students to become effective readers, writers and communicators, they need to not only cultivate the habit of extracting meanings and pieces of information from text, but should be capable of using their previous knowledge to reason critically, and interrogatively.

The promotion of critical and independent thinking for the acquisition of ideas, information and knowledge, through analysis, synthesis and evaluation is one advantage of the guided discovery method. The procedure equally has the advantage of easy recall and the retention of ideas and information that has been learnt.

#### ❖ *Concept Mapping:*

The thesis of this approach is that meaningful learning takes place through the cumulative experience of learning by piling up new ideas and information on

previous knowledge. The learning process is progressively sequenced into the acquisition of new facts, ideas and knowledge through the process. Other ways through which learning could be aided include:

The ability of the learner to establish similarities, differences and other forms of relationships, between items and issues.

When the learner understands that two or more ideas or concepts could, for instance, enjoy a relationship of inclusion or exclusion.

Learning can be made easier, comprehensible, recall and retention enhanced through processes not exclusive to definitions, classifications, exemplifications and the elaboration of ideas.

Topics in all the genres of Literature can be effectively taught and evaluated through the method. This is also true of topics in the various aspects of English such as syntax, morphology, semantics, phonetics and phonology.

### ❖ *Team Teaching:*

The concept of team – teaching is based on the understanding that each teacher has an area of specialization, preferences, content mastery and he could teach the specialized knowledge in some classes. In this approach, teachers of the same area of specialization, for instance, could cooperate to plan, teach and evaluate a teaching unit or activity.

Team teaching could take an integrative or an interdisciplinary coloration as in when teachers of various subjects cooperatively come together to plan and teach a particular topic.

The method equally recognizes that besides interest and mastery of subject content, teachers have comparative advantage in the areas of experience, exposition, stamina, resourcefulness, voice projection, class management, etc

The potentials, skills and talents of many teachers could easily be made available to students through the method. This is one advantage of the method. Besides, as opposed to the one – teacher, one – class arrangement, team-teaching avails



students the opportunity of getting the best from one location, the expertise of several teachers.

### **C. The features of B2 level students.**

Level B2 “represents a new level as far above B1 [...] as A2 [...] is below it. It is intended to reflect the Vantage Level specification (J. A. van Ek, 2000). The metaphor is that, having been progressing slowly but steadily across the intermediate plateau, the learner finds he has arrived somewhere, things look different, he/she acquires a new perspective, can look around him/her in a new way. This concept does seem to be borne out to a considerable extent by the descriptors calibrated for this level. They represent quite a break with the content so far. For example at the lower end of the band there is a focus on effective argument:

- *account for and sustain his opinions in discussion by providing relevant explanations, arguments and comments;*
- *explain a viewpoint on a topical issue giving the advantages and disadvantages of various options;*
- *construct a chain of reasoned argument;*
- *develop an argument giving reasons in support of or against a particular point of view;*
- *explain a problem and make it clear that his/her counterpart in a negotiation must make a concession;*
- *speculate about causes, consequences, hypothetical situations;*
- *take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.*

Secondly, running right through the level there are two new focuses. The first is being able to more than hold own in social discourse: e.g.

- *converse naturally, fluently and effectively;*

- *understand in detail what is said to him/her in the standard spoken language even in a noise environment;*
- *initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly;*
- *use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn while formulating what to say;*
- *interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party;*
- *adjust to the changes of direction, style and emphasis normally found in conversation;*
- *sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.*

The second new focus is a new degree of language awareness:

- *correct mistakes if they have led to misunderstanding;*
- *make a note of 'favourite mistakes' and consciously monitor speech for it/them;*
- *generally correct slips and errors if he/she becomes conscious of them;*
- *plan what is to be said and the means to say it, considering the effect on the recipient/s'' (CEFR, p.35)*

In listening B2, learners can understand extended speech that contains complex lines of argument provided that the topic is reasonably familiar; they can also understand most radio and TV programmes in the dialect they are familiar with. In reading, they can understand articles and reports that express attitudes and viewpoints, and contemporary literary prose. They can engage with some fluency and spontaneity in spoken interaction and participate actively in discussion. Regular interaction with native speakers is quite possible. In spoken production they can give clear, detailed descriptions, explain their

viewpoint, summarize the opinions of others, and weigh advantages and disadvantages. They can write clear, detailed text covering a wide range of subjects; they can develop an argument, giving reasons for and against; they can communicate detailed information and highlight the personal significance of events. In spontaneous language, use B2 learners have a sufficient range of language to be able to give clear descriptions and express viewpoints. They have a good range of vocabulary to deal with most general topics and their own special interests. They have a relatively high degree of grammatical control and are able to use a limited number of cohesive devices to link utterances into clear, coherent discourse. The errors they make do not impair communication and they are often able to self-correct.

## **Chapter – II Procedure and process**

### **2.1 Research plan**

#### **2.1.1 Statement of Purpose:**

The purpose of this research is to analyze the teaching process of literature in sphere of university and suggest the most effective methods so that learning can be motivational and successful. At first, the researcher chooses two groups for his investigation and observes both groups literature lessons. Then the researcher gathers all information about E. Hemingway: his life and literary style and states the effective methods of presenting, not only E. Hemingway's literary style, but also the styles of other writers that can be applied for teaching all writer's biography and literary works.

#### **✓ Goal**

The goal of this very thesis is to identify students' difficulties on literature comprehension in order to provide experimental lessons in a simple and efficient way. Thus, the researcher puts forward following questions:

- How literature are taught to B2 level students?
- How students are acquiring literature?
- What methods are suggested to present E. Hemingways' life and literary style?
- Which of them are considered more efficient and essential?

The answers of this questions count as a half of meaning of this thesis.

#### **✓ The objectives**

The objectives of this study are:

- To look for topic related books, scientific researches, thesis works done by students, magazines and newspaper articles, internet materials, video, audio and any other supportive data.

- To analyze the whole found materials and make a list of methods for presenting E. Hemingway's literary style which are suitable for B2 level students
- To design the materials and teaching aids according to the teaching methods, which, researcher is going to use.
- To put into practice the whole preparation and to conduct lessons to the third year students for gaining the statistics, and for making assimilation percentages by checking the pupils' knowledge concerning to E. Hemingway literary style.
- Finally, taking into consideration the results, he uses new approaches and methods for teaching literature to B2 level students.
- Afterwards he shows the results and assimilation percentages of an experiment, which he made, and studies by comparing the pre-test results and the posttest results.

### **2.1.2 Methods**

The purity of any masterpiece lies under the language that was written in original form. The important thing is to find out the true image of the writing and understand the moral. However, not all students are able to comprehend literature because it is full of mysteries and hidden agenda. Nevertheless, the English literature has a wide readership. Hence, study of this literature widens the literary spectrum of readers. Uzbek students are to be inspired to consider the study of English literature as significant as they study of English language. It is even valuable learning. Considering this factor, the researcher intends to examine how literature are being taught to Uzbek students. For this, firstly, he observes professional teachers' lessons and students' acquisition of teaching data so that he can get general point.

**To carry out the research study the following steps are used:**

- Questionnaire – is taken from professional teachers in order to identify their frequent methods that they use to provide lectures.

- Observation– is carried out to investigate how presenting methods of literature are being used to teach English literature for the third year students. Researcher will be able to get information what are the characteristics of the chosen subjects and their background knowledge.
- Experiment – is held to practice the presenting methods of literature and illustrate the effectiveness of them.
- Comparison and analytical researches – are held to compare the results of experimentation on presenting E. Hemingway’s literary style through the suggested methods and methods of professional teachers.

### **A. Subject**

There are two subjects are chosen to distribute this investigation. First subject is 311 group students from the second faculty of English philology of Uzbek State University of World Languages. The second one is 325 group in the same faculty and university. Overall quantity of both subjects are 24: 12 students from 311 and 12 students from 325. The 311 group consists of 2 boys and 10 girls like 325 with 3 boys and 9 girls. The ages of students from both groups are different and the regions, where they are from, are dissimilar nevertheless they are all from Uzbek nationality. For this research, the 311 group is chosen as a controlled group however, 325 group is taken as an experimental group. (Table 1 and 2)

*List of students from 311 group*

Table 1

<b>№</b>	<b>Name</b>	<b>Age</b>	<b>Gender</b>	<b>Native language</b>	<b>Nationality</b>
1	Absalomova T	27	Female	Uzbek	Uzbek
2	Bolmurodova H	24	Female	Uzbek	Uzbek
3	Dilmurodova M	22	Female	Uzbek	Uzbek
4	Fazliddinov E	22	Male	Uzbek	Uzbek
5	Jabborova J	23	Female	Uzbek	Uzbek
6	Jumaniyozova X	24	Female	Uzbek	Uzbek
7	Gulmatova R	25	Female	Uzbek	Uzbek
8	Qodirqulova Sh	25	Female	Uzbek	Uzbek

9	Sa'dullaeva N	28	Female	Uzbek	Uzbek
10	Tojiev S	22	Male	Uzbek	Uzbek
11	Xasanova F	23	Female	Uzbek	Uzbek
12	Xudoynazarova F	21	Female	Uzbek	Uzbek

*List of students from 325 group*

Table 2

№	Name	Age	Gender	Native language	Nationality
1	Ikromov M	22	Male	Uzbek	Uzbek
2	Mirxalilova L	26	Female	Uzbek	Uzbek
3	Mirzaeva X	23	Female	Uzbek	Uzbek
4	Mirzaxmedov S	23	Male	Uzbek	Uzbek
5	Murotova T	27	Female	Uzbek	Uzbek
6	Po'latova G	22	Female	Uzbek	Uzbek
7	Toshpo'latova M	26	Female	Uzbek	Uzbek
8	Tuganova D	22	Female	Uzbek	Uzbek
9	Xalilova F	22	Female	Uzbek	Uzbek
10	Xolyorov U	21	Male	Uzbek	Uzbek
11	Yunusova S	24	Female	Uzbek	Uzbek
12	Zunnunova V	23	Female	Uzbek	Uzbek

#### **B. The materials and equipment:**

The materials are the main basis of this research because any literature lesson cannot be conducted without fruitful resources. In this part, the researcher analyzes the main sources and equipment that he will use during experimental lessons. There are two books, “History of American Literature” by Elmira Denisovna Muratova and the book “Write Like the Masters” by William Cane are used in order to conduct the lessons. The teachers’ commission of the University of World Languages approved the first book and mainly use it to carry out the lectures. The second book is advised by teachers as a supportive material that gives information about the literary styles of famous writers

- **History of American Literature** by Elmira Denisovna Muratova

The book consists eight themes that is brief information of authors' life and literary style. The course of lectures is designed to acquaint students with the main outlines of American literature and provides an overview of its evolution covering several centuries, from the time of America's discovery to modern time. The thematic structure assists students of Bachelor Departments in their studies. The text of lectures are an important addition to available sources of information on American literature. The themes are outlined periodically from the early beginning of American literature to post II World War literature. There are eight themes with four or six covering plans. Each theme reveals information about literary period in America, the writers that worked that time and literary styles of the very period.

- **Write Like the Masters** by William Cane

This book consists of 21 Chapters, conclusion, acknowledgements, bibliography, index and the information about the author. Each chapter dedicated to one author, brief biography and deep focus of writing style of one author. This book is manufactured in USA, Ohio in 2009 and published by Writer's Digest Books. The ultimate goal of this book is to help students to learn secrets of great writers so that they can express their ideas with confidence, style, and their own voice.

- **The projector**

This device is counted one of the most effective tools in teaching English especially young learners. It makes teachers work easier and it serves for taking the display of a computer screen and project a large version of it a flat surface as a big high quality screen. Commonly teachers use it for demonstrating videos, photos, etc.



## **2.2 The procedure**

### **2.2.1 Variables**

The dependent variable of this very research is to present E. Hemingway's literary style and suggesting effective methods, which are used to conduct literature lessons. The independent variable is taking a test on American literature so that to be aware students' general knowledge on literature. The moderator variables, the special independent variables that may influence the relationship between the dependent and independent variable, are the materials used during the lesson, the background comprehension of the subjects, the age and the culture of the subjects. The selected subjects to conduct the present research are in the role of control variables. At last, the intervening variable is the effectiveness of the methods in getting better presenting E. Hemingway's literary style to B2 level students.

### **2.2.2 Specific steps in the experimental process**

The study's procedure consists of several stages

#### ***Stage one:***

Firstly, the investigator goes to observe literature lessons of both subjects. During observation, he pays attention to the methods, which is in use by professional teachers in their lectures and students' response to teacher's questions. This observation is necessary to investigator in order to be acquainted with the atmosphere of literature lessons and get general concept of methods which university teachers are applied. Besides that, he takes the lesson plans from the teacher for learning.

#### ***Stage two:***

After finishing, the observation lesson the researcher looks through the notes that he outlined and analyzes the whole lesson plan in detail. So that the researcher behaves himself as a real teacher, self-confident and self-esteem he outlines the every part of the lesson plan and used methods, their influences on students'

mind, positive and backward parts. At last, he summarizes the entire section of research work, divided to the observation lesson.

***Stage three:***

In the third stage, the researcher takes from students a pre-test that involves information on previous lessons. The pre-test is needed to assess students' overall knowledge on literature and to know how they get information. The results of pre-test will help to investigator to select an appropriate method to provide his experimental lesson.

***Stage four:***

After that, the investigator calculates pre-test and compares both groups' answers. Then he sets several methods and makes a lesson plan for both controlled and experimental groups in order to provide lessons for two groups. The main aim in this stage is to show how appropriate and efficacious of applying methods in presenting E. Hemingway's literary style.

***Stage five:***

In stage five, the researcher assemble all materials, experiences and methods into practice. In this stage, he conducts only one lesson for each group with different methods. The target goal of this research is expected from this stage.

***Stage six:***

After finishing the lessons for both groups, he will take a posttest and calculates the results as expected. As a final point, in stage six the researcher analyzes the results and the outcomes by comparing the pre and posttest results, makes final data collection, and draws the statistic charts.

## **2.3 Data collection**

### ***A. Teacher questionnaire analyzes***

The research is focused on finding effective methods of presenting E. Hemingway's literary style to B2 level students. Thus, the researcher first intends to take a questionnaire from well-qualified teachers about how they are approaching to conduct literature lessons. The questionnaire consists of three

questions with several multiple choices and it distributed to ten subjects. It includes four senior teachers who provides lecture lessons and others are seminar teachers.

It was not required from teachers to write their personal information in order to keep them as anonymous. The title of the qualification paper is written on the top of the questionnaire so that subjects can understand main point of the questionnaire. The answers of the questionnaire is fully given on the appendices (see Questionnaire in appendix). The questionnaire is distributed to teachers of the Department of Teaching Foreign Language Literature and it took a week to collect all papers.

### ***B. Observation of both subjects' literature lessons.***

Doing research in the sphere of literature is the new topic for Uzbek students; hence, the researcher came across some barriers in his investigation. Nevertheless, he tried do his best in order to achieve goal that he put in forward. The researcher firstly observes literature lessons so that he can get general concept about his research.

According to the following criteria, literature lessons are observed:

#### **1. Structure:**

- Beginning stage
- Warm-up/brainstorming question
- Pre-task
- While-task
- Post-task
- Ending stage
- Conclusion

#### **2. Organization:**

- In what method the lesson is conducted?
- What techniques are used? (pictures, videos, audios, presentation)

- What is the status of the teacher and students during the lesson?

### ***I. Observation of 311 group's literature lesson.***

During the first week of March, the researcher observed the group 311 that were in the second faculty of English philology of Uzbek State World Languages University under the topic *The realism in American literature*.

Due to the lesson was lecture there were gathered 6 groups that began from 307 to 312. Total number of students that participated to the lesson was 60 out of 72. The students of 311 group fully took part in the lecture.

- Beginning stage.

As long as teacher appeared in the lecture-hall, students greeted her by standing. The lesson began in exact time at 11.20 in the third pair. Students who come late after teacher were not allowed to enter the class. The teacher spent a great deal of time by checking students' attendance. Because of the noise in the group, the voice of the instructor were hardly heard. Then teacher wrote the theme and its plans on the whiteboard in order to introduce new topic. While writing on the board the instructor had a problem with marker that was overused. It took a little bit much time to find a good marker to write. After copying the theme to their notebook, students were encouraged to listen the instructor attentively and silently.

- Warm-up/brainstorming question

The lecture began by asking several questions such as what does "realism" mean, what kind of role it played in literature. However, students tried to predict answers; neither one was accepted as a true.

- Theoretical part

Due to the lesson was conducted as a lecture mode the pre-, while-, and post-tasks were not existed in the lesson plan instead the instructor explained the period of realism and its famous representatives including the writers such as M. Twain, O. Henry, and J. London. Despite, a major time of the lesson was spent to

explain the topic, teacher was not able to finish it and suggested to students to read the rest of information independently at home.

- Ending stage

In the ending stage, the lecturer told students to give questions concerning to the topic, which they misunderstood, but no any voice was raised and the teacher advised students to read Mark Twain's "Tom Sawyer", O. Henry's "The Last Leaf" and Jack London's "White Fang".

- Conclusion

In conclusion, the instructor told students to look through *American literature of the 20<sup>th</sup> century*, which is the topic of the next lecture so that students have some general concept about the theme. After that, teacher and students left the lecture by saying good-bye.

- Organization

During the lesson, the instructor totally used the Lecture method in traditional way. However, the instructor was informative, no any part of the lesson seemed interesting to the students and it led their look boredom and sleepiness. The teacher emphasized her lesson only giving the lecture rather than interact with the students. Therefore, the lecture was not remarkable however, the instructor tried to reinforce students' knowledge. Besides that, the investigator did not saw any visual and audio aids while observing and teacher totally played important role in the lesson.

## **Chapter III–Result and Discussion**

### **3.1 Result and Analysis**

This part of the investigation is focused on the results of teacher questionnaire, pre – test and post – test. The researcher gathers all data that collected from the results, discusses it and makes comparison in order to make a clear conclusion of this very research. Current thesis, as mentioned, aimed to find the effective methods of presenting E. Hemingway’s literary style, so the researcher shows the outcomes of his investigation in this section.

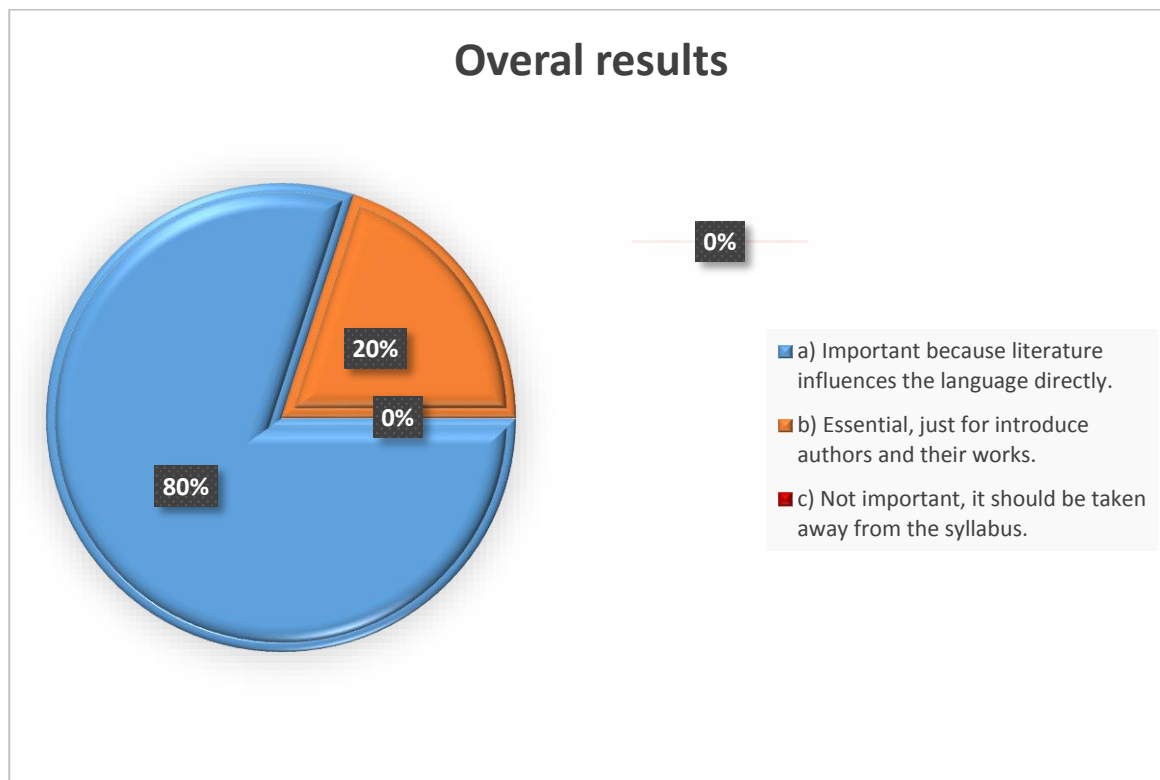
#### **A. Data collected from the questionnaire**

After gathering all data from the questionnaire, the researcher has not seen the large-scale differences of subjects’ choices of teaching literature to B2 level students. The subjects who filled the questionnaire nearly have the same opinions with each other that did not make any difficulty to the researcher while analyzing it. First, the questionnaire begins with determining the importance of teaching literature to the teachers and there are given multiple choices as below:

- a) Important because literature influences the language directly.
- b) Essential, just for introduce authors and their works.
- c) Not important, it should be taken away from the syllabus.

This question is aimed at to identify how many teachers are considered the literature is important. The answers to this very question are described in the histogram below (Figure 1)

Figure 1

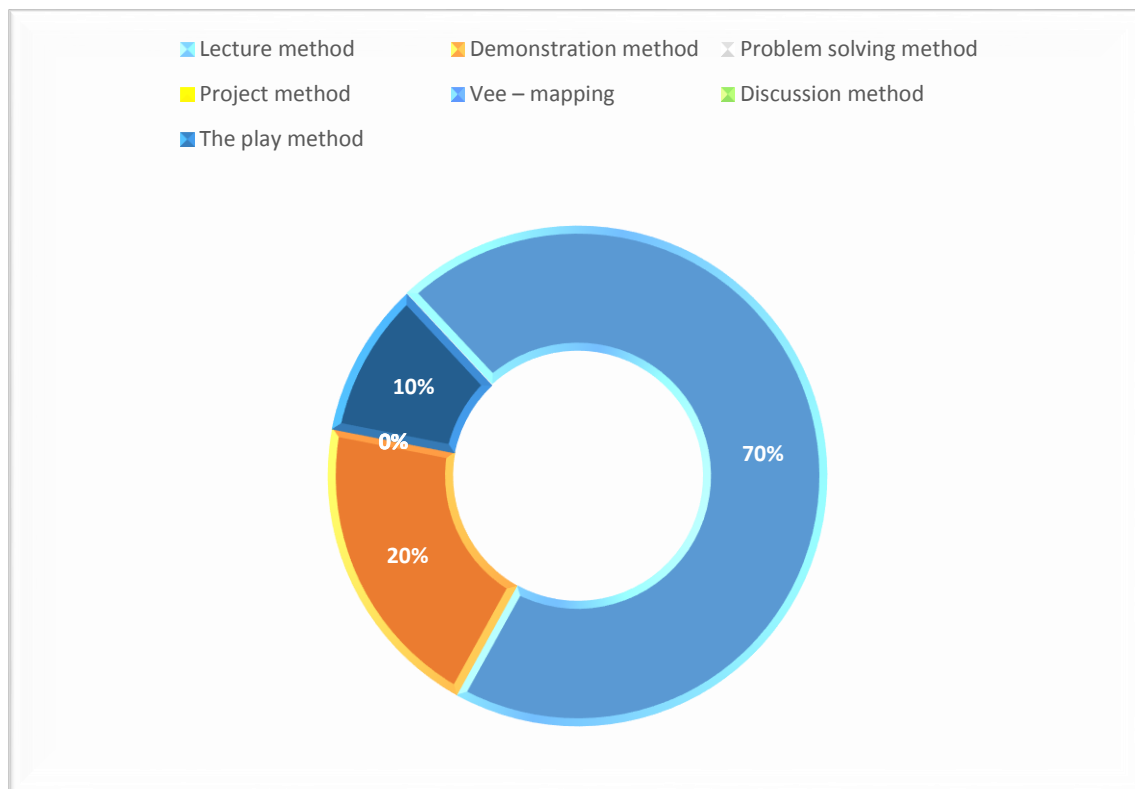


The pie chart illustrates that 80% (8) of the subject consider that teaching literature is the important because literature straightly affects to the language that means language and literature must be taught together. However, other 20% (2) of respondents answered that teaching literature is essential but not so deep; it is enough to students just to know authors and the names of their works. If we pay attention to the third choice neither of the participants think that teaching literature is unimportant therefore the percentage of this variant is zero in the pie chart.

Secondly, the researcher wanted to know what methods teachers applied to conduct their literature lessons. 70% of them chose the lecture method while 20% of them ticked Demonstration method. Only 10% (1) of teacher uses the Play method during the lesson.

The pie chart placed below demonstrates the results in more understandable way (Figure 2)

Figure 2

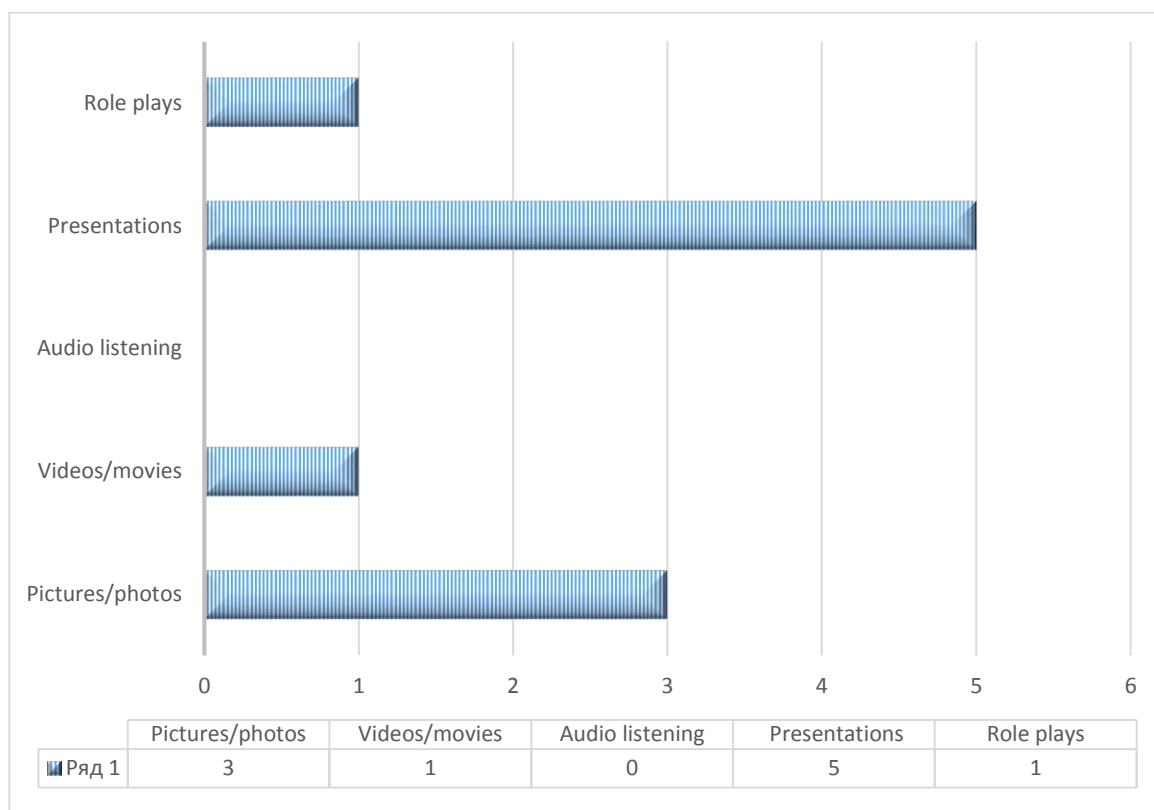


The third question in the list was about what techniques were teachers used to conduct literature lesson. For this question, 50% of the respondents ticked the answer presentation because it is very suitable with Lecture method, though 30% of them chose the pictures are much more fruitful techniques to explain the topic. In the bar there is shown only 10% of participants ticked videos/movies and 10% other respondent ticked role-plays. The bar shows that only few of the teachers use interactive methods and simulative techniques during the lesson.

In the following bar answers were drawn so that it became easier to figure out the results (Figure 3)

Figure 3





### A. Data collected from the subjects with the help of Pre-test

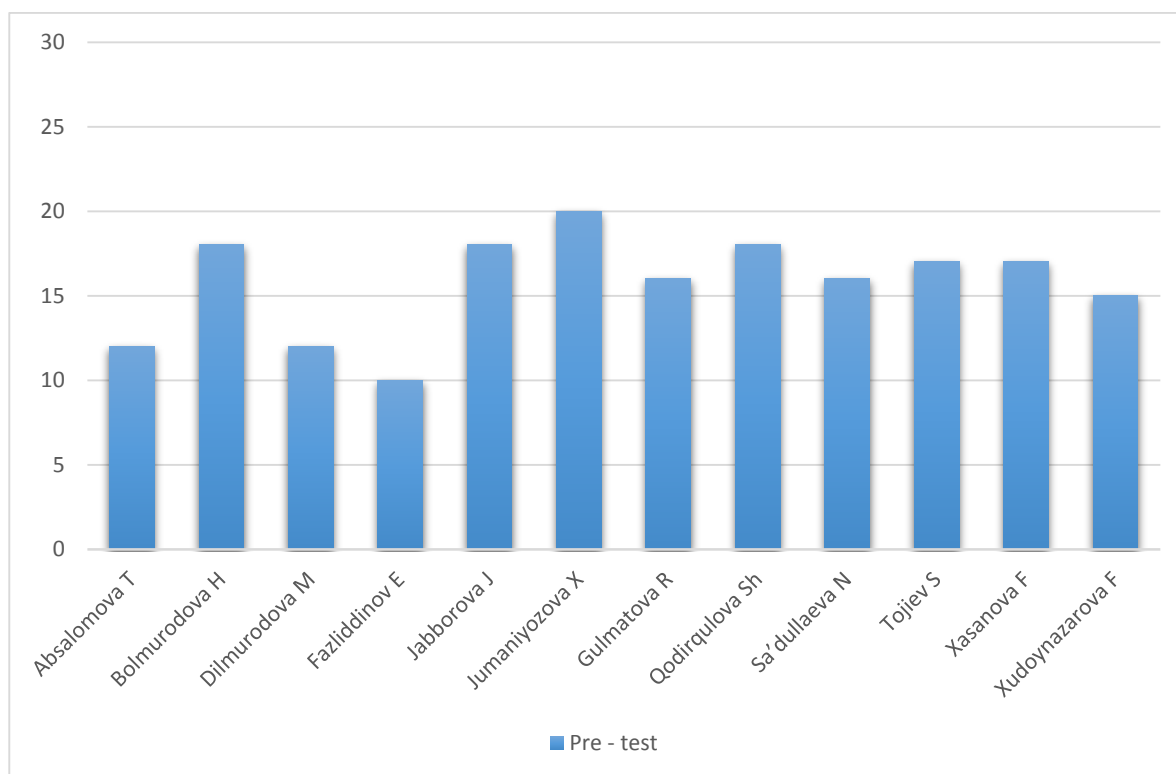
The questions of the pre – test are taken from the previous topics that students studied. No any question are unfamiliar to students because all of them are collected from students’ handbook “American Literature” by Elmira Denisovna Muratova. In the below, in Table 3 there is shown the results and comparison of both controlled and experimental groups. The results of pre – test gave to the researcher the clear concept of general knowledge of students on literature. From each theme 6 questions were created by the researcher thus it should be taken into consideration in comparison part that, pre – test is concentrated on 5 themes whereas post – test is focused on only one theme.

**The results of pre-test in group 311**

**Table 4**

№	Address	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Total score
---	---------	------------	------------	------------	------------	------------	----------------

1	Absalomova T	3	2	4	1	2	<b>12</b>
2	Bolmurodova H	3	4	3	4	4	<b>18</b>
3	Dilmurodova M	1	2	3	1	4	<b>12</b>
4	Fazliddinov E	3	1	3	1	4	<b>10</b>
5	Jabborova J	4	3	3	4	4	<b>18</b>
6	Jumaniyozova X	3	4	4	5	4	<b>20</b>
7	Gulmatova R	3	2	3	4	5	<b>16</b>
8	Qodirqulova Sh	4	3	4	3	4	<b>18</b>
9	Sa'dullaeva N	3	2	4	4	3	<b>16</b>
10	Tojiev S	2	3	4	3	5	<b>17</b>
11	Xasanova F	3	4	3	3	4	<b>17</b>
12	Xudoynazarova F	3	2	2	3	5	<b>15</b>



In order to compare the pre-results and post test results, the researcher first summed up the mean of 311 group, the average numerical value of pre-test.

The formula for calculating the mean is as follows:

$$\Sigma X$$

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

In this formula, X is the mean,  $\Sigma X$  indicates add up of scores, and N is the number of pupils.

The group 311 consisted of 12 students and the added up score is 189. In that case, mean is:

**The mean =  $189:12= 15,75$**

**The mean = 15,75**

### **Frequency distribution**

Scorevalue	10-14	15-19	20-24	25-30
Frequency	3	8	1	0

Pre-test frequency distribution allowed the investigator see how many subjects performed in the same way. The lowest score was 10, and the highest one was 30. 3 students got score between 10-14 and 8 students got scores between 15-19, only one got 20 score, but no one got the highest score so the researcher claims the most frequent score is between 15-19.

**Mode = 15-19**

As shown in the Table 1, the value at the center of the range of the set is 4.

**Median =  $(4+4):2=4$**

In those measurements, the investigator represented group's behavior or performances in numbers according to the aspects of central tendency.

The researcher also focused on dispersion which shows the performances of individuals.

**The range** in the set is 3 (the lowest score was subtracted from the highest score and plus 1.  $(5-3)+1=3$

The next aspect of dispersion is **standard deviation** (SD) which shows the average of differences of all scores from the mean (Table 5).

Table 5

Nº	Address	Score Mean Difference	Difference squared

1	Abduraupova Nozima	<b>4</b>	4	0	0
2	Avazxonova Ruqiya	<b>4</b>	4	0	0
3	Abduqodirov Abubakir	<b>4</b>	4	0	0
4	Abdumannonov Abduvoris	<b>4</b>	4	0	0
5	Abdullayeva O'gilposhsha	<b>4</b>	4	0	0
6	Abdusattorova Xakima	<b>4</b>	4	0	0
7	Erkinjonova Nafosat	<b>4</b>	4	0	0
8	Jo'rayeva Mo'mina	<b>4</b>	4	0	0
9	Jalilov Abdurahmon	<b>4</b>	4	0	0
10	Jamolova Mohisa	<b>4</b>	4	0	0
11	Fahriddinova Soliha	<b>4</b>	4	0	0
12	Ilyosova Marjona	<b>3</b>	4	1	1
13	Normatova Muyassar	<b>4</b>	4	0	0
14	Karimova Muxlisa	<b>3</b>	4	1	1
15	Muhammadova Maxbuba	<b>4</b>	4	0	0
16	Mahkamov Kamollidin	<b>4</b>	4	0	0

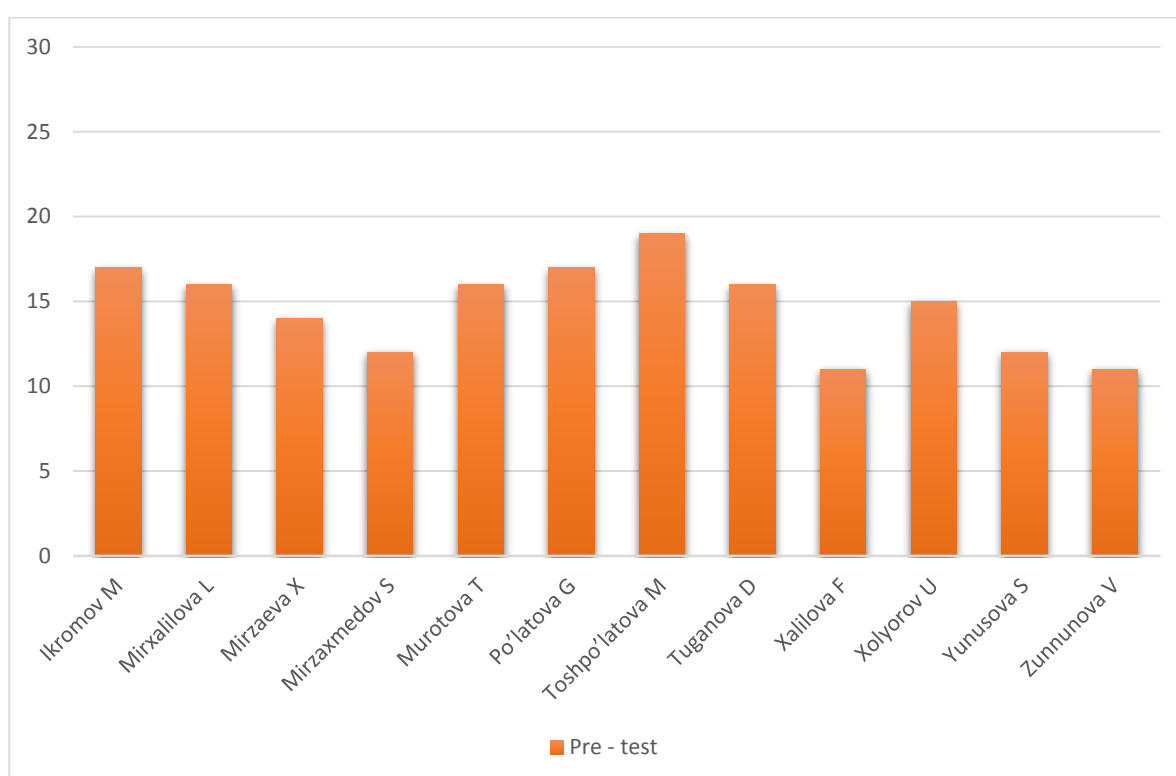
$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{2}{16}} = \sqrt{0.125} = 0.35$$

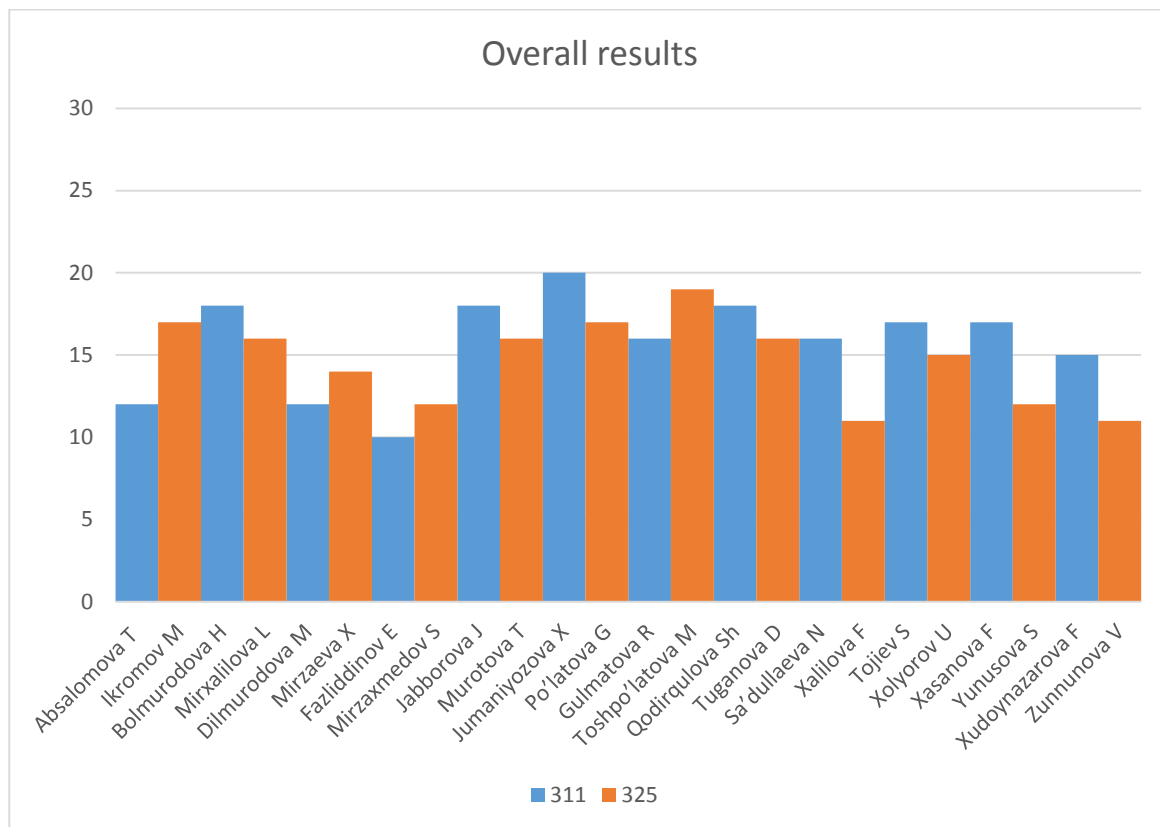
**The results of pre-test in group 325**

**Table 5**

<b>№</b>	<b>Address</b>	<b>Theme 1</b>	<b>Theme 2</b>	<b>Theme 3</b>	<b>Theme 4</b>	<b>Theme 5</b>	<b>Total score</b>	<b>Average Mark</b>
1	Ikromov M	2	2	4	3	4	<b>17</b>	<b>3</b>
2	Mirxalilova L	2	4	3	3	4	<b>16</b>	<b>3</b>
3	Mirzaeva X	3	2	3	2	4	<b>14</b>	<b>0</b>
4	Mirzaxmedov S	1	2	3	2	4	<b>12</b>	<b>0</b>
5	Murotova T	4	2	3	2	5	<b>16</b>	<b>3</b>

6	Po'latova G	2	4	4	3	4	<b>17</b>	<b>3</b>
7	Toshpo'latova M	3	4	3	4	5	<b>19</b>	<b>3</b>
8	Tuganova D	3	3	3	3	4	<b>16</b>	<b>3</b>
9	Xalilova F	1	2	2	4	3	<b>11</b>	<b>0</b>
10	Xolyorov U	2	3	4	3	3	<b>15</b>	<b>3</b>
11	Yunusova S	1	3	3	2	3	<b>12</b>	<b>0</b>
12	Zunnunova V	1	2	2	3	3	<b>11</b>	<b>0</b>





In order to compare the pre-results and post test results, the researcher first summed up the mean, the average numerical value of pre-test

The formula for calculating the mean is as follows:

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

In this formula, X is the mean,  $\Sigma X$  indicates add up of scores, and N is the number of pupils.

The group 311 consisted of 12 students and the added up score is 62. In that case, mean is:

**The mean = 62:16= 4**

**The mean = 4**

**Frequency distribution**

Scorevalue	3	4	5
Frequency	2	14	0

Pre-test frequency distribution allowed the investigator see how many subjects performed in the same way. The lowest score was 3, and the highest one was 5. 2 students got 3 and 14 students got 4. The most frequent score is 4.

**Mode = 4**

As shown in the Table 1, the value at the center of the range of the set is 4.

**Median = (4+4):2=4**

In those measurements, the investigator represented group's behavior or performances in numbers according to the aspects of central tendency.

The researcher also focused on dispersion which shows the performances of individuals.

**The range** in the set is 3 (the lowest score was subtracted from the highest score and plus 1.  $(5-3)+1=3$

The next aspect of dispersion is **standard deviation** (SD) which shows the average of differences of all scores from the mean (Table 5).

Table 5

<b>№</b>	<b>Address</b>	<b>Score</b>	<b>Mean</b>	<b>Difference</b>	<b>Difference squared</b>
1	Abduraupova Nozima	4	4	0	0
2	Avazxonova Ruqiya	4	4	0	0
3	Abduqodirov Abubakir	4	4	0	0
4	Abdumannonov Abduvoris	4	4	0	0
5	Abdullayeva O'gilposhsha	4	4	0	0
6	Abdusattorova Xakima	4	4	0	0
7	Erkinjonova Nafosat	4	4	0	0
8	Jo'rayeva Mo'mina	4	4	0	0
9	Jalilov Abdurahmon	4	4	0	0
10	Jamolova Mohisa	4	4	0	0
11	Fahriddinova Soliha	4	4	0	0
12	Ilyosova Marjona	3	4	1	1

13 Normatova Muyassar	<b>4</b>	<sup>4</sup>	0	0
14 Karimova Muxlisa	<b>3</b>	<sup>4</sup>	1	1
15 Muhammadova Maxbuba	<b>4</b>	<sup>4</sup>	0	0
16 Mahkamov Kamollidin	<b>4</b>	<sup>4</sup>	0	0

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{N}} = \sqrt{\frac{2}{16}} = \sqrt{0.125} = 0.35$$