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**TEACHING AFRICAN LITERATURE THROUGH SUMMARIES
OF NOVELS**

Case Study: Things Fall Apart by Chinoua Achebe

**A DISSERTATIN SUBMITTED IN PARTIAL FULFLIMENT FOR THE
REQUIREMENTS OF THE MASTER DEGREE IN LITERATURE, AND
CIVILIZATION, AND LANGUAGE TEACHING**

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Abstract

Teaching African literature through summaries of novels is a desired general goal in educational and specific focus for EFL students. This research paper lies on the knowledge of the students or readers in general about the heritage of African peoples. The study focuses on the ability of students in learning African literature through summaries of novels; this benefits them to learn several cultures and languages. This current dissertation is dividing into three chapters: the first chapter contains the African heritage of the African peoples; it provides the reader a general background about the African history. The second chapter deals with pieces of information, about the aspects of African literature, and how we can learn the African literature through summaries of novels, and how African writers introduced English language into their works. The third chapter contains a survey on the use of summaries of novels and steps of the study. The data were collected through pre-text based on a questionnaire. This study took place during the second semester of third year students at the Department of English – University of Laghouat of the academic year **2017-2018**. Students were asked to answer questions to know how important it is to teach African literature through summaries of novels. The findings of the study show that teaching African literature through summaries of novels made suitable tools for development of cultural and scientific thought. The present study is done with the help of the readers to recognize the reality of the African peoples.

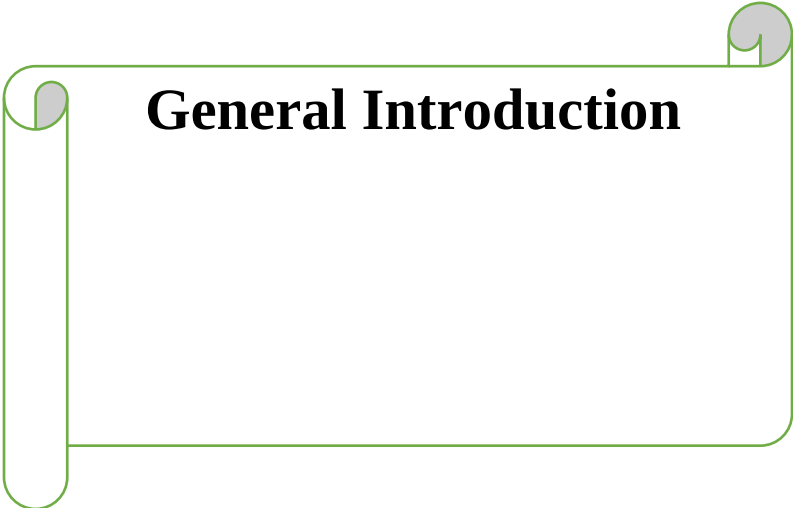
Key words: Teaching African literature, African history, summaries of novels, EFL students.

المخلص

أصبح تدريس الأدب الأفريقي هدفا عاما مطلوباً في الوسط التعليمي وخاصة من طرف طلبة اللغة الإنجليزية، التي تعتبر لغة أجنبية بالنسبة لهم. هذا البحث يمكن طلبة اللغة الإنجليزية وغيرهم من معرفة تراث الشعب الإفريقي بحيث نعتد على قدراتهم في تعلم الأدب الإفريقي من خلال قراءة ملخصات الروايات. هذا سيفيدهم في التعرف على عدة ثقافات ولغات. يحتوي الفصل الأول على موروثة للشعوب الإفريقية، من أجل تزويد القارئ بخلفية عامة عن التاريخ الإفريقي. أما الفصل الثاني يتضمن مجموعة من المعلومات تتمحور حول جوانب من الأدب الإفريقي من خلال ملخصات الروايات، وأيضاً كيفية توظيف اللغة الإنجليزية من طرف الكتاب الإفريقيين في مؤلفاتهم. أما الفصل الثالث يحتوي على استبيان والوسائل المستعملة في هذه الدراسة. وتم جمع المعلومات المطروحة عن طريق اختبار تم إجراءه خلال السداسي الثاني في قسم اللغة الإنجليزية للسنة الثالثة – جامعة الأغواط للسنة الدراسية 2017-2018، حيث قام الطلبة بالإجابة على بعض الأسئلة لمعرفة مدى أهمية تدريس الأدب الإفريقي من خلال ملخصات الروايات. وهو يعتبر وسيلة مناسبة في تطوير الفكر الثقافي والعلمي. كما أفادت هذه الدراسة بمساعدة القارئ على التعرف على واقع الشعوب الإفريقية.

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General Introduction

General Introduction

From the birth of language, summaries of novels have provided a clear understanding for children to learn about the history, cultures, behaviors, beliefs, and also their customs and traditions of their country. The use of summaries of novels by Africans was for the sake of retelling the events and showing the truth about their real life. In addition, to describe their life in their own ways and not as the colonizer had described them. African people tried to write about their history in order to redefine the image of Africans. African literature writers are asked to do their effort and the impossible to teach different courses that somehow represent a big place full of diversity heritage, multilingual, mixture of cultures, multiple histories, and greatly differences in customs and traditions. They use the English language, language of the colonizer, as a weapon answers back the lies told by the colonizer. So, the purpose from writing in English has been used as a tool to express themselves. Furthermore, being able to speak and write on the same level as the colonizer will give the African writers the power to act as a storyteller especially through writing; summaries of novels, manuals and books.

The use of different genres, language, and universal themes in African literature describes a lot of the African people and tribes. It seems more important in teaching English to our students. This study shows the importance of teaching African literature in classes of third year English as foreign language (EFL) -Students at the University of Amar Thelidji- in order to have a background about the richness of culture, and the folklore of Africa. Many of African people started to develop their writing skills during the 19th and the early 20th century. They became educated peoples thanks to the missionaries, because the latter came to Africa to implant their culture, religion, and to build churches and schools in a clearest way. This led to a large number

of African people becoming Christians. This way came as a result for the Africans to write in both the European and Indigenous languages.

Teaching African literature through summaries of novels is considered as an obstacle to enhance the students' critical thinking because it is seen as unreliable source. Moreover, these summaries do not reflect the real content of the novel.

- To what extent do summaries of the novel enable the students of African literature to understand their corpuses?
- What is the purpose of studying the African heritage?
- To what extent studying African literature is effective in improving the student's level.
- Is it more motivational to read summaries of novels?

Reading summaries of novels motivates the student to read it deeply, and that is what makes them enjoy when he reads it, because the short story is short enough to read and discuss within the span of one session. That is why the teacher prefers to use summaries of novels in education. Moreover, There are several features of the short story that makes it highly a relevant genre to use it in the English classroom, of third year students of English at Amar Thelidji University and even in Master degree.

The importance of this research paper lies in maintaining the customs and traditions, beliefs and values of the grandparents, and the pride of African identity. All people are born equal; the ideas of African identity have been used in different moments to affirm the humanity of black people. The black people have witnessed a lot of pain and marginalization in their simple life because of the white man. They had lived an ugly experience, because they were regarded as

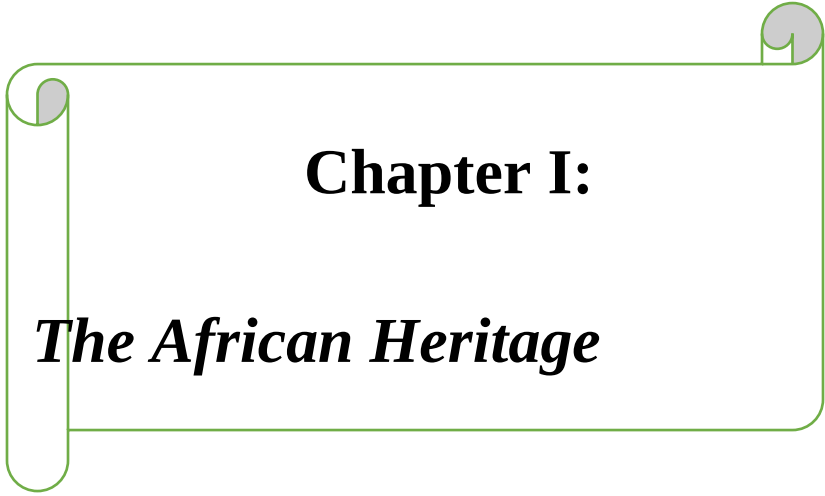
slaves. All this was due to their skin color. Indeed, their blackness that is a human trait was the reason for being slaves.

The aim from writing the short story as well as the novel is to pave the way to the readers to discover the reality of the African people. A summary of novels and novels have been written to communicate human experience (Gordimer 1994, p.263). In our daily life, moments of the truth come like flashes, in a specific time, a specific moment, and a specific situation. As Raymond Carver says: “First the glimpse. Then the glimpse given life, turned into something illuminates the moment, if we’re lucky – that word again – have even further-ranging consequences and meaning.” (In May 1994, p.277). This is what means by summaries of novels.

The present dissertation is divided into three chapters. Using a historical approach, the first chapter examines the historical background of the African people in the past in the novel of Chinua Achebe , Things Fall Apart in order to understand the status of the blacks. The second chapter deals with pieces of information about how they taught African literature through summaries of novels and how they merged the English language in African novels like Things Fall Apart and Weep Not Child. Moreover, it deals with the effect of the colonial language in redefining African identity. The third chapter, with the use of an analytical approach as well, we will know if the African writers succeed to transmit the English language, through their stories and if the students prefer to use English language in African literature. This current dissertation helps the reader to recognize the truth of the African people, in order to accept their belonging of Africanity and to have a background about the richness of culture, beliefs, religion, costumes, traditions, languages, and the land of Africa.

African writers were criticizing for using the colonizer’s language for rewriting their history through English. Therefore, they want to express their internal struggle to publish their

works. To describe their countries in their own ways, and to show the others that the Africans have their own language, identity, and their own land. In other words, the English languages have been use as a tool to preserve the heritage of African ancestors. Furthermore, most African writers are supported the use of the colonial language to write African stories such as; *Chinua Achebe*, *Wole Soyinka*, *Chimamanda Adichie*, *Ngugi Wa Thiong'o* , and many others. They supported the Africans to have one shared language, which is English. The aim of using the colonial language is to express the Natives' culture, and praise the African identity.



Chapter I:

The African Heritage

INTRODUCTION

“For Africa to me... is more than a glamorous fact. It is a historical truth. No man can know where is going unless he knows exactly how he arrived at his present place». Maya Angelou.

Africa is a large continent, consisting of a mixture of countries with different tribes. Each tribe has its own traditions and beliefs, and its own unique characteristic from the continent of Africa. Africa has many cultures being found not only across different but also within single countries. In addition, it has multi-languages, different religions such as, Christianity and Islam, clothing and even music. The African people have passed through the European occupation into a series of crises and wars that have negatively affected their simple life. African writers tried to write about their history. In order to redefine the image of Africans and they use the English language as a weapon to answer back the lies told by the colonizer.

1. How is Africa viewed?

“Let’s face it – think of Africa, and the first images that come to mind are of war, poverty, famine and flies. How many of us really know anything at all about the truly great ancient African civilizations, which in their day, were just as splendid and glorious as any on the face of the earth” Henry Louis Gates.

Africa is considering one of the oldest continents in the world, and has great natural and human resources with an estimated area of about **30.415.873 km²** with **54** countries. Africa is characterizing by its agricultural areas, where most of its inhabitants work on agriculture. There are also ethnic origins, several human races, including the Negro, the Mongols, the Caucasian

sex and the dwarfs, who are considered indigenous to southern Africa. The African continent consists of six main languages; including the Negro and Sudanese language, and the language of the middle of the desert, and some other secondary language. The countries of the African continent differ in different countries, with natural economic resources such as South Africa and the Democratic Republic of the Congo. Moreover, there is a lack of some natural economic resources in some countries like Niger and Somalia. (Times online, 2008)

The first idea comes to your mind when you heard the word “Africa” in simple term, is being a black people, poor country, A persecuted society, wars, famine, racism... To accept that you will be misunderstood, misrepresentation, prejudice and racism, by the rest of the world to identify with the Africans history and struggle for freedom. This is just the negative point, so let us have a look to the positive point, which contains the richness culture, multi-languages, different traditions, diversity of races, and many other things. There are some researchers have found some evidence that shows the first known human lived in Africa millions of years ago. They have their own language, own culture and tools. Over ten of thousands of years, they spread and develop their folklore to other continents. (Travel and history.answersafrica.com)

Being African can mean many things: from being a victim of racial abuse to being a recipient of world sympathy. We will be so grateful to remember the former president of the Republic of South Africa, **Thabo Mbeki**, who gave the real meaning of what and African mean, in his speech “I am an African”. On behalf of the African National Congress in Cape Town, on **May 8th, 1996**, he made a speech in which he supported many other opinions. It is considering the greatest speeches of all time “I am an African. I owe my being to the hills and the valleys, the mountains and the glades, the rivers, the deserts, the trees, the flowers, the seas and the ever-changing seasons that define the face of our native land.”(Keith, 2017)

This amazing speech always bring smile, and pride to the Africans especially and for the other humankind generally. **Thaba Mebki**, who delivers in his speech that there are no differences between peoples, ‘’....Being in African, is not superiority between us, we are all equal. We are an Africans, we are not an Africans because we are born in Africa, but Africa was born in us. I hope that one day we can show and prove to the world that we can be one hand, one people, and one unity.’’ (Iam an African.wikipedia)

As our Great Prophet Mohammed, the Messenger of Allah, peace and blessings be upon him, said during the middle of the day at the end of the pilgrimage, “O people, your lord is one and your father Adam is one. There is no favor of an Arab over neither a foreigner, nor a foreigner over and Arab, and neither white skin over neither black skin, nor black skin over white skin, except by righteousness.” (*Musnad Ahmad 22978*)

In his farewell speech, the prophet affirmed that all people are equal, there is no difference between Arabic and none Arabic people, and between white and black person, but except in piety. Here the Islam shows us the principles of brotherhood, mercy and solidarity to be one person like the teeth of a comb. Believing in God firstly, and doing the right things, in order to move away from the bad things. (Prophet Muhammad-last sermon. Islalmreligion)

2. African Identity Components: (*people, culture, language, identity, traditions and customs and even religions*)

2.1 African People

African people became aware of the reality of their continent, and the importance of its cultural heritage through their knowledge of culture and civilization of the western people. African people became aware of their own views. They began writing, thinking, and expressing

their pain and ambitions. Moreover, they started writing every single detail of their history, culture, religion, language, literature and civilizations. This developed a new state of awareness, and self-confidence. Therefore, the African people have enriched the African liberty with a vast literature that has brought back the prosperity and development of African culture and civilization. As Mandela mentioned: “ during my lifetime, I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination.... In which all persons live together in harmony and with equal opportunities” (Parrinder; 1976)

Africa is the heart of its people. It considered one of the biggest continents in the world. Africa divided into a large number of ethnic cultures, so these cultures appear in the arts of Africa, in customs and traditions, fashion, cooking style, and in music and language. So, it is inhabited by different ethnic nationalities with their different way of life, modes of dressing and religions... The African people share some in their beliefs and behaviors and they have similar values that make them special from the other people of the world. The African people have passed through the European occupation into a series of crises and wars that have negatively affected their simple lives. Most of the European occupation officers used the worst methods of torture to suppress and persecute the African people to steal their land, language, and religion.(Okyade; 2014)

2.2 African culture

Before we touch on the concept of African culture, it is necessary for us to have an idea about the meaning of culture and the African culture. Therefore, culture is all what we know

about: manners, art, law, and feelings or any other habits, required by a human being as a member of society. Culture is the habits that are shared by a group of people living together at the same place. Bello (1991:189) sees it as “the totality of the way of life evolved by people in their attempts to meet the challenge of living in their environment, which gives order and meaning to their social, political, economic, aesthetics and religious norms thus distinguishing a people from their neighbors.”(Gbriel; 2015)

In one country, there can be founded many cultures. This makes it distinguished from other continents. The life in Africa is based on the families and ethnic groups. Therefore, the culture in Africa is consisting of a mixture of groups with different tribes. Each tribe has their own laws and ways of life, and their own unique characteristics from the continent of Africa. In addition, it is famous for its culture through its folklore and religions, customs and traditions, music dressing and even food. (Parrinder; 1976)

Culture changes from generation to another. It means that every person who grows up in a particular society is likely infusing with the culture of that society. Therefore, culture is so important in building the human, social and intellectual relationship. Here we can sum up that each one of us has a particular history, events, and religion. We see that there can be no people without culture. It defines a people's identity. (Nnaemeka; 2005)

3.3 African language

The history of the African languages started in the mid of the 17th century, undertaken by the Christians mission, in order to develop the Christianity and to translate the bible into this languages. Scientists and scholars agree that Africa is the first home of the Semitic language.

There are thousand languages are spoken in Africa societies. Most of them, are using orally, few of them are written. Africa received a number of European languages through the European occupation such as, Arabic have spread dramatically in the northern regions in Algeria, Egypt, Tunisia, Mauritania and other countries. Furthermore, the Arabic language is considered the official language for seven African countries, whose inhabitants represent one fifth of the total population of Africa, and several languages, including; English, French, Portuguese, Italian and Africans. These different languages serve as means of communication. (Ebeogu; 2017)

a) Arabic language as it is language of the Holy Qur'an. It received high respect among the African Muslims. For the Africans, Arabic and Islam are regard as two faces of the same coin. They build schools and institutes to support and encourage their children's religious belief, and making Islam to remain live and vivid in the hearts of the Muslim Africans. Moreover, Arabic plays a big important role nowadays. It comes at the sixth position among the largest 50 languages used in the world.

b) Portuguese language. It has spread in the countries of the world, especially in Africa, because of the Portuguese colonial expansion during the past centuries. It is speaking in some parts in Africa, as first and native language. As well as being official languages in some countries, for example; Mozambique and Angola.

c) French language is the fifth most spoken language in the world. It has spread enormously on the African continent. Because of French colonialism, 31 African countries speak French, such as Cameroon, Senegal, Djibouti, and Madagascar... besides it considered the

second language after the Arabic language in each of these countries: Algeria, Tunisia, Morocco and Mauritania.(Ebeogu;2017)

d) English language, it also plays an important role in many African countries such as, Rwanda, Nigeria, Tanzania and Uganda. It is considered the official language of ten languages in South Africa. It has a large number of speakers about 700 million people who use it as a second or even the first language. It also can be found in different forms of Pidgin and Creole. (Ebeogu;2017)

Africa during the colonial administration received a number of European languages. It is characterized by diversity and multilingualism. For example, Nigeria has more than 500 languages like, English, French, Spanish and Portuguese. These languages play the role of official languages for the majority of the regional and international organizations. This made Africa flourish on linguistic diversity, where linguistic diversity became a vital issue, especially after the European occupation. This marks Africa's language and status in the world. (Parrinder: 1976)

2.4 African Identity

Identity is the means by which a person defines himself as an ethnic group that means a group of individuals or families living in one place, sharing the same customs and traditions and they believe in belonging to some of these characteristics: culture, language, religion and home. These characteristics consist of the social environment in which the person was born. Many African writers write about the African heritage and Identity. Like Chinua Achebe in his writings, he usually mentions the identity of the Africans. Where African identity is the strong link between man and his belonging. (The African Identity.Org)

Chinua Achebe was born in **November 16, 1930**. In Ogidi, Nigeria, of the Igbo tribe. He considered the first novelist who wrote in English. Where his writings were about the tragedies, oppression, family disintegrations and torture that had affected the African people. He is best known for his novel “*Things Fall Apart*” (**1958**), and other novels such as, “*No longer at Ease*” (**1960**), “*Arrow of God*” (**1964**), and “*A man of the people*” (**1966**). And his final published work was the literary autobiography “*There was a Country*”, a personal history of Biafra. Achebe died on **March 21, 2013**. At the age of **82** years, of an undisclosed illness in Boston.

Things Fall Apart by Chinua Achebe is a story about the Igbo tribe. And their simple life before entering the western occupation, also about their religion, beliefs, land and identity. In Things Fall Apart, Chinua Achebe shows us how the beliefs and customs are challenged and how a personal identity changes for a man. The novel revolves around a champion of the African tribes. His name Okonkwo, the leader throughout the villages of the Igbo Ethnic groups of Umuofia in Nigeria. Okonkwo was well known throughout the mine villages and even beyond. He was a tall, burly man, a brave warrior, simply a man of war. He married three women and he was a father of many children. Okonkwo’s family was valued by the value of the tribe and its beliefs. He worked in cultivating his land, enjoying all his rights and duties. One day he killed someone unintentionally. That is why he was driven away from his tribe for seven years. In his absence, the white men invaded his tribe, they took their land, looted their goods, and seized their peoples, they try to take the identity of Okonkwo’s people, through that the majority of Umuofia tribes became a slaves.

“The white man is very clever. He came quietly and peacefully with his religion. We were amused at his foolishness and allowed him to stay. Now he has won our brothers, and our

clan can no longer act like one. He has put a knife on the things that held us together and we have fallen apart.” **Chinua Achebe.**

Here we can say that. The British colonizer destroyed everything related to the tribe of customs and traditions, identity, the unity of the family, values and beliefs. Despite all these, nothing has changed for Okonkwo. Nevertheless, he remained steadfast in his identity, the African identity. This led him to suicide. The novel Things Fall Apart, was a sharp sword and a painful reality passed by the African tribes for the loss of a hero like Okonkwo, because of the legacy of colonialism of corruption, persecution, torture, destruction of social life, and beliefs. So, this led to disintegration of families, diversity of religions, and differences in popular cultures. This result of others distorts the beauty of people and disturbs the mood of life. So, when a person gives birth in Africa. In addition, changes his place of living elsewhere, the past memories and experiences of his old life will be fixed in his psych. This is what makes him never lose his sense of Africa identity. This is what happens with Okonkwo he will never forget his belonging, because, he was always feeling proud of being an African. (Chinua Achebe.sparknote)

2.5 The Attachment to Traditions and customs:

Africa has a multicultural society with a different customs and traditions between peoples. That is unique to them. For example, there are some tribes that have their own customs and traditions like, a man can have as many wives as he wants. The practice of polygamy brings more families together and deepens the interest of the welfare of others. Africa like anywhere else in the world, as a continent made up of **54** countries and over **3000** Ethnic groups. It contains a plenty of traditions and values, as African traditions are expressed through music, art, dance and food...

These traditions are deep-sealed into the whole African culture. For example, oral language tradition, it is very important in Africa culture. It relies on listening skills, in order to pass the message of cultural practices and telling summaries of novels from generation to another. Moreover, even songs and dances have been transmitting by word of mouth. Because songs is a form of communication, song of wars, birth, pain, wedding, hunting and even political activities. In addition, a dance movement is a kind of communication. They were dancing in order to express their emotion and feelings, whether joyful or sorrowful. (African, Customs. Guide net)

2.6 Religion:

What is Religion?

The concept of religion defines religion as a set of beliefs and ideas that human beings recognize, which answer the various important questions that have arisen from an old time, and still plague a large group of people to this day. Religion gives an explanation of man about purpose of his existence on this earth. It revolves around the idea of God the Deity, deals with ethics immensely, and sets frame of works that regulate some aspects of life, on all.

Africa is a continent rich in natural resources such as, minerals, oil, agricultural goods and water resources. It has many African traditional religions. These religions differ according to peoples and countries. Religion in Africa is a major source of life for African political and economic communities. Religion form in Africa a big part of the African traditional heritage that is found in every aspect of life. **John Mbiti** in his book “African Religions and philosophy” interprets “A study of these religions systems is, therefore, ultimately a study of the peoples

themselves in all the complexities of both traditional and modern life.” Traditional religion for the Africans is the way of looking at the world and expressing life itself.(parrinder:1976)

Religions in Africa are various and different according to each region this is why that each tribe has its own beliefs, customs and faith, so there are a large number of religions in Africa such as **The Yoruba** and **Igbo** in Nigeria. **The Akan** in Ghana, **the Serer** in Senegal... And the majorities of African peoples are tending to the Christianity or Islam. (Religion in Africa.wikipedia)

4. The effect of the colonial language in redefining African identity:

The African stories and novels have been able to tell the history of the continent, especially with its translation into English. Where peoples became aware of what happened to the African people because of the colonizer, the white man through oppression, torture, looting their goods in order to change the African identity & Religions. The question of African identity remains in the African novels and stories till nowadays through the language in which African writers and novelists wrote. And yet the African language remains influenced by the language of the colonizer. As an African culture full of different languages, colonialism came to change the mentality of the people who once were seen as inferior. However, African people were eliminated by the white man, and they were introduced to the world as savages and ignorant. They used colonizer's legacy to redefine and to reintroduce African culture and identity. The effect of the colonial legacy was made the African writers, rethink of the way they should tell their stories within colonial culture. The colonial languages turned the balance upside down for

both sides: the colonizer and the colonized. Therefore, the colonizer used the English language as a sign of suppression and humiliation for the natives of their ways of praising their identity, turned to be a good side for African intellectuals. African intellectuals and the use of the colonizer's language were trained them to think, write and speak the English language in order to forget all what is related to Africa. But the effect of the colonial language was too beneficial of the colonized tribes. (George 1996)

Different languages existed within the local communities. The English language has a great effect on the African tongues. It always linked to British colonialism in order to serve their purpose, religion and identity. English language creates a link among all different communities across tribal boundaries as it has been stated in an article by Margulies and Nowakorki: ... The language (**e.g. English**) imposed by the colonizer as a more practical alternative. Using the colonial language both to enhance inter-nation communication (**e.g.** people living in Djibouti, Cameroon, Morocco, Haiti, Cambodia, and France can all speak to one another in French) and to counter a colonial past through de-forming a “standard” European tongue and reforming it in new literary forms. (1996)

The language which used to be a sign for European civilization became the mirror which reflected the African culture and race. The colonizer settled and occupied the African lands which led to the spread of Christianity, changing the African identity, and instilling the habits and traditions of the white man. The colonizer used the colonial discourse to transmit and instilling perception from an outsider's point of view to identify the African man as being the “Other” because he was seen as inferior to everything that has relation to European. To be from different races, this does not mean that you are different and outcasts from the rest of the people. Otherness and inferiority were the words which had link to Africa people as a way to identify

through colonial discourse. The British left their colonial writings to the rest of the world. Which were proof of invasion and even elimination of a whole culture.

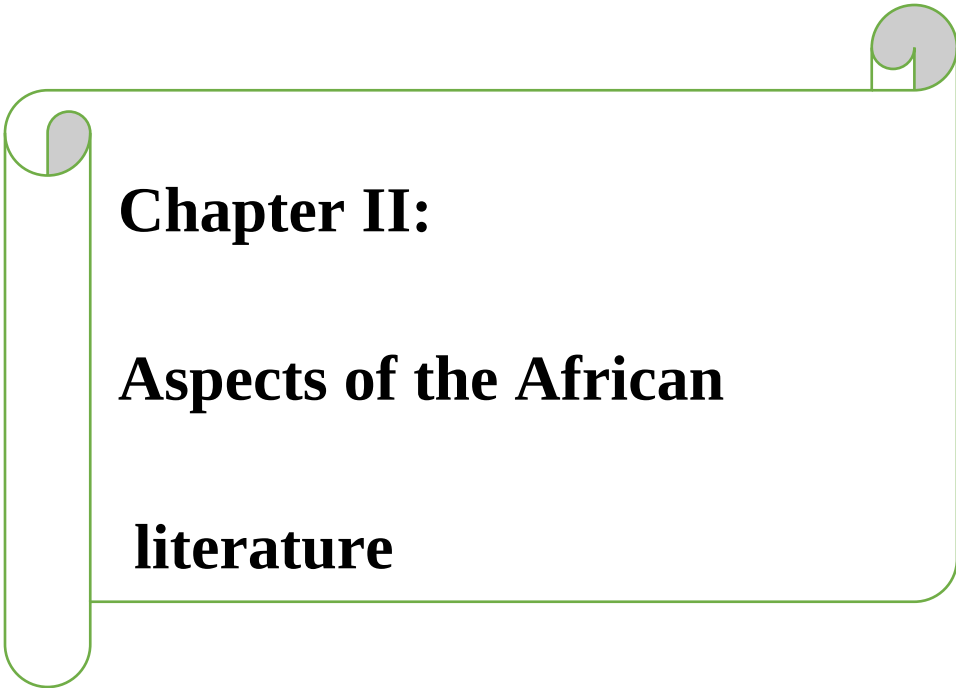
Moreover, the English language facilitates the way for the Africans to access the culture of a different nation. Indeed, the African were able to speak in both the English and indigenous languages, not for the sake of being put of more civilized or cultivated nation, but to realize the knowledge in a higher purpose. The African people acquired the colonizer's knowledge in order to understand theirs steps and to communicate with them easily, because of an unshared language. Today Africa with all nations, ethnicities and languages, could not communicate and interact with each other without the use of the English language. However, the Africans could identify themselves as one nation. Their use of the colonial language does not mean they have given up their language, only because they become aware and educated for different languages. In fact, the colonial language was a tool used by the Natives to write about their sufferings under the colonial rule. So the African people started re-telling the colonial history of Africa through novels and summaries of novels. Using the pen of the African man, who has presented a range of disadvantages, and who has experienced many methods of oppression and persecution during his colonization. He was also who represents a role of a story-teller, and he used the English words through telling the story, within an African context in a way to eliminate cultural inferiority. They were using in telling stories and writings, the English language to made it more of a tool to understand his struggle.(Languages spoken in Africa.fluentu)

The Natives were able to use the English language demonstrate their inner struggle to identify themselves. English was a sign of struggle and after colonization it became a tool to express their thoughts, what they lived in their tribes,to tell the others about the reality of their history. On their tongue and not on the tongue of the colonizer, the aim from writing in English

was done on purpose to make the same voice admit the truth which was hidden by the colonizer. Retelling the history by the Africans has been always the main idea among them in order to restore the truth about the colonial existence in Africa. Regaining African identity, and retelling the truth about African experience were the important reason behind using the language of the colonizer. When the African people were able to manipulate the colonial language, they will be able to stand and defend themselves through using the language that the colonizer could understand. The African countries have suffered under the colonial rule, because the colonial rule had rarely affected African people's perspectives and behaviors.

The sense of non-belonging and the feeling of humiliation and inferiority were prevailed on the black continent. And just being different in the way of living on in the skin color had long affected African people who were obliged to behave and think against their true nature. To behave and identify ourselves from using materials and behaviors of the other people, can create a contradiction on an inner struggle. The Africans were writing about their daily lives, before the colonialism. They were proud to be Africans. They were using poetry, myth, songs, weather sorrow or joy songs, freedom or war songs love or hate songs. Moreover, the African writers use the English language in their writings summaries of novels and novels. They were so proud of their cultural ethnicities. As an indication of colonial presence in African countries, Writing in English had been used as a tool to write about the suppression of the colonizers. They use it to write about the African heritage and to celebrate their tribal culling. The African natives only came to define their ethnic diversities, because of the colonizer who did not respect their tribal differences, and telling the lies about their reality to blur the African identity. And they put them in one side as an inferior race; the existence of many cultures in Africa had created a multicultural community which affected the life of all the Africans. On the other word the use of

English language in the writings of the Africans, was actually beneficial to them as a way to overcome their ethnic differences and to define themselves as a one race which has a strong history.



Chapter II:

Aspects of the African literature

African literature is considered the body of traditional oral and written literature, in both languages the European and Indigenous. African literature is a mixture from Anglophone, francophone, poetry, proverbs and drama... The African writers start writing about their history and heritage in order to show the others that the Africans have their own language, identity. On the other hand, the English language has been used as a tool to preserve the heritage of African ancestors. Teaching Africans literature through summaries of novels should be on the established cultural traditions and historical experiences. To teach African literature first of all you must have a background about the history and the folklore of the Africans. So when we study folklore genres in a broader literary form, we will have a personal point of view about the Africans.

1. What is meant by African literature?

The history of African literature is too long, varied as it rich. In order to learn about the history of the African is through literature. Their cultures, stories, novels, and poetry... through these things we can get at least an overview about their real life, customs, traditions and their ancestry. (Defining what African literature means. BlogSpot.)

African literature consists the body of work in different languages and various genres ranging from oral literature to written literature in colonial languages. African literature is a mixture from Anglophone, francophone, poetry, proverbs and drama... These many examples suggests to the diversity and differences of life on the African societies. And also the structure of which literature is mad, language and literacy traditions, cultures and history, and traditions and modernity. Ngũgĩ wa Thiong'o. His original name is James Thiong'o Ngugi, Kenyan writer, he born in **January 5, 1938**. Limuru, Kenya, in East Africa. His famous novel is Weep Not

Child(1964). Ngugi wrote this novel in English language, the language of the colonizer as he became sensitized to the effects of the colonialism in Africa. Ngugi wa-thingo makes the call to the African writers to start writing literature in their own languages, and to make sure that literature is connected to their people's revolutionary struggles for liberation from their colonial contexts. (Gunner; Sparknote)

Ngugi wa-thango in his novel Weep Not Child, he tries to give us a message which is Africa wanted to get education in order to get wealthy, through literature. Education is the only weapon to help the Kenyans to protect themselves to be like the other mankind. Literature is a linguistic phenomenon. It considered as a teaching material in the grammar translating method. This method allows the writer to be creative, and to develop his linguistic competence, so literature is seen as the primary goal of language study. Furthermore, African literature depicts a lot of aspects of the African peoples and cultures. (Weep Not Child:1964)

2. Teaching African literature through summaries of novels:

2.1.The importance of teaching African literature

African literature began since a long time, from our ancestor, telling us summaries of novels every night. These summaries can be either real or fictions. The first department of African literature was established in **1983**. Then field of African literature contain many rich literature of the African continent in both African and European languages. The study of African literature contains a lot of things such as; multilingual, intellectual traditions and cultural heritage, many tribes, religions, of the diverse societies within the literature is produced. (African Literature .wmich.edu)

Studying African literature provides us a general idea about the richness of Africa socially and economically. While us studying the African literature we usually focus on the English language. Which is the only language we need to understand our courses, because most works of the African writers are written in or translated into English? Moreover, African literature serves as a means of education and entertainment so, African literature mostly based on summaries of novels, these stories educates us on various aspect of our heritage and show us the truth about our continent. African literature as a field itself is the pride and dignity of Africans. African literature includes both oral and written literature. Oral literature based on story-teller, the ones who tell the story generally the grand-mother. The story-teller use-call and response techniques in their stories: myths, poetry, proverbs... includes narrative epic, and also there are other ways to tell their stories through songs such as: children's songs, work songs, lone songs, and even war songs. And the written literature includes; summaries of novels, manuals, novels, books.(Ebeogu:2017)

Teaching African literature through summaries of novels, Teachers in Algeria are asked to do their effort, to teach courses that somehow represent Africa. Full of diverse languages, different histories, and plenty if customs and traditions. The first in teaching African literature in our universities is that the African courses have to be about Africa. The learners must have an idea about the cultural background of the literary text. And the teacher should motivate the students to learn the target language, in order to make their reading enjoyable. Through using some methods which gives a high level to literature as a teaching material such as: the Grammar translation method. The focus on this method is to develop the linguistic competence of the learner. Literature itself is a product of the social formation, for example beliefs, values, norms and ways of communicating. Through a close reading and analysis of formal features of the

summaries of novels will allow the students to develop their awareness of the language and meaning of the content. Developing their skills in reading, having a good background about their continent. The teacher is the one who guide and motivate the students to expand their cultural knowledge and insight through encounters with summaries of novels?

Also it is very important for the teachers to give some interest and some attention to the student. Through sharing them how to pay attention to form and what form means in terms of content. To illustrate with an examples: paying attention to and analyzing the text... This ways may help the students in understanding the state of mind of the main character, in order to be able to take into account the historical and cultural context of the text.(Out of Africa.sparknote)

When teaching any form of literature it is important to consider the question of the context and background:

- 1-How much information do the students need in order to achieve a sufficient understanding of the summary?
- 2-It is easy to understand African stories **(language)**?
- 3-Do they prefer summaries of novels or novels in African literature?
- 4-Will students be able to understand the cultural issues discussed in the story, just from reading?
- 5-If context should be introduced in connection with the reading, when should the contextual information be give?

The answer to these questions depend on what approach to reading of literature is chosen. Reading summaries of novels might inspire students to develop their ideas and ability to understand different languages, and to discover some cultures, to improving their linguistic and intellectual level. In order to facilitate to them to understand how and why it is important to read summaries of novels. This helps them to understand the complexities and diversity that exist also

within other cultures than our own. Moreover, to help them to seek out other stories, to challenge their own ideas, and the image they have of a creation culture, in order to get as much knowledge and insight from literature. As **Munden** writes that “the study of the literature in academic institutions would benefit, I believe, by being more aware of its educational potential, as a place where the reader audience can observe, experience, explore and learn not only and not even primarily, about literary devices and the narrative of literary history, but about how other people live their lives, and how we want to live our own.” (**Munden 2010.326.327**)

As **Munden** mentioned in his quotation, Students might need some help in reading to understand a short story, or any other text, to develop their skills in literary analysis. This made them to be able to analyze a short story on a level that makes them able to recognize the cultural issues that a story describes. Summaries of novels can provide a great source of insight into, and knowledge of cultural and social issues, it can be read in one setting. Because it is short, this is what makes it easier to teach. Summaries of novels is the unity of impression, this unity enables the reader to focus on the story itself. And this is what makes it incorporate into the English classes. This is also a central issue, as students are expected to read and discuss literature from a variety of English-speaking countries.

3. The use of English language in African summaries of novelsin (*Things Fall Apart &Weep Not Child*).

Africa is considered the birth of more than 2144 languages. Most of sociologists and researchers declared that African continent’s multilingualism is powerful resource. Many writers are in debate among themselves, about if they want to write in their native language or in the language of their former colonizer. Some of them argue that writing in their own language is more beneficial, because the meaning of the words is lost in translation. For these writers,

writing in the language of the colonizer can never fully describe their culture. Language plays an important role in communication and writing. Today, English is an essential subject that focuses on teaching the students how to speak, read, listen and write in English. Moreover, to develop their cultural understanding, social skills and also to encourage the student's personal development. And teach them how to respect and understand other people of different cultural backgrounds. (Shamim2017)

3.1 The Purpose of Using English in writing literature:

Reading in literary text, can give the students enjoyable reading, and deeper understanding of the content. And inspire the student's creativity, in order to understand the language, to be able to understand and communicate effectively. You have to understand and communicate effectively. You have to understand the culture and the social conditions. (Hutchinson.1987)

English language is the colonial legacy in some part in Africa, so most of works written in English has been produced by African writers, such as: Chinua Achebe, **Things Fall Apart**. And **Weep Not Child** by Nguagi Wa-thiang'o. Achebe said that the African writer use English "In a way that brings out his message best without altering the language to the extent that its value as a medium of international exchange will be lost. [The writer] should aim at fashioning out an English which is at once universal and able to carry his peculiar experience." And he mention in his book "**Morning yet on Creation Day**." He says that, by using English, he presents "a new voice coming out of Africa, speaking of African experience in a world-wide language." Achebe introduced the Igbo language, proverbs, words, meaning and ideas into a novel written in English.

In any country, language forms the identity of its people. Things Fall Apart by Chinua Achebe is written in English, which is about the Igbo peoples who speak the Ibo language. In this novel Things Fall Apart there are many Ibo words, these words are an important aspect of Igbo culture. Some examples of Ibo words are: ns-ani (the breaking of week of peace), ilo (the village playground), and egwugwu (spirits that walk the earth). “Literature, whether handed down by word of mouth or in print, gives us a second handle on reality.” Achebe declared and believes that literature has social and political necessary importance. It provides us a critical thinking and perspective everyone experience, educates us on the meaning of humanity and on actions, how to be a good person. And it offers us greater control over our social and personal lives, traditions, ideals, values, and behaviors. Things Fall Apart by Chinua Achebe, it is about the Igbo tribes who are distinguished by their own language which is the Ibo language. The Igbo culture is fundamentally an oral one that is “Among the Igbo, the art of conversation is regarded, very highly, and proverbs are the palm-oil with which words are eaten” (**Chapter 1**). To understand the Igbo culture would be impossible without understanding the meaning of the Ibo words and proverbs. These proverbs and words play a significant role in the Novel. Western readers can relate easily to traditional proverbs, because they were living in their lands. The westerners entered in a smart way in the personal lives of Africans, into their context. These proverbs and words are quite similar to western sayings and words.

Lloyd W. Brown, said that about Achebe, “... in evoking Yeats’s themes, Achebe implies that the sense of history and tradition, the borders of cultural continuity. Decay, and rebirth, have all been the African’s a lot as well as the westerners. And in the process the novelist has exploited the European cultural criteria – its literature and historiography – in order to reverse the white man’s exclusivist definitions of history and culture.

Achebe was his to prepare his readers to witness and understand the history. He gives an elaborate description of the social, cultural, and religious life of the Ibos in the pre-colonial period. He try to show us how the Igbo people live their lives based on wars and harmony. And he shows how the Ibos regarded their beliefs, customs and traditions, languages, tales. Which get reflected in their proverbs, folktales and myths. These elements play a major rule on the African societies. In the novel, the falling apart of the Ibo community is expressed by Obierika, Okonkwo's close friend when he says; "the white man is very cleaver? He came quietly and peacefully with his religion... now he has won our brothers, and our clan no longer acts like one. He has put a knife on the things that held us together and we have fallen apart." (176)

In the novel Things Fall Apart, Achebe gives a specific description of the social, cultural and religious life of the Ibo in the pre-colonial period. He shows us how the Ibo people used to live a community life based on cooperation and harmony, and how the Ibos regarded the values of solidarity, and adaptability which got reflected in their proverbs, folktales and myths. These principles worked as Mechanism for the Ibos to appear as one shared community. Colonization raised question regarding the unity and the values of the Ibos society. It dislocated the socio-cultural systems that maintained discipline and cohesion among its members.

Chinua Achebe tells the story in English, and he mixed it with some Ibo words and proverbs. To maintain the authenticity of this culture, with the translation of these words into English, in order to facilitate to the readers to know the meaning of these words. And allows them to be exposed to more aspects of the culture and feel a closer to the novel and the characters. Through his writing, Achebe used the figurative language, in order to make the readers feel enjoyable to finish the whole novel. That is why led them identity and understand the content. Achebe represents in his writing with the Ibo words, the complexity of an African

culture, to the other readers from other cultures as well as to readers of his own culture. By using English —‘ in which he has been proficient since childhood, he reaches many more readers and has a much greater literary than the he would, by writing in a language such as Igbo language’ (Chinua Achebe).

The other writers who wrote in their native language must allow their works to be translated, often into English. Moreover, facilitating to the readers outside the culture to learn about it. Many writers who were using the English language in their writings, and Achebe one of them faces a problems. How can do they present the African heritage and culture in a language that can never describe it educatedly? The main issues in Things Fall Apart are to confront this lack of understanding between the Igbo culture and the colonist culture. In the novel, the white man describes the Igbo heritage bad, when he does not even speak the Igbo language. To understand the Igbo culture can be possible if the white man can relate to the Igbo language and terminology. Achebe solves this problem by combining the Ibo proverbs into his novel by mixing Igbo words, rhythms, language and concepts into an English text about his culture. The Igbo vocabulary exists in the novel, so the reader can understand the meaning of most Igbo words by their context. The Igbo culture is fundamentally an oral one that is “Among the Igbo, the art of conversation is regarded very highly, and proverbs are the plan-oil with which words are eaten.” (Chapter 1)

Achebe uses the English language by incorporating a few examples of Pidgin English. Pidgin is a language used for communicating between groups of people who normally speak different languages. Achebe adds some examples of Pidgin words such as, tie-tie (to tie); Kotma (a crude form of court messenger) and yes, Sah—just enough to suggest that a form Pidgin English was being established. Furthermore, the use of Pidgin English can become an easy

excuse for not learning the standard languages for which it substitutes. The use of Igbo languages for which it substitutes. The use of Igbo language in Things Fall Apart by Achebe creates an authentic African story that effectively bridges ‘the cultural and historical gap between the reader and the Igbo. Achebe’s introduction of new forms and language into traditional western narrative structure to communicate unique African experiences forever changed the definition of world literature’ (Chinua Achebe).

The Igbo language is a tonal one, it is difference whence the rise or fall of a word or phrase. The sound of the word may produce the Mbanto (Igbo Dialect): “Instead of saying ‘myself’ he always said ‘my buttocks’. (The form K means strength while K means buttocks”. As well as, there are also Igbo names usually represent meanings, for example Ikemefuma means my power should not be dispersed. Other names reflect the time, for example, Okoye means man born on Oye day, the second day of the Igbo week. Another example Nneka means mother is supreme. English language plays an important role in the novel Things Fall Apart Achebe himself once said, “Language is a weapon and we use it, and there’s no point in fighting it” **(Gallagher, the Christian Century, v114, 260)**. These are words Achebe lives by. He accomplished his writings about his tribe and family in a poetic preverbal style. The language use in the novel Things Fall Apart not only changed Achebe’s career, but it also changed his culture, tribe and people.

Other novels are written in English by a Kenyan author Ngugi Wa-thing’o, His first novel Weep Not Child in 1964. It was the first English novel to be published by an East African. His work mainly based on the relationship between Africans and the white man, in African under the British colonial rule. Weep Not Child deals with the Maw Maw uprising, and “The buildinging dispossession of an entire people from their ancestral land.” Thing’o has described English

language and literature as a means of ‘Spiritual subjection’ responsible for taking post-colonial authors, ‘further and further from ourselves to other selves, from our worlds to other worlds. In Contrast, Rushdie says that English is not’ irredeemably tainted by its cultural provenance, and is simply one of a number of Indian Languages. Who is right and does it continue to matter?

4. The effect of the colonial language in redefining African identity:

The use of English language by post-colonial writers has been accused of inauthenticity; by using to write in a language once used as a tool of persecution. Thiang’o describes the post-colonial writers as the keepers of communal memory, through writing in native languages rather than choosing to express these memoire. As Nigerian poet and Novelist **Gabriel Okara**, who asks: “why shouldn’t there be a Nigerian or west African English which we can use to express our own ideas, thinking and philosophy in our own way? “Thiang’o argues, post-colonial writers are evading themselves from their history as felt experience and perpetuating Lingui form and they feel sorrow about their native language. It’s becoming sites of shame, trauma and defeat.

**Chapter Three: Survey on the use of summaries of
novels at Ammar Thlidji University**

Today, English language has a great importance in teaching student how to communicate effectively, and how to develop their cultural understandings. It considered the official language in many countries. Further, learning English language will give students a good basis for understanding the world around us. The development of communicate skill and learning many languages, can contribute to a greater cooperation, understanding and respect between people of different cultural backgrounds. And there are also stats proved that literary texts in English can give lifelong joy of reading, and can facilitate the meaning to others and to ourselves, As well as to inspire the students own creativity. Teaching African literature today has a significant role in teaching of English in Algeria. We have focused on language, grammar and translation, and we moved to a communicative approach. African literature was a perfect module especially in these last few years. It was seen as important to provide the students with exposure to authentic language where literary texts are considered authentic text (Eikrem 1999, p.21). So language and literature came to be seen as a good tool in language education, providing a students with a lot of authentic language in context “Roughly turned” language input through wide reading of literature has been accepted as a viable means to acquire a foreign language” (Ibsem 2000, p.87).

Teaching African literature and the English language had a great benefit on students of third year English in our University. In order to be able to: discuss and elaborate on culture and social conditions in several English speaking countries, to develop their communicative skills, and to be able to understand others culture from outside. Also to elaborate and discuss on texts by and about indigenous peoples in English speaking countries, and to have an idea about different types of English language literary texts from different parts of the world.

1. Analyzing and interpretation of the data

The purpose of this research is to teaching African literature in our universities, through summaries of novels. This study will be providing the students to be able to discover more languages and cultures. And to prove that reading summaries of novels could enhance widely the critical thinking of University students, more specifically the third year students, in the department of English at Amar Thelidji University. To achieve the aim of this study, the first step the teacher must select summaries of novels rather than books, in order to make reading enjoyable and from time to time he/she should tell them stories, to facilitate the understanding of the content. After that they take lessons about the history and the folklore of the Africans. The students will take a later-on a post-text to see how the lessons do and summaries of novels affect their performance.

The participants of this study are 50 EFL at the University Department of Laghouat in the academic year 2017-2018. They are of both genders and the average of these students is between 20 to 31 years old. This population of third year students was randomly chosen. The students face some problems in understanding the content, and the language of summaries of novels. So, this research would pave the way to solve all the difficulties.

The questionnaire divided into two parts. The first part starts with background information about the participants for example; their gender, their level and their university. The second part deals with nine questions that seek student's general level in studying English. The Results reached from this study were subject to an analysis to provide an answer to the research questions in form of charts as follows:

As we mention above the first part of questionnaire is about the number of students and their gender. There are 50 participants, 20 male and 30 female from the University of Amar Thelidji – Laghouat.

The second Part:

Q1: Do you enjoy studying literature?

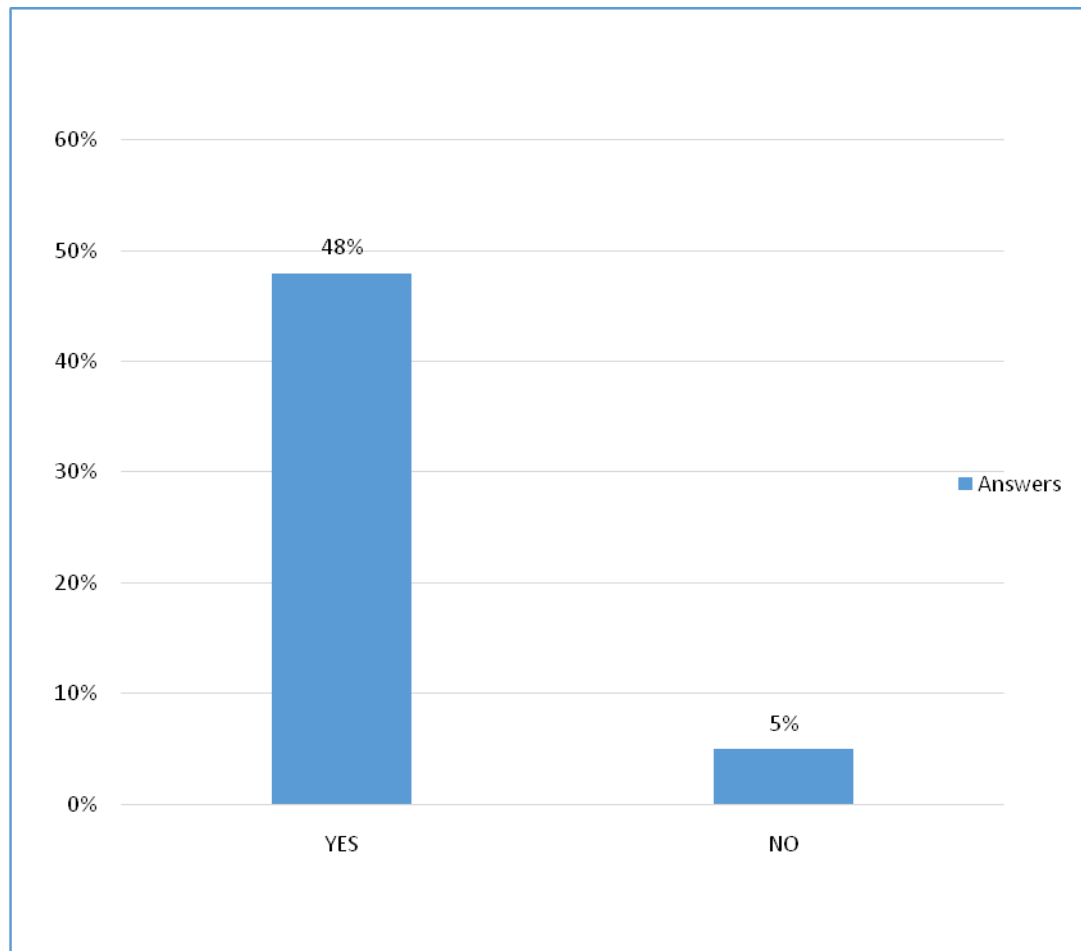


Figure 01: Students and studying literature.

The answers of the students are differentiated from 48% to 5%. 48% of the students like to study literature, 5% dislike to study literature. The good thing that we can observe is that the majority of them support literary studies.

Q2: Are you familiar with African literature?

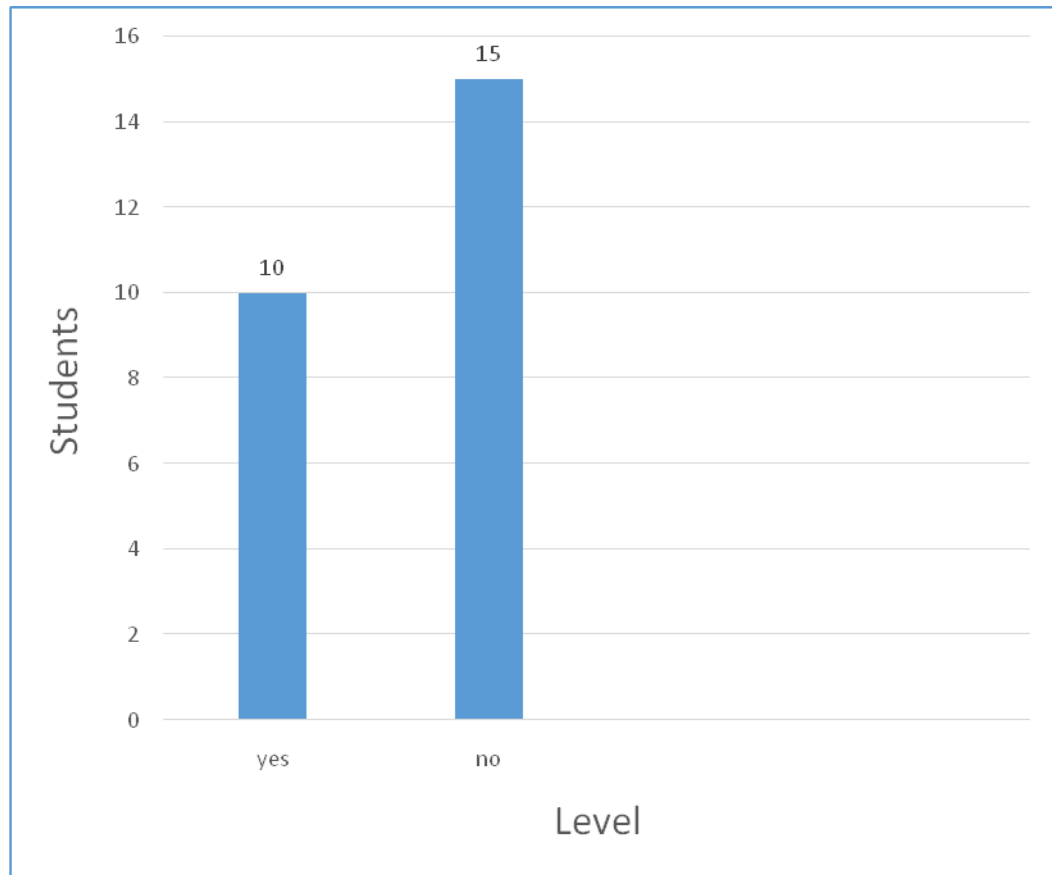


Figure 02: The students' familiarity with African literature.

The majority of the student are not familiar with African literature. 10 out 50 have an idea about it while 35 of them discover it for the first time.

Q3: How often your teachers encourage you to read?

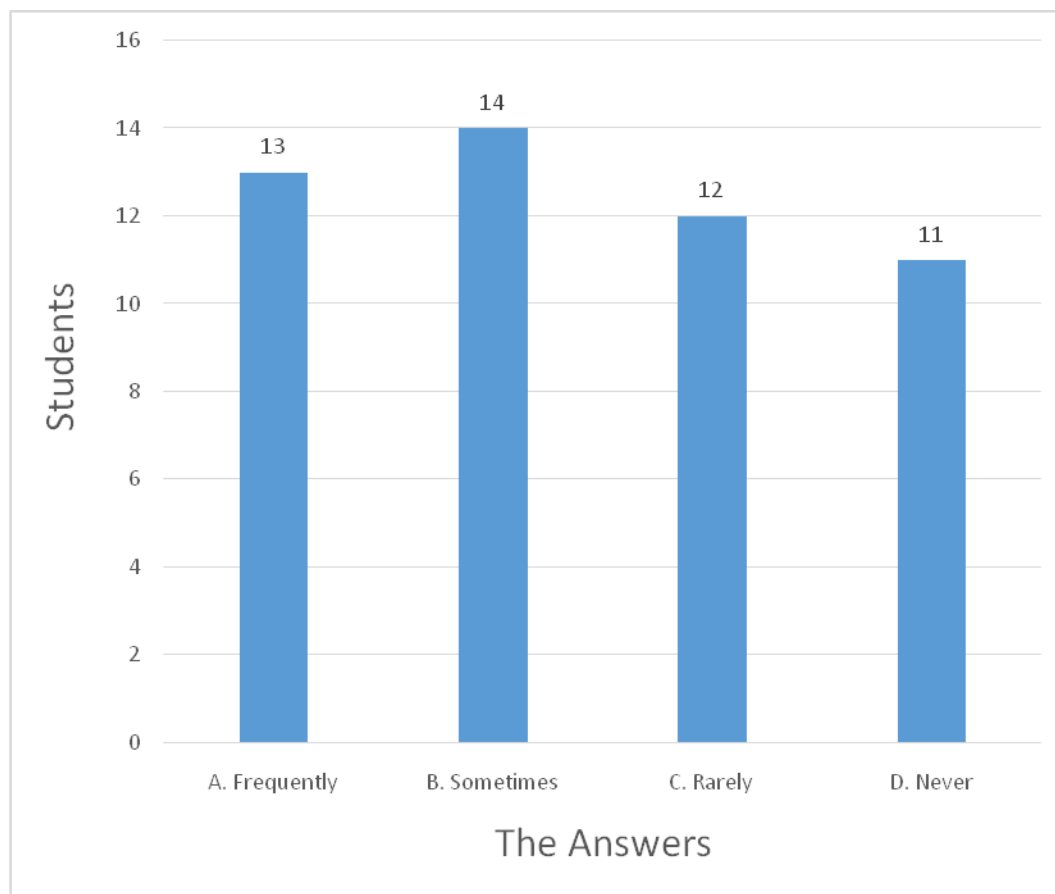


Figure 03: The teacher's encouragement for reading.

Here we want to know teacher's encouragement for reading. There are 13 students who answered **A.**(Frequently), 14 students who answered **B.**(Sometimes), 12 students who answered **C.**(Rarely), and 11 students who answered **D.**(Never). The goal from asking such question is to know the efforts of the teachers in encouraging their students to read, most of the students see that their teachers were encouraging them to read.

Q4: Have you faced any difficulties in completing a novel?

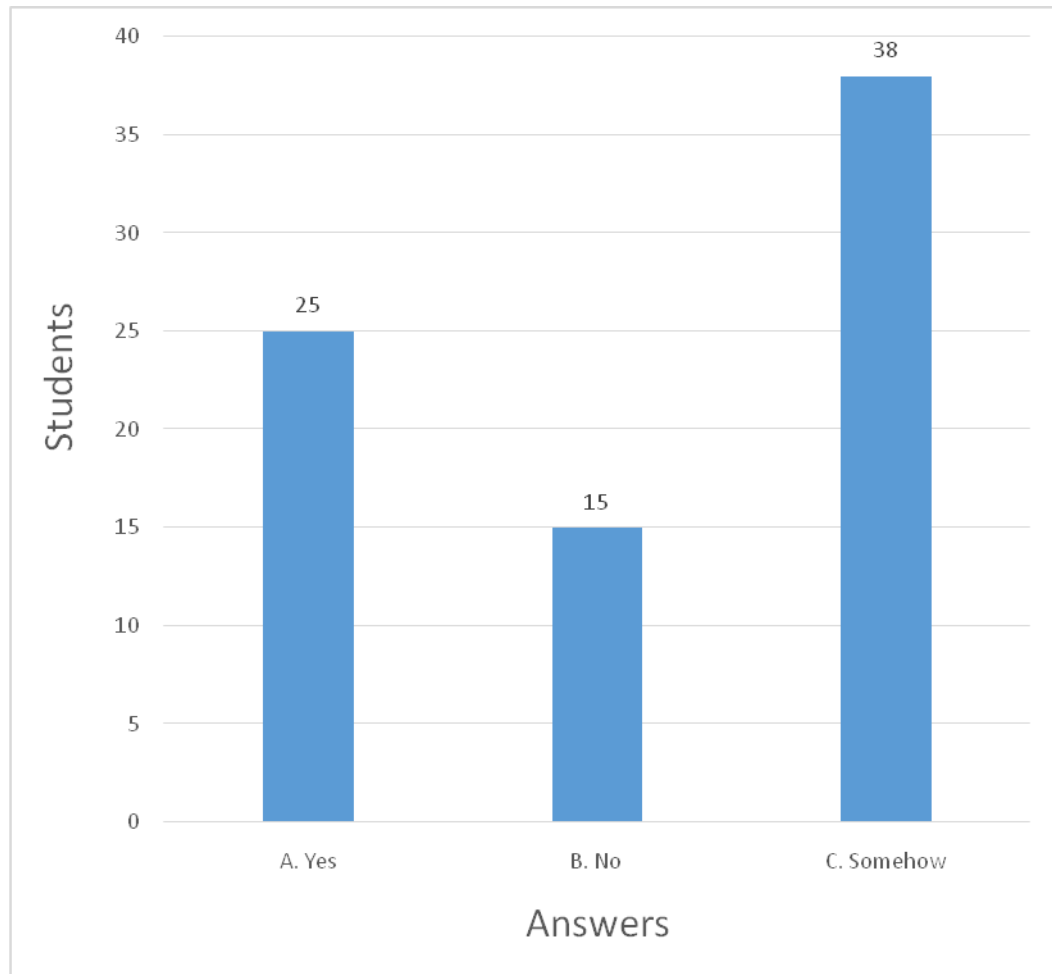


Figure 04: Difficulties in completing a novel.

The most preferred answer for this question is **C(somehow)**, it was selected by 38 students, 15 students selected **B(no)**, and 25 students selected the answer **A(yes)**. The goal from asking such a question is to see if the students have any difficulties in completing a novel. We can distinguish that most of the students are in between.

Q5: Do you agree that African writers have succeeded in translating the African reality through English language?

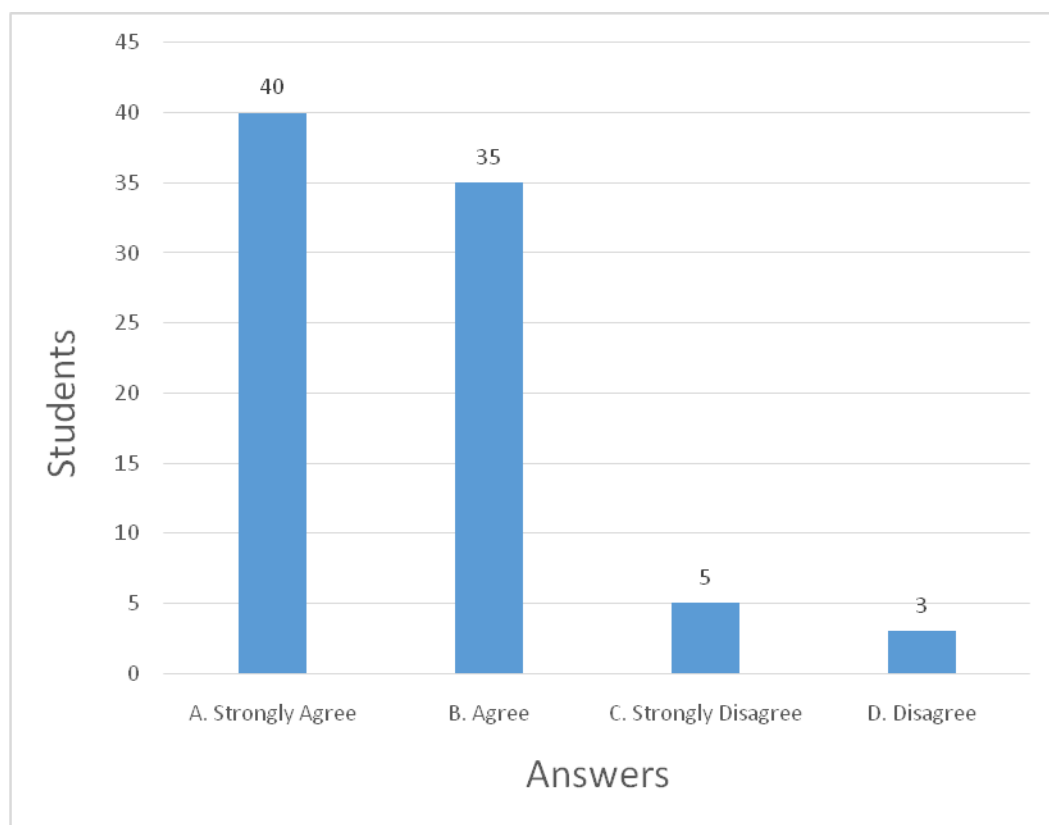


Figure 05:the African writers' success in transmitting the African reality through English language.

The question was asked to know if the African writers succeed in transmitting the African reality through English, 40 students choose **A(Strongly Agree)**, 35 students choose **B(Agree)**, 5 students choose **C(Strongly Disagree)**, and 3 students choose **D(Disagree)**. We can see that all the students agree on that the African writers have succeeded in transmitting the African reality through English language.

Q6: Does your teacher show you how to solve comprehension questions?

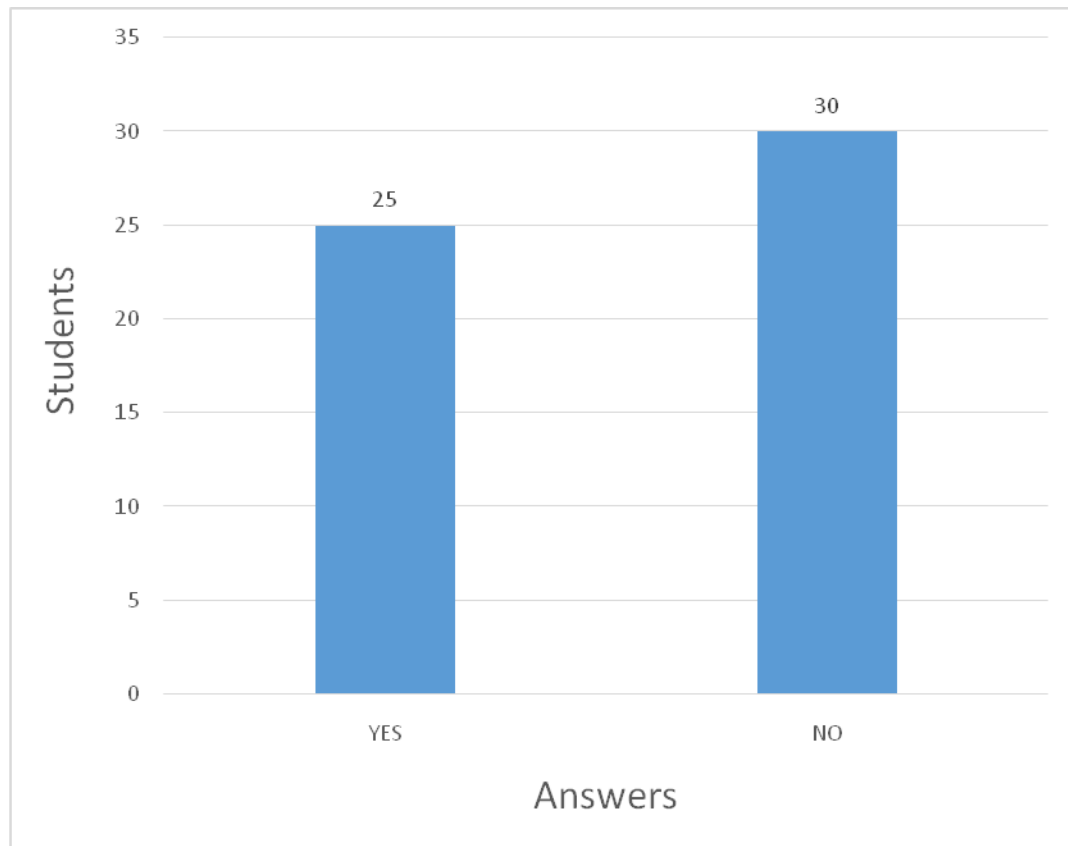


Figure 06: The effort of the teacher for helping the students dealing with comprehension question.

The importance from this question is to investigate the teacher's participation in developing the student's comprehension level. 25 students say yes and they said that their teacher help and show them how to solve comprehension questions, 30 students neglected that. So, most of the students are weak in the comprehension level, because of the absence of the teacher as a guide.

Q7: It is possible for you to understand the plot and themes through summaries of novels?

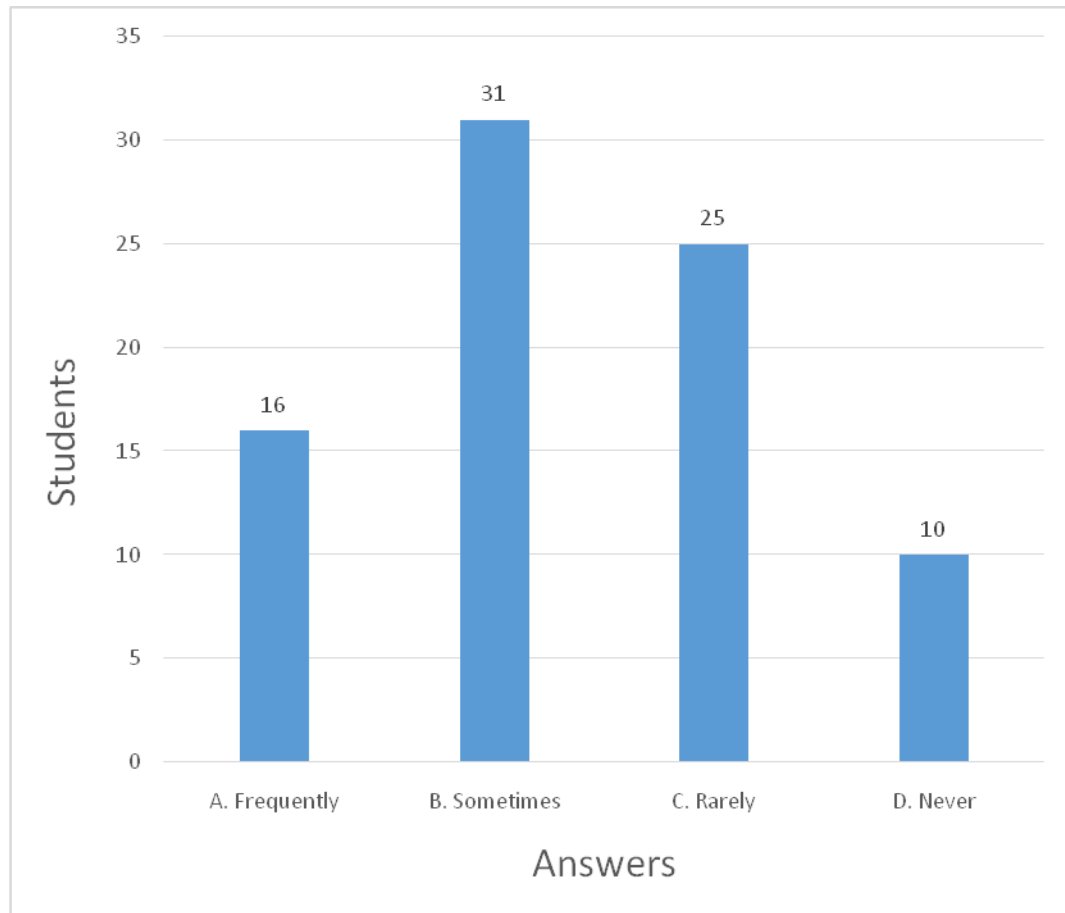


Figure 07: Understand the plot and themes through summaries of novels

This question aims at knowing the students' abilities to understand the plot and themes through summaries of novels. **A(Frequently)**, 31 students selected **B(Sometimes)**, 25 students selected **C(Rarely)**, and 10 students selected the answer **D(Never)**. The objective from this question is to know the student's ability in understanding the plot and themes through summaries of novels.

Q8: What are the web sites that you use to read African summaries of novels?

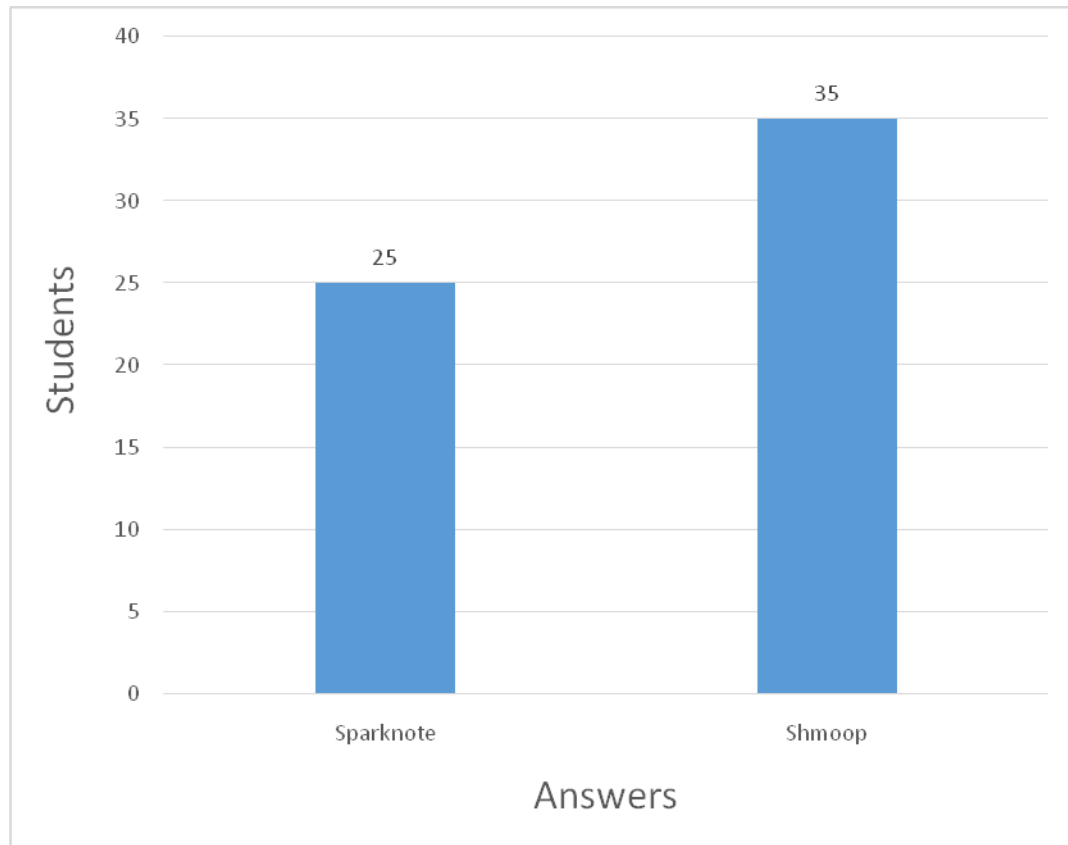


Figure 08: the most useful web sites.

Those who choose Sparnote, were 25 students, they prefer to use Sparknote to read the African summaries of novels, and 35 students choose shmoop to read the African summaries of novels.

Q9: Does the title of a short story on a novel give you an idea about its content before you start reading?

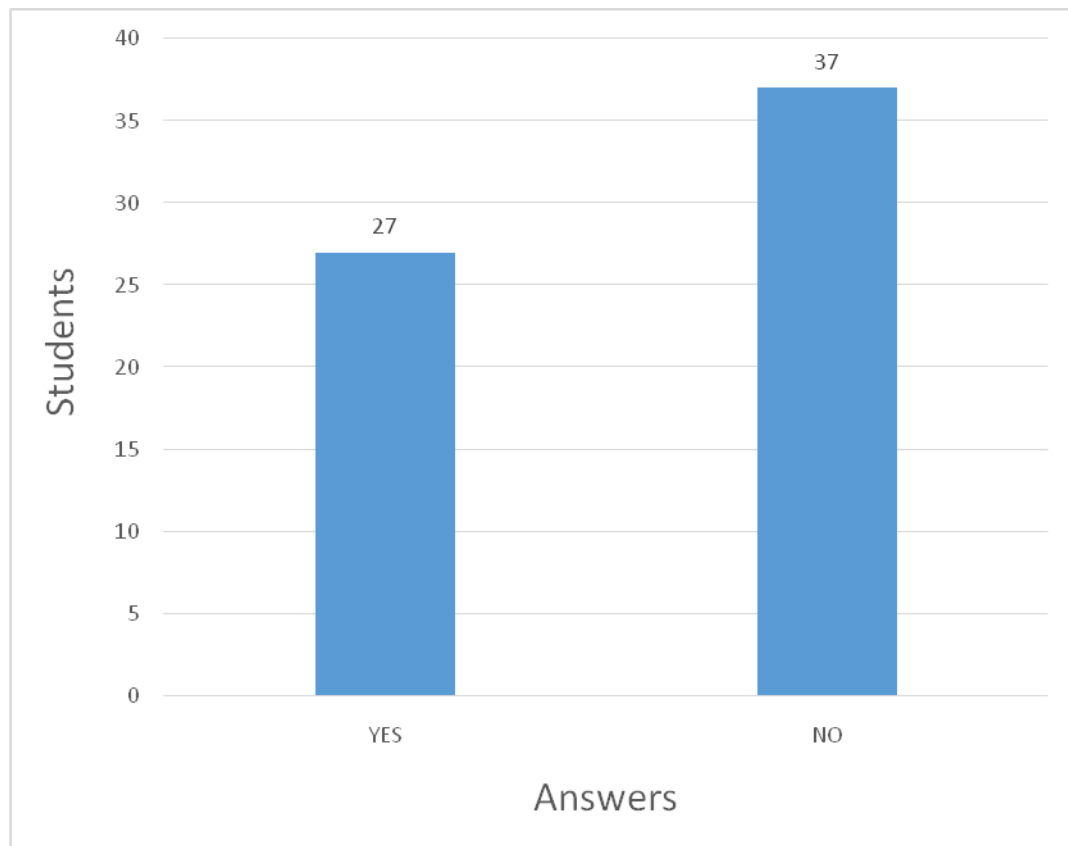


Figure 09: understanding the content from the title.

The answers of the students are chosen second (**No**) they are 37 one, and the rest of them selected the first answer (**Yes**). Most of the students have a problem in understanding the content through the title this is the result of these students who are not using their thinking skills effectively.

2. Students experience with literature

When we talk about the African tradition we are talking about ancestral irregularities of stories and tales, customs and traditions, beliefs and religions, language and many other things. These things are given to the next generation orally. These traditions constitute the many source of the African heritage. The oral African literature is considered as summaries of novels , songs and tales, and it is not documented in books. African oral literature is simply a means of spreading awareness, customs, beliefs, and literary art in a primitive way. When it comes to these details,the oral stories are verified because there are some infusion, additions, differences of opinion and contradictions in the way things are done. Since these traditions are given orally, it will not be important simply because they are not written. This makes it difficult to find for the next generations and researchers, so that oral African literature cannot provide them with sufficient information about the heritage of the African literature and the difference in opinion and information make them looking for what is real. (Gunner,Sparknote).

When the ancestors told us summaries of novels and facts about their homeland orally, many things are lost today.A lot of facts, traditions, and stories are not fully taken to the next generation,because the one who was telling these details is died with his/her amazing details and the whole truth, about the heritage of African people. Moreover, when our ancestors pass away with this evidence about our culture, all information, facts and details will be lost and forgotten. Most of the oral African traditions, stories, poems, songs and tales are not archived. Today, when we look to these traditions we will find a great change in content, because these traditions are not advanced, they are not archived. So the next generation can look deeper into its amazing benefits.

Oral African literature based on the story teller. The one who speaks, tell us stories, songs and tell us about the history. And the members of the audience are in the presence of history. When the story teller narrates the stories, he uses the emotional images and ideas, in order to give the audience the context of these stories. And he use in his telling the realistic images to give the listeners a clear understanding about the story, to make it important in order to describe the present and fantasy images.

The use of literature in the English teaching (**ELT**) classroom can builds up the students competences: reading, listening, speaking and writing. The four competence works in helping the students to learn more vocabulary in order to improve their understanding during listening and writing, such as; identifying the grammatical categories of nouns, adjectives, verbs... and understanding the key words and the denotations and connotations of the material. Students must have an idea in order to understand and analyze literature key principles. Literature represents the language awareness and knowledge about language, and their imagination and emotions. Most students have a strong passion towards the African teaching of literature. And they felt that the use of English language in African summaries of novels was easy to understand. The simplicity of the language in African literature could be attributed at most to the motives of writing. In the summaries of novels and novels of Africans, most of them contains on social on moral messages that is why the reader observed us a simple language. So the language simplicity in African literature encourages the students to learn the English language. Furthermore, they felt a strong motivation and enjoyment for reading more and more literary texts. And they embraced a highly positive attitude towards African literature and its integration in English language teaching. African literature texts may help students focus on acquiring and developing their linguistic competence.

Therefore, in order to improve and motivate the students experience with literature, the portfolio assessment technique could be a suitable alternative to the traditional ways of evaluation. “The portfolio provides the evaluator with an indication of students performance collected from an array of sources over set period. This is different from traditional assessment methods that look only at performance of particular skills at one point in time.” (Hill, 2012.141)

The portfolio enables the students to provide the evidence of achievement of competences. According to David and Ponnaperuma, the advantages of the portfolio, asses and promote critical thinking, they cultivate confidence to become responsible for their own learning.

2.1 Choosing summaries of novels:

Teachers should choose beneficial summaries of novels, in order to make the teaching of African literature enjoyable. This allows students to acquire languages and discover different culture. Moreover, most of students revealed a highly positive attitude towards reading summaries of novels. Therefore, the aim from using summaries of novels in the teaching of literature in the English classrooms is to develop the four skills, and to explore various literary genres.” Here we can distinguish that the summaries of novels they are easy for the learners to understand and enjoy reading the literary text.

Appendices

Appendix 01

Learner's Questionnaire

The use of summaries of novels in teaching African literature

Dear Students,

This questionnaire serves as data collection tools for a research project. You are kindly requested to answer honestly to the questions to help reaching the aim behind the study.

Thank you, in advance, for your collaboration. Please put a tick (✓) in the appropriate answer or give full answers. Some questions will require you to arrange the different items, while you can choose more than one answer to other questions. Do not answer how you should be, or what other people do.

Section one: Background Information:

- Gender: **a-** Male ☐ **b-** Female ☐

Class: 3rd year LMD students.

- Age: ☐
- University of Ammar Thelidji – Laghouat

Section two:

Question 01:

Do you enjoy studying literature?

- Yes ☐
- No ☐

Question 02:

Are you familiar with African literature?

- a) Very good ☐
- b) Good ☐
- c) Average ☐
- d) Weak ☐

Question 03:

How often your teacher encourages you to read?

- a) Frequently ☐
- b) Sometimes ☐
- c) Rarely ☐
- d) Never ☐

Question 04:

Have you faced any difficulties in completing a novel?

- a) Yes ☐
- b) No ☐
- c) Somehow

Question 05:

Do you agree that African writers have succeeded in translating the African reality through English language?

- a) Strongly Agree ☐
- b) Agree ☐
- c) Strongly disagree ☐
- d) Disagree ☐

Question 06:

Does your teacher show you how to solve comprehension questions?

- a) Yes ☐
- b) No ☐

Question 07:

Is it possible for you to understand the plot and themes through summaries?

- a) Frequently ☐
- b) Sometimes ☐
- c) Rarely ☐
- d) Never ☐

Question 08:

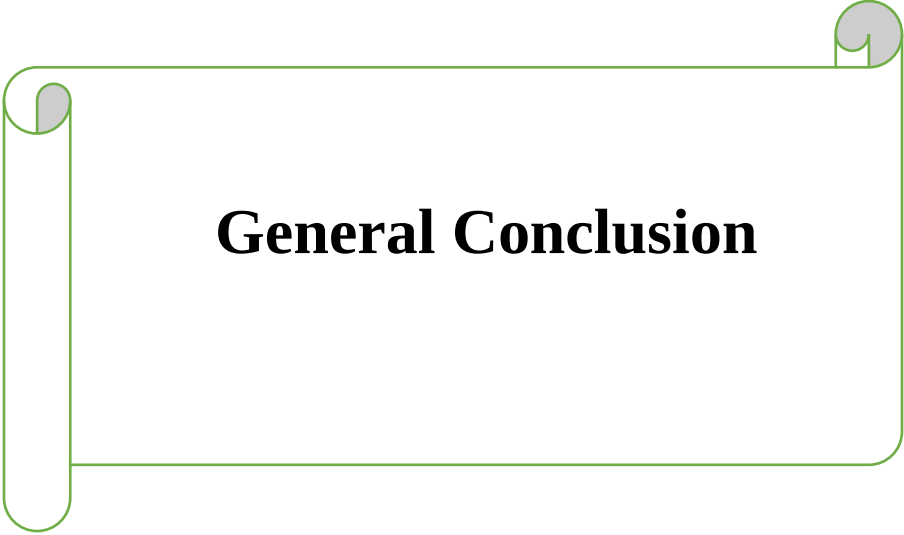
What are the web sites that you use to read African summaries of novels?

- a) Sparknote ☐
- b) Shmoop ☐
- c) Enote ☐

Question 09:

Does the title of summaries of novels give you an idea about its content before you start reading?

- a) Yes ☐
- b) No ☐



General Conclusion

General Conclusion

The field of African literature contains various ethnic nationalities with different language, modes of dressing, beliefs and different cultures. Literature includes oral and written literature in both the European and Indigenous languages. African literature is a broad subject to teach, it is important to be considered the question of context and background. How do the students used in order to achieve a sufficient understanding of a story? And whether the students are capable to understand the cultural issues or not?

The finding suggest that teaching literature can be used as a developer of students' language skills: listening, writing, reading and speaking, in order to develop the students awareness of language. Studying African literature provides us a general background about the richness of Africa socially and economically. African literature serves as a means of education and entertainment. Mostly teaching African literature based on summaries of novels, these stories educates us on various aspects of our heritage and show us the truth about our continent.

The results showed that reading summaries of novels can effectively develop the student's ability to learn about and understand the historical conditions of the text. Using summaries of novels in teaching African literature can provide a great source of insight into and knowledge of cultural and social issues.

The findings of the present study revealed that teaching African literature through summaries of novels with the use of English language depicts a lot of aspects of the African peoples and cultures. That makes the students have a story positive attitude towards the teaching of African literature in the English department as foreign language classrooms.

Many researchers advocated the use of summaries of novels in teaching African literature, because summaries of novels has several benefits such as motivational, literary, cultural and higher order thinking benefits. Reading summaries of novels provides the student the skills to all levels of language proficiency. So summaries of novels should be used to reinforce the skills of the students. Through reading more and more summaries of novels, the students will write more effectively the literary texts. Moreover, most of the students revealed a highly positive attitude towards reading summaries of novels.

This research includes several books and summaries of novels. The major work includes: Safoura Salami-Boukari Book, African Literature, and the book of Indigenous People in Africa by Ridwan Lahar and Korir Sing'Oei , and Afam Ebeogu book, Oral Literature. The first book provides the historical background and the meaning of Africa Literature, and the second deals with the African people's who's suffered with all kinds of humiliation and persecution. The third one, contains several genres of African Oral Literature

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