*FACULTY OF LETTERS AND LANGUAGES*

*DEPARTMENT OF ENGLISH*

# An Integrative Approach to Teaching Literary Texts to EFL Students: The Case of Second-Year Learners at University of Tlemcen.

*Thesis submitted to the Department of English in candidacy for the Degree of Doctorate in T.E.F.L and Applied Linguistics.*

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# DEDICATIONS

*To my parents for their unconditional encouragement and support*
*To my brothers*
*To all my friends.*

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# ABSTRACT

The current study purposefully considers why language teachers should use literary texts in the language classroom, and what approach is most appropriate. To meet this end a descriptive study has been carried out in order to examine the effectiveness of the integrative approach to the study of literary texts in EFL classes, aiming at helping our EFL learners develop their proficiency in English and assisting EFL teachers in how to process literature and design activities. It argues that research on teacher professional development could be integrated with validated theoretical models of educational effectiveness approach used to teach literature at university of Tlemcen. Therefore, three research tools are used the Questionnaire, Semi-Structured interview and classroom observation to better cross check dada. The methods and results obtained from the use of the integrative approach, our teacher's perceptions and the impact of an integrative approach on student achievement were qualitatively and quantitatively analysed. Implications of findings for the use of an integrative approach for improvement purposes are drawn, and then suggestions for research and practice in teacher professional development are provided.

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# LIST OF ABBREVIATIONS AND ACRONYMS

**BA:** Bachelor of Arts

**CBA:** Competency- Based Approach

**CBI:** Content-Based Instruction

**CLT:** Communicative Language Teaching

**CD** : Compact Disc

**DVD:** Digital Video Disc

**DF:** Degree of freedom

**EFL:** English as Foreign Language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**EQ :** Emotional Quotient

**I Q** : Intelligent Quotient

**KWIC:** Key Word in Context

**LMD:** Licence Master Doctorate

**L1:** First Language

**L2:** Second Language

**RRA:** Reader Response Approach

**SGA:** Story Grammar Approach

**TEFL:** Teaching English as a Foreign Language

**TRILT** (Television and Radio Index for Learning and Teaching

# CHAPTER ONE

# CHAPTER ONE

## *Introduction and Background of the Study*

1.1. Introduction

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## 1.1. Introduction

The importance of teaching the literature in English department has always been a challenge for teachers. Furthermore, Algerian EFL second-year students at the University of Tlemcen seem to suffer from different obstacles that prevent their engagement with the literature classroom activities. For that reason, this introductory chapter exposes an overview of how the research is conducted and presents four main research questions and proposes four hypotheses. Moreover, it gives a deep insight into the definition of the key terms that are used in this research then it ends with providing the delimitation of the scope of study,i.e., exposing the literature review as a theoretical background to the target investigation and the ways different approaches and methods have dealt with the teaching of literature, highlighting an account of its recent developments in the field of foreign language teaching/learning.

## 1.2. ELT in Algerian Universities

No before the about the globalisation process, the English Language has always been assigned the status of foreign language, according to Hamzaoui,H (2006:78) *"neither a medium of instruction, nor used in the government, or involved in any societal function"* The educational policy of the Algerian Ministry of Higher Education and Scientific Research intends to promote the use of English and promote its status as it has become of vital importance in international communication and the main medium to exchange scientific and technological information. The Department of Foreign Languages in University of Tlemcen is considered as one of the most prominent in Algeria. Since its opening in 1988, the department has tried to prepare general English language teachers for secondary and middle schools. During their studies, the students who choose to major in English as a foreign language are mainly concerned with learning the target language system, language skills.

English is introduced in different curricula in different departments. The focus may be as a main subject in the English Department where students are required to attend the following modules: Literature, Civilization, Linguistics, Phonetics, Oral Expression, Written Expression, TEFL and so forth. Alternatively, English may simply be an additional but "compulsory" module. The majority of teachers who are in charge of these courses are full-time teachers who hold either a Magister or Doctorate degree. They often hold a Licence degree in English, and are either first-year or second-year Magister students. English is also introduced in other departments and it is taught as a "*compulsory*" module for those students who belong to other specialties such as: Mathematics, Physics, Chemistry, Sciences, Engineering, Economics, and Political Sciences.

Algeria, like other countries, has adopted English as a foreign language in its education at all levels. At the higher education level, the context we are concerned with, the English language course is implemented in different fields of study. In English Department, it is presented as a major subject matter where it is used as a language of instruction of the following modules: Oral and Written Expressions, civilization, Literature, Research Methodology, etc. In other departments, however, different English language courses are offered, namely: English for Business and Economics (EBE), English for Social Sciences (ESS), and English for Science and Technology (EST). In some departments such as: of Mathematics, Chemistry, Engineering, this compulsory English course is taught mainly by subject-specialists who are post-graduated from English-speaking countries due to the lack of ESP practitioners and the inability of EFL teachers to monitor language courses of a technical and scientific content. An example of ESS is found at the department of psychology where English course has the position of a compulsory course only. Students have the choice either between French or English language in their graduation. The great majority of EFL teachers in these departments are part-time teachers. They are: licence, magister or even doctorate holders.

## 1.3. The Situation of Literature Teaching to Algerian EFL Students

Literature is simply viewed as types of knowledge of learning. EFL learners are supposed to acquire sufficient data of the literary genres such as poetry, drama, novel, short story etc., they improve their language competence, they become aware of the socio-cultural context of a given text; but they don't succeed to use information and acquire the ability and necessary skills to analyze, appreciate and interpret literature independently. This is not meant for master students who may achieve competence in analytical, critical and generative thinking. They, indeed, find, in due course, a genuine involvement in a piece of literary art which consequently results in achieving desired emotional, intellectual and aesthetic growth.

Richards (1994:13) has discussed the difficulties that native English speakers have when learning literature. These are some of the same difficulties experienced by Algerian students. He notes that students have difficulties "*making the plain sense of poetry*" and suggests that students have particular difficulty with sensuous apprehension and in visual imagery. Students tend to be misled by their own irrelevant associations, emotions, sentimentality, stock responses, doctrinal adhesions, technical preoccupations and critical preconceptions. For the Algerian students, socio-cultural and political factors can also affect their misinterpretation.

## 1.4. Statement of the Problem

EFL/ESL teaching methodologies have witnessed many changes as a result of continued discussion, exploration and research. There is greater awareness and understanding of concepts, such as learner-centredness and task-based learning. Teachers have realized the need to encourage learner participation in many ways including classroom activities. Meanwhile, the majority of research has focused on how much a learner's language skills have improved from a test-driven, i.e., quantitative perspective, and has largely

ignored a more qualitative perspective on student perceptions of classroom activities. Furthermore, with the growing importance in the use of literature in EFL/ESL teaching, there has been a corresponding interest and enthusiasm in the use of literature teaching techniques, methods and approaches to promote more active and student-centered learning, it is also quite interesting to be aware of how best to structure this support, taking into account the students' influence may have in determining the methodology their teachers use in classroom. Thus, the purpose of this research is to find out whether an integrative approach is an effective for literature teaching classroom.

## 1.5. The Objective of the Study

Starting from the point of view that literature lessons are only fact-answer sessions where students are not guided and given opportunities to work with their peers and express their views that contribute to their language development and the appreciation of literature, then it is feared that the underlying aims and objectives of the literature component in English are doomed to fail. The present research study is borne out of concern on what is going on in the literature classroom. There is a need to discover if the integrative approach in literature is taught in line with its aims and objectives. The integrative approach employed by teachers in teaching the literature component in English would be of great value and interest.

Most often, EFL students at University of Tlemcen suffer from many problems concerning literature and they hardly engage in oral work activities. For that reason, this study attempts to investigate how to enhance learners in Algerian EFL learner-centered classroom. Particularly, EFL Second-year students are chosen as the most suitable target study first, because they are more fluent in comparison with the first-year students. Second, because they still have many problems that affect the way they perceive literary texts. Finally, in order to have significant answers about the research question and to achieve the intended objectives, one questionnaire is designed for learners   and semi-

structured interview for teachers are gathering from twenty(20) students and six (6) teachers who are chosen randomly at the English department.

## 1.6. Research Questions and Hypotheses

The major objective of the present study was to find out whether or not an integrative approach to literature functions more effectively than the conventional approach to teaching literature in an EFL context at Tlemcen University. Therefore, the following questions are raised:

1. How Literature is taught to Second-year EFL students at the University of Tlemcen?
2. What are the approaches used by teachers in dealing with literature in EFL classrooms?
3. Can the integrative approach improve second-year EFL learning Objectives?
4. What are the different activities and related tasks used by teachers in dealing with literature?

The hypotheses that can be drawn from the aforementioned questions are:

1. Apparently, the literary component seems still to be taught in English Department in classical way.
2. Most of the literature teaching in the Department seems to still rely on teacher-centered approach pedagogy.
3. The integrative approach seems to be helpful to improve and enhance our second-year EFL learner's awareness.
4. Activities and tasks used seem to explore the target language structure.

## 1.7. Significance of the Study

In the light of re-consideration of the importance of literature in University setting, changes in the education curriculum have been witnessed over the past few years. Since literature in English is aiming at enhancing students' language

proficiency, it is also geared for the purpose of generating the aesthetic part of the language that is personal response from students. However, recent studies have reported that students were passive and unable to respond critically as well as literature lessons were often too teacher-centered and thus, labeling teachers to be dull and less creative.

This show the complexity of the factors, which have to be taken into consideration in any empirical investigations, thus, the present study gains significance as it can be considered as one of the few studies ever conducted on the approaches to teaching literature in EFL contexts in contrast to many empirical investigations on learning a second or foreign language. This reveals the necessity of carrying out further empirical studies to shed light on how literature can be dealt with best in EFL classroom and how maximum efficiency can be achieved. In what follows, the phases of teaching literature and its methodology are explained. Then, an integrative model and its characteristics are briefly explained. Finally, a case study is reported that justifies the use of an integrative approach in EFL contexts.

## 1.8. Definition of the key-Concepts

In order to establish a clear picture of theoretical concepts on the research and avoid any ambiguity and misunderstanding, this section is devoted to providing an explanation of some key-terms related to the present scientific investigation.

*a. Authenticity:* throughout the history of ELT teaching, there has been an increasing amount of literature published on authenticity. Moreover, it is considered as a key characteristic of course design. According to McDonough and Shaw (2003: 40), authenticity is defined as *"a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection of both language material and of the activities and methods used for*

*practice in the classroom"*. Linguist Marrow (1997: 13) adds "authenticity *text is a stretch of real long produced by a real speaker or a writer for a real audience and designed to convey a real message of some sort* ".

**B. Text Authenticity:** It also refers to materials or language authenticity (MacDonald *et al*, 2006). It is known as a real-life spoken or written discourse performed by native speakers for the purpose of communicating ideas rather than for the educational objectives. In this vein, Bacon and Finnemann (1990) write *"authentic materials are texts produced by native speakers for a non-pedagogical purpose."*

**C. Tasks Authenticity**: It is argued to be about providing learners with real tasks relevant to what they may meet in their professional context. In this end, Nunan (1979: 40) writes "*require learners to approximate, in class, the sorts of behaviour required of them in the world beyond the classroom"*     Quoted in Mishan, F. (2005: 70)

**D. Culture Defined:** though there is no clear-cut definition of the term culture, specialists attempt to define it according to their field of study. In education, Nieto *(2010),* for instance, explains it as being *"dynamic; multifaceted; embedded in context; influenced by social, economic and political factors; created and socially constructed; learned*; and *dialectical*." Other language specialists (Ballard, 1984; Jordon, 1997) go a step further in defining the term culture. In addition to the general culture, they speak about the *academic or disciplinary culture.* In this context, Ballard (1984) write *"each discipline has its distinctive content, orientation, language and methodology which must be organised and learned" (Quoted in* Jordon, 1997:98)

**E. Language Awareness:** It is believed to be a field of growing concern in L1, L2, and even FL teaching; it is also known in Britain as Knowledge About Language (KAL) its aim is to enable students to learn the linguistic rules in

formal contexts and enhance their language skills and abilities in general. Donmall (1985:7) defines it as *'...a person's sensitivity to and conscious awareness of the nature of language and its role in human life'*

**G. Cultural Awareness:** It is believed to be about raising the students' consciousness about the target culture with reference to their own culture. Valette (1986) defines it as developing a greater awareness of and a broader knowledge about the target culture; acquiring a command of the etiquette of the target culture; understanding differences between the target culture and the students' culture; and understanding the values of the target culture. *(*Quoted in Merril Valdes ,1986:181)

**D. Reading Comprehension:** the process of reading comprehension is defined as the readers' effort for decoding written passages and identifying the writer's intention. Goodman (1979) defines it as *'a psycholinguistic guessing game, in which the reader actively interacts with the text to construct meaning"*

## 1.9. Scope of the Study

The process of delimitation is of vital importance for any research. It involves establishing the boundaries upon which the framework is shaped. With reference to the conceptual consideration, it is of supreme significance for any research work to identify its main purpose as well as objectives, and confirm that it has dealt with in a way that it ensures better understanding of the core of this study. The latter cannot be realized in isolation; unless that work is put within a suitable framework, i.e., within its limitations and delimitations. Since focus is much more on the Algerian EFL teaching situation, the major objective behind identifying the hindrances literature teachers face, is also to explore the strategies they resort to. This is in hope to be able to overcome gradually and skillfully these obstacles to better cope with the needs of the target teaching situations they are involved in alongside with their learners' expectations.

More ever, some notions have been opted for as a theoretical background in this study such as authenticity and culture in literature teaching. The main issue in this dissertation is to teach literature through an integrative approach. While a number of explanations have been used as an attempt to define some key-terms, with regard to the concept of culture, the researcher's aim is not to focus on teaching culture and develop the students' cultural competence but to provide them with real-life texts and tasks that meet their needs to supply our learners with a motivational context for learning. The use of authentic materials may not intend to promote the learners intercultural competence but rather to raise their awareness of the target culture. Thus, authentic materials from other sources are supposed to be out of the scope of the present study. As for the methodological perspective, one group out of (20) second-year students has been chosen as a sample. Other variables such as learners' situation, their motivation, subject specialists' role as a provider of content, the role played by the administration, and many other factors, seem to be of an equal importance and influence on the literature classroom. The improvement literature teaching and, yet due to time limit, it would not be possible for the researcher to look for all these variables. Hence, it will be outside the scope of this enquiry.

Thus, being interested in detailed data regarding the actual situation the researcher opted for a case study approach. The aim is to describe, present and represent the situation and propose solutions to the observed facts after an in-depth investigation. Consequently, the researcher will explore the effectiveness of an integrative approach in teaching literature. According to Yin (1984:11) "*there are three types of case study research exploratory, descriptive, and explanatory*". For the present research work it is a combination of the three types, the purpose is to represent, analyse and interpret the uniqueness of individuals and situations at University of Tlemcen**.** Finally, an English course that will fulfill students' needs and requirements is designed.

## 1.10. Thesis Framework

On the basis of the research problematic, this research work has been divided into six chapters. The current one is an introductory chapter. The second chapter reveals the related literature which has been written literature. The third chapter describes the methodology that was used to conduct this study. It presents the population of the study, the research design, and procedures that have been used while collecting and then analyzing the available data. The fourth chapter analyses data which has been collected trying to answer our research questions. However, chapter five summarizes the findings of the research work while trying to put it within its limitations, to open later on the doors for further research.

## 1.11. Conclusion

This first chapter aims to provide a framework of the study. It briefly tackles the issue of ELT context in higher education in Algeria and literature teaching situation at University of Tlemcen in addition to a brief explanation of some key-terms was presented. It also addressed the research questions and hypotheses, highlighted the purpose and objectives of the study and finally outlined the overall structure of the thesis. In the following chapter, the investigator attempts to provide the underlying theoretical background on which the present study sits on.

# CHAPTER TWO

# CHAPTER TWO

## *Theoretical Survey: Conceptual Approaches*

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## 2.1. Introduction

This chapter explores the theoretical survey of the present research work. It starts with a set of definitions of the term "*literature*". It tries up the various theoretical stands with the teaching of foreign language. Thus, it is mainly concerned with some key-concepts and approaches closely related to this area of research. Advantages, shortcomings and a detailed explanation of the integrative approach in teaching literature are also shown. In this sense, any teaching approach towards making use of literature, for itself or even as pedagogical support in the classroom has at the start to be questioned: What does literature entail? For which purpose is it used? In what ways literature sometimes is regarded as being quite important to language teaching in general, and foreign learning in particular? Which approach may best serve the needs of our EFL learners?

## 2.2. Literature Defined

The term literature (from Latin littera; letter) is the art of written works literary translated. It means 'acquaintance with letters' as in the 'arts and letters'. The two most basic written literary categories include non-fiction and fiction. In this sense, literature represents a language or people: culture and tradition. Nevertheless, literature is said to be more important than a historical or cultural artifact. It introduces readers to many experiences, they learn about books and literature; they enjoy the comedies and tragedies of poems, stories and plays and they may even grow and evolve through our literary journey with books.

According to (Paley and Lazar, 2007:2) "*Literature is used to refer to a sort of disciplined technique for arousing certain emotion.*" literature is supposed to provide a powerful source of materials for eliciting emotional responses from our students. Using literature in the classroom is a fruitful way of involving the learner as a whole person, and gives opportunities for the learners to express their

personal opinions, reactions, and feelings. In Oxford Advanced English Dictionary (1995) 'literature*'* is defined as*:* 'stories, poems and plays', especially those that have value as art and not just entertainment. Generally speaking, literature is a term used to describe written or spoken material. It is commonly used to describe anything from creative writing to more technical or scientific works and works of the creative imagination, including works of poetry, drama, fiction and non-fiction. Serir (2012:10) summarizes them in the following Figure:
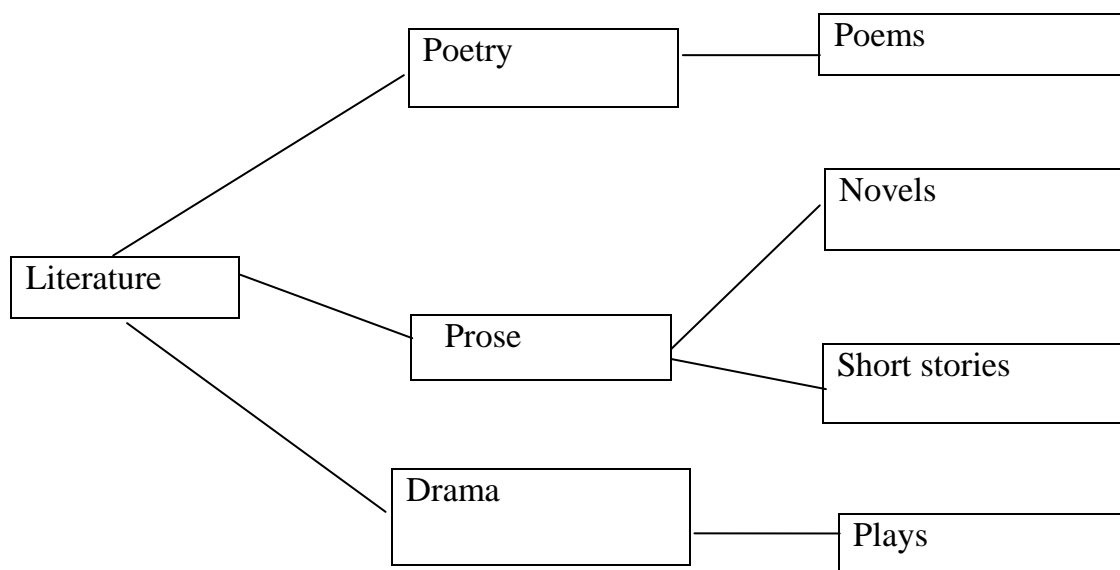


**Figure 2.1:** Literary Genres adapted from Serir (2012:10)

Ultimately, one may discover the meaning of literature by looking at what the author says and how he/she says it. One may also interpret the author's message. In academic circles, this decoding of the text is often carried out through the use of literary theory, using mythological, sociological, psychological, historical, or other approaches.

People sometimes differentiate between 'literature' and some popular forms of written works. The term '*literary fiction'* and '*literary merit'* generally serve to distinguish between individual works. Critics may reject works from the

classification 'literature', for example, on the grounds of bad grammar or syntax, unbelievable or disjointed story, or inconsistent characterization. Literary works may be expelled based on its prevalent subject or theme : genre fiction such as romances, crime fiction, science fiction, horror or fantasy have all been banned at one time or another from the literary pantheon and depending on the dominant mode, may or may not come back into vogue.

Whatever critical paradigm one use to discuss and analyse literature, there is still an artistic quality to the works. Literature is important because it is universal and it has effects on readers. Even when it is 'ugly', literature is 'beautiful'. It is also known as: classics, learning, erudition, belles-lettres, literary works, writings, and books.

## 2.3.  Historical Advancement of Literature

Traditionally, it has been argued that literature and language are intimately related to each other from the point of view that literature is constituted by language and it represents one of the most recurrent uses of language. Language and linguistic analysis can also be employed to entrance literature from the learner's point of view (Brumfit and Carter,1986) .Yet, here the perspective changes give more relevance to the literary text as a work of art. First of all, we may start from the role of literature in the tradition of second language teaching to end with an account of its current situation within the communicative approach. In the grammar translation method, literature was the essential component. Literary texts of the target language were read and translated, used as examples of good writing and "*illustrations of the grammatical rules*"  Duff and Maley (1990: 3). The main focus in this method of teaching was on form, learning the rules of grammar and the lexical items as they appeared in the text. There was no interest in content. After this method fell in disuse, literary texts also went forgotten for EFL teachers. For the structural approaches to language teaching, literature was disgraced as a tool, because it represented the old

tradition. The functional-notional method ignored literature, because in this method the importance lies on communication and they present authentic language samples. Duff and Maley (1990: 3) argue that:

> Literature was considered neither to have a communicative function nor to be authentic example of language use. Nonetheless, in the last decade or so the interest in literature as one of the most valuable language teaching resources available has revived remarkably.

This is in consonance with the new currents within the communicative approach especially in reading literature the perfect realization of their principles, namely developing communicative competence, that is teaching learners to communicate in the second language and accounting for real, authentic communicative situations (Sanz and Fernández, 1997). Literature reading is, no doubt, a communicative activity and literary texts are who could nowadays deny such thing, authentic examples of language use. A number of authors, such as (Brumfit and Carter, 1986; Lazar, 1993) reject the idea of the existence of a specific literary language and claim that the language used in literary texts is common language with a high concentration of linguistic features like metaphors, similes, poetic lexis, unusual syntactic patterns, etc. These are not literature specific since these features also appear in ordinary language use and also in nursery rhymes, proverbs or publicity slogans, just to cite a few examples. However, in literature these show a higher incidence.

## 2.4. Literature in Language Teaching

Teaching literature involves three phases. The first phase is the *preliminary phase* it provides linguistic activities and aims at building comprehension; the second phase is *'the content-cultural phase'* that exposes students to certain aspects of target culture and literature and the third one is *'the synthesis phase'*

that gives an overall evaluation of the text and includes expression and exchange of students' reactions to the literary text and their understanding as well.

Based on the previous phases, the next step aims at helping students to interpret the literary text and acquire a more understanding as the text necessitates. However, a number of the researches reveal that some EFL teachers have often regarded literature as inappropriate in their classroom; these views reflect, in fact, the historic separation between the study of language and the study of literature, which has led to the limited role of literature in the language classroom. However, the use of literary texts should rather serve as a powerful pedagogical tool in language teaching/ learning purposes.

In this respect, the main concern of EFL teachers is to help their learners acquire literary competence. That why they focus on teaching standard forms of linguistic expression. Despite acquiring linguistic accuracy, it is apparent that EFL learners still show some difficulties to comprehend the nuances and creativity which characterise even standard and transactional forms of English. In this respect, Gower et al., (1986:1) mention:

> Reading of literature students with introduction to the reading of British and American literature. It concentrates on helping them actually read what sometimes difficult texts are. While at the same time giving them help with literary history, biography, differences in genre, technical literary terminology and literary critics provides.

Some linguists (Lao and Krashen, 2000; Krashen, 1997) are interested on the positive role of literature in second language development and attain higher levels of competence in second language acquisition. Literary works offer authentic components of language and if classroom activities are directed to the unconscious acquisition of language rather than the conscious learning of the

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rules Similarly, Lazar (1994) finds meaningful contexts for processing and interpreting new language in literature.

In his major studies (Khatib, 2011) identifies sub skills including skimming, scanning to provide opportunities to practice extensive and intensive reading. According to him Reading in literature is a combination of reading for pleasure and reading for getting information. Literature is then a source for language practice in the other skills; it provides a floor for creative activities for writing practice (Khatib etal, 2011). For speaking purposes, the events in a poem, novel, or short story can be associated with the learners' own experience in real life. Such a practice paves the way for hot topics for discussion in language classes. Having the students freely reflect on the events and having them critically comment is also facilitative for advancing speaking proficiency.

For listening purposes, the learners can be exposed to the audio versions of the poems, short stories, or novels. Also the musical elements in poetry stimulate the learners' desire for approximating their speaking patterns to the native speaker norms by adhering to the principles of rhythm, rhyme, and intonation. Students in the 21st century live in a digital age, dominated by ICT tools which provide gratification and in general do not demand sustained concentration. (Carter and Long, 1991)

On the other hand, they assume that reading literary texts requires concentration over a period of time, hard work from the reader and considerable patience. If as EFL teachers we are to engage our digital age students in reading and enjoying literature we may as well use ICT tools to our advantage and present literary texts broadcast on YouTube, poems accessed through websites (Sivaplan, 2009) like the Poetry Arc (www.poetryarchive.org) or short-stories presented on computer game video clip format. Many of these activities show that poetry, or literature at large can be a collaborative medium which can be co-

authored, slammed, recorded or filmed by makers working together in the same real or virtual space (Dymoke and Hughes,2009).

Similarly, (Su, 2010; Sivasubramaniam ,2006) speak about the importance of using of literature pushes students to take risks with the target language, enriches their vision, promoting critical thinking, stimulating their creativity and develops their cultural sensitivity. Literature puts the students in the context to engage emotionally with the language and reassure their capacity for use of language imaginatively and expressively.

### 2.4.1. Language in Literature Teaching Course

There is a general consensus among researchers (Tomlinson, 1985; Carter, 1985; Carter and Long, 1991; Stern, 1991; McRae 1991;Butter, 2001) stress the idea that literature provides:

- a resource or authentic context for the teaching of grammar and vocabulary;
- motivation for language learning Because of its appeal to the learners' imagination and emotions;
- Learners with authentic models for the norms of language use;
- It also helps our learners to develop their overall language awareness and knowledge about language;
- It enhances  the learners' interpretive and analytical skills;
- It represents language 'at its best' and thus provides an ideal model for language learning;

- It educates the 'whole person' in a way that more functional approaches to language teaching do not.

## 2.4.2. Literature in Language Teaching Course

(Tomlinson, 1985; Carter, 1985; Carter and Long, 1991; Stern, 1991; McRae 1991; Butter, 2001) who highlighted the role of literature in EFL classroom, according to them:

- Comparing literary and 'non-literary' texts allows the learners to move, from the known to the unknown: in this way literature is made more accessible to them;

- Linking the study of literary texts to creative language activities (such as rewriting endings to stories, role playing, rewriting a narrative from a different point of view or in a different genre) makes the text more accessible to the learners and removes some of the intimidating mystique that often surrounds literature;

- Applying basic ESL/EFL techniques (such as cloze, multiple choice and Jigsaw reading) to the study of literature develops language skills and promotes engagement with the text;

- Learners cannot develop literary competence without an adequate competence in language. Integration of language and literature helps compensate for any inadequacies in the learners' linguistic competence;

- Developing the learners' sensitivity to how language is used in a literary, text (for example, through elementary stylistic analysis) provides them with a 'way in' to the text, a starting point for the process of comprehension and appreciation.

## 2.4.3. Types of Discourse in Literature

Language either spoken or written comes in a variety of discourse types and EFL teachers attempt generally to introduce their learners to many of these as much as they can. These variety and types of discourse are represented by Kinneavy's communication triangle (1983). This classification of discourse types includes: Firstly, **Expressive** it focuses on personal expression (letters, diaries, etc.); Secondly, **Transactional:** it focuses on both the reader and the message (advertising, business letters, editorials, instructions, etc.); lastly **Poetic:** it focuses on form and language (drama, poetry, novels, short stories, etc.)

These discourse types have already played a significant role in teaching various aspects of language such as: vocabulary, structure, and testing learner's comprehension. However, there is often unwillingness by EFL teachers, course designers and examiners to introduce authentic texts to EFL syllabus. Meanwhile, there is a general agreement that literature is particularly complex and inaccessible for the EFL learner and can be destructive to learning process. (Or, 1995) in fact, it is difficult to teach the stylistic features of literary discourse to learners who have not less a sophisticated grasp of the basic mechanics of English language.

This perception is also borne out by Akyel et al' s research (1990) which show that the desire to broaden learners' horizons through exposure to classic literature usually has disappointing results. The reasons why teachers often seen literature as inappropriate to the language classroom may be found in the common beliefs held about literature and literary language. Firstly, the reader requires great effort to interpret literary texts since meaning is detached from the reader's immediate social context; example is that the 'I' in literary discourse may not be the same person as the writer. Secondly, the creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and

lexis may be manipulated to serve orthographic or phonological features of the language.

## 2.5. Literature Teaching Objectives

According to Akyel and Yalcin (1990:175) the goals of teaching literature are: exposing students to literature to achieve a broader educational and cultural goal, and developing *'literary competence'*. There is no mention of developing language competence. It is either assumed to exist in students a priori or expected to result as a by-product of literary studies. At the tertiary level, however, the goal of teaching literature seems to be to transmit the cultural and social values embodied in literary works considered to be the literary heritage, a goal more valid for teaching literature in the L1 situation.

The problem with this goal is that the term "*culture*" refers to manifold concepts and experiences of cultural life in diverse settings (Eagleton, 2000). There has been a shift towards a conception of 'culture' which is more open to the variety of cultures and social existence (Pieper, 2006). At the tertiary level, literary studies have been influenced by critical theory and sociology of literature. (Brumfit, 1985:108) notes:

> Literature can only be understood if the student has 'literary competence'. It has not been easy to define the exact nature of this competence, which refers to the ability of a good reader of literature: "the fundamental ability of a good reader of literature is the ability to generalize from the given text to either other aspects of the literary tradition, or personal or social significances outside literature.

The process of reading is a process of "*meaning-creation by integrating one's own needs, understanding and expectations with a written text*". Brumfit (1985:119).The meaning of a text is conferred on it '*inter-subjectively*', i.e., as a

group of professional critics, academics, or the community of readers (Fowler (1986:174). In recent times there has been a discussion of the use of competence frameworks and statements for describing achievements in literary study (Fleming, 2006). The goal of teaching literature should, therefore, be to develop in the learners an adequate capacity for responding personally to literary texts, and interpreting and appreciating them appropriately. According to Collie and Slater (1990:3), there are four main reasons which lead a language teacher to use literature in the classroom. These are:

✓      valuable authentic material;

✓       cultural enrichment;

✓      language enrichment and personal involvement.


In addition to these four main reasons, universality, non-triviality, personal relevance, variety, interest, economy and suggestive power and ambiguity are other factors.

### 2.5.1. Providing Learners with Feedback

EFL students need to take into consideration their readers' interest and knowledge about the topic. Moreover, they need to think about the purpose for which they are writing and the value of writing several drafts. Furthermore, Raimes (1983) argues that providing learners by an appropriate feedback will help them discover new ideas, new sentences and words, when they plan, write their first drafts and even when they revise their written essays.

In this respect Williams (2003:140) states that: *"A key to improving students' writing skills does not lie in simply having them write. They must write and receive meaningful feedback on work in progress, and then they must use that feedback to revise"*. Providing learners with feedback will support their writing abilities and skills identify their strengths and weaknesses and help them improve their writing abilities. Thus, every student's writing essay should be

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adequately valued so as to help him/her build up self-confidence. To this end, EFL teachers need to offer their learners encouragement, and provide them with writing practices, as well as providing them with feedback or answering questions on grammatical patterning, lexical items, information presentation, organizational aspects, use of details and so on.(Elhabiri, 2013)

## 2.5. 2. Providing Learners with Vocabulary

EFL students often forget the meanings of words and misuse them in their writing essays. They do not have enough knowledge of words to apply their meanings into their own writing. Learners often have problems in deciding what words will be appropriate to express their ideas. Students need to find words that communicate their meaning, because the reader has no opportunity to ask for clarification. (Blachowicz and Fisher,2004) say that students who read widely have expansive vocabularies. In this respect, (Obando and Donso ,2011) say that the use of literary texts as an authentic material will provide learners with an adequate range of vocabulary along with common expressions used in the target language. In addition to that, they will help learners discover the various experiences of the native speakers. Thus, teaching vocabulary through context will help EFL students to look for their uses and meanings within sentences and paragraphs.

Furthermore, according to (Solange, 2001) introducing students with literary texts and giving them the choice of writing personal essays or writing summaries will increase their word usage. Thus, they may perform properly on their written assignments. Moreover, when presenting new vocabularies through the use of literary texts, EFL teachers need to take into consideration their students' level of proficiency in the target language, as well as their needs and interest. This means that EFL teachers need to select lexical items that best suit their learners' needs and interests. Therefore, students will use the acquired vocabularies in their own writing. (Elhabiri, 2013)

### 2.5.3. Reasons for Teaching literature

In recent decades, teaching literature has been one of the major interesting subjects due to several reasons. In this sense, Carter and Long (1991:9) state:*"Literature is a legitimate and valuable resource for language teaching."* It exposes students to complex themes and unexpected uses of language. Literature can engage students and it may elicit a powerful emotional response from them. In addition to this, if the materials are carefully selected, they provide the learners with meaningful context which is relevant to their lives and this is one among the most important reasons for using literature in EFL classroom. Accordingly, Carter and Long (1991:9) state: *"Literature is a legitimate and valuable resource for language teaching."* Recent evidence can suggest that literature is:

### *a/ Motivating Material*

EFL Students may experience a real sense of achievement in undertaking literary materials in the classroom by asking them, for example, to restate short stories from their own culture before getting them to read an authentic story in English on a similar theme, it could be highly motivating this way. Ellis (1991:31) demonstrates "*literature is a useful tool in linking fantasy and the imagination with the student's real world. It provides a way of enabling children to make sense of their everyday life and forge links between home and school.*" Besides, literary texts are very motivating due to its authenticity and the meaningful (Ghosn, 2002; Van, 2009). Motivation, therefore, leads the learners to go on. It is especially achieved when students are exposed to what they really enjoy.

### B/Encouraging language Acquisition

Literature may present a particularly appropriate way of stimulating the acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language. As Lazar (2007:7) mentions:

> The use of literary texts is often a particularly successful way of promoting activities where students need to share their feelings and opinions, such as discussions and group work. This is because literature is very rich in multiple levels of meaning. Focusing on a task, which asks that students express their own personal responses to these multiple levels of meaning, can only serve to accelerate the students' acquisition of language.

### c /Educating the Whole Person

According to (Lazar, 2006) literature is considered as a wide educational function in the EFL classroom, it is viewed as a tool to assist learners to develop their imagination, their critical abilities, as well as increasing their emotional awareness. Students may develop their confidence if they are required to respond to literary texts. Lazar (2007:17) states: "*they will feel empowered by their ability to grapple with the text and its language, and to relate it to the values and traditions of their own society.*"

Some other reasons for using literature can be the fact that it helps students to understand another culture, it develops students' interpretative abilities, it expands students' language awareness, and it encourages students to talk about their opinions and feelings. In a rather detailed examination of the key criteria, (Lazar,1993) claims that literature in the EFL classrooms develops language acquisition, expands language awareness, and offers access to cultural background and interpretative abilities as it educates the whole person to the extent that it enhances the learner's imaginative and affective competences. In

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other words, literature may also elevate awareness of other cultures, enhance literary competences and evolve language mastery. In the same line of thought, (Burke and Brumfit, 1986) state that literature promotes literacy, critical and analytical ability, social skills and the use of the imagination; inspires learners with:

- ⬧     Open-minded, ethical and humanitarian attitudes, respect cultural tradition; and provides information about literature and Language;

- ⬧     It requires learners to explore and interpret the social, political, literary and historical context of a specific text;

- ⬧     By using such a model to teach literature, we not only reveal the universality of such thoughts and ideas but it also encourages learners to understand different cultures and ideologies in relation to their own.

To put in a nut shell, literature is believed to be a promising tool for learning process. Educationalists in the field list a range of advantages for the use of literature in EFL/ESL classes. In the section below, a discussion of it merit will be presented:

*d/ Authenticity*

There is an agreement among researchers (Maley, 1989; Ghosn, 2002; Shrestha, 2008) that literature is authentic as it provides authentic input for language learning In EFL/ESL context. Authenticity is one among the criteria that is notably essential in literary texts which especially envisaged in drama and novel. The former is about conversations, expressions of feelings, functional phrases, and contextualized expressions. The same thing for novels is about descriptive writing along with other types of writing.

Literature is then authentic material because most works of literature are not used for purpose of teaching a language. Many authentic samples of language in real-life contexts such as: travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles are incorporated within recently developed course materials. Thus, learners are exposed to actual language samples of real life / real life like settings, in a classroom context. Literature can operate as a valuable accompaniment to such materials because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings in reading literary texts.

### e/ Cultural/Intercultural Awareness and Globalization

As for cultural and intercultural awareness, (Van, 2009) investigates that literature enhances cultural and intercultural awareness especially in the period of globalization. Where there is increasing interest of universally shared needs and wants rather than individual needs. Since literature deals with universal concepts, in this sense, ( Maley,1989) reports that there is an urgent call of literature as an input source for developing language learners' competence. He argues that Globalization joins up with different discipline economy, politics, and sociology among them literature tackles the universal concepts, for instance, love, hatred, death, nature, etc that are common and not restricted to English language only.

### f/ Intensive/Extensive Reading Practice

Khatib etal., (2011) propose a practice to develop the learners' extensive and intensive reading through literary texts by encouraging them to guess meaning and develop their reading speed. This may be achieved through poetry in which learners can have a close analysis to literary elements notably:

metaphor, simile, allegory, etc… In this respect, Khatib etal., (2011:202) state: " *Intensive reading can lead learners to dig deep meaning embdded in text"*.

### g/ Sociolinguistic/Pragmatic Knowledge

Apart of enhancing the learners' communicative competence (McKay, 2001) suggests that authenticity can develop both learners' sociolinguistic and pragmatic knowledge. In this respect, a growing attention is needed towards the appropriateness of language namely drama and plays.

### h/ Grammar and Vocabulary Knowledge

There is a general agreement among scholars (Maley, 1989;Arthur ,1968 ; Van, 2009) argue that literary materials can be used for accelerating syntactic knowledge and vocabulary enrichment. In this respect, Khatib etal., (2011:202) state: *"Literary texts are the major sources where complex structures such as dangling structure, inversion, subjunctives, etc occur"*. To provide the learners with the opportunity to practice grammatical structure Khatib etal.,( 2011) suggest the use of poetry, this latter helps learner to develop their vocabulary.

### I/Language Skills

Specialists (Belcher and Hirvela, 2000; Crain, 1993, Erkaya, 2005; Fitzgerald, 1993; Knight, 1993; Latosi-Sawin, 1993; Nasr, 2001; Spack, 1985; Stern, 2001; Vandrick, 1996) agree on the idea that literature is a sources to develop language skills which are reading, writing, speaking and listening. Similarly, Povey (1972:187) summarizes the aims of using literature, stating that *"literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax.*"

For writing purposes, literature is said to be good ground for writing practice. Having the learners complete a poem or short story in cloze form is

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very encouraging. The students are able to write the end of a story in their own style or narrate a story from another character's the point of view in a short story, novella, or novel. One may have other similar creative activities which can be developed for writing practice. On the other hand, for speaking purposes, the use of literary material such as: poem, novel, or short story, can be closely related to the learners' own experience in real life. Such a practice provides learners with opportunities to comment and critize, this may help learners to develop their speaking skills.

For listening purposes, the students may also enhance their listening if they are thought with the audio versions of literary materials through the use of musical elements. This, according to (Khatib etal., 2011) helps the students to develop a near-notice speakers rhythm, rhythm and intonation . Similarly, Shang (2006 also summarizes the crucial role of novel and poetry in practicing extensive and intensive reading, besides, it is a useful tool to develop reading sub-skills  such as skimming ,scanning, and finding the main ideas. In reading, literature covers both reading for pleasure and reading for getting information. *"literature therefore facilitates language learning purposes in general and step up language learning in content-based instruction"(*Quoted in Khtib, 2011:203)

### J/Emotional Intelligence

According to (Ghosn , 2002; Khtib, 2011 ) the pioneer in EQ consider EQ as key- aspect of controlling and managing our emotions and feelings especially in difficult situation, it has been argued that Reading of literary texts is said to cultivate emotions. In this respect they suggest that literature is a good source for fostering and further our EQ particularly when learners are taking high- stake tests while controlling their anxiety.

### K/Critical Thinking

According to    (Gajdusek and van, 1993; Ghosn, 2002;Van, 2009; Ghosn ,2002)  literature can bring about a change in the attitudes of the learners. Langer (1997:607) states that literature enables our EFL learners to reflect on their lives, learning, and language. Similarly, Custodio and Sutton (1998:20) state: "*literature can open horizons of possibility, allowing students to question, interpret, connect, and explore*".

Literature is then fertile than any other texts with ideas to critically look at, therefore, the role of the teacher is very important in developing such higher-order thinking skills because critical thinking nowadays is the foundation stone of education particularly at advanced levels of education. Additionally, Critical thinking prepares students to attempt to untie the hidden agenda of texts. As it informs critical discourse analysis in language studies and similar fields in philosophy, sociology, cultural studies, psychology, and law.

There is a difference between teaching about the language usage and communication in the language. Thus, the main concern of EFL teacher is not to teach about language use only but to develop in their learners the abilities of using the language for a variety of communicative purposes, furthermore, there is often a gap between having information and being able to use it spontaneously for communicative purposes. So, in order to bridge this gap and frame a relevant syllabus, its contents should be made to bear a resemblance to the social contexts. This awareness of the social context can be done from the world of literature which depicts society. The syllabus should include verbal and non verbal communication, short narratives, short stories, dialogues, conversation, and interviews. According to Scalone (1999), these short literary texts will help:

✓ Teachers to be familiar with language use develop their own competence and understand language as a social phenomenon, and not as an exclusive element of learning;

✓ Convert the classrooms as being the stage in which there is practice of communicative language;

✓ Expand the intellectual ability of the learners and provide them with a variety of linguistic and literary expressions as well as communicative functions of language;

✓ Contextualize the language to enable the learner to acquire grammar implicitly;

✓ Integrate linguistic competence into communicative competence by putting language into use in different social situations.

It is also believed that teaching literature or literary texts make language acquisition more use-focused instead of form-focused. Learning literature provides many positive attitudes in learning and acquisition of English. It is indisputable fact that the resources of language can be fully utilized by taking recourse to literature as an important aspect of language learning. For great skill and effectiveness, literature is necessary for language learning. Lee (1995:4) says:

> Literature is rooted so far as the foreign language learner is concerned, in the oral basis of language learning rooted in lively and meaningful oral drills, in spoken and acted dialogues, in simple dramatization of stories indeed in those very procedures which make for successful and interested learning of the languages.

Consequently, literary texts can provide a lot of opportunities for EFL learners to learn effectively. Both language and literature teaching contribute to the development of language use and responses to texts by training learners to

deduce meaning through different language literary discourse which inspires learners to think and use language in an effective way. Language learning is effective when it inspires to develop responses and reinforce messages; language learning becomes richer when response is varied. Literature offers a wide range of language structures which can enhance our understanding of the range of language usages. This undertaking has a direct impact on the learners' ability to learn and use language for the expression. Literary work, in such a situation, becomes a vehicle for language learning. The aims of understanding, appreciation and enjoyment can be best reached with a literature class through the use of specific, measurable performances objectives. Activities themselves are meaningless if there are no precisely defined learning outcomes. Literary skills in a foreign language should be carefully trained and sequenced.

To sum up, it should be said that a carefully developed program based on the attainment of realistic objectives will offer variety of learning opportunities and a feeling of success to the student. Consequently, these enable our EFL learners to understand, enjoy, and appreciate their own learning.

## 2.6. Teaching Literature in an EFL Context: Some Underlying Issues

Literature is treated as an integral and fundamental element in the language classroom and may offer several benefits: First, EFL classes will be more stimulating as students can select literature elective after fulfilling their language requirement. Second, literature also arouses their interest in learning the language. In discussing certain challenges, the first challenge to tackle is that the language taught without reference to the target culture is not truly representative of the actual use of the language.

This is the result of consistent efforts of applied linguists for over three decades (Brumfit 1982, 1985; Gower and Pierson 1986; Rodger 1983; Sage 1987; Maley 1989, 1993, 1995; Carter et al. 1989; Brumfit and Carter 1986; Short 1996; Collie and Slater 1987; McRae 1991; Carter and McRae 1996;

Carter et al. 1997; Falvey and Kennedy ,1997). Similarly, Paran (2000:87) states *"This is obvious in the integration of literature with skills work, the use of media with literature and the way in which recent developments in understanding discourse (both spoken and written) are drawn upon"*. However, according to Duff and Maley (2007) a set of troubles are identified in teaching literature. First, there is ill preparation of literature teaching in TESL / TEFL programs. Second, there is the absence of clear-cut objectives defining the role of literature in ESL /EFL. Literary texts can present our EFL teachers and learners with a number of difficulties encounter in the classroom:

- Text selection; texts need to be chosen that have relevance and interest to learners;
- Linguistic difficulty; texts need to be appropriate to the level of the students' comprehension;
- Length; shorter texts may be easier to use within the class time available, but longer texts provide more contextual details, and development of character and plot;
- Cultural difficulty; texts should not be so culturally dense that outsiders feel excluded from understanding essential meaning;
- Cultural appropriacy; learners should not be offended by textual content.

(Duff and Maley, 2007) mention that teachers can be exposed to many of the challenges that literary texts present, when they ask a series of questions to evaluate the suitability of texts for their learners:

1- Is the subject matter likely to interest this group?
2- Is the language level appropriate?
3- Is it the right length for the time available?
4- Does it require much cultural or literary background knowledge?
5- Is it culturally offensive in any way?
6- Can it be easily exploited for language learning purposes?

Moreover, they also stress the importance of varying task difficulty and text difficulty:

- Level 1 Simple text + low level task
- Level 2 Simple text + more demanding task
- Level 3 Difficult text + low level task
- Level 4 Difficult text + more demanding task

Students should have simplified or specially written stories, however, at advanced levels, however, students are given literary texts in their original form in other to enhance their literary competence in the target language. To put it differently, students learn practically the figurative and daily use of the target language as they encounter different genres of literature such as: poems, short stories, plays, etc. at advanced levels. They clearly observe how characters in a play or a short story use figures of speech, such as simile, metaphor, metonomy. Consequently, students learn how to write English more clearly powerfully when they express their communicative intention. In this sense, Obediat (1997:32) states:

> literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners.

## 2.6.1. Appropriate Use of Literary Texts

While teaching literature, classroom activities should include different phases namely: pre-reading tasks, interactive work and finally follow up activities. Pulverness (2003) proposes some insightful recommendations such as:

1. For the purpose of raising learners' curiosity to read, teachers should start warm-up activity such as introducing the topic, pre-teaching of essential vocabulary;

2. Teacher should not interfere only when necessary in order not to disturb students' reading;

3. They should raise their attention to stylistic peculiarity;

4. They should help their students to appreciate the ways that writers use language to achieve particular effects. This way provides frameworks for creative response;

5. Inviting learners to modify extend or add to a text to have new paragraph. In the section bellow, a discussion will be made on how to develop the students' ability through reading in an EFL context.

The enclosure of literature in any course depends first on the nature of the syllabus and second on the objectives set for the course. In teaching/learning context teachers and educators have always been inquiring about the effectiveness of literature in language learning. The introduction of literature course in EFL was highly valued when the grammar translation method was dominant, literary texts were a main source for foreign language teaching. With the structural approach, literature was highly considered for the great body of vocabulary, structures and texts of all types and genres it provides.

Yet, in the last fifteen years, literature has been reconsidered within the language teaching classes. (Widdowson, Slater, Mackay, Carter, Long, Brooks, Lazer, Harmer and Hedge) are among the linguists who supported the return of literature in the language classroom. Widdowson (1986) has centered the role of literature in the structuralist approach which emphasized correctness in grammatical forms and restricted lexis, the thing which did not allow the various uses of language. He argues that grammar translation method and the structuralist approach were incompatible with the teaching of literature, though they exploited and used its bulk. With respect to these views, applied linguists, especially those who belong to the Communicative Language Teaching Approach returned back to the use of literature in the EFL classroom, yet, with a different pedagogical approach for non-native students of English. Long (1986:42) points out: *"The teaching of literature is an arid business unless there is a response, and even negative responses can create an interesting classroom situation"*.

For (Long, 1986) reader Response Approach stresses the value of individual and unique response to text and frees the reader from stereotyped and conventional responses often provided by teachers. Rosenblatt (1985: 40) states that *"The reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions of some particular reader and a particular text at a particular time under particular circumstances"*. In reader-response approach, reader and text mutually affect one another as labelled by Rosenblatt (1985:40) *"a transaction with the literarytext"*. She also maintains that transaction is an aesthetic reading through which the reader engages with ideas in the reading text relying on his/her prior experiences. From this transaction the reader creates a new unique and personnel experience. The students therefore should be encouraged to express themselves freely about a literary text and slightly assisted to appreciate a literary text since literature

encompasses artistic, social and cultural elements that are detected and approached in several different ways by different readers.

Accordingly, reading instruction should not aim only to control the reader's experience but to facilitate the reader's own structuring of that experience. Therefore, the teacher role is to enable the transmission of knowledge. This implies motivating students by selecting works to which they can respond emotionally and linguistically in order to make reading a literary text a responsive experience. Moreover, the reader-response approach focuses on the necessity and the pedagogical value of developing the students' critical abilities and awareness to be critical readers and not passive of what has been delivered to them in class., according to Rosenblatt,1985; Long and Carter,1991; Tudor, 1996) a good pedagogic approach to teaching literature should aim at eliciting the students response to the text and guiding them to a personal discovery, thus bringing in them the continuous and appreciation of given literary texts. This would ultimately develop the students' language and literary competence.

### 2.6.2. Literature Gains in Language Classroom

In the field of ELT, many linguists stress the advantages of incorporating literary texts in the language classroom. Hirvela (2001: 117) believes that *"reading literature is one of the best ways to inspire the writer in the learners".* He assertes that literature creates a longing for learning the language. His ideas can be summarized this way:

1. The conventional texts used in ELT usually only information based, derive from no particular context. In activities of these texts; the learners are supposed to be a passive learner. Literary texts then encourage the students to identify with or react against the characters that attract their attention. The learners become more active, involved and engaged while learning the language through literature;

2. Literary texts figure the learners to go beyond mysteries and answer questions, creative activity that fosters deeper connections;

3. Literary texts are viewed as '*deviant language*' usages. They are used as a resource for the teacher to provide  the students with  a variety of text types and several uses of language;

4. Reading literary texts offers students to various cultures as well as various styles and levels of English.

Similarly, Ur (1996: 201) identifies some advantages of literary texts as a language teaching resource, which can be summarized in the following way:

1. Literary texts are very enjoyable resource to learn a language, it provides examples of different styles of writing, and represents a various authentic uses of the language;

2.  Literary texts are a good resource for enhancing students' competence and developing various reading skills in learners;

5. They can be used as a springboard for exciting discussion or writing;

6. They involve both emotions and intellect that motivate and contribute to the student' personal achievement;

7.  Literary texts encourage critical and creative thinking as they enrich the students' world knowledge.

## 2.6.3. Literature Confronts in Language Classroom

There have been many debates on the significance of using literature as a language teaching resource during the past few years    (Sullivan, 1991). Two major difficulties of literature teaching are discussed in Sullivan's (1991) essay, are as follows:

1. Linguistic deficiency of the text is considered as one among the most constraints of using literary texts in language classes.

2. Learners need background knowledge about English language and culture which are two major aspects to interpret some texts.

### 2.6.4 Criteria for Material Selection

Literary texts may have a powerful function in raising moral and ethical concerns in the classroom. The tasks and activities teachers plan to exploit these texts should encourage the students to explore these concerns and connect them with the struggle for a better society as another definition provided by Mudroch and Lazar (2007:2) explain "*Literature, fiction, poetry, whatever, makes justice in the world.*" Thus, set of difficulties are encountered when using literary texts which depend largely on how EFL teachers are aware about these potential problems, therefore, they may be better prepared to use this kind of material more effectively. In this context, Maley (2001: 184) believes that text selection is a *'crucial factor'* to develop the learners' linguistic ability and their cultural awareness. In this respect, McRae (1997:49) also states that "*careful text selection is fundamental to the successful use of any kind of representational materials*".

In the same line of thought, Collie and Slater (1994: 6) suggest that text selection depend on "*each particular group of students, their needs, interests, cultural background and language level*". Similarly, Lazar (1993:52) states: "*combined criteria from all the sources mentioned above are formulated in the following: The student's cultural and literacy background, the learners' linguistic proficiency, the data of composition, interesting texts, Availability and suitability of the text*". Thus, which text to select? in EFL classes remains a crucial factor for a successful literature teaching. Lazar (1993) advises to use texts with appropriate level that enable students cope with. i.e., not linguistically complicated (in terms of lexis and syntax) and not too far removed from the

world knowledge of learners. MacRae (1991) suggests that good choice of any text encourages interaction with the world of ideas; it should and expand one's capacity to read the world, taking into consideration Language difficulty, so that Learners can reach a basic level of comprehension. Lazar (1993:47) introduces three different criteria for texts' selection:

> ➢ readability (level of language difficulty);
> ➢  suitability of content and exploitability;
> ➢ Exploitability.

The literary text has to be selected to fit the rest of the syllabus in terms of vocabulary, grammar, discourse...etc .Moreover, Students need to have an adequate knowledge of the cultural background in order to appreciate the literary text. Since literature is expressed through language. In this respect, Kramch (1985:357) states "*understands the meanings of the culture expressed by the words of the language and unless the values and cultural experience against which the literature is written are also understood.*" EFL learners may have problems in understanding certain cultural specific details (social conventions and customs, social class distinctions, historical background, attitudes and values, religious or political ideas...etc), when they are not familiar with the culture in the text they study. Lazar (1993) proposes a checklist that summarises different criteria when selecting a literary text:

**Table 5.2**: Checklist for Choosing Literary Texts adapted from (Lazar, 1993:47)

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Check list for choosing literary texts

*TYPE OF COURSE:*

- *Level of students;*
- *Students reasons for learning English;*
- *Kind of English required*
- *Length/ intensity of course*

*TYPE OF STUDENTS:*

- *Age*
- *Intellectual maturity*
- *Emotional understanding*
- *Interest/ hobbies*
- *Cultural background*
- *Linguistic proficiency*
- *Literary background*

*OTHER TEXT- RELATED FACTORS:*

- *availability of texts*
- *Length of text*
- *Exploitability*
- *Fit with syllabus*

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## 2.7. Methodological Approaches to Teaching Literature

The aim of teaching literature is to enable students to comprehend and analyze the linguistic structures, literary styles, figures of speech and rhetoric, develop their cultural understanding and expressive capabilities. To fulfill these objectives, an appropriate method should be utilized. In fact, the methodology of teaching literature can be viewed as a range of three models: language-based model**,** literature as content or cultural model**,** and literature as personal growth

or enrichment model. Lazar (1993); Carter and Long (1991) describe the rationale for the use of the three main approaches to the teaching of literature and how the teacher will use these approaches appropriately.

### 2.7.1. *The Stylistic Approach*

Maley (1989:11) states that the main focus of this approach is on literature as 'text'. It closely meets the requirement of EFL/ESL teachers in their language classes. Conversely, to the first approach there is a priority of language descriptionand analysis to making interpretations.

### 2.7.2. *The Critical Literary Approach*

This approach focuses on the literary features of the texts involving, for instance, the plot, characterization, motivation, value, psychology, background, etc. with the adaptation of this approach. Learners should master the intermediate levels of language abilities. In addition, they should possess the underlying knowledge of literary conventions**.** It fundamental a purpose is to enhance the learners' critical awareness. It is deep-rooted in critical philosophy and critical pedagogy especially Freire's critical pedagogy. Learners should be aware of the political and social reasons behind literary texts. Maley (1989)

### 2.7.3. *New Criticism Approach*

According to (Van, 2009)*,* this approach as opposed to the critical literary approach does not give importance to the contextual factors such as the political, social and historical background of the text. As for literary analysis for example used in this approach and texts are usually selected from Old literature, however, they are criticized for being irrelevant to the learners' requirements.

### 2.7.4. *Structuralism Approach*

The main focus of this approach which has a scientific approach to literature is generally on the linguistic and structural aspect of a text .i.e., the concern is more on the form of the text. ( Savvidou ,2004)

### 2.7.5. **Amer's (2003) Approaches to Teaching Literary Narratives Texts**

Amer's (2003) approaches to teaching narrative texts are of two forms namely, the story grammar approach and the story grammar approach.

✓ *The Story Grammar Approach*

Ripley *et al* (1989:209) define it as *an approach which is based on the conceptualization, that readers should be consciously aware of text structure. According to this conceptualization, reading comprehension is an interactive process, an interchange of ideas or a transaction between the reader and the text"*. Harris *et al* (1995:203) *"the reader interacts with the text and relates ideas from the text to prior experiences to construct meaning"*. This approach requires on underlying knowledge of text structure. This latter includes two types namely narrative and expository. The former is about telling the story. The latter, on the other hand, is usually focused on science and social studies selections.

This approach is positively criticized for enhancing learners' comprehension and improving their recall. (Taylor *et al* (1984); Berkowitz (1986); Wilkinson, 1999). Hence, learners need to be taught how to read different types of text. They need to learn different strategies for different text types. Beach *et al* (1984:116)

Readers can be assumed to have knowledge of discourse conventions or textual schemata that assist in text processing. That is, they have expectations about what they will encounter when they read stories, personal letters, research reports, or telegrams. Garner (1988: 116) states *"they use their schemata and*

*clues from the text in varying amounts as they comprehend"*. Spiro (1979) Effective readers use an interactive process that both relies on their schemata and requires them to obtain information from text.

✓ The Reader-Response Approach

This approach has a growing influence on EFL literature classes. Carlisle (2000:12) *"the reason is to encourage EFL learners to study literature for literature's sake, rather than for the mere attainment of language skills, which is the popular practice in most EFL classes"*. Learners focus on facts they can retain for use after reading is over rather than on the experience they have while reading, but  on what  . *The story is not being read literature but as a piece of information* Carlisle (2000:13). Hence, the teaching of literature is seen as an information-gathering exercise rather than aesthetic experience in which the reader has a *response* to the event, which involves the organizing of this thoughts and feelings about.

(Rosenblatt, 1985:40; Benton *et al,* 1990:2-18) identify four elements of response to text: *Anticipating/Retrospecting*: guesses about what is going to end; picturing: images that come into the mind's eye, such as a character's face or a scene described in the book; interacting: opinions on a character's personality and actions or feelings about events and situations; evaluating: comments on the skill of the writer.

## 2.8. The Cultural Model

According to Carter and Long (1991) It is the traditional approach; often used in university courses on literature it views, in fact, a literary text as a product. This means that it is treated as a source of information about the target culture. This model examines the social, political and historical background to a text, literary movements and genres. There is no specific language work done on a text.

It also tends to be quite teacher-centered. Such a model asks learners to explore and interpret the social, political, literary and historical context of a specific text. By using this model in teaching literature, teachers disclose the universality of such thoughts and ideas and encourage learners to understand different cultures and ideologies in relation to their own.

## 2.9. The Language Model

Carter *et al* (1991) refer to as '*language-based approach*'. It tends to be teacher-centered as there is little opportunity for extended language work. It enables learners to access a text in a systematic and methodical way to exemplify specific linguistic features e.g. literal and figurative language, direct and indirect speech. It is equipped with the repertoire of strategies used in language teaching-cloze procedure; prediction exercises, jumbled sentences, summary writing, creative writing and role play which all form part of the repertoire of EFL activities used to deconstruct literary texts to serve specific linguistic goals. Carter *et al* (1996) describe this model as taking a '*reductive*' approach to literature. These activities are disconnected from the literary goals of the specific text in that they can be applied to any text.

## 2.10. The Personnel Growth Model

This model focuses particularly on the use of language in a text, as well as putting it in a specific cultural context. Learners are expected to express their opinions, feelings and make connections between their own personal and cultural in the text. It helps learners develop knowledge of ideas and language- content through exposing them to different themes and topics. Goodman (1970) emphasises the interaction of the reader with the text, similarly Cadorath*et al* (1998: 188) point out: '*Text itself has no meaning; it only provides direction for the reader to construct meaning from the reader's own experience*'.

> ➤ *Linguistic Considerations*

Teaching literature usually starts when students have acquired a basic knowledge of the target language. However, EFL learners are in the process of language development when they begin reading and experiencing literature. At this level, many of our EFL students are not proficient enough to handle the texts without additional linguistic support because they are not native speakers who can blindly handle texts. Students should be involved in both linguistic and cultural processes as well as well prepared for both aspects. It may takes a time and might vary depending on students' level of language background, personality types, and motivational factors.

> ➤ *Cultural Considerations*

According to (Damen, 1986; Kaplan, 1986), language and culture are inseparable, mutually dependent, and interactive, it should be mentioned at this level that the cultural barrier should be eliminated not only on the part of the educator and students but also among the students themselves (Pollock, Chun & Kim, 2008). Meanwhile, Stewart (1982) claimed that every step of language learning involves the target-language culture. Language and culture are bound and "*inextricably tied together*"Alptekin (1993:139). Similarly, Brown (1986:42) states that:"*may be less likely to achieve healthy acculturation and be unable to cope psychologically even though his linguistic skills are excellent*". According to him the success of second language learning depends mainly on of linguistic and cultural development.

➢ *Communicative Considerations*

A basis for linguistic and stylistic analysis can be provided by litery texts. The EFL learner may respond to the meaning of the texts via interactive participation in reading. Without analytical knowledge of the rules and conventions of linguistic communication, adequate interpretations seem to be a much difficult task. Literary texts have multiple meanings and each meaning should be determined by a particular context. Apart from its stimulating functions, literature sets up conditions for a crucial part of language learning the ability to infer meaning by procedural activity. Teaching literature can thus build up our students' capabilities in the process of interpretation. Duran (1993: 160-161) "*inusing literary texts educationally, it is easy to force the process of interpretation into our attention precisely because literary texts often resist easy interpretation*".

## 2.11. Building Rational for Using an Integrative Approach

According to Duff and Maley (1990) literature is believed to be a potentially powerful pedagogic tool and provide a motivating drive for language learning/teaching due to its spectacular features not readily found in any other texts in order to practically establish these merits; some of the main methodological approaches were put forward in an attempt to determine how these interact.Accordingly, there are three main reasons for integrating these elements which are: linguistic, methodological and motivational. *Linguistically speaking*: by using authentic texts to expose learners to a variety of types and difficulties of English language. *Methodologically speaking*: literary discourse encourages learners to the processes of reading, for example, the use of schema, strategies used in intensive/extensive reading. Lastly, *motivationally speaking*: literary texts are supposed to be a motivating materials enjoyment of reading.

Duff and Maley (1990) propose the following phases:

**Phase 1:** *Warming up and Anticipating*

This stage exposes learners' real or literary experience to the main themes and context of text.

**Phase 2***: Focalising*

Learners experience the text by listening, reading and specific content in the text.

**Phase 3:** *Preliminary Response*

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

**Phase 4:** *Processing Meaning*

This stresses the comprehension at first level of meaning through intensive   reading.

**Phase 5:** *Working at it*

Focus is on analysis of the text at a deeper level and exploring how the message is conveyed through overall structure and any special uses of language-rhythm, imagery, word choices etc.

**Phase 6:** *Interpreting and Individual Response*

The main concern of final step is growing understanding, enhancing enjoyment of the text to enable learners to arrive to their own personal interpretation of the text. This is based on the rationale for the personnel growth mode and activities selected based on:

**a) Memory**: (It is the recall of ideas and recognition of information) which is the simplest and lowest level of thinking. It playsan significant role in the learning process;

**b) Translation**: (convert information into a form or language) the term differs from normal ELT usage. It is used to refer to the kind of mental processing involved which is a higher level of thinking than memory. They have fundamental similarity the fact that they involve thinking, within the given information;

**c) Interpretation**: it is the discovery of relationships among facts and realities, generalizations, definitions, interpretation, values and skills are easily understood and facilitated through it;

**d) Application**: It solves a life-like problem requiring the identification of the issue and the selection as it seeks for an appropriate generalizations and skills-one needs to go beyond the given information;

**e) Analysis**: Facilitates solving a problem through analysis and interpretation based on conscious knowledge of the parts and forms of thinking;

**f) Synthesis**: it helps to identify a problem involving creative thinking that enhances the level of thinking needed in attempting to put knowledge into practice so as to solve any problem. This creative type of applied learning is required involving a higher level of thinking which is beyond the information;

**g)** *Evaluation*: It makes a judgment being good or bad - right or wrong according to standards designated by the student.

After discussing the various activities that facilitate the language learning, the role of literature has to be assessed and easily integrated in its teaching. Teaching of literature as a tool in l2 or EFL programme is significantly different from teaching of literature which aims at developing the learner's aesthetic sensibilities.

These models are essentially abstractions and ideal types but in still there is a greater overlap between them and what is needed here; is to advocate for an approach that integrates these models; An integrated approach stresses that literature in a EFL classroom can make the learning experience much more pleasurable and stimulating than classroom instruction that requires mere acquisition of the linguistic component of the text (Savvidou, 2004). This approach therefore contributes to students' personal development and it enhances their cultural awareness and develops their language skills. Since the students are encouraged to articulated their thoughts and feelings on texts and explore why they responded as they did. Lazar (1999:5) explains:

> By exposing students to the rich language of the text, we can expand their language awareness, their overall knowledge of how words and grammar can be used. By presenting students with the complex themes in the literary text we can motivate them to reflect imaginatively on their own experience and on that of writers in different societies. By gently encouraging them to make their own interpretations of a text, we can develop their confidence in forming well-reasoned interpretations of the language that they read and hear.

It should be clear mentioned at this level of discussion that the three models that relying exclusively on any one of them would be insufficient  to cover adequately the knowledge base, .i.e., using only one model alone is not able to deal with  the variety of experiences and activities illustrated by the professional knowledge source continuum; The knowledge that is supposed to be  developed from classroom teaching may be termed experiential knowledge; developed from sources at the other end of the continuum; it can be thought as *a*cquired or received  knowledge. Wallace (1991:12) states: "*an approach or a model is needed which is able to incorporate the strengths of all three, allowing the learner to a full and complete exposure to the four types of knowledge in the knowledge base and the variety of experiences and activities outlined by the continuum*". it is referred to as an approach as the integrative approach.

The integrative model to second language teacher education is considered as an approach that guaranties the pedagogical content as well as support knowledge through a variety of practice and activities. However, merely exposing the learner to the four knowledge types through various activities and experiences does not ensure an integration of the four types of knowledge that form the knowledge base. By close examination to these aspects of knowledge learners are expected to gain critical insight which results it professional development and growth. In same context, Cruitckshank and Applegate (1981) mention that reflection takes place when "helping *teachers to think about what happened, why it happened, and what else they could have done to reach their goals*". Schon (1983) adds "reflection in action" the teacher first acts, then reflects on the action, develops hypotheses which are tried out in more action. Thus, cycle of teaching, reflection, development of hypotheses, and additional action in which the hypotheses could be seen in classroom.

Similarly, Posner (1989:22) argues that reflective thinking helps students in practice teaching "*to act in deliberate and intentional ways, to devise new ways of teaching rather than being a slave to tradition, and to interpret new experiences*

*from a fresh perspective*." In addition, helping our students to develop reflective thinking will help them integrate the various types of knowledge that they receive during their program of studies to achieve a coherent and cohesive philosophical approach to teaching. Incorporating reflective practice in an approach to second language teacher education offers the possibility of being integrative in that received knowledge provides the theoretical aspects for thinking about experiential knowledge, and experiential knowledge offers opportunities for trying out and testing received knowledge.

## 2.12. Conclusion

This theoretical chapter is descriptive in nature; it set out to discuss the impact of literature teaching and its importance in EFL classes. Both advantages and drawbacks of using literature in language teaching/learning purposes were deliberated with awareness reflected upon. It examines and demonstrates that a reliance on the approaches would be shortsighted and seek for an effective approach can be discerned from these models relevant to practical classroom techniques for both EFL teachers/learners which integrate experiential and received knowledge in some systematic practice. The third chapter will be concerned with the methodology used in this study.

CHAPTER THREE

# CHAPTER THREE

## *Methodology Designing Framework*

3.1. Introduction
3.2. Research Design
3.3. The Research Approach

3.3.1. Quantitative Approach
3.3.2. Qualitative Approach
3.4. The Sample Population
3.4.1. Probability and Non-Probability Sampling
3.4.2. Representativeness
3.4.3. Sample

3.5. Case Study
3.5.1. Strengths and Weaknesses of Case Study
3.5.2. Categories of Case Study
3.6. Data Collection Phase
3.7. Elicitation Techniques

3.7.1 Teachers' Semi- Structured Interview
3.7.1.1 General Objectives
3.7.1.2. Procedures
3.7.2. The Questionnaire

3.7.2.1. Strengths and weaknesses of Using the Questionnaire
3.7.2.2. Types of Questionnaire
3.7.2.3. Questionnaire Design
3.7.2.4. The Questionnaire Layout
3.7.3.5. Piloting the Questionnaire

3.8. Classroom Observation

3.9. Conclusion

### 3.1. Introduction

To achieve satisfactory results of this process discussed in previous session the researcher goes through a methodological design of the research work. Therefore, this chapter is devoted to the description of the research methods, the sample of informants and research tools used in this study and to the presentation of the advantages and disadvantages of each research instrument. Here, the researcher explains the objectives of this research work and describes the research design.

### 3.2. Research Design

According to (Wellington, 2000) research means the act of investigating about a certain phenomenon using observation, experimentation and logical analysis to get sufficient information about the problematic issue in order to draw conclusions and try to provide suggestions for the improvement of the existing situation. Educational research has often been characterized by two different paradigms which are positivism and interpretivism. Positivism means a scientific approach. It stems from the idea that true knowledge is objective. The positivist researcher looks for quantitative data and generalization. Science and scientific studies are positivist as they are objective and separate facts from values. On the other hand, interpretivism relies on the exploration of perspectives to develop insights into specific situations. It is based on qualitative data and interviews; the case study is incorporated in the interpretive paradigm as it acknowledges the researcher's subjectivity and searches for personal knowledge.

The idea of the interpretive versus positivist view is closely linked to the existence of qualitative and quantitative research approaches. Qualitative research involves a variety of empirical materials such as observation, personal experience and interviews. It is associated with interpretivism which perceives reality as a construct which people interpret in different ways It is

employed in the field of education mainly because the educational researcher needs to pursue research that is grounded on people's experience.

After setting the objectives of a research, the investigator has to be aware about the issue of how these objectives can be met and leads to consider the appropriate research design taking into account that our research design is supposed to provide us with a suitable framework for data collection,analysis and interpretation, shows which research methods are enough appropriate. Therefore, For the sake of gathering the necessary data for the present investigation, a variety of qualitative and quantitative data collection methods were set up to better cross-check data. The present research design is carefully governed by the notion of 'fitness for purpose'. its aim of determines its methodology and design. The table bellow may better illustrate the present research design:

```
                    ┌─────────────────────────────┐
                    │    CONTEXT DESCRIPTION       │
                    └─────────────────────────────┘
                                 │
                                 ▼
                    ┌─────────────────────────────┐
                    │      20 EFL LEARNERS         │
                    │      06 EFL TEACHERS         │
                    └─────────────────────────────┘
```

CONTEXT DESCRIPTION

20 EFL LEARNERS
06 EFL TEACHERS

QUESTIONNAIRE

CLASSROOM OBSERVATION

MIXRD METHOD APPROACH

SEMI-STRUCTURED INTERVIEW

DATA COLLECTION PHASE

DATA ANALYSIS PHASE

QUANTITATIVE DATA

QUALITATVE DATA

RESULT AND OUTCOMES

LIMITATIONS

IMPLICATIONS FOR FURTHER RRESEARCH
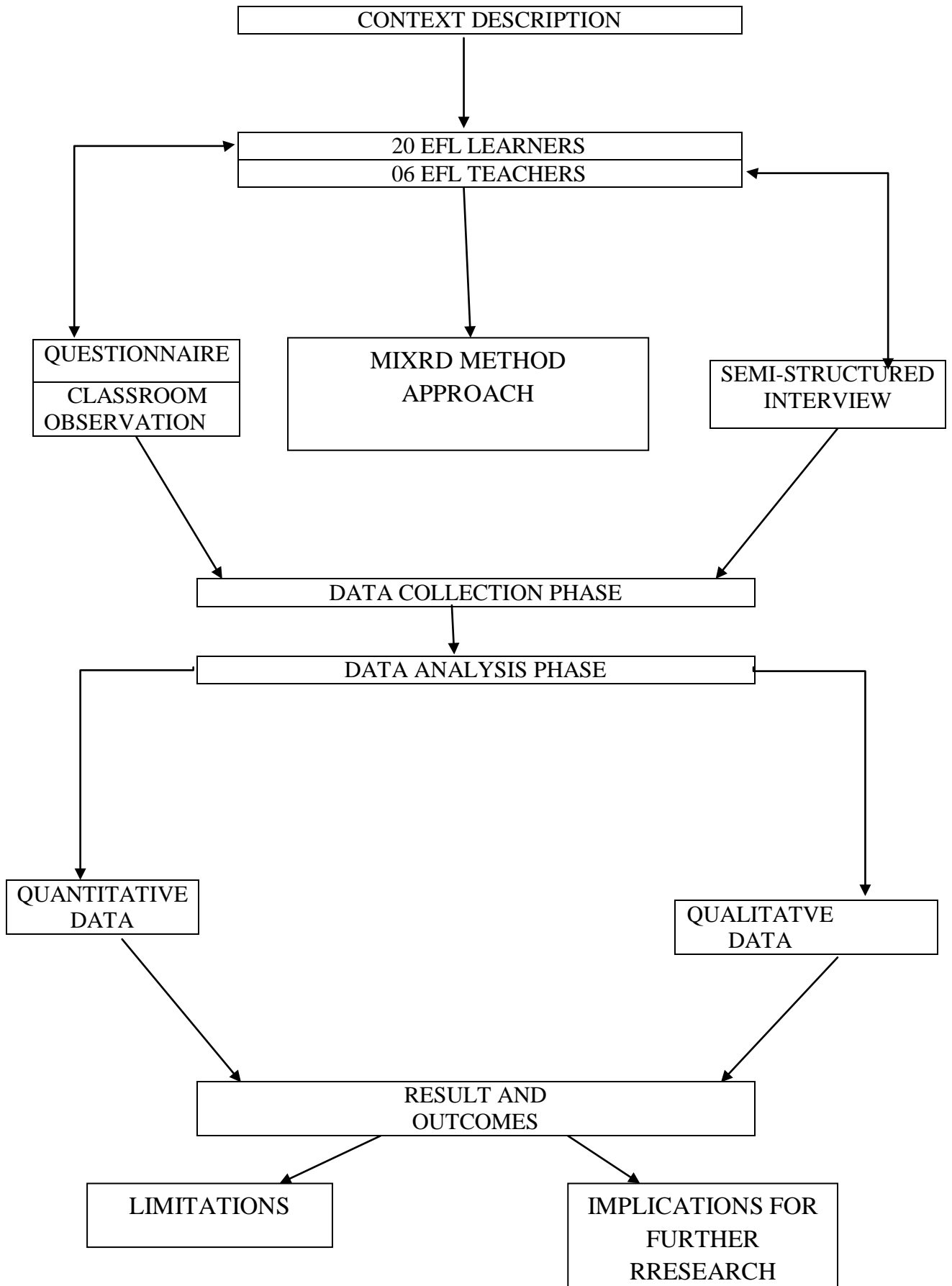
**Figure 3.1: Research Design and Methods**

### 3.3. The Research Approach

The present study opts as well as for a combination of quantitative and qualitative approaches regarded as a worthy method in improving understanding. In practice, both approaches are frequently considered to be suitable within a single investigation. It is up to the researcher to choose a specific approach which will allow him to obtain a somehow clear understanding of the topic. Before defining, giving the strengths, and justifying the use of the combination of both quantitative and qualitative approaches that seems much more appropriate to draw the reader's attention to each one of them in isolation.

Yet, it is of great value here to make a clear distinction between three main concepts used in both approaches: data, information, and knowledge. Data are the primary source or the ground to start with. They are characterized by being abstract, general, and with no context; whereas, information can be defined as being data in context. Now, if this information widens one's horizon and increases his/her understanding about living the world; it is then called knowledge.

### 3.3.1. Quantitative Approach.

The quantitative research is more or less grounded in the positivist social sciences paradigm which primarily reflects the scientific method of the nature sciences (Creswell, 1994; Jennings, 2001). This approach is primarily based on a number of values, including: a belief in an objective reality; knowledge of which is gained from data that can be directly practised and established between independent observers. In addition to this, phenomena are areas under discussion to natural laws that humans realize in a logical manner through empirical testing. This can be undertaken through making use of two main approaches of reasoning, i.e., inductive and deductive hypotheses resulting from a scientific assumption.

Deductive reasoning or "*top-down*" approach is about moving from general to the more specific. Figure 3.2 may better illustrate the process of deductive approach.
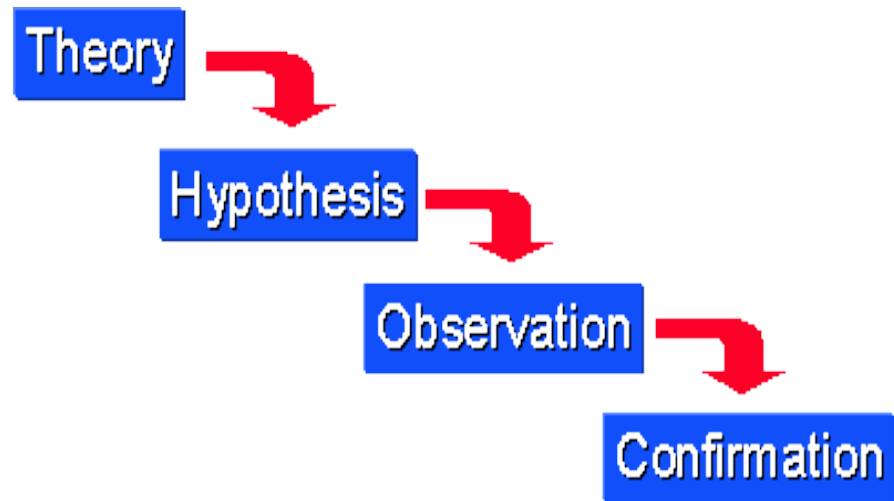


**Figure 3.2:** The Process of Deductive Approach Adopted from (Trochim and Donnelly: 2008)

On the other hand, inductive reasoning or as it is sometimes labeled "*bottom up*" approach is about moving from specific observations to broader generalizations and theories. Figure 3.3 highlights that process:
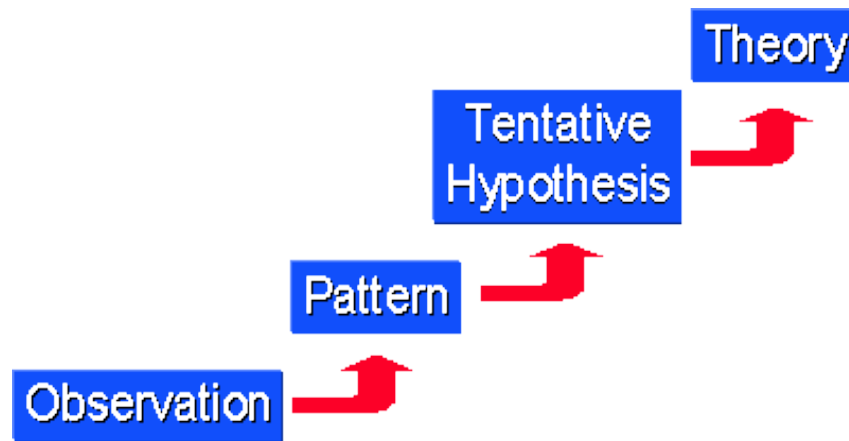
**Figure 3.3:** The Process of Inductive Approach Adopted From (Trochim and Donnelly ,2008)

Furthermore, researchers who assume a more deductive approach use theory to conduct the design of the study and the interpretation of the results. They are likely to abstract data from the participants into statistical representations rather than textual pictures of the phenomenon. This means that the entire research process is objectively constructed and the findings are usually representative of the population under investigation.

Its main strengths are *precision* and *control*. Control is achieved through sampling and design; whereas, precision is perceived in the reliable quantitative measurement. A further strength is experimentation which leads to statements about causation, since the systematic manipulation of one variable can be shown to have a direct causal outcome on another when other variables have been dropped out or controlled (Babbie, 1995; Blanch et al., 1999).

Moreover, hypotheses are tested through a deductive approach, and the use of quantitative data permits statistical analysis (Welman et al., 2001). Despite all the benefits quantitative approach comprises, one of the limitations reported by critics is that scientific quantitative approach denigrates human individuality and the ability to think (Walle, 1996). In the same line of thought, Gilbert (1993) argues that its mechanistic philosophy tends to reject several concepts related to freedom, choice, and moral responsibilities. This lead to the point that a scientific approach cannot, in fact, be absolutely objective, since subjectivity is involved in

the choice of a problem as valuable of research and in the interpretation of the results. ( Bensafa,2015)

### 3.3.2. Qualitative Approach

Qualitative research attempts to study the everyday life situation of different groups of people and communities in their natural setting; it very useful to study educational settings and processes. (Denzin and Lincoln, 2003) state that qualitative research includes an interpretive, naturalistic approach to its subject matter; it tries to make to interpret, phenomena in terms of the meaning people bring to them. In the same way, Domegan and Fleming (2007:24) argue that "*Qualitative research also aims to explore and to investigate issues about the problem on hand, because very little is known about the problem*".

According to (Creswell, 2003) qualitative research includes set of elements namely: different knowledge claims, enquiry strategies, and data collection methods and analysis. Meanwhile, Qualitative data sources include participant observation, interviews, questionnaires, documents and texts, and the researcher's impressions and reactions (Myers, 2009).

Sprinthall et al., (1991: 101) claims:"*Data is derived from direct observation of behaviours, from interviews, from written opinions, or from public documents*". Brysman and Burgess (1999: 45) assert: "Some *researchers prefer to use mixed methods approach they aim to have advantage of the differences between quantitative and qualitative methods, and combine these two methods for use in a single research project depending on the kind of study and its methodological foundation*". The following table summarizes the common differences between the two approaches:

**Table 3.1:** Comparison Between Qualitative and Quantitative Methods Adopted from (Farrington and Nelson: 1997)

| Qualitative Approaches | Quantitative Approaches |
|---|---|
| ✓ Inductive approach to conducting Interviews. | ✓ Deductive approach to taking physical counts |
| ✓ Sampling approach related to relative value of data sources. | ✓ Sampling approach related to a pre-determined statistical design |
| ✓ Observation recorded in representational form (images, narratives, notes) | ✓ Observations recorded as pre classified categories or numbers |
| ✓ Open-form observation approach subject to contextual variables | ✓ Closed-form observational approach to meet already-established methodological criteria |
| ✓ Interpretation situation-<br>✓ driven, representing specific situations and difficult to generalize | ✓ Interpretation procedure-driven, deriving objective facts and easy to generalize |

The aim of combining both approaches is to improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This will also ensure that understanding is improved by integrating different ways of knowing. Most evaluations will collect both quantitative data (numbers) and qualitative data (text, images); however, it is important to plan in advance how these will be combined. Coll and Chapman (2000:28) assert:

*"Some research questions will be readily answered using qualitative means, others quantitative, and some will be best addressed using a combination of the two. What is necessary, is the appropriate research designs".*

In the same vein, (Blaikie,1991; Smith et al., 1991; Creswell, 1994; Decrop,1999); Bowen,2003); Massey, 2003) emphasize the following benefits of combining qualitative and quantitative methods:

- ✓ While the quantitative design strives to control for bias so that facts can be understood in an objective way, the qualitative approach strives to understand the perspective of the programmed stakeholders, looking to first- hand experience to provide meaningful data (Easterby-smith et al, 1991).

- ✓ The accumulation of facts and causes of behavior are addressed by the quantitative methodology, whereas the qualitative methodology addresses concerns with the changing and dynamic nature of reality (Bowen, 2003).

- ✓ Quantitative data are collected under controlled conditions in order to rule out the possibilities that variables other than one under study may account for the relationships identified, while qualitative data is collected within the context of its natural occurrence (Massey, 2003).

Combining both approaches will help the researcher to seek reliable and valid results so that data can be representative of a true and full picture of the problematic situation. In addition, some research questions raised in this study will be readily answered using qualitative means, others quantitative, and some will be best addressed using a combination of the two. ( Bensafa,2015)

## 3.4. The Sample Population

In any educational setting, and whatever type of the research is conducted, the investigation should be based on a sample population. It is therefore of great importance to make a distinction between sample and population. In this vein, research methodologists (Cohen et al.,2000; Sapsfordet al., 2006; Dörnyei,2007) make an agreement on the fact that sample is just part or small group of the whole population. Several terms, thus, are used to refer to sample such as a subset(Cohen et al.,2000),census inquiry (Dawson, 2002) and realistic population(Lodico et al., 2006).The entire subjects or the population is generally labeled ideal population (Lodico et al., 2006). In this regard, Richards (2001:58) writes, "*sampling involves asking a partial of potential population instead of the total population and seeks to create a sample that is representative.*"

In the field of research, any investigation is evaluated according to the research methods and the suitability of the sampling. The role of this latter is acknowledged in educational research for its significance as it saves time and efforts, and avoids bias, unreliability of results and claims the generalisability of the study (Sapsford et al.,2006). Yet, the decision upon the sampling selection and size is not an easy process; as it covers a number of essential parameters, namely: The theoretical population, the study population, Sampling methods is divided into; probability and non-probability. This can be summarized in the following figure :
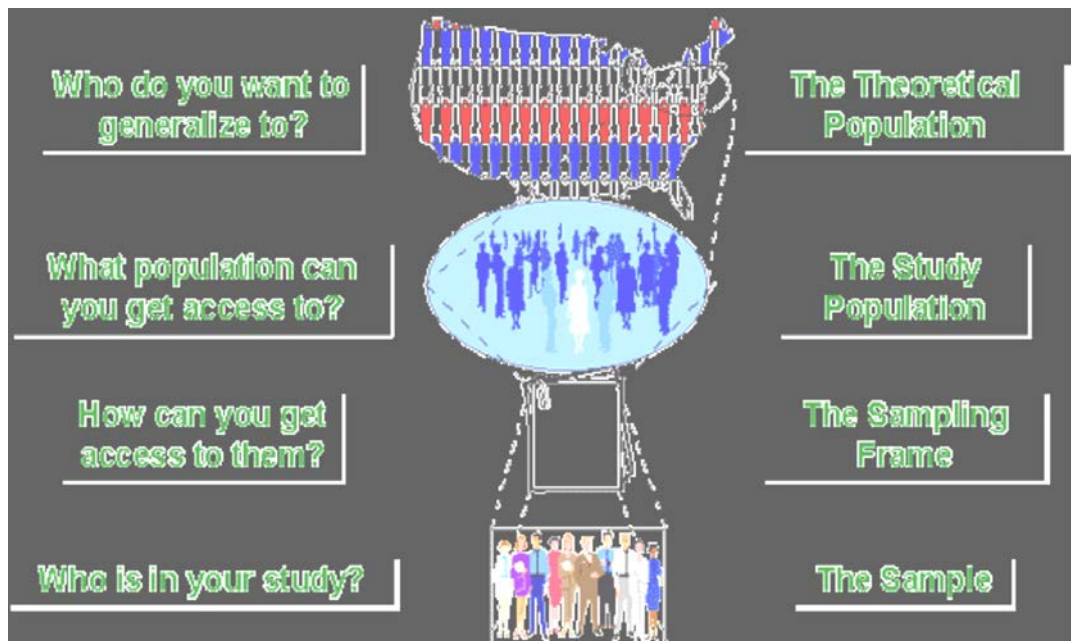
**Figure3.4.** Some Important Stages for Sampling

The former is also known as random sampling (Cohen etal., 2000). Selection in this type is a matter of chance. Each member of the entire population can be included in the study. In this vein, Lodico et al.,(2006:143) write *"random sampling is conducted in such a way that every person in the population has  an equal and independent chance of being selected"*. This form is widely acknowledged by applied linguists for providing explanation, prediction, generalisability of results as well as the representativeness of the wider population. The latter, i.e., the non-probability sampling is also labeled purposeful sampling.

As its name implies, it does not aim to generalize the results to whole population, but rather to provide a description of the results of the group under investigation. In this vein, Cohen et al., (2000:102): *"The selectivity which is built into a non-probability sample drives from the researcher targeting a particular group, in the full knowledge that it does not represent the wider population"*. As literature may reveal, there is a general consensus among research methodologists (Nunan, 1992; Cohen et al., 2000; Dawson, 2002; Lodico et al., 2006; Dörnyei, 2007; Tomal, 2010) that each sampling method has

a variety of techniques. In this vein, Dörnyei (2007:96) defines a sample as: "*the group of participants whom the researcher actually examines in an empirical investigation*" and the population as "*the group of people whom the study is about*".

Selecting a sample can be accomplished following two methods; a probability or a non-probability one. In this case, the investigator is the only one who can reliably settle on the method which suit s his or her research work. Cohen etal (2011) maintain that differences between those two methods can be seen in the chances "*of beings elected. For "a probability sample*" those chances are known *while in a non probability sample" they are unknown*'. Therefore selecting a sample can be accomplished following two methods;

### 3.4.1. Probability and Non-Probability Sampling

In the sight of thoughts: "*non-probability sampling is choosing the respondent by choice*" Lodeco(2006:36)   this type has advantages as well as disadvantages, its weakness is that: "*it does not permit generalizing from the sample to the population because the researcher has no reassurance the the sample is representative of the population*" Connaway et al.,( 2010: 117)   in other words, the researcher has the ultimate control over the whole process. However, according to fraenkel et al., (2012: 93) argues "*Every member of the population presumably had an equal chance of being selected",* i.e., probability sampling is that anybody of the population have the opportunity to participate on the sample.

According to (Cohen,2011) "*inclusion*" and "*exclusion*" are the key-concepts; either to include members or exclude others by chance for a probability sampling or to decide "*definitely*" which to include and which to exclude. A final element required for those who want recourse to the use of a non-probability sampling is that they need to be aware of limits to generalization, Cohen et al., (2011: 155)states  " sample *does not represent the wider population; it simply*

*represents itself.*" At the same time other researchers (Remenyi, 1998; Patton, 2002; Singh and Bajpai, 2008; Cohen et al, 2011) have shared the view that a non-probability method of sampling is mainly used in qualitative research, action research and in small-scale projects. The following table serves to outline and define the major techniques used in sample selection.

**Table.3.2**. Major Sampling Schemes in Mixed-methods Approach
          Adapted from (Teddlie and Tashakkori, 2010: 359)

| Sampling Techniques | Definition |
|---|---|
| *Simple Random Sampling:* | ✓ is when we choose a participant aimlessly, in which each one can be selected: *"a large enough sample of randomly selected members is widely accepted by researchers to be approximately representative of the population from which is taken"* (brown, 2012 et al dorneyi, 2007). |

| Sampling Techniques | Definition |
|---|---|
| *Stratified Random Sampling:* | ✓ is *"one in which the population is devided into subgroups or 'strata', and a random sample is then selected from each subgroup"* (fink, 2007: 11). In this type, the researcher devides participants into subgroups, according to specific characteristics, such as: age, gender... etc. MacNealy( 2007: 156) further advices *"arranging the original unit into categories so that the distribution of a particular group in the population of interest will be closely replicated in the sample"* |
| *Quota Sampling***:** | ✓ is the same as accidental sampling except that: *"it takes steps to ensure that the significant diverse elements of the population"* (connaway et al powel, 2010: 118). And we can clearly understand the definition of quota sampling through the explanation of Hnery when he said: *"Quota sampling allows the interviewer discretion in the selection of the individuals for the sample"* (henry, 2007: 22). |

| Sampling Techniques | Definition |
|---|---|
| *Accidental Sampling:* | ✓ it called also convenience, it includes people who agree to participate on the sampling. This method is usually used on quantitative design because the samples that are collected are easily accessible |
| *Snowball Sampling***:** | ✓ This type of sampling is used when the subject we want to make research about is not too common or limited by some popultion . Snowball sampling is used *"in those cases when the population of interest cannot be identified other than by someone who knows that a certain person has the necessary experience or characteristics to be included"* (macnealy, 2007: 157) |
| Cluster Sampling: | ✓ *"cluster sample occurs when you select memebers of your sample in clusters rather than in using separate individuals"* (etal in Tejero, 2006). Here, we focus on clusters or groups more than individuals. also, it can be defined as: *"the selection of a few groups and data are collected from all group members"* (henry, 2007: 29). |

| Sampling Techniques | Definition |
|---|---|
| *Purposive Sampling:* | ✓ is based on the researcher's: *"knowledge of the population and the objectives of the research"* (connaway et al powel, 2010: 119), so the main idea in this technique is that the researcher should stick to the objectives of the research. |
| *Systematic Sampling:* | ✓ is usually preferable and more convenient for the researcher, according to Kish systematic sampling includes: *"selection of sampling units in sequences separated on lists by the interval of selection"* (kish, 2007: 21). In another vein, this type is: *"the selection of the sample from the population list is made by randomly selecting a beginning and choosing every name"* (Macnealy, 2007: 155). |

### 3.4.2. Representativeness

After the choice of the method for the present study, the researcher has to seek for a representative population. However, the  sampling is not an arbitrary process; it is based on scientific techniques and researchers must overcome this problem by choosing a smaller and more manageable number of people to take part in their research. In quantitative research, it is thought that if the sample

population is selected carefully using the correct procedures, it is then, possible to reach valid results that can generalise the whole population under investigation.  For many qualitative researchers, however, the goal is not only being able to generalize their work for the whole research population, but rather might seek to describe and explain what is happening within a smaller group of people, this might provide insights into the behaviour of the wider research population, but they accept that everyone is different and that if the research were to be conducted with another group of people the results might not be the same.

Thus, when conducting any kind of survey to collect information, or when choosing some particular cases to study in detail, the question inevitably arises: how representative is the information collected of the whole population? In other words, how similar are the characteristics of the small group of cases that are chosen to those of all the cases in the whole type group. To be able to make accurate judgements about a population from a sample, the sample should be as representative as possible. Talking about population in research, it does not necessarily mean a number of people. Population is a collective term used to describe the total quantity of things (or cases) of the type which is the subject of your study. So, a population can consist of objects, people or even events (e.g. schools, miners, revolutions). A complete list of cases in a population is called a sampling frame. This list may be more or less accurate.

Representativeness means that the sample includes the same distribution of characteristics as the total population. It is achieved via probability sampling. However, this quality is not available in all respects as it is limited to those features that are relevant to the study. Babbie (2009:198) adds "...*a sample is representative of the population from which it if the aggregate characteristics of the sample closely approximate those same aggregate characteristics in the population*". Thus,   representativeness is often implied from the analysis of the sample which leads to make assumptions about the degree of similarity existing in the features of the selected groups and the total number of the people who are

concerned with the generalizations that have to be made from the study. It is a very essential element.

### 3.4.3. Sample

In this study, the researcher opted for non-probability sampling method, Thus, the selected group of twenty (20) students consists of eight (08) male and seventeen (12) females ranging in age from twenty (20) to twenty (22) years old, studding at university of Tlemcen. They come from different learning environments namely scientific, Literary streams with a baccalaureate mark that they have received seven (7) years of General English learning in their middle and secondary schools. This research work also dealt with the EFL teachers as a sample population of those teachers who worked at the English departments of Tlemcen University during the academic year 2015-2016. (6) Teachers were specialized in literature. Their teaching experience varies from three (3) to fifteen (27) years in teaching literature in university. The three participants held either a doctorate in literature studies.

### 3.5. Case Study

In a scientific research, it is of great importance to choose the appropriate method, though combining the advantages of the different methods can help to achieve an objective position. But in using either a combination of approaches or only one, research must be conducted with methodological rigor. This methodological rigor is based first on the selection of the appropriate research model that will give valid outcomes. Nunan (1992) selects nine types of research in applied linguistics which are: experimental, ethnography, case study, classroom observation, introspective, elicitation, interaction analysis and programme evaluation. Each of these methods differs in terms of purposes, foci and key characteristics.

Literature review of the research models, the investigator is more interested in a case study for the theoretical reasons that are advocated below. There is a variety of descriptions of the case study approach. Yin (1993:11) states that it "*refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence*". For Anderson (1998: 152) a case study is "*concerned with how and why things happen, allowing the investigation of contextual realities and the differences between what was planned and what actually occurred*". It is intended to focus on a particular issue, feature or unit of analysis. This method helps to understand the complex real-life activities in which several sources of evidence are used.

Case study provides an understanding of a complex issue or object as can extend experience or add strength known through previous research. Case study is mainly used in the fields of education and psychology, chiefly its effectiveness when used to test a "*specific instructional strategy*" it provides a systematic way for gathering, analysing data and report the results to gain great depth about particular problem or situation. More explicitly, Mertens (1998:145) states:

> ➢ provides a variety of participant perspectives;
> ➢  uses multiple data collection techniques;
> ➢ exercises the incorporation of e learning and face-to-face instructional models within a technology wealthy situation;

Rhee (2004: 72) states that "*Case studies are highly used among researchers, who are in favour of this method since it seems to be more reliable. They are detailed examination of an event (or series of related events) which the analyst exhibits the operation of some identified general theoretical principles*

The use of case study to investigate an area of interest is mainly appropriate as described by Patton (1987:18) "*Case studies become particularly useful where one needs to understand some particular problem or situation in great-depth, and where one can identify cases rich in information*". Meanwhile, Case studies are criticised by some "as lack of scientific rigour and reliability and that they do not address the issues of generalizability" (Johnson, 1994). Though in case study there is some strength; For instance, it enables the researcher "*to gain a holistic view of a certain phenomenon or series of events*" Gummesson, (1991:83) and can offer a surrounding picture as many sources of evidence are used.

The present research design is a descriptive and interpretive case study that is analysed largely through qualitative methods with a small quantitative component. Qualitative researchers tend to analyse their data inductively. In a descriptive and interpretive case study, the researcher analyses, interprets and theorises about the phenomenon against the backdrop of a theoretical framework. It is believed that qualitative case studies in education are often framed with concepts, models and theories. An inductive method is then used to support or challenge theoretical assumptions. Since "*meaning*" is the essential concern to qualitative approach (Bogdan and Biklen, 2003), the participant's perspectives on their own conceptions of practice will be the focus. Hence, the framework developed in this thesis supports evaluating participant perspectives. Findings were discussed in relation to existing knowledge with the aim of demonstrating how the present study has contributed to expanding the knowledge base.

### 3.5.1. Strengths and Weaknesses of Case Study

According to (Dörneyei, 2007) case studies are highly recommended methods for obtaining a deep description of a complex social issue surrounded within cultural context. It gives rich and in-depth insights that other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in chapping the social context. In the same line of thought, Van (2005:195) notes: "*Case study research has become a key method*

*for researching changes in complex phenomena over time"*. Many of the processes investigated in case studies cannot be adequately researched in any of the other common research methods.

Though, the case study is ideally suited for being combined with other research approaches namely: a *subsequent survey* in mixed-methods approach with Regards to its weaknesses, case study methodology is often contrasted disapprovingly with large scale experimental method, with the strength of one approach being the weaknesses of the other. This contrast is inappropriate and rather unmerited because the types of methodologies are proposed to achieve different goal. Consequently, case study may present set of limitations being a prototype of qualitative research, many of the potential shortcomings of the qualitative approach could be encountered because of the delicate liability of this method in terms of idiosyncratic changeability and audience criticality, in most cases it may be worth using a multiple case design or case study in combination with other methods. (Dörnyei, 2002). The bellow table serves to identify some advantages and disadvantages when using case study.

**Table.3.3**. Advantages and Disadvantages of Case Study adapted from (Yin, 1994)

| Advantages of Case studies | Disadvantages of Case Studies |
|---|---|
| ✓ the examination of the data is often conducted within the context of its use (Yin, 1984); | ✓ case studies are often accused of lack of rigour. Yin (1984:21) notes that "*too many times, the case study investigator has been sloppy, and has allowed equivocal evidence or biased views to influence the direction of the findings and conclusions*". |
| ✓ variations in terms of intrinsic, instrumental and collective approaches to case studies allow for quantitative and qualitative analyses of the data;<br>✓ Yin (1984:25) also notes that "*case studies can be based … entirely on quantitative evidence*". | ✓ Case studies provide very little basis for scientific generalisation since they use a small number of subjects, some conducted with only one subject. The question commonly raised is "*How can you generalise from a single case?*" Yin (1984:21). |

| Advantages of Case studies | Disadvantages of Case Studies |
|---|---|
| ✓ the detailed qualitative accounts often produced in case studies help to explore or describe the data in real-life environment;<br><br>✓ help to explain the complexities of real-life situations which may not be captured through experimental or survey research | ✓ Case studies are often labelled as being too long, difficult to conduct and producing a massive amount of documentation (Yin, 1984).<br><br>✓ case study method is its dependency on a single case exploration making it difficult to reach a generalising conclusion (Tellis, 1997).<br><br>✓ Yin (1993) considered case methodology 'microscopic' because of the limited sampling cases. To Hamel *et al.* (1993) and Yin (1994), however, parameter establishment and objective setting of the research are far more important in case study method than a big sample size |

To sum up, the investigator provides a brief discussion of case studies in terms of the different types, strength and weaknesses of case studies found in the literature. Case studies are considered useful in research as because they enable researchers to examine data at the micro level. Also viewed as an alternative to quantitative or qualitative research, case studies can be a practical solution when a big sample population is difficult to obtain. Although case studies have various advantages, they present data of real-life situations and they give better insights into the detailed behaviours of the subjects of interest, they are also criticised for their inability to generalise their results.

They have been criticised for its lack of rigour and the tendency for a researcher to have a biased interpretation of the data. Grounds for establishing reliability and generality are also subjected to scepticism when a small sampling is deployed. Often time, case study research is dismissed as useful only as an exploratory tool. Despite these criticisms, researchers continue to use the case study method particularly in studies of real-life situations concerning social issues and problems. Case studies are widely reported for various disciplines and domains in the literature.

### 3.5.2. Category of case study

There are several categories of case study. Yin (1984) notes three major categories, namely exploratory, descriptive and explanatory case studies. Thes categories are better explained in the following table:

**Table 3.4.** Types of case study adopted from ( Dorneiy, 2009)

| Categories of case study | Definition |
|---|---|
| Exploratory case studies | ✓ investigate any phenomenon in the data which serves as a point of the researcher's interest; <br> ✓ Prior fieldwork and small scale data collection may be conducted before the research questions and hypotheses are set as a prelude which helps prepare a framework of the study; <br> ✓ A pilot study is considered an example of an exploratory case study and is crucial in determining the protocol that will be used |
| descriptive case studies | ✓ Describe the natural phenomena which occur within the data in question; <br> ✓ The main aim set by the researcher is to describe the data as they occur; <br> ✓ They may be in a narrative form |

| Categories of case study | Definition |
|---|---|
| explanatory case studies | ✓ Examine the data closely at a surface and deep level in order to explain the phenomena in the data.<br><br>✓ investigator may form a theory and test it on the basis of the data, (McDonough, 1997)<br><br>✓ It is deployed for causal studies where pattern-matching can be used to investigate certain phenomena in very complex and multivariate cases.<br><br>✓ These complex and multivariate cases can be explained by three main theories: a knowledge-driven theory, a problem-solving theory, and a social-interaction theory. The knowledge-driven theory .Yin and Moore (1987) |

According to McDonough (1997) there are other categories include interpretive and evaluative case studies. Through interpretive case studies, the researcher aims to interpret the data by developing conceptual categories, supporting or challenging the assumptions made regarding them. In evaluative case studies, the researcher goes further by adding their judgement to the phenomena found in the data. Yin (1984) cautions researchers against any attempt to separate these categories or to conceive them as a hierarchy.

Yin (1984:15) states:

> A common misconception is that the various research strategies should be arrayed hierarchically. Thus, we were once taught to believe that case studies were appropriate for the exploratory phase of an investigation that surveys and histories were appropriate for the descriptive phase, and that experiments were the only way of doing exploratory or causal inquiries.

Finally, a case study can be exploratory when a programme has no clear set of outcomes, it can help identify performance measures or pose hypotheses for further evaluative work. Nisbet and Watt (1984) commented that a case-study has four stages. table3.5 may illustrate what has been said:

**Table.3.5:** Stages of Case Study from adapted ( Nisbet and Watt ,1984)

| *Stages of Case study* | *Definition* |
|---|---|
| open phase | This is a general review of the case without prejudgement |
| Focus | The researcher in this stage identifies the central events or features in the case and then focuses on these selected aspects and tentatively formulates hypotheses. |
| Draft | This entails writing the preliminary draft of interpretation. |
| Check | The interpretations are presented to informants for feedback and critical comments. |

## 3.6. Data Collection Phase

Data collection seems to be as a compulsory step and quite crucial component to conducting our current case study-based research work. Hence, it is the process of gathering and measuring information on targeted variables in an established systematic fashion, its helps to answer relevant questions and evaluate outcomes. The data collection component of research is generally common to all fields of study. The main goal for data collection is to capture quality evidence that will be translated to rich data analysis and allows the building of a persuasive and credible answer to questions that have been put.

Regardless of the field of study or preference for defining data (quantitative or qualitative), accurate data collection is essential to maintaining the integrity of research. Both the selection of appropriate data collection instruments (existing, modified, or newly developed) and clearly delineated instructions for their correct use reduce the likelihood of errors occurring. A formal data collection process is necessary as it ensures that data gathered are both defined and accurate and that subsequent decisions based on arguments embodied in the findings are valid. The process provides both a baseline from which to measure and in certain cases a target on what to improve. Thought, generally, case study conceived as complicated and hard task; O'Leary (2004:150) remarks:

> Collecting reliable data is a hard task, and it is worth remembering that one method is not inherently better than another. This is why whatever data collection method to be used would depend upon the research goals, advantages, as to the disadvantages of each method.

The principle collection categories include: participant observation, interviews and focus group ( Elias et al., 2001). In this study, three techniques as the analysis of data will be used: a semi-structured interview, a questionnaire and classroom observation, a detailed description of these instruments is provided bellow. But before, the setting as well as the informants (sample population) involved in the study is given.

### 3.7. Elicitation Techniques

For the validity of data collected, the researcher opts for the use of the above sources or at least three of them for better cross-checking the gathered information. "*A combination of data source is likely to be necessary in most evaluations because often no one source can describe adequately such a diversity to features as is found in educational settings and because of the need for corroboration of findings by using data from these different sources, collected by different methods and by different people (i.e., triangulation)"*. Weir and Robert (1993:137).

Furthermore, the use of only one a single method may not provide satisfactory results, the investigator had  recourse to the use of triangulation of data sources. This technique allows to cross-checking results and enables to have a better understanding and provide a clear picture of a particular phenomenon. In this respect, Cohen et al.,(2007:141) who advocate that*:...triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint and, in so doing, by making use of both quantitative and qualitative data*''. Triangulation as a key-parameter in this research work is expressed in Denzin's words (1978) Quoted in (Dörnyei 2007: 165)

> The term triangulation refers to the generation of
> multiple perspectives on a phenomenon by using a
> variety of data sources, investigators, theories, or

research methods with the purpose of corroborating an overall interpretation.

This study has used a descriptive factor analysis on a belief questionnaire administered to language students. To support these hypotheses, a descriptive study was undertaken with EFL Second-year students at the University of Tlemcen. The sample comprised of 20 members. A triangulation of approaches was adopted in data collection instrumentation and analysis. The research tools opted for are: a questionnaire, semi-structured interview and classroom observation; using qualitative and quantitative analyses.

The use of multiple methods of collecting data is distinctive in case study research to confirm the accuracy of the data and to form substantial evidence. Both quantitative and qualitative data are of identical importance to the present research. Quantitative design has provided the researcher with numerical data that can be measured. Meanwhile, the qualitative method has helped the researcher to make a clearer picture about the contribution of literary texts in developing the overall EFL learners' language awareness.

### 3.7.1 Teachers' Semi- Structured Interview

The Semi-structured interview has been used as data collection instrument or technique. The researcher has a list of key themes, issues, and questions to be covered. In this type, the classification of questions can be changed depending on the direction of the interview. A guide (rubrics) is also used, but additional questions can be asked. (Kajornboon, 2004). Furthermore, it is a method of research used in the social sciences. While a structured interview has a rigorous set of questions which does not allow one to divert, a semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. It is The interviewer in a semi-structured interview generally has a framework of themes to be explored.

### 3.7.1.1. General Objectives

This instrument is routed in the history of data collection instruments. Cohen *et al.,* (2000:267) highlighted the importance of the interview:

> Interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. In these senses the interview is not simply concerned with collecting data about life: it is part of life itself, its human embeddedness is inescapable.

Corbetta (2003:270) adds *"The order in which the various topics are dealt with and the wording of the questions are left to the interviewer's direction"*. The strengths of this type of interview are the additional questions that can be asked and the ones that have not been anticipated in the beginning of the interview. Note taking or tape recording can help the researcher to report the interview. This gives him more opportunities to check out the views and opinions of the interviewees. In this vein, David and Sutton (2004:87) argue: *"Having key themes and sub- questions in advance lies in giving the researcher a sense of order from which to draw questions from unplanned encounters"*.

Besides, Cohen (2006) raised the point that many researchers tend to use semi-structured interviews because questions can be prepared ahead of time. This means that interviewer is allowed to be prepared and appear competent during the interview. Additionally, the instrument gives informants the freedom to express their views in their own terms. Furthermore, semi-structure interviews can provide reliable, comparable qualitative data and encourages two-way communication.

Those being interviewed can ask questions of the interviewer. In this way it can also function as an extension tool confirms what is already known but also provides the opportunity for learning. Often the information obtained from semi-structured interviews will provide not just answers, but the reasons for the answers. Also, when individuals are interviewed they may more easily discuss sensitive issues help field staff become acquainted with community members. Outsiders may be better at interviewing because they are perceived as more objective, i.e., using both individual and group interviews can optimise the strengths of both.

Therefore, the objectives of using a semi-structured interview in the present research is to answer the research questions raised in this investigation, and test the hypotheses derived from them. In addition, it will serve to detect the similarities and differences among those master students in how they respond to technical writing, the difficulties encountered when using this type of lecturing, and to highlight the students' impressions, expectations, and recommendations.

Harrell and Bradley (2009:16) summarize the strengths of this instrument as follows:

- ✓ Positive rapport between interviewer and interviewee. Very simple, efficient and practical way of obtaining data about things that can't be easily observed (feelings and emotions, for example).
- ✓ High Validity. People are able to talk about something in detail and depth. The meanings behind an action may be revealed as the interviewee is able to Speak for themselves with little direction from interviewer.
- ✓ Complex questions and issues can be discussed / clarified. The interviewer can probe areas suggested by the respondent's answers, picking-up information that had either not occurred to the interviewer or of which the interviewer had no prior knowledge.

✓ Pre-Judgment: Problem of researcher predetermining what will or will not be discussed in the interview is resolved with few "pre-set questions" involved, the interviewer is not "pre judging" what is and is not important information.

✓ Easy to record interview (video / audio tapes).

### 3.7.1.2. Procedures

As far as the semi-structured interview procedure is concerned, the researcher arranged a meeting with each teacher. The meeting was held in the department English langage and lasted about 20 minutes. In the beginning the researcher explained the rationale behind this semi structured interview, i.e., determining the difficulties as well as the lacuna encountered second-year student students when dealing with literary texts.

Some introductory remarks were developed aiming fundamentally at putting the teachers in the vein of the study. Those remarks were for example: *"you are not obliged to answer all the questions, in case a question is not clearly understood, it can be paraphrased, you can skip some questions till the end …etc"*. The questions included in this semi structured interview were grouped under three rubrics: (a) Teachers' profile, (b) Issues, tensions, and challenges associated with writing, and (c) Methodologies and techniques to assist students overcome their difficulties in writing scientific papers.

In this sense, very general questions were asked first, primarily related to their field of specialism (language teacher or subject specialist), the degree they hold, and the professional experience. Then, more specific questions about the real issue of the investigation were asked. Believing that the more the researcher succeeds in recording all the possible details about the answers, the more data will have to be analysed, both audio and video recordings equipments were used. After that, all teachers were thanked for their insightful comments, impressions, and further suggestions as requested. This was processed intentionally to obtain more varied data and recommendations.

There are three types of interviews: structured, semi structured and unstructured. The first type involves an organization in content and procedure i.e. a schedule is set to determine the sequence and wording of the questions (Cohen et Al, 2007). The second type of interviews allows new questions to be brought up during the interview as a result of what the interviewee says. The last type of interviews do not follow a system of pre-determined questions, this kind of interviews depend on the respondents' collaboration since the interviewer has just to explain the nature of the issues discussed. Hitchcock and Hughes (1995: 153) relate the different types of interviews to a number of elements summarized in the following way:

- ✓ The nature of the questions to be asked;
- ✓ the degree of control over the interview exercised by the interviewer;
- ✓  the numbers of people involved;
- ✓  The overall position of the interview in the research design itself.

The researcher categorized different types of interviews while conducting research work. The choice of one specific kind is determined by some elements such as: the levels of formality, the flexibility and the role of the interviewer this would help her select the appropriate type of interview at each stage of the study. The following table summarizes each type with its number of limitations and strengths. ( Bensafa,2015)

**Table3.6.** An Overview of the Main Advantages and Drawbacks of the Types of  Interviews adopted from (Dörnyei,2003)

| Types | Avantages | Drawbacks |
|---|---|---|
| Structured | ➢ Misunderstanding can be, instantly, resolved duringthe interview. (Wallace,1998)<br>➢ For Cargan (2007: 108) structured interviews is useful because it is<br>➢ Easy to administer<br>➢ Simple to analyze<br>➢ Inexpensive | For Wallace (1998: 146)<br>➢ It takes much longer to implement questionnaire orally than in writing<br>➢ Less possibility of anonymity (unless the interviewer and interviewee are complete strangers)<br>For Cargan (2007: 108)<br>➢ Simplicity leads to many disadvantages<br>➢ Fixed alternative answers may force respondents to indicate opinions that they really do not hold, discrepancies in interpretation may not readily evident with fixed replies and no information will be available as to the reasons for the answers given. |

| Type | Avantages | Drawbacks |
|---|---|---|
| Semi-Structured | For Nunan (1992) and Wallace(1998)<br><br>➢ A great amount of flexibility is given to the interviewer<br><br>➢ A certain power and<br>control is given to the interviewee<br>➢ It provides more privileged<br>access to more in-depth information | For Mitchell and Jolley (2013)<br><br>➢ It is Time consuming which can be mainly related to freedom and flexibility, the two most important characteristics of the semi-structured interview;<br><br>➢ The follow-up questions may cause problems for the<br>researcher while analyzing<br>and interpreting data as those questions may not be<br>the same for all |

| Type | Avantages | Drawbacks |
|------|-----------|-----------|
| Unstructured | For Dorney (2007)<br><br>➢ A maximum flexibility<br>➢ may motivate respondents to provide more in-depth and detailed information than under any other formal circumstance. | For Norton (2009)<br><br>➢ Novices in the area of research may not succeed in this type of research as they lack experience.<br>➢ It takes a very long time and may involve a lot of content. Much freedom may have a negative impact as the interviewee may provide details which are not useful and make data analysis more difficult for the researcher. |

### 3.7.2. The Questionnaire

It is believed that questionnaires can yield not only one type of data about the respondent. In this respect, (Dörneyei,2002), identified three types namely: *factual, behavioral, and attitudinal.*

1. *Factual questions* also called *'classification questions' or 'subject descriptors'* are used to give information about who the respondents are. They typically cover demographic characteristics (e. g., age, gender, and race), residential location, marital and socioeconomic status, level of education, religion, occupation, as well as any other background information that may be relevant to interpreting the findings of the survey.

2. *Behavioral questions* are used to show what the respondents are doing or have done in the past. They generally ask about people's actions, life-styles, habits, and personal history. Perhaps the most well-known questions of this type in L2 studies are the items in language learning strategy inventories that ask about the frequency one has used a particular strategy in the past.

3. *Attitudinal questions* aim to find out what people think. This category concerns *attitudes, opinions, beliefs, interests,* and *values.* These five interrelated terms are not always distinguished or defined very clearly in the literature.

In other to have factual behavioral and attitudinal data about a small or large scale of participants under examination, Brown, J. (2001:6) defines them as*: ̋... any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers".* There is a general agreement among research methodologists (Nunan,1992;Wallace, 1998; Cohen

et al.,2000, 2007;Richards, 2001; Dörnyei,2003, 2007; Norton, 2009) that this research tool is acknowledged tools for the following reasons:

- ✓ It is considered as a highly systematic and structured research tool;
- ✓ It saves time, efforts and financial resources;
- ✓ Answers are typically characterized by their honesty as they are completed in   an anonymous way;
- ✓ Subjects have more time to think about their answers;
- ✓ It is administered to a large scale as well as small number of participants;
- ✓  It may be administered by another person on the behalf of the researcher;
- ✓ It is seen as a useful way to gather quantitative information *"... that is relatively easy to tabulate and analyse*" Richards,(2001:60)

However, literature related to this research tool has also reported a number of drawbacks such as the lack of flexibility, the ambiguity of questions and, the subjects are not able to ask for clarification. Moreover, they may not be motivated to complete all the questions. The students' questionnaire aims to:

- ➢ Identify and determine the learners' views;
- ➢ Check the students′ interest;
- ➢  Evaluate the literature teaching situation from the learners' point of view.

This part focuses on the questionnaire and how it has been conceived in identifying the problems generated when writing a scientific paper.  To do so, a brief overview of the questionnaire and the types of study questions for which it is most suited are highlighted. It is worth mentioning that the greater deal of this part is devoted to a discussion of the steps involved in using the instrument in this study or what is called questionnaire design as well.

The questionnaire is viewed as list of a research or survey questions asked to respondents, and designed to extract specific information. It serves four basic purposes: to (1) collect the appropriate data, (2) make data comparable and amenable to analysis, (3) minimize bias in formulating and asking question, and (4) to make questions engaging and varied.

Moreover, a common understanding amongst scholars is that the questionnaire is an instrument used to collecting and recording information about a particular issue including a list of questions. For the fulfilment of this purpose, the questionnaire can be completed in one of the following two basic ways: (a) with the absence of researcher i.e. the respondents are given the questionnaire to answer with no reference or help of the researcher. (b) with the presence of the researcher. This last is referred to as an interview (structure, semi-structure, or unstructured). This does not deny that the questionnaire cannot be answered with the presence of the researcher.

### 3.7.2.1. Strengths and Weaknesses of the Questionnaire

According to (Dörney, 2002) the main desirability of questionnaires is their exceptional efficiency in terms of: researcher time, researcher effort, and financial resources. when administering a questionnaire to a group of people, one can collect a huge amount of information in less time, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people. When the questionnaire is well constructed, processing the data can also be fast and relatively straight forward, especially by using some modern computer software. These beneficial considerations are very important, chiefly for those who are doing research in addition to having a full-time job (Gillham, 2000).

This means that they are very *versatile,* the fact that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics. Consequently, the vast majority of research in the behavioral and social sciences involve at collecting some sort of questionnaire data.

The following Strengths motivated the researcher to use this instrument as a data collection method (Kemper, 2003)

✓ Good for measuring attitudes and eliciting other content from research participants inexpensive (especially mail questionnaires and group-administered questionnaires) ;

✓ Can administer to probability samples;

✓ Quick turnaround ;

✓ Can be administered to groups ;

✓ Perceived anonymity by respondents possibly high ;

✓ Moderately high measurement validity for well-constructed and well-tested questionnaires;

✓ Low dross rate for closed-ended questionnaires ;

✓ Ease of data analysis for closed-ended items .

Furthermore, the main advantages of the questionnaire is that it is relatively easy to analyse and familiar to library staff and managers. Yet, it allows the researcher to get in touch with a large sample of the given population and can be contacted at relatively low cost as it is simple to administer. Additionally, the format of the questionnaire is likely to be familiar to most respondents; which in return make it simple and quick for them to complete it as they will have time to think about their answers and are not usually required to reply immediately

Although the previous description of the merits of questionnaires might suggest that they are highly recommended instruments, the Questionnaires may have some serious limitations, and some of these have led certain researchers to claim that questionnaire data are not reliable or valid. It is with no doubt that it is

very easy to produce unreliable and invalid data by means of ill-constructed questionnaires. Gillham (2000:1) points out, in research methodology *"no single method has been so much abused"*

### 3.7.2.2. Types of Questionnaire

It is believed that the importance of questionnaires in collecting survey data from a large audience, but are not sure about the placement of different types of questions within the questionnaire. There are different types of questionnaires possible that pollsters can send to their audience, and the format of questionnaire depends entirely on what information is to be extracted from respondents. Two types of questionnaire can be listed here: open-ended and closed-ended. This categorization is of course-based on the nature of the questions included.

**Table.3.7.** Types of questionnaire

| Types of Questionnaire | Definition |
|---|---|
| *Open Ended Questionnaire* | This format make the participants feel free when expressing their opinions about the topic or the issue they are asked about. In addition to this, the questions used have no predetermined set of answers. This means that the respondent is free to answer whatever he/she feels right. If so, the researcher can obtain true, insightful and even unexpected suggestions. In other words, reliable and visible data can be ensured.<br><br>"*The desire to use open-ended questions appears to be almost*<br>*universal in novice researchers, but is usually rapidly extinguished*<br>*with experience.* " Robson (1993:243) cited in Dörney (2002:15) |

| Types of Questionnaire | Definition |
|---|---|
| *Closed Ended Questionnaire* | In this type, multiple choice questions are used. In other word, the participants are exposed to predetermined number of answers for each question. However, that number is not limited i.e. there is no rule of how many answers should be provided. One of the main advantages of including this type in case studies is the opportunity to perform preliminary analysis as the research will have a bird-eye view about what will be provided as answers. In this study, i.e., determining the difficulties encountered by second-year-students while dealing withliterary texts , both types are used to ensure more validity and reliability of the results and thus, enhancing the quality as to the sustainability of teaching Literature in an EFLsituation |

### 3.7.2.3. Questionnaire Design

A careful consideration has been given to the design of the research questionnaire. This was to ensure greater validity and reliability of the information obtained. However, it was not an easy task since efforts were needed in developing the different stages of the design. Aiken (1997: 58) points out "*Questionnaires can be designed to minimize, but not eliminate, dishonest, and careless reporting.*" cited in Dörney (2002:16) the following figure illustrates more.
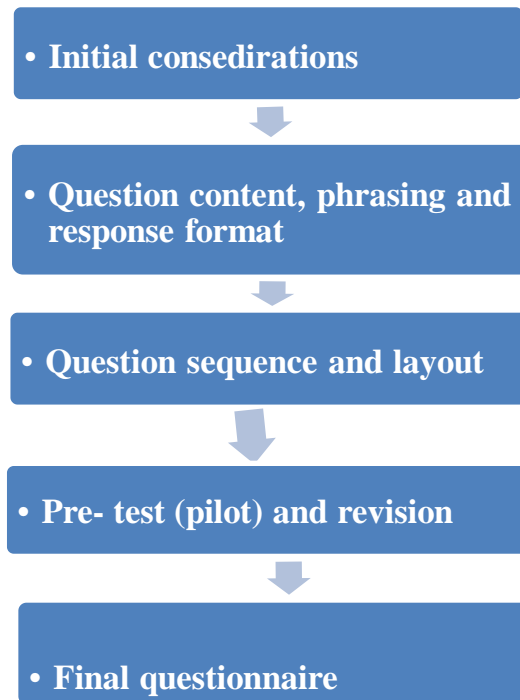
**Figure 3.4** Questionnaire Design adopted from (Dörney ,2002)

This part is about explaining the process of questionnaire design with reference to the main objective of this study. In the first phase, *initial considerations*, was important for the researcher to have a clearer idea about which pieces of information he was in need to collect. Thus, knowing exactly which population is targeted. In addition to this, it is useful to consider how the findings will be analysed. All this, may have an impact on the design of the questionnaire. When it comes to the second phase, i.e., *question content, phrasing and response format*, it was significant as it related the core of the process, i.e., the questions themselves. Here the researcher ensured that the questions: First, will add value because if a question is just 'nice to know' and does not add value, it is of great deal to leave it out; second, are apparent and easy to understand; and third, answer what he is asking and do not cause confusion.

Speaking about the third phase, i.e., *question sequence and layout*, it was about how logic could be built. This means that the researcher should number, order and group the questions. This can be handled by: (a) using what is called rubrics, (b) placing simple questions at the beginning, (c) routing some questions

Concerning the fourth phase, i.e., *piloting the questionnaire*; one can say that methodologically and academically speaking, it was fruitful to conduct a pilot study or pre-test with a small sample of respondents before addressing it (the questionnaire) to the target population. This helped the researcher in (a) checking whether the questions are understandable as well as easy to answer,(b) highlighting the areas of confusion and any routing errors, (c) providing an estimate of the average time needed to complete the questionnaire.

### 3.7.2.4. The Questionnaire layout

Referring to the procedures of administrating the questionnaire; the researcher arranged a meeting with 20 students and gave them the questionnaire to fulfill. Yet, not all students answered the questions with the presence of the researcher as they asked to take it with them and give it back later on.

The questionnaire administered to the students tried to provide data concerning their way of learning literature. A multiple choice questions were used so as to limit the students' responses to die provided alternatives from which they had to tick an appropriate answer that corresponded to the case they were encountered with.

The purpose behind this questionnaire was to gather more data about the literature situation in the Department. It contains generally two types of questions namely: open-ended questions and closed-ended questions i.e., fixed response questions. The questionnaires are believed that then would supply a snapshot of the students' difficulties in learning literature, and their lack of communicative competence in the target language. Through the research, the candidate wanted to

discover the needs, difficulties as well as the communicative deficiencies of the learners in their field of study.

The purpose of the Student questionnaire (see Appendix A) was to collect quantitative data to reveal the participants' strategic knowledge as far analysing literary texts and to find out some information about how literature is handled in the EFL classroom. It was conducted on the mid of April 2016 with using a random assignment of 20 second-year students at the department of foreign languages. This questionnaire was divided into two part: pat one is about an overview about  general evaluation ( especially with English), part two is description of the literature course to have a clear image about the difficulties encountered while reading, and ( c) description literature course which is the core of this investigation.

Part1)-How would you evaluate yourself as an English student?

Part 2)- Perspectives toward Reading literary texts . Open-ended questions: are a set of questions that allows the participant to answer the question in their own words. In this sense, Open- ended questions enable respondents to manage what they want to say and how they wish to say it. This may result in as many variations of answers as there are respondents

E.g.8- What are the difficulties that you often encounter when listening to short story?

a. With closed-ended questions, the researcher has some control of both the type and quality of response. These types of questions suggest a range of responses from which the respondent may choose. In general, closed questions are quick to complete and straight forward to code and do not discriminate unduly on the basis of how articulate the respondents are (Wilson & McLean 1994, as cited in Cohen *et al* (2000).

*3*) Which skill do you think is the most difficult?

a) Reading

b) Speaking

c) Writing

d) Listening

E.g., do reading literary texts contribute to the development of your reading skill?

Yes

No

If yes, according to you how?

### 3.7.2.5. Piloting the Questionnaire

After designing the questionnaire, the researcher has to pilot the study that should be conducted for the sake of relevance, refine its content, wording length...etc i.e. identify problems in wording and inappropriate items, and to cure any possible misunderstandings and ambiguities in the questions before they are used. Schreiber (quoted in Given 2008:624) defines pilot study as follow ":... *Is a small-scale implementation of a larger study or of part of a larger study. Pilot studies last for shorter amounts of time and usually involve a smaller number of* Participants*, sites, or organizations"*. This idea has been also stated by Sudman and Bradburn (1983:283) *"if you do not have the resources to pilot- test your questionnaire, don't do the study"*.

The questionnaires, generally, depend on the actual wording of the items (minor differences can influence the response pattern) a vital part of questionnaire construction is *'field testing"* that is "*piloting"* the questionnaire at different stages of its development on the target sample the instrument as been designed for. These trial runs allow the researcher to collect feedback about how the instrument works and whether it performs the research it has been designed for. This information leads to make alterations and perfect the final version of the

questionnaire. According to Dorney (2002:16) Pilot test highlights the following problems:

- ✓ whose wording may be unclear;
- ✓ which are difficult for the respondent to answer to;
- ✓ which may be omitted  because they may contrast the initial expectations or they may not provide any exceptional information or because they may measure something irrelevant;
- ✓  which may introduce a problem to code into a small set of meaningful categories when dealing with open-ended questions ;

Piloting also denotes a set of problems or potential pitfalls concerning:


- ✓ the questionnaire' administration ;
- ✓ the dealing out with  the answers;

Valuable feedback can also be gained about:

- ✓ The final version  of the questionnaire;
- ✓ The clarity of the instructions;
- ✓  The necessary length of time to complete the instrument.


The importance of the piloting is in sharp contrast with the reality that so many researchers completely omit the pilot stage from their research design. Regardless of how experienced the questionnaire designer is, any attempt to shortcut the piloting stage will seriously put at risk the psychometric quality of the questionnaire (Moser & *Kalton, 1971).* This idea is also reinforced by


Oppenheim (1992:47) Cited in Dorney ( 2002:65)


Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights. In fact, every aspect of a survey has to be tried out beforehand to make sure that it works as intended.

Similarly, the aim of a pilot is to increase the reliability, validity and practicability of the research instruments. Weir and Roberts (1994:138) state: "*the value of piloting instruments before actually employing them in final data collection is paramount*" then they add that the purpose from piloting the instruments is to "*identify ambiguities, other problems in wording, and inappropriate items, and provide sample data to clarify any problems in the proposed methods of analysis prior to the collection of data in the study proper*" Weir and Roberts *(*1994:139*)*. Respectively, Oppenheim (1992:47) adds *Questionnaires have to be composed and tried out, improved and tried out again, often several times over, until we are certain that they can do the job for which they are needed".*

Consequently, some samples have been administered to a number of language teachers aiming at checking out the shortcomings of the questions and minimize the risks of bias. Based on these comments some modifications have been accrued. Furthermore, some items in the questionnaire were omitted since they do not provide useable data. Meanwhile, some others were added to ensure gaining the necessary information in the present work. Later on, the questionnaire was put under two distinct rubrics (see appendixB') to facilitate the task for the informants while answering the questions. As it has been described above, the reason behind a pilot study is to reduce the risk of bias besides, the detection of some problems and difficulties of feasibility that the researcher has identified, and this is mainly due to the following reasons:

- ✓ The structure of the questionnaire;
- ✓  Repetition and useless of a number of questions.

Finally, Piloting the research instruments is of a paramount importance, the investigator has attempted to pilot the interview questions in order to avoid ambiguity and misunderstanding of a number of questions.

### 3.8. Classroom Observation

Observation is a research tool used to examine persons in natural settings. Therefore, the use of observation helps the researcher to get a deep understanding of the studied phenomenon. Cohen et al., (2007: 396) argue that *"Because observed incidents are less predictable there is certain freshness to this form of data collection that is often denied in other forms, e.g., a questionnaire or a test"*

The present research instrument has been used for the sake of revealing the students' responses to teaching methodologies employed in their classes, thus, both qualitative and quantitative investigations of the data have been obtained through semi-structured interviews, questionnaire and classroom observation. Since the nature of the present study requires the researcher to make many observations during the research process, it was crucial to decide what type of a role the researcher would adopt in the classes. At the initial stage, one type of field research has been considered; participant-as-observer.

In participant-as-observer type of research, on the other hand" observers become participants during the treatment of the group by revealing their identities and the goal of their research. In this type of observation method, researchers are able to *'discern ongoing behaviour as it occurs and are able to make appropriate notes about its salient features.'* Cohen *et al* (1994:110). As opposed to participant-as-observer, in *complete participant* type of research, observers become participating members of the group of interest without revealing their identities or research goals to the group. However, this type of research poses several methodological problems:

➢ since researchers may become so self-conscious about revealing their true selves that they may easily lose the research perspective;

➢ it is difficult for the researcher to decide what to observe because he/she cannot evoke responses or behaviour and must be careful not to ask questions that might raise the suspicions of the persons observed;

➢ Recording observations or taking notes is impossible on the spot; these have to be postponed until the observer is alone. Nevertheless, time lags in recording the observations may cause selective bias and distortions through memory. Frankfort *et al* (1997: 282-285)

This classroom observation has been conducted at the beginning of the academic year (2015-2016) with the duration of approximately eight (08) sessions. The observer has attended the literature course with pre-determined objectives in mind. Quality of teaching was measured through classroom observations by independent observers both at the beginning (mid of April 2014/2015)

**General guidelines:**

❖ The researcher should think about when, where, how and what to observe.

❖ He/ she should think about the duration of the period of observation.

❖ The researcher should take into consideration the timing of the observation (morning or afternoon).

❖ He/ she should think about the context of the observation.

❖ He/ she should concentrate and be attentive.

❖ The researcher has to focus on details.

❖ The researcher has to record the events of the observation.

**Advantages**

❖ The researcher can record information about the natural behaviour of a group.

❖ The researcher can collect reliable information easily.

❖ The subjectivity of the informants is eliminated.

## 3.9. Conclusion

This chapter demonstrates the research method and procedures of the present study; the researcher investigated the sample population, instruments and procedures used to collect the data. It also presents qualitative and quantitative data gathered in a genuine teaching/learning context that serves to investigate the effectiveness of an integrative approach since a critical observation of ELT in the Department; Students' needs are simply intuited for them by their different teachers at various stages of their enrolment at university rather than analyzed or assessed.

CHAPTER FOUR

# CHAPTER FOUR

## *Data Analysis and Interpretation*

4.1. Introduction

4.2. Data Analysis and Interpretation

4.2.1. Data Analysis Method

4.2.2. The Students' Questionnaire Analysis

4.2. 3.Teachers' Semi-Structured Analysis

4.3. Classroom Observation Analysis

4.4. Discussion of the Main Findings

4.5. Conclusion

## 4.1. Introduction

The present section attempts to provide valuable data about literature teaching situation at the University of Tlemcen as it explores the problems, difficulties and challenges faced by EFL teachers based on evidence from questionnaire, interview and classroom observation. Therefore, this chapter is served to report and discuss the findings gathered through the data collection procedures. It provides answers to the already stated hypotheses and research enquiries. Therefore, it is also devoted to sorting, reviewing, and interpreting the results conducted in the three different phases. Its main purpose is to reveal data about the learners' improvement while teaching through an integrative approach.

## 4.3. Data Analysis and Interpretation

The process of data analysis and identification includes the organization of the data in a systematic way; it is a practice of making data opened to a wide range of analysis and multi-layer of interpretations. This task is seen as a challenging task that requires much more effort and skills. It is achieved through making suitable decisions about the purpose and goals of the study, the research questions, and the data collection procedures. Therefore, Marshall and Rossman (1990:111) explain: *"Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat"* .The purpose upon any research paradigm as well as the decision upon the appropriate techniques of data analysis are governed by a number of parameters, for Cohen *et al.* (2007), they are:

- The focus of the study;
- The precise character of the data ;
- The natures of the data are being employed.

Apart from Cohen *et al.* (2007), Norton (2009) argues that the validity of any scientific investigation tied not only to the validity of the research tools but, also on how data are collected and analysed. This latter requires choosing the suitable data gathering and analysis approach or approaches; still

### 4.3.1. Data Analysis Method

A combination then of qualitative and quantitative data approaches seemed to be appropriate for data collection and analysis. Reporting the analysis and interpretation of data at these three levels following the same order of the previous chapter is important for the actual study. According to Greene *etal* .,(1989), these two approaches "*...are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying, or elaborating on certain aspects*" (Quoted in Dornyei, *2007:164).* the investigator opted for a combination of both qualitative and quantitative data approaches in an Endeavour to manage different sets of acts and make them subject to multilevel of examinations and interpretations and reach what is called an *outright picture of reality*.

The mixture of these two approaches in the context of a single study is widely acknowledged by research methodologists for having acomplementary role; it counters the weaknesses of making use of only one method and it improves the analysis of the results. The use of quantitative analysis, in general, covers the presentation of then for motion into a numerical structure and the application of statistical techniques to analyse research items such as closed questions and multiple choice answers and test scores. In this end, Burns (2010:118) supports the importance of this type of analysis. She argues: "*Quantitative data can have a very important place in the way we discover things and present our findings. We can gain insights about the extents, measures, or, weightings up*" of the main issues that are important to our research focus in this study were examined through working out the percentage of learners' responses.

This descriptive analysis is adapted to make a clear representation of the results, and display them in a summarized way.

Though results obtained from this facet of analysis are believed to be summarized in objective ways, it might be of non-generalizability to all the sample, and fail to explain and interpret some patterns. Therefore, a focus was also devoted to a qualitative analysis. The qualitative analysis is believed to provide an insightful understanding of a particular event; it tends to be explanatory in nature, describing and explaining some phenomenon such as those related to the subjects" opinions and experiences. In this respect, as far as quantitative data is concerned, the investigator would not encounter a lot of difficulties in analysing the data since "*Well defined procedures, guided by universally accepted canons are available; to address research issues and the computer will do most of the detailed mathematical work for us, producing relatively mathematical straight forward results*". Dörnyei (2007: 197)

In this research, a qualitative analysis was undertaken to analyse results gathered from research instruments namely the teachers" interview and the learners" questionnaire consisting of those items that allowed participants to express themselves freely. It was meant out to explore and explain some events. With reference to this present investigation, findings collected from different research procedures were analysed through the examination of three main phases, they are:
-   questionnaire ;
-   semi-structured interview ;
-   classroom Observation.

### 4.3.2. The Students' Questionnaire Analysis

To gather insightful data about the EFL literature teaching from the students' points of view, this present elicitation research tool was administered to twenty informants. Its main objectives were to cross-check the results obtained from the teachers' semi-structured interview and outline the learners' requirements; their interests and attitudes towards the literature course. In chapter five, the investigator tries to provide a set of pedagogical implications for improving the status of the literature course enhancing the teachers' skills, knowledge and strengthen the learners' weaknesses to perform better in their target situation.

**Part One :** Students 'Evaluation of their learning Level

Question 1) how would you evaluate yourself as an English student?

The first question is intended to know the student's level in English language. For this reason students were given the following choices: *a. good b. average c. poor* .The results are showing in the table below.

**Table. 4.1:**Students' Level of English

| Level of Students | Students Number | Frequencies |
|---|---|---|
| b) average | 14 Students | (70% ) |
| a)good | 5 Students | (25% ) |
| c) poor | 1 Students | (5%) |
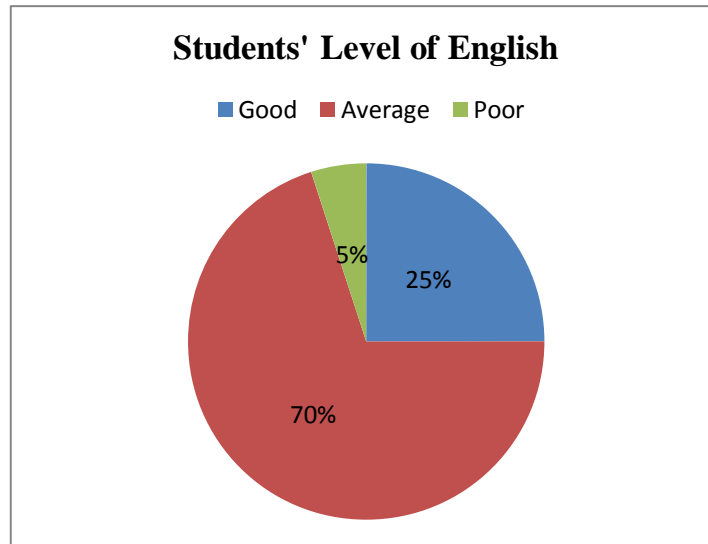
**Pie-Chart.4.1:** Students' Level of English

Students were asked about their proficiency level in English.More than half of the students (70%) evaluate their level in English as average. Meanwhile, seven (25 %) of them consider themselves having agood level. Furthermore, only one student evaluates himself as poor in English.

*Question 2:* Students' Difficulties in Language Skills.

The question investigates which skill is considered to be the most difficult for students, for this reason, students were given the following choices. The results are best summarized in the figures below:

**Table.4.2:** Students' Difficulties in Language Skills

| Students' most difficult skill | Number of students | Frequencies |
|---|---|---|
| Speaking | 7  Students | (64%) |
| listening | 3 Students | (27%) |
| writing | 1 Student | (9%) |
| a)Reading | 0 | (0%) |

The above table can be interpreted in the following Pie-chart
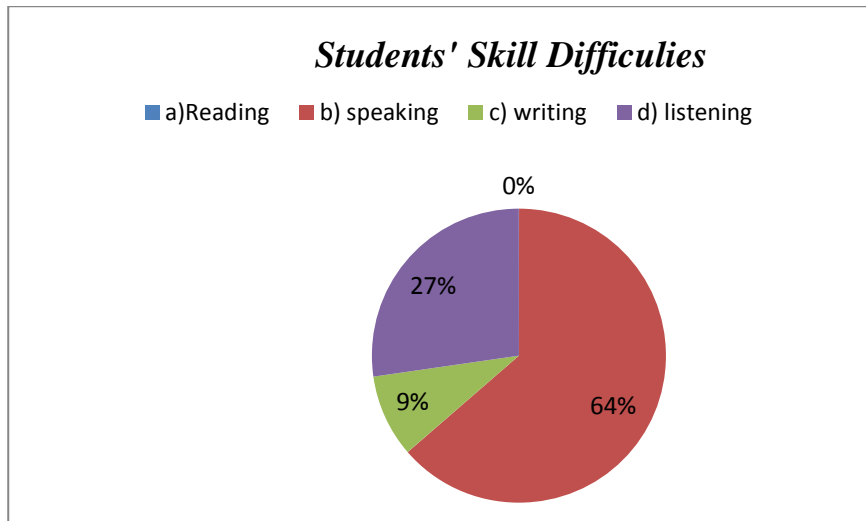


**Pie-Chart.4.2:**Students' skill difficulties.

The articipants were asked to grade the four language skills in terms of difficulty. According to the results obtained, (64%) of students revealed that they find difficulties expressing themselves. The second one is listening with (27%). Writing comes in the third position in terms of difficulty with 9% Furthermore, the least difficult skill is reading.

*Question 3.*What do you most prefer to read?

This question seeks to investigate what most students prefer to read. The participants were given the following choices. The results figures below show the students' preference.

**Table. 4.3:**Students'Preference.

| | Number of Students | Frequencies |
|---|---|---|
| a) Short stories | 11 Students | (61%) |
| Novels | 4 Students | (22%) |
| Plays | 2 Students | (11%) |
| Poems | 1 Student | (6% ) |
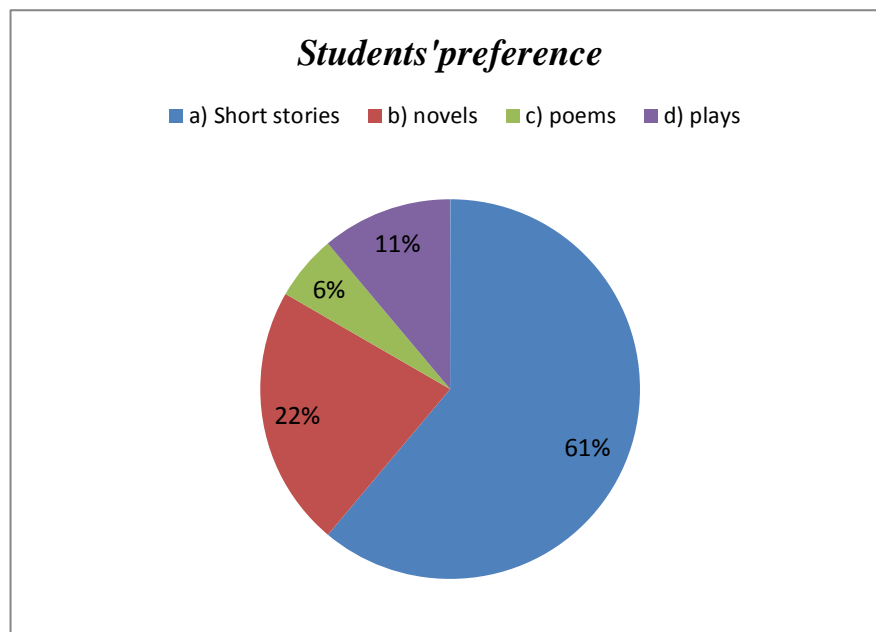


**Pie-Chart.4.3:** Students' Preference.

   The results  show that the majority of the participants (61%) prefer short stories". (22%) of the sample prefer to read "novels". (11%) of the participants stated that they prefer to read "plays". (6%) prefer reading "poems" of the given choices.

**Part two**: Perspectives toward Reading literary Texts and writing**.**

This set of questions tackles the issue of reading and writing.

*Question 1:*why do you generally read the literary text?

Concerning reasons from reading the literary work, six students (30%) said that they read the short story expand language awareness. Six students (30%) stated that they read it to gain access to cultural background. Four students (20%) wanted to strengthen their imagination, while the same number of students read the short story just to pass the exam.

**Table .4.4:** Students' Reasons for Reading Literary Texts

| | **Number of Students** | **Frequencies** |
|---|---|---|
| a) Expand your language awareness | 6 Students | (30%) |
| b) gain access to cultural background | 6 Students | (30%) |
| c) strengthenyour imagination | 4 Students | (20% ) |
| d) to pass the test | 4 Students | (20%  ) |
| e)    to    meet    class requirement | 0 Students | (0%) |

The results are better illustrated in the following Pie-Chart
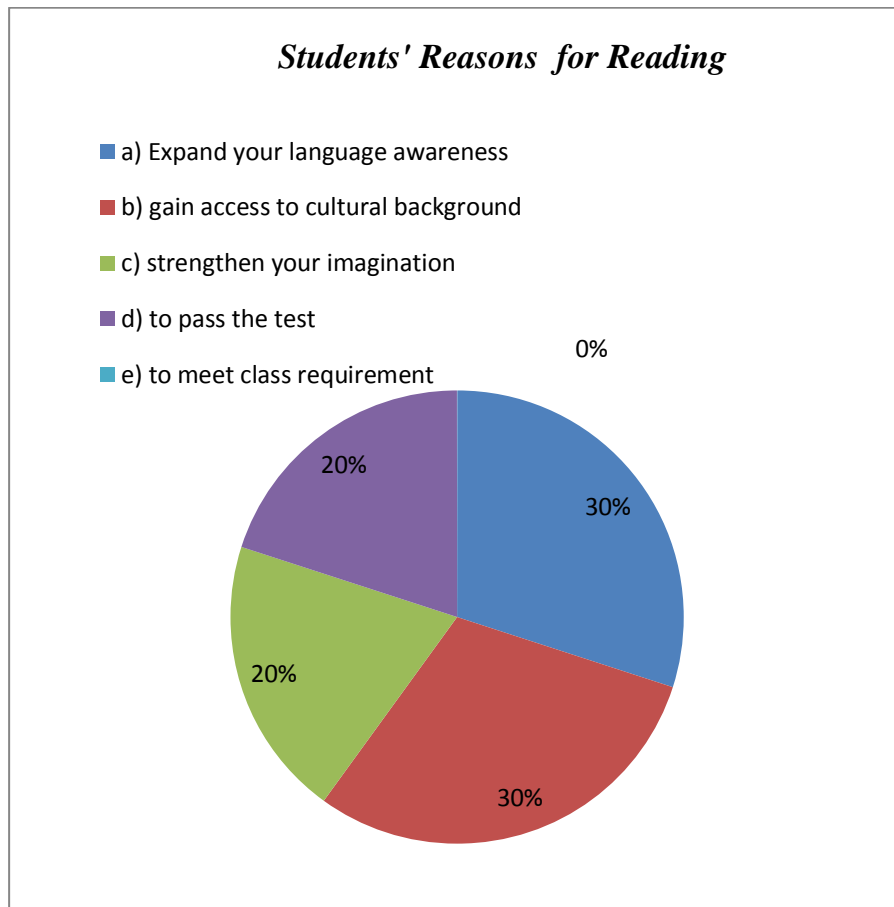


**Pie-Chart. 4.4:** Students' Reasons for Reading Literary Texts

*Question 2:* Does reading literary texts contribute to the development of your reading skill

**Table 4.5:** Contribution of literary texts to Reading Skill

|  |  |
|---|---|
| Yes | (69,4%) |
| No | (31%) |
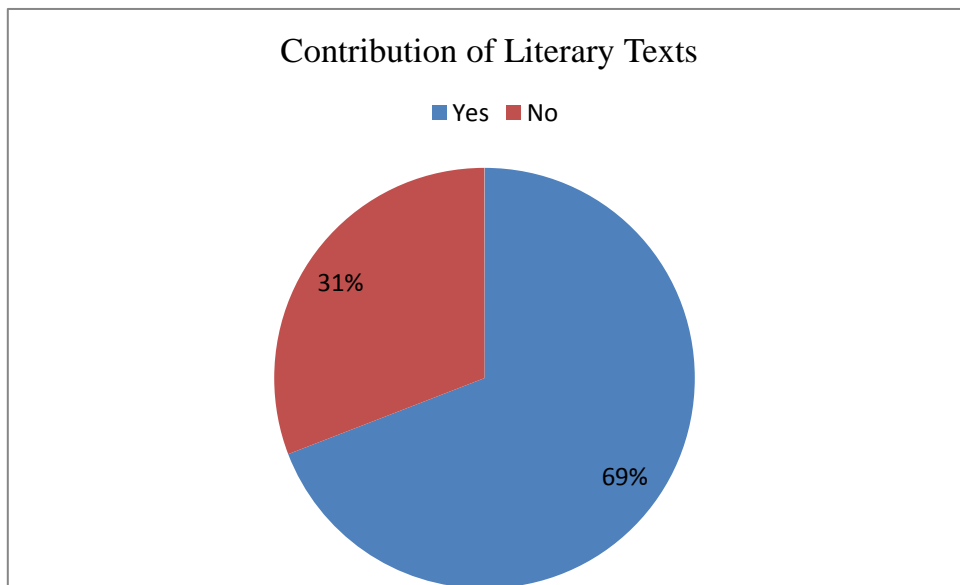
**Pie-Chart. 4.5:** The Contribution of literary Texts in Reading Skill

*Question 3:* What did you benefit from reading the short story?

**Table. 4.6:** Students' Benefits from Reading the Short Story

| Benefits of Reading | Number of students | Frequencies |
|---|---|---|
| a) development of vocabulary | 10 Students | (53%) |
| b) gain access to cultural background | 4 Students | (21 % ) |
| c) Expansion of language awareness | 2 Students | (11%) |
| d)organisation of id eas | 2 Students | (11%) |
| e) improvement in sentence structure and grammar | 1 Student | (5%) |

**Benifit of Reading**

- a) Expansion of language awareness
- b) development of vocabulary
- c) organisation of ideas
- d) improvement in sentence structure and grammar
- e) gain access to cultural background

10%

21%

5%

11%

53%
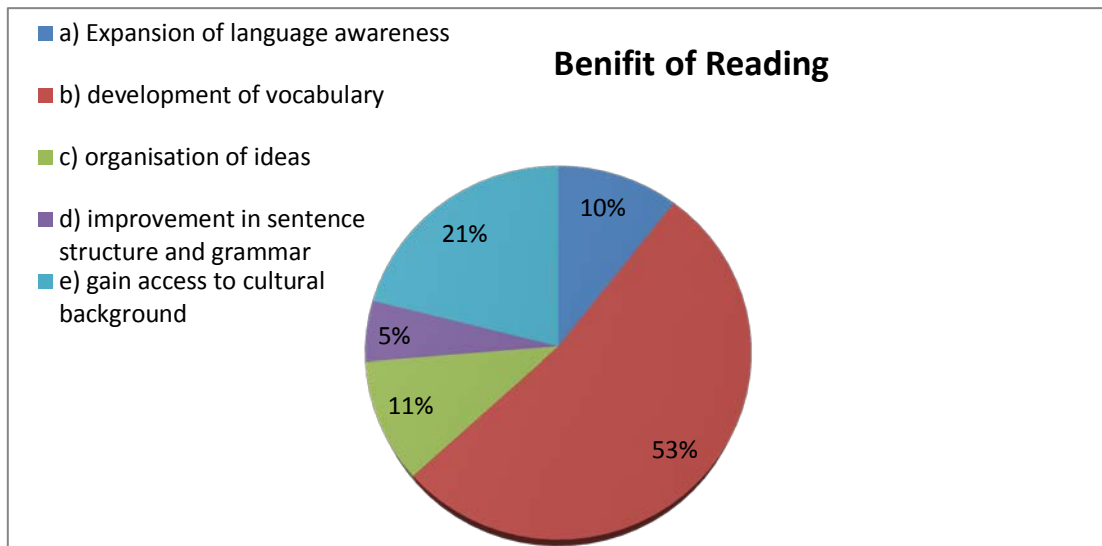
**Pie-Chart. 4.6:** Students' Benefits from Reading the Short Story

From the result obtained (10%) of students revealed that the short story helped them expand their language awareness. (53%) of students stated that it improved their vocabulary. Furthermore, six students (19.35 %) gained access to the cultural background of the story. While 5 learners (16.12%) declared that the short story helped them organize their ideas. Finally, only three of the participants (9.67%) respond that the literary text improved their sentence

*Question 6)* when you read the short story, you focused on:

When reading the short story, (42%) of students focus on ideas of the text and 37% of students focus and language use. However, (5%) students direct their attention on how the text is organized.

**Table.4.7:** Criteria students focus on when reading

| | Number          of students | Frequencies |
|---|---|---|
| Ideas and details in texts | 8 | (42%) |
| Words in texts | 3 | (16%) |
| Texts Organization | 1 | (5%) |
| Style and language Use | 7 | (37%) |
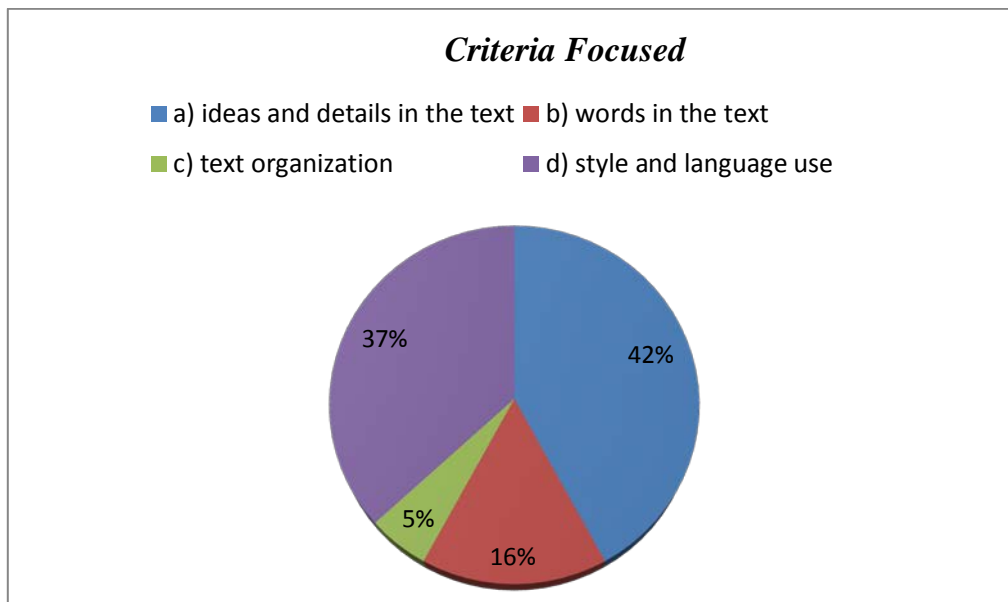


**Pie-Chart. 4.7:** Criteria students focus on when reading

*Question 6:* What are the main difficulties you find when reading the literary text?

The aim of this question is to know the main reading difficulties students encounter. (53%) of responses said that they faced linguistic difficulties.  Most of the respondents (21%) express their great difficulty in understanding the hidden meaning of the literary text. Meanwhile, four respondents (16%) assert

that they could not cope with the complex structure. Moreover, (15%) of students found problems with the plot of the short. Furthermore, it should be noted that (15) of the students had difficulties with the cultural background of the short story. This can be more illustrated in the following table and Pie-Chart.

**Table .4.8:** Students' Difficulties in Reading Literary Texts

| **Reading difficulties** | **Number of students** | **Frequencies** |
|---|---|---|
| Hidden meaning | 10 Students | (53% ) |
| Linguistic Difficulties | 4 Students | (21%) |
| c) complex structure | 3 Students | (16% ) |
| d) following the plot | 1 Student | (15%) |
| e) the culturalbackground of the short story | 1 Student | (15% ) |
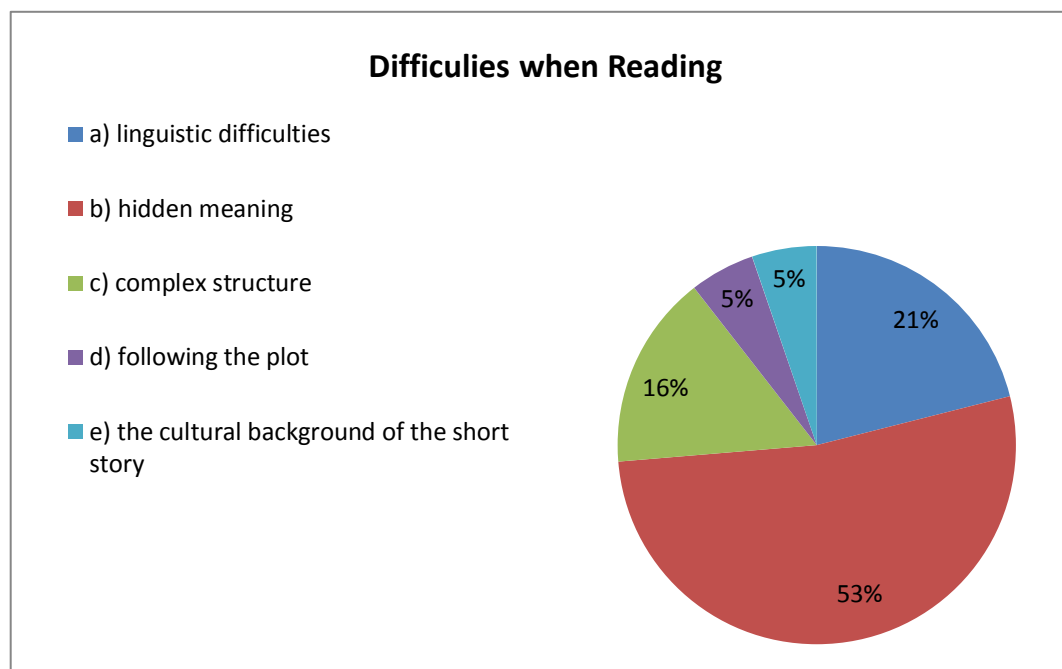


**Pie-Chart. 4.8** Students' Difficulties in Reading a Literary Text

<u>*Question 7):*</u> What are the origins of those difficulties?

Most students lack motivation in reading, the fact which confirms their low achievement in English reading. (26%) of students stated that they are not motivated to read. Meanwhile (48%) of the respondents declared that they are not interested in reading. Furthermore, (26%) of the students revealed that they lack self confidence in EFL reading, because of their fear of making mistakes. This can be shown in the following illustrations:

**Table. 4.9:** Origins of Students' Writing Difficulties

|  | **Number of students** | **frequences** |
|---|---|---|
| a) Lack of interest in writing | 9 Students | (48%) |
| c) Lack of motivation | 5 Students | (26 % ) |
| d) lack of self confidence in EFL Reading | 5 Students | (26%) |
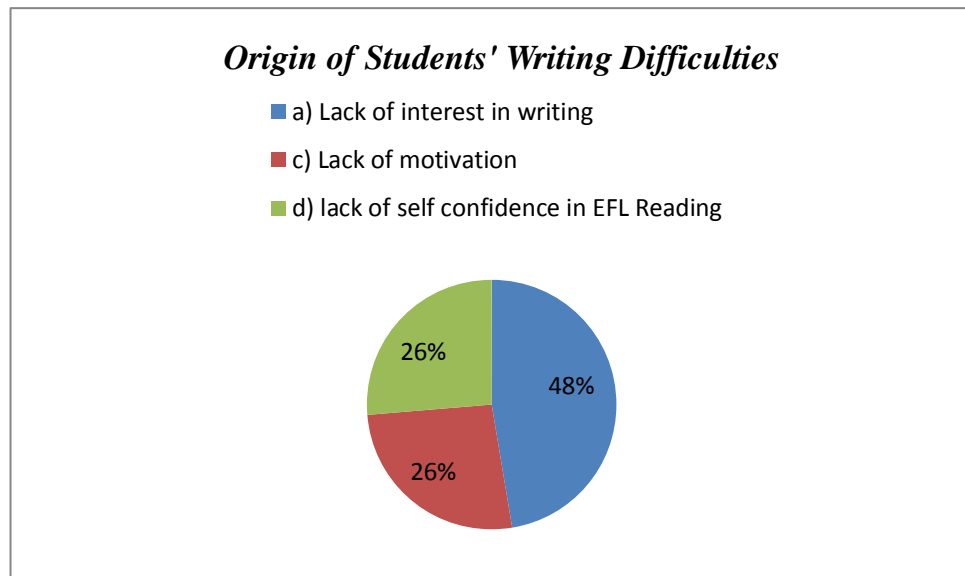
**Pie-Chart. 4.9:** Origins of Students' Writing Difficulties

Question 8) what is your interest in reading literature? This is one among the answers reported: (see appendix "A")

*Gain a vocabulary background. Actually LITERATURE i don't like it but read it just for plays and the short stories that have wise at the end Reading literature opened many doors to me one of them is developing my writing cz I was weak second vocabulary which is pretty important to gain new words each day I read literature is a deep see of wisdome , which may help you toward developing yourself in many ways, and concerning my interest in reading literature is to gain this wisdom, because you will be able to think logically , and you will have an amazing background.I am mostly into reading good stories with interesting plots to open my horizon on new experiences ( new words uf it is science fiction ) and to improve my writing skills mostly to entertain myself Adventure……..Improve my English and discover new words and characteristics.*

*Question9):* How many literary novels have you read?

This question is intended to know the number of the students literary novels readings. For this reason students were given the following choices

**Table 4.10.**Students literary Readings

| | Number of students | frequences |
|---|---|---|
| 1 or 2 | 6 Students | (32 %) |
| 3 to 5 | 6 Students | (32%) |
| 5 to 7 | 3 Students | 16%) |
| 7 to 10 | 0 | (0 %) |
| More than 10 | 4 Students | (21 %) |
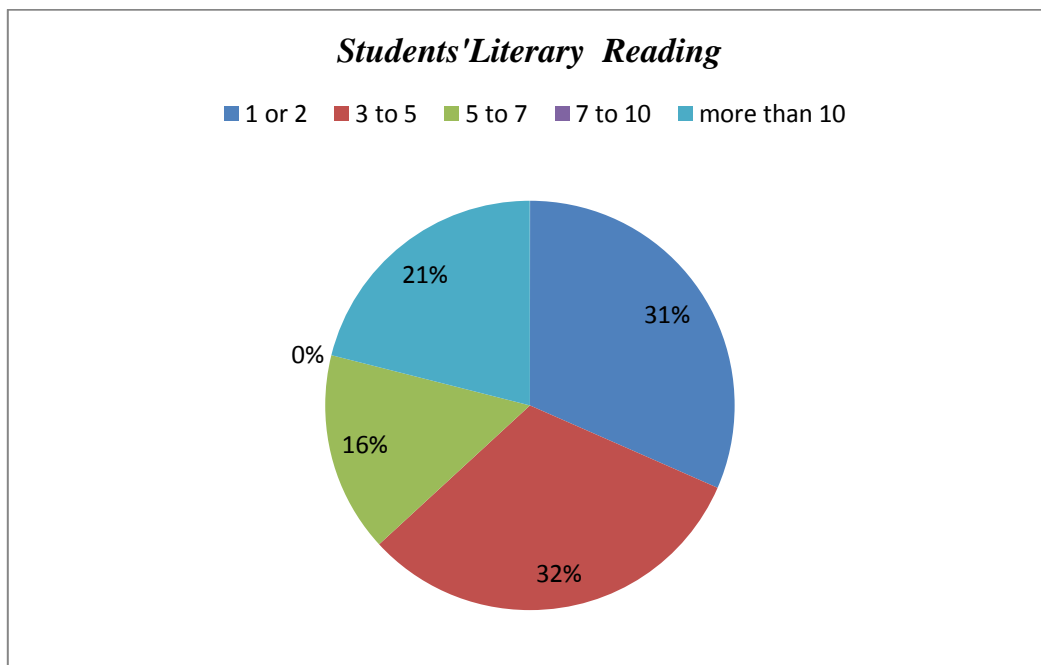


**Pie-Chart.4.10**: Students literary readings

the analysis of the result demonstrates that there are two similar categories in the amount of students (31.6 %) , the first category reads 1 or 2 literary novels ,the second category reads from 3 to 5 literary novels . Then , the third category with (21.1 %) that reads from 5 to7 literary novels ; while the fourth category with (0%) which shows that no one reads literary novels from 7 to 10 . The last category with (15.8 %) that reads more than 10 literary novels.

*Question10)* How often do you read novels?

This question is designed to investigate the number of students who read novels. Therefore, students are given different options. This can be shown in the following illustrations:

.

**Table 4.11:** Frequency of Reading novels

|  | **Number of students** | **Frequences** |
|---|---|---|
| Often | 5 Students | (28 %) |
| Sometimes | 10 Students | (56 %) |
| Usually | 2 Students | (11%) |
| Never | 1 Student | (5%) |

**Frequency of reading novels**

- a. Often
- b. Sometimes
- C. Usually
- d. Never

28%
5%
11%
56%
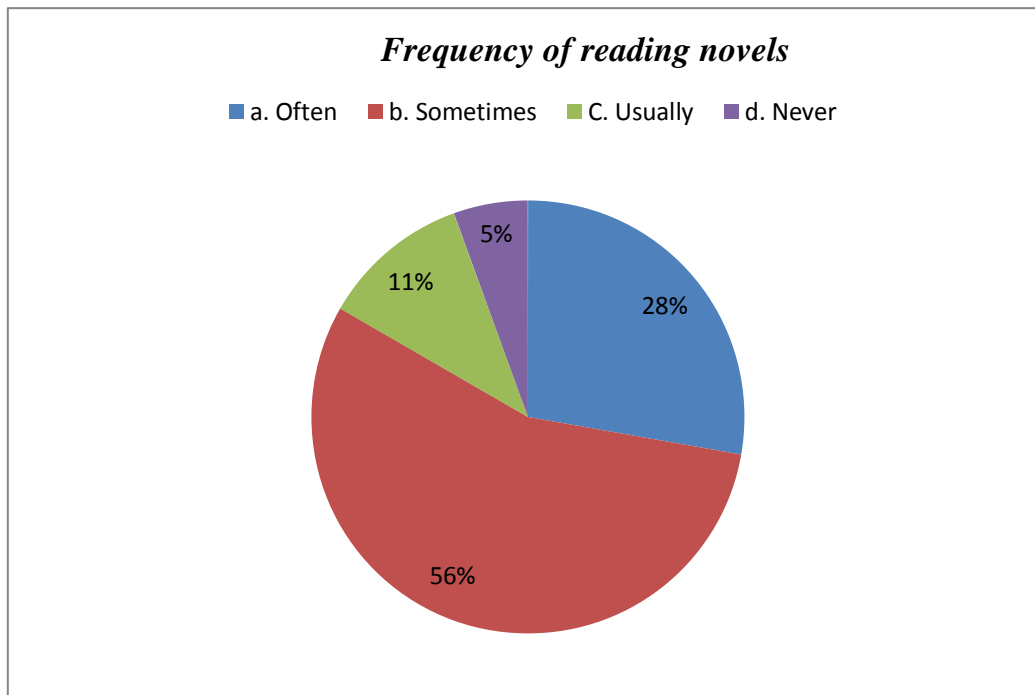
**Table 4.11:** Frequency of Reading novels

The results revealed that more than half of students (56%) read novels. Five (5) students (28 %) read often novels, whereas two (02) students (11%) read novels usually, and one student (5%) never reads novels.

*Question 11)* What do you expect from your studies in literature?these are two different views of students arguing that: (see appendix "A")

*"Nothing, it is a waste of time? Just to have a good vocabulary.......I expect to become a good writer that's my aim cz I do some mistakes in writing when it comes to grammar, organizing my ideas, respecting the structure of an essay. ..i expect everything good in my studies in literature , because this my chosen field and , maybe a lot of students say that mathematics is the mother of sciences, but for me , literature is the mother of all wisdome . Help in writing and grammar and gain a backround and culture. My literature studies allow me to read more, discover*

*different cultures and consequently write about the knowledge I gained. I expect to improve my style in writing*

*More knowledge*

*I deeply believe that literature is very interesting and its language is charming and has an incredible beauty. However, it is not my favourite module .honestly, I cannot imaging literature to be one of my future studies.yes ,I like it ,I have a pleasure when reading excerpts and discovering aspects ,but I also study it to get good marks and pass . I know I will discover other things next year and improve my English in general (in literature module)".*

<u>*Question 12)*</u> How do you work with literary texts?

(see appendix "A")

*"I prepare for seminars, to find it easy in exams. Just a mess haha*

*I didn't know what do you mean by this question but my answer is: I read and use my dictionary all the time I feel lost without it.*

*I work normally , i read the texts several times , then I try to organize the ideas with the identification of the plot , in order to understand the content, then i search on figures of speech, then I try to conclude what the text is about , and why it is been written. reading twice the text and answer*

*I read the literary texts once, twice or even more. I extract the difficult words and search for their meanings. Then,I start thinking about the general ideas, hidden meaning and obvious figures of speech. Finally, I combine my previous ideas and finish*

*the rest of the literary analysis. by reading each word carefully to undrestand the meaning and try to enjoy reading it*

*I read them*

*I first scan the text ..then ,make a 2nd lecture and write down difficult words..after that, search their meaning in dictionaries.. Finally, I read the excerpt and make efforts until I understand it".*

✓ **Comment on Students' Questionnaire: Major Results**

➢ Most students said that reading the literary text helped them expand their thoughts and ideas.

➢ Some students found difficulties in understanding the hidden meaning of the literary text, while others faced some linguistic difficulties.

➢ The limited range of vocabulary posed problems for students. Thus, inhibit their Development of ideas.

## 4.2. 3. Teachers' Semi-Structured Interview Analysis

The current semi-structured interview was conducted with six EFL teachers at University of Tlemcen. Its essential goal is to map out the current EFL instruction and examine some significant elements of literature course methodology. It is composed of four rubrics. The first one included six questions that addressed the point of Teachers' views and perception towards teaching, whereas the second group of six items sought out the issue of Literature teaching methodology. The third part revealed the integrative approach in teaching literature in class. However, the fourth part invited the interviewees to suggest some suggestions and recommendations.

**Rubric One:** Teachers' View and Perception towards Teaching

The questions of this section aimed to unveil our EFL teachers' perception and views about teaching literature including their experiences, interview required informants to provide deep-insights about literature teaching situation. Themes like discussed below.

Question1: *How many years have you been teaching literature at university? According to you*:

Question one reveals teachers' experience in the field, the majority of the literature teachers in the department exceed five years of experience, which means that our sampling includes experienced and qualified teachers in the field of literature. Among them professor and the others hold the title of doctor the following table illustrates

Question 2: *What are the Strong differences between literary and non-literary discourse?*

The teachers when they are asked about the difference between literary and non literary discourse the majority agreed on the fact that the major difference lies in the stylistic aspects of the texts. This makes the essence of the literariness (formalist view) of the works. They are contrarily to non-literary texts, complex and based on literary devices that govern the form of the text; (caractarization, metaphors, irony and symbolism). These elements are critical in distinguishing the literary from non literary on the grounds that the meaning is embedded in the texts and cannot be inferred without understanding such devices and techniques means that literary discourse is based on figurative language and imagery and elicits the imagination.

According to them a literary discourse is usually narrative or emotional, often containing voluntary aesthetic devices that are meant to make it poetic, while non literary discourse is a more straight to the point discourse ,usually objective, states facts rather than telling events, can be informative or argumentative and has a very limited use of aesthetic devices as well as the use of adverbs and adjectives…this can be summarized as follow:

✓  Literary discourse is related to art, fiction and works of literature

✓  Non literary discourse is related to non-fiction and works like: diaries, and journalism

✓  Literary discourse is more sophisticated and ambiguous.

✓

Question 3: *Why teach literature for an EFL  language classroom?*

Question three is about the reason for using literature for an EFL language classroom. So that, some teachers preferred to star with small introduction to reinforce their answers stating that:…. Literature is not simply fiction; it is a reflection of the ideologies and the philosophies as well as cultures of particular time periods, it is the fact of voicing silenced voices, as well as a record of a time period. Teaching literature to EFL students contributes to:

a)  Teaching our learners the different ideologies of the target language.

b)  Teaching them the culture of the target language

c)  Teaching vocabulary

d)  Teaching through literature the reading skill

Others argued the reasons behind using literature in their classes simply because

a)  literature is authentic material;

b)   it enlightens and develops students' linguistic, literary and cultural competencies

    c) it is an open window on other cultures……cultural enrichment

    d) It is a motivating material

They continue saying that literature provides authentic texts to support language learning and a vehicle of words, culture, genre, art and many important topics related to society…..it is used for a good number of reasons :

    ✓ linguistic benefit;

    ✓ cultural benefit and motivational benefit ;

    ✓ literature raises awareness in real life events;

    ✓ it provides students the opportunity to travel beyond the real life and to negotiate in meaning and contribute to students personal lives;

Question4: *What are the methods mostly used in your t eaching?*

    The teachers were also required to answer the third question mainly based on the approaches used in their teaching. Teachers use different approaches in class according to the content of the lecture, the common thing between these lectures is that they are given in target language, students are required to participate in learning process more than the teacher does and their participation is ensured by home works (texts analysis) that rely mostly on literary criticism…according to them the stylistic, cultural approach and the language based approach are used.

    Interaction- disruption- group work

Question5: *Do you really think there is any specificity to teaching literary language?*

    All teachers agree that there is a specificity in their teaching literary language as they argue saying that infact we are dealing with literature through language and language through literature those teacher use language based-

approach they focus in incorporating language and literature to study literature; literature is not "taught"

a) Students are exposed to literary language to enable them to be embed with the stylistic features.

b) It's challenging since an important number of students consider the literary language as being not useful in everyday situations.

c) It's particular due to the complex patterns one may come across while analyzing literary language.

d) Literary texts are full of dialects, language varieties and linguistic deviance.

They state that one cannot teach literary language as they can teach methods, writing techniques which helps students understand literary language and even write themselves literary language, but literary language is more than this it is rather a matter of creativity and inspiration which is not something one can teach…

Question 6: *How should Literature be handled in an EFL classroom?*

Question five was to know how should literature be handled in EFL classroom most the teachers have common point of view that simply literature cannot be taught without contribution of the learners, without reading the piece of art discussed in class, otherwise teachers will just telling stories inside the classroom and students interpret metaphors but that would transform into a reading comprehension class. For class of literature to be successful; students must read and reflect about the work of art before they come to class where the discussion and analyses take place…

As they mention that as a literature teachers they should go through three main steps which are the presentation that consists of making an impact on the students; understanding and familiarizing students with the piece of art handled

as (novel, short story or poem) before analyzing and interpreting. This means that literature should consist in the study and analysis of literary texts through:

- ✓ Explanation
- ✓ Interpretation
- ✓ Discussion
- ✓ Homeworks

**Rubric Two:** Teachers' Methodology to Teaching Literature to second-year EFL University Students

This rubric of questionnaire required the informants to provide deep-insight about their methodology to teaching literature.

Question1: *How can reading and writing be interdependent in the EFL writing classes?*

The first question in this rubric was asked to know how can-reading and writing be interrelated in the EFL classes. The answers reveal that reading is required to analyze literature and then write a literary analysis. Teachers state that there is a strong relationship between reading and writing in the EFL literature classes, because the two are interdependent, and students who read extensively become better writers. one teacher said that it is done through assigning a number of tasks that join both process such as writing summaries….another teacher stated that through text analysis and  homeworks; in a text analysis performed by learners at home before they come to class on a specific excerpt they are supposed to deal with in class they take the time of reading , reflecting (thus understanding the text) and making their own conclusions about the text which they transform into an essay in the analysis and practice writing by the same token….Writing as continuity to reading. For

instance, devising activities through which students take literature as a model for writing or tailoring prediction activities.

Question2: *what are the most important criteria for selecting literary texts*?

Question two reveals the most important criteria for selecting literary texts Fundamentally, respondents share the same view about the use of literature in the EFL classroom, teachers should use appropriate texts. Consequently, Students can exploit and cope with difficult texts. They affirm that teachers need to provide their learners with a language that correspond their level of proficiency. They said that in order to select a literary text, one may look at the themes that are relevant to students so that they can appreciate reading. Meanwhile, they stated that authenticity and reading ability of the text should be taken into consideration, since they can motivate or demotivate the learners for EFL classes?  For them texts are selected according to:

- the availability of aesthetic devices in the text, cultural aspects and images, the availability of a plot and specific message (theme) to be discussed in class….;
- authenticity
- Their degree of difficulty in connection, to the authors' styles;
- Linguistic level/Linguistic accessibility;
- Cultural appropriates/ cultural familiarity;
-  Length;
- Relevant to present time world.

They said that they prefer to deal with texts that represent a wide range of literary genre and working of close study, texts that are appropriate to the age group to sustain appropriate and intensive study…

Question 3: *How do you perceive using literary texts as a resource in our EFL classes?*

The teacher when they are asked to know about how they perceive using literary texts as resource in our EFL classes their answers were as follow:

All the teachers pointed out that literary texts are helpful, because they are authentic, and authenticity is important in learning the language. Teacher RA2 stated that literary texts should be used as models and as visual supports. He added that students will learn about vocabulary, style, idiomatic expressions...etc through reading literary text. Then, he moves on to assert that he uses some excerpts from literary texts in his writing classroom, in order to teach descriptive and narrative writing.

- literary texts would certainly allow learners to learn both culture and vocabulary;
- Literary texts can be as a source for language learning;
-  literary texts as an informal resource are highly recommended;
- They are considered as essential resource.

They argue that literary texts are rich in multiple layers of meaning and can be effectively mind for discussions and sharing feelings and opinions which help students interact and develop attitude towards the world outside…..

Question 4: *Is it possible to manipulate a literary text in order to fit our EFL classroom activities? If yes how?*

Concerning this question all the respondents agreed that it is  possible to manipulate a literary text in order to fit their EFL classroom activities…..all depends on devising various language based activities. They said that any literary text can serve as a material to practice on a particular activity, but above all, we teach literature to teach students how to reflect on a particular culture and its ideology, a way of life, not just to teach them language and literature shouldn't be reduced to such function, short stories and poems can be a source for developing many skills.

One teacher said: I prefer not to alter literary texts to preserve their authenticity….Yes it is useful to manipulate literary texts to fit our EFL classroom activities in order to help students communicating and sharing different ideas concerning their cultural background another teacher thought:

No, it results in a distortion

**Rubric Three:** The Integrative Approach in Teaching Literature

The main aim behind this rubric was to depict those participants' techniques/strategies and main task used in their class to see how much the integrative approach is effective in an EFL classroom.

Question 1: *What are the main task types you frequently use in class?*

The respondents were required to highlight a set main task type they frequently use in class, a diversity of answerers has been grasped ; among them who use the reflective learning, they said that students must reflect about the text, share and discuss their own points of view before they receive the right answer or interpretation from the teacher…and those who use:

> ➢ Stylistic analysis;
> ➢ Prediction activities;
> ➢ Text summaries.

Others prefer:
> ➢ novel summary
> ➢ play performance
> ➢ poem recitation

And those who tend to have:
> ➢ reading comprehension
> ➢ literary analysis

> ➢ critical approach

And others who focus mainly on:

> ➢ writing summaries
>
> ➢ group discussions
>
> ➢ debates
>
> ➢ Quiz
>
> ➢ Oral presentations

The interviewees stressed on the necessity of using literary texts involving students in real-life tasks and working in group through they focus specially on reading skill then the writing skill to help students ameliorate their competencies.

<u>Question</u> 2: *Which competence do you want your learners to develop when reading a literary text?*

This question can be summarized in the following steps depending on the interviewees and most of them agree on:

> ➢ Developing competence in reading skills
>
> ➢ Developing competence in  own reflection
>
> ➢ Develop the analytical skill

Among them one maintained that learners should develop critical thinking and reading skill that help them understand other cultures, religion philosophies etc….and how to foster

> ➢ Vocabulary extension
>
> ➢ Incite imagination
>
> ➢ Be creative
>
> ➢ Be tasteful
>
> ➢ Comprehension through reading skill
>
> ➢ Critical thinking

➤ Writing skill development

Question 3.*Do you think that an integrative approach to using literary texts develops learners' awareness of language use? If yes, how?*

All the interviewees respond the same answer they agree that the integrative approach develops learners' awareness of language use as it is the answer as follow: One of them says: *Yes, it can be effective since it exposes the students to the different dimensions of literature: Linguistic, cultural and motiva*tional.

Another argues that the integrative approach would pay off linguistically, methodologically and motivationally. Firstly, linguistically, by using a wide range of authentic texts; learners are introduced to a myriad of forms and structures of English language. Secondly; literary discourse raises reader's awareness of the processes of reading (the use of schema, reading strategies, intensive and extensive reading) and lastly, motivationally; literary texts assign a priority to the enjoyment of reading. The study of style develops students' awareness of language use. Integrative approach is so useful to integrate learners and to develop their awareness of the language use and how to communicate and to express themselves.

Question 4: *Where literature must be integrated into syllabus of TFL?*

All the teachers agree on the fact that literature must be integrated at every level.

***Rubric Four:*** Comments and Suggestions

Throughout the interview, a number of issues were discussed. In this last rubric, teacher's future prospects were revealed. Qualities of good teacher, strategies used to teach literary texts, the main changes which should be incorporated in initial preparation of teachers, were enlightened below.

Question 1.*Describe your students' attitudes when participating dealing with a literary text?*

The interviewees when they are required to describe their learners' motivation fully agree on the fact that some of them are highly motivated; others regretfully show little interest.

Positive attitude when they are exposed to easy texts and negative when the texts are difficult. Generally, students are attracted to prose texts excerpted from novels and short stories, less so concerning poetry. Students immerse with the literary text and feel happier and more excited as they manage to understand and interpret the figures of speech, they most of the time identify with the literary text and seek to give their own opinion.

Others see that working in a group help students to integrate and to participate sharing their different background, and this method encourages the week and helps the smart because the majority of them have negative attitudes towards literature due to the fact that they are not prone to read.

Question2:What can you do to foster your students' involvement and participation?

- ✓ Selecting interesting texts and designing multiple activities.
- ✓ invite the students to think about the situation and imagine a similar situation from their own culture which attracts them, asking them questions about the ideology of the age and ask them to reveal it from the text.

One teacher prefers to:
- ✓ Act for them the scene
- ✓ Hummer
- ✓ Loud voice
- ✓ Impose dictionaries on tables
- ✓ Online connexion if possible

Question3: Do you use feedback in teaching literature? If yes, what criteria you focus on in classroom?

Teachers' interviews revealed that all of them use feedback in their classrooms. They give feedback on students' essays on both form and content levels.

Some teachers (two respondents; RA1 and RA3) sometimes favour the former over the later, while others emphasis only on content. According to them using feedback will help students overcome their difficulties, and improve their writing competence. Furthermore, some teachers recommend organizing collective correction between students, in which their writing products are corrected between each other. In doing so, learners will learn from their and others' mistakes. Accordingly, all the teachers use feedback in their classes here are their comments:

Yes, immediate Feedback.

Oral/written

Yes, I do; the use of Q&A before every lecture to review the preceding ones.

……yes, what I focus on is positive feedback meant to encourage students to speak more often in class and share their ideas. I insist on the complementarily of the module which student are not aware of.

Question4: In what ways can you help your learners integrate effectively the literary texts used in class? According to the interviewees many ways are used to help student integrates:

✓ Engage them in various activities make them gain ownership of the text.
✓ Invite the students to think about the situation and imagine a similar situation from their own culture which attracts them, asking them

questions about the ideology of the age and ask them to reveal it from the text.

Question5: Is there any further suggestion, recommendation or activity type you would like to propose for a better learners' integration in a class of literature? other interviewees suggest the following:

- ✓ Teachers have to re-think EFL literature teaching objectives;
- ✓ certainly, the use of cinema, plays, entertaining role-playing projects as well as writing competitions to which students would be rewarded;
- ✓ create theoretical classroom;
- ✓ create the technological aids to develop recite poems;
- ✓ Videos to see novels as movies;
- ✓ Students have to perform plays or adapt scenes from novels enact them to use the literary language orally;
- ✓ Encourage free competition (short stories, poems...);

Meanwhile, all teachers agree on the importance of reading to help students improve their writing skills. Meanwhile, they emphasise on practice reading outside the classroom, and link theory to practice i.e. to strengthen previously learnt lessons.

Some teachers suggest assigning learners with collaborative writing activities in the language classroom. They add that groups should not exceed two or three students; this will help them use the target language and raise their motivation and self confidence in EFL reading. In addition to that, teachers think that such activities will make their learners compete and help each other, and most importantly reduce their production of errors concerning their writing.

One teacher said that we need to change our students' belief, saying that writing is a difficult task. She added that reading and writing should be linked, since they work better together, rather than separately.

Moreover, he moved on to assert that the more students read the better they will write, and that using dictionaries and writing diaries will help students write more effectively. Other one added: Bringing innovations and change into classroom.

✓ **Comment on Teachers' Interview: Major Results**

The fourth profile of the literature most of teachers that emerged from the interview was the teachers who used a combination of methods. The class of this teacher was varied and stimulating. While he analyzed, he involved the students in the analysis. He tried to understand their culture and did not discount their interpretations. He asked them about their personal experiences and about how they reacted to the story or felt about it. This teacher compared cultures sometimes, but never made value judgments about the superiority of one culture over another. The participants celebrated this type of teacher for making the effort to involve them and for taking an interest in their own knowledge and cultural experiences. For the class of this type of teacher, the students said they prepared by reading the stories or poems ahead of time and even by searching the Internet to find more information on the literary text they would be taking in class. Because they were always involved, students were alert and paid due attention to what was discussed or said in class. In addition to this, and because the researcher is aware of the necessity to get more in-depth information which the EFL teachers themselves may reveal, conducting classroom observation for the miss of paramount importance, too. In the next section, the investigator will deal with the analysis of the classroom observation.

### 4.3.3. Classroom Observation Analysis

The context in which the courses have taken place and in-depth data, which have been gathered while observing EFL teachers and their learners, have constituted an important data source for the researcher. For this purpose, the researcher has chosen to use a classroom observation checklist which has been mainly adapted from (timulsin,2001) see( appendix "E") as an important tool to gather data through '*real time observation*' was basic means to systematically accomplish this task. Therefore, the aim of the classroom observations were to find out how the teachers deal with the literary texts in the classroom, in particular, whether or not the classroom activities match the teachers' and students' views about literature in the language classroom. Another reason for the classroom observation was to find out whether or not the materials correspond with the teachers' and students' views about literature in the language classroom.

A checklist was devised and used for the classroom observation attempts to asses mainly the following aspect:

- ➢ The types of approaches and activities used in classroom
- ➢ The relationship among the teachers' and students' views on using literary texts in the language classroom and the classroom activities.

This technique may add extra information besides questionnaire and interview which, therefore, may reinforce and ensure a more or less better understanding of teaching literature situation. Maintaining observation during a given period of time, for the randomly selected teachers, has highlighted and confirmed the set of problems encountered by EFL teachers. Consequently, the observation process has been divided, essentially, into two parts: the first part has dealt with the way the course has been conducted, and the second part has been

reserved for the content that has been provided for the learners through a series of lessons.

#### ✓ *The set of difficulties and problems*

A set of common problems our EFL teachers seem to face in the department under investigation are mostly related to: First, teachers often find it difficult to deal with students who are not motivated. Second, most of the EFL teachers are not familiar with the use of ICT; this may result in their ignorance of these tools which in fact may help them better perform their courses and facilitate their literature teaching/learning process. Third, Classroom observation as one of the tools to gather information, and because of human's nature which may consider the fact of being observed as a stressful experience, there has been a risk that teachers may refuse to be observed, i.e., it has been considered as an unwelcome experience for them. For data reliability and validity, an interview and a questionnaire were also respectively designed to cross-check the information and process analysis.

Despite the fact that, observing a limited number of teachers during a limited period of time may not be seen as sufficient to claim for setting the findings in a broader context. This does not deny the fact that classroom observation has represented a great help for the researcher to have at least an idea about the literature teachers' situation in real contexts

#### ✓ *Clasrroom Observation Main Result*

Students were also asked to evaluate the delivery of the teaching materials and the teaching approach employed in the class. To a certain extent, it can be said that students' responses revealed the points which students liked and disliked about the lesson. The table below may statistically summarize these aspects:

**Table4.12:** Students' Overall Evaluation of the Delivery of Materials and the Teaching Approach Employed. Adopted from (Timulcin, 2001)

| Lesson N° | *1st* | *2nd* | *3rd* | *4th* | *5th* | *6th* |
|---|---|---|---|---|---|---|
| 1. The text chosen is interesting and encouraging to contribute to the discussion. | 11 | 12 | 14 | 19 | 16 | 16 |
| 2.I keep note taking and Idon't think anything else | 19 | 19 | 19 | 17 | 14 | 15 |
| 3.Group works is really good and useful | 15 | 15 | 14 | 15 | 10 | 10 |
| 3.I enjoyed approaching literature from a different methodologies | 19 | 19 | 19 | 19 | 19 | 20 |
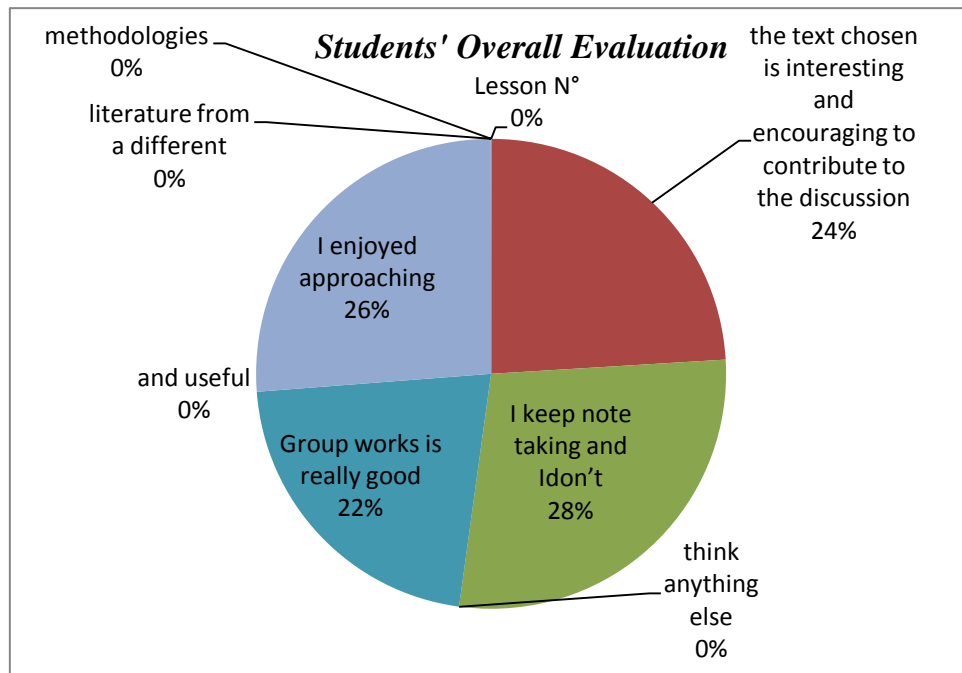
**Pie-Chart.4.12:** Students' Overall Evaluation of the Delivery of Materials and the Teaching Approach Employed.

Approaching literary texts from this perspective (26%) of students stated that they have learned that they can support their intuitions through linguistic patterns in the text.(24%) students indicated that the texts chosen were very interesting. (22%) of students said that they found group work good and useful. (28%) of the students stated that they had enough opportunity to express themselves. This result also show a big difference in students' responses during the data collection period.

Although the time was limited and by all means not enough to raise a full awareness about the issue, it has also been pleasing for the present study to note that of students stated that they appreciated the way words are used and what can be done by words, students seemed to appreciate the same phenomenon. The results are also clearly represented in the following table and pie-chart for better illustrations:

**Table4.13:** Students' Overall Evaluation of the Delivery of Materials and the Teaching Approach Employed. Adopted from (Timulcin, 2001)

| Lesson N° | 1st | 2nd | 3rd | 4th | 5th | 6th |
|---|---|---|---|---|---|---|
| very detailed | 14 | 17 | 12 | 17 | 13 | 73 |
| the text chosen was interesting | 20 | 20 | 15 | 17 | 13 | 85 |
| The teacher talked all the time and I didn't have any chance to express myself | 5 | 3 | 4 | 8 | 4 | 24 |
| creative | 15 | 19 | 18 | 18 | 20 | 90 |
| effective | 17 | 19 | 18 | 13 | 20 | 87 |
| the text chosen was not interesting | 15 | 17 | 14 | 14 | 18 | 78 |
| appropriate to our needs | 9 | 16 | 16 | 12 | 10 | 63 |
| the teacher dictated important points and warned us to underline important parts | 19 | 19 | 19 | 19 | 19 | 95 |

**Pie-Chart.4.13**: Students' Overall Evaluation of the Delivery of Materials and the Teaching Approach Employed.

At the end students were required order to confirm their attitudes towards the teaching/learning they experienced in their class and asked about their motivation and whether they understand literary texts better. Moreover, they were also required to mention positive and negative aspects of the teaching approach used in their classes.

Most of them more confident to work on their own when dealing with a literary text and carrying out an analysis of literary work the great majority of the students in gave very positive feedback. Nevertheless, few of them complained about their speaking abilities saying that although they had things to say they could not because of their belief that they are not good at speaking in English. Obviously, these students needed more time and extra care to gain their confidence.

Students were also asked to mention negative aspects of the teaching approach used in their classes. Some of the stated negative aspects were: difficult to guess what would be asked in the exams, some students did not feel comfortable in group work activities, they could not take any notes, they don't think they can find these kinds of textual evidences on their own in the exams, and they need some notes and more time….

✓ **Finding Interpretation**

As can be seen from the findings, four different style of teaching literature have emerged from the data. However, the most preferred by the students was the one which used a combination of methods and involved students' culture and background knowledge in class discussions and in comparing, without passing value judgments, the texts culture with their culture. The teacher using this approach valued these learners as cultural beings with valid experiences and perspectives on life. While s/he encouraged comparison between cultures, s/he

was not biased against the students' culture. Students are very motivated in the class with a teacher who employed this methodology. Similar views of the teachers and the students about the literary texts as a language teaching resource:

Good resource for learning/teaching vocabulary

- ❖ Improves all four language skills: reading, writing, speaking and listening
- ❖ Interesting for group work
- ❖ A doorway to other cultures
- ❖ Language level sometimes too high and difficult
- Teachers agree on that the appropriate choice of literary texts, tasks and activities will enhance learners to explore the target language.
- All teachers confirm that reading and writing complement each other. Thus, integrating reading in the EFL writing classroom will help learners develop, and improve their language skills.


Furthermore, the data from the questionnaire show that the use of literature in the university can have its advantages, for example: promoting the use of English literature in the language classroom through discussion and activities related to the literary texts; promoting cultural enrichment; promoting a reading habit among the students; and encouraging young language learners' awareness


To sum up, the integrative approach seems to be helpful to improve and enhance our second-year EFL students' awareness. Firstly, the text is seen as a cultural artefact; secondly, the text is used as a focus for grammatical and structural analysis; and thirdly, the text is the stimulus for personal growth activities. Apparently the integrative approach to teaching literature in the EFL classroom which attempts to integrate these elements in a way that makes literature accessible to learners and beneficial for their linguistic development.

Furthermore, the main findings based on the three instruments confirm each other, and the obtained data form substantial evidence. the mode of triangulation helped the researcher to make the same conclusions, and to describe adequately the contribution of the integrative approach to teaching literary texts in developing students' language performance.

## 4.3. Discussion of the Main Findings

In the light of the findings and conclusions collected from different sources using a number of research tools that were submitted in the three data gathering phases, results revealed a positive effect of literature teaching through an integrative approach on the learners' achievement. This was meant to bridge the existing gap between their academic and professional requirements. The initial question in this investigation sought to determine whether the language course and the instructional materials offered at the preparatory school match the actual needs of the EBE learners or not. Investigation unveiled that EFL classes lack a set of significant criteria that may have a negative influence on the students' achievements. Teachers interview affirm this assumption. These were mainly related to the fact that they face problems among them: skills deficiencies, some of them displayed limited language abilities and were unaware of the efficient use of a number of strategies, besides, their lacks and expectations were not taken into serious consideration.

The second research question intended to examine whether an integrative approach to teaching literature improve second-year EFL final achievement. Findings of different instruments; classroom observation and semi structured interview showed that the majority of the informants' performances reveal positive attitudes and highly motivated when approaching literature from different perspectives this confirms the hypothesis that raising learners' language awareness to a set of suitable strategies when dealing with literary texts.

Results obtained from students' questionnaire revealed that learners face certain difficulties in their reading, because of their lack of practice in English language reading. In addition to that, most EFL learners revealed that their least favorite skill is reading, since they have to struggle with different cognitive skills of planning and organising as well as skills such as: spelling, word choice and punctuation...etc. Thus, assigning learners to read a short story helped them improve some language abilities in their writing essays. Moreover, EFL teachers asserted that if literary texts are carefully selected, students will be attracted by the act of reading, hence, develop their writing skills. These findings seem to join to some extent the researcher's first hypothesis.

As far as the fourth research hypothesis is concerned, findings revealed that the literary text helped students expand new ideas and acquire new vocabularies. In addition to that, a slight improvement was found in students' essays in terms of mastery of content and organization of ideas after reading the literary text. Furthermore, if selected carefully, literary texts can be a valuable resource for enhancing students' response to texts and an integrative EFL learning. Moreover, by injecting the elements of interest and fun that characterise literary texts in general and short stories in particular students will develop their writing skills in one hand and their creative thinking abilities on the other used to explore the target language structure. Based on the results obtained from the present investigation, it is suggested that EFL teachers need first to select an appropriate literary text. Then, they need to provide their learners with different tasks and activities types that may raise their motivation and interest. Moreover, it should be mentioned at this level that teachers' flexibility will make these activities successful, and it will encourage students to learn and explore the language structure. Teachings with the incorporating of different models allow students to see connections, generalize, and transfer knowledge to a variety of problem-solving situations in the real world. It also enabled students to gain and apply knowledge to a variety of situations. More importantly, this investigation

points out that the teaching method has a positive influence on students' attitudes toward literature. This study proves that teaching methods play a significant role.

The instructor, then, should help students relate background information to reading, build needed language and background knowledge, and direct students to aspects of the materials that they might learn from. Consequently, students may not feel bored or discouraged in the class. Meanwhile, the prepared activities types and tasks should support students' progress as autonomous, permanent readers and language structure. Furthermore, based on the result obtained reading was connected to other related skills; writing and speaking. So, students may become productive and may have the chance to practice and improve their English language structure. Finally, the results of this investigation suggest that teaching literature in EFL classrooms can be useful to students unless it is taught properly.  Literature instructors and educators should plan and facilitated the class while students had the chance to respond to texts and express their ideas and consider the benefits of the integrative approach.

The results from different tools used in this study can be summarized as follows: First, most of the participants held a positive attitude towards the literary works introduced in class through different genres presented, most EFL students preferred prose fiction (i.e. novels and short stories) and plays to poems. Second, EFL students appreciate those literary works presented by other media. Third, plot summaries of novels and plays could motivate our EFL students to read the original texts. Fourth, concerning literature in general, EFL the students prefer to read literary works, specifically, movie novels, realistic fiction, fantasies, and mysteries.

At this level of discussion, it can be noticed that there are tentative guidelines in selecting literary texts. The fact that every individual literary taste differs, teachers are recommended to survey their students' literature preferences

before teaching literature to them. As mentioned before when students get immersed in their favorite texts are they can receive the potential linguistic, personal, and cultural benefits that literature teaching supposed to provide, and this is also the ultimate purpose of using literature in EFL language classes. Integrating literature into the EFL syllabus is beneficial to the learners' linguistic development, teachers need to select an approach which best serves the needs of EFL learners under an appropriate contextual syllabus.

To sum up, the results of the present study have some pedagogical implications on material used in preparing some literary texts. Some supplementary materials, for example, other media performances of the literary texts are highly recommended should to offer varieties to the presentations. In fact, there are numerous resources on the Internet and on the market for teachers to explore in teaching literature. EFL teachers should find all kinds of aids and materials they need and suit their teaching purposes and their students' interest to have an enjoyable literature class. This can be better explained in the following section.

## 4.5. Conclusion

The current chapter is an attempt to analyse and discuss the findings of the main data gathered through different tools. the main objectives were: first to identify and analyse the students' requirements and check whether teaching through the implementation of different approaches and tasks will assist them to function effectively in their learning, or not. This chapter also sought answers to the already set research questions and hypothesis and reported the findings through three stages of the data collection procedures namely questionnaire, interview and classroom observation. So that, the effect of using literary texts might be more distinct.

# CHAPTER FIVE

# CHAPTER FIVE

*Pedagogical Implications and Practical Suggestions*

5.1. Introduction

5.2. Some Practical Recommendations

5.3. Teaching an Integrative Approach by Principles

5.4. Setting Objectives

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5.11. Conclusion

## 5.1. Introduction

In the light of the results and conclusions drawn from both learning needs and teacher's views, a number of issues have influenced the success of the current investigation. Hence, this chapter seeks to improve the Literature teaching /learning situation at university of Tlemcen. In this respect, a set of pedagogical implications and recommendations are provided for both learners and teachers. In this chapter, the following points are tackled including: searching for appropriate teaching methodology, literature responsibility, and training to better cope with the demand of the new situation. Finally, key pedagogical implications to help learners comprehend and process literary texts and to help teachers hold successful and efficient literary reading course with suggested teaching tasks and materials are offered.

## 5.2. Some Practical Recommendations

Based on what has been explored and the objectives established at the beginning of the research work in chapter one, the findings and discussions presented in chapter four, a set of recommendations towards what our learners may need, as a teacher who: assists them construct their own understanding, a general pedagogical framework each time a new topic discussion to be encountered, i.e., presents ideas and devises activities that help focus the learners' attention on the topic to be discussed; will be suggested in the present chapter.

- ❖ attempts at establishing a variety of crucial questions and a teaching narrative for each course of study: for instance, a storyline that encompasses the various types of topic matter and activity involved in it, sustaining strands of meaning;

- ❖ summarises progress regularly and gives frequent reminders of key ideas and issues;

❖ avoids making statements about his students' knowledge and skill, but, in contrast, try to explain and illustrate new difficult concepts, technical and other terms; and at the same time devises a realistic study timetable, maintaining a steady pace that enables enough time for reading primary and secondary sources, thinking, as well as, about and assimilating new ideas, completing activities and assignments, and being prepared to adjust it;

❖ promotes comprehending his students' verbal and written contributions into terms closer to those of the target, literary-analytical and critical discourses; that is, being a model of how debate is managed within the subject question and how scholarly argument should work;

❖ presents and proposes a structured and staged approach to reading different kinds of literary genres; displaying some processes of analysis, interpretation and evaluation to writing essays, using appropriate illustration and evidence from both primary and secondary sources, and being precise and concise;

❖ facilitates them discuss their thoughts with other students, communicate ideas effectively and work productively with others leads seminar style discussions and offers student led sessions; devises small group and team work;

❖ encourages them reflect upon study practices and think about their learning and achievements; offering opportunities for discussion of self-organisation and time management; in order to make useful notes, approaching various study tasks. Hence, this chapter is essentially devoted to explore that idea of better learning/teaching EFL situation on the basis of those various suggested paradigms. The discussion is conceived to be structured, of course, around the

students' learning needs, as students attending lectures of Literature. In view of that, abstracting from the list above, one may hope that our EFL learners attempt to do all these things in the four skills, namely reading, listening, speaking and writing, displaying at the same time, a sort of progressing thinking process.

❖ Integrating the four language skills (reading, writing, listening and speaking) since they complete each other, and should not be treated in total isolation from one another;

❖ Make use of materials and activities which will arouse learners' motivation and interest. Thus, they need to be relevant to students' ability level;

❖ Providing learners with pair and group works activities. By doing so, they will learn to generate and organize their ideas and correct each other's mistakes. On the other hand, the teacher should monitor it carefully to see that it is proceeding smoothly;

❖ Giving a chance to students to read others' works i.e., through analysing and commenting on others' writings they will develop the ability to comment and read their own essays critically.

## 5.3. Teaching an Integrative Approach by Principles

The following outlined nine principles included in two dimensions principles that might be guidance toward supporting the learning of English language learners. According to Vaughn et al (2006) these principles at work in various aspects of teacher instructional program for English language learners in organizing classroom, teaching oral language vocabulary, reading, writing, assessing, and putting it all together through content-based learning:

✓    Learners apply concepts to their own lives and to authentic tasks;

✓    Teachers incorporate the native language strategically. The model has been implemented successfully in bilingual settings in which native language is used strategically and/or as a first language for reading instruction. Vaughn et al (2006).

✓    Instruction builds on learners' home cultures quiz; by having learners score themselves along a rubric or on a checklist; by keeping checklists of learner accomplishments; by writing portfolios; by using state and national English language assessment instruments; and when learners are ready, by giving district, state, and national criterion-referenced or standardized tests designed for all learners;

✓    Learners have many opportunities to use language for interpersonal and academic purposes;

✓    Learners collaborate to use higher-order thinking and active problem solving as well as to practice what they have learned;

✓    Learners develop multiple ways to take responsibility for their own learning, including independent reading as well as reviewing and applying previously learned concepts;

✓    New language is introduced in ways that support learning including rich vocabulary development, pre teaching and reinforcing learning, and using organizers to build and support concepts and language;

✓    Learners access prior knowledge, make connections between previous learning and new, and build new knowledge;

✓    Learners use authentic content for development and application of language;

✓ Teachers use appropriate diagnostic assessments before teaching, formative assessments while teaching to ensure that learners are acquiring concepts and to make them aware of what they are learning; summative assessments at key points in instruction to ensure that instruction is sufficient, appropriate, and well scaffolded and to provide clear feedback to learners on what they have achieved.

## 5.4. Setting Objectives

EFL teachers need to draw some ideas before they start teaching their lessons. They should determine how the lesson will proceed, what they expect from their learners to develop, as well as the different types of activities that should be conducted in the language classroom. Moreover, when integrating literary texts in the writing classroom, teachers need first to set goals or outcomes to motivate and direct the leaning process. In addition to that, they need to set objectives for each text before using it i.e. what they want from their learners to know, understand and be able to do. Hence, EFL teachers need to tell their students what the goals are, and make them know what they need to accomplish.

## 5.4. 1. Goals and Learning objectives

English language and literature are said to encourage students to develop their interest and enjoyment of English. In this respect, Obediat (1997:32) states, "*literature helps students acquire a native-like competence in English, express their ideas in good English, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, precisely, and concisely, and become more proficient in English, as well as become creative, critical, and analytical learners* as they:

✓ Expand and apply their knowledge of literary analysis and evaluation;

✓ Develop and relate their understanding of the concepts and methods appropriately for the analysis and study of language;

✓ Can use linguistic and literary approaches in their reading and interpretation of given literary texts, showing the interrelation of the two disciplines;

✓ Can integrate and engage creatively and critically with a wide range of texts Investigate the ways how texts relate to each other and the contexts in they are produced and received;

✓ undertake independent and sustained studies to develop their skills as producers and interpreters of language;

Student will be able to write the English language with propriety and effectiveness to develop an argument:

✓ Students will write clearly, grammatically and syntactically correct sentences;

✓ Student should gradually acquire a command of written English, including the abilities to:

✓

  a- Present a clear thesis.

  b- Organize and present material is a cogent fashion.

  c- Formulate and defend original arguments while developing them logically and effectively in the language of their discipline.

Students should also develop an appreciation of the differences between primary and secondary documents and will advance their reading comprehension:

✓ Students will be able to read texts closely and explicate texts written is a wide variety of forms, styles, structures and modes;

- ✓ Students will learn to use literary texts as mediated and partial sources of information on the society is which they were composed and appreciate their difference from historical documents;
- ✓ Students will develop an awareness of the multifold nature of textual analysis;
- ✓ Student will be able to develop and carry out research projects to articulate them within appropriate conceptual and methodological frameworks and to locate, evaluate, organize and incorporate information;

Students will have an understanding of the basic methods of comparative literary studies and the principles of literary criticism and critical theory:

- ✓ Students will acquire familiarity with a wide range of literary terms and categories relating to literary history, theory and criticism, including figurative language and prosody;

- ✓ Student will demonstrate an ability to grasp and synthesize ideas in literary form and use literary terms in historical context;

Students will learn to appreciate cultural differences as they are mirrored in social, artistic and literary artifact originating in different national and geographical tradition:

- ✓ Students will be able to recognize and appreciate the importance of major literary genres, subgenres and periods in different traditions;
- ✓ Students will acquire familiarity with the nature of the canon and of canon-formation, including issues of culture, history race, ethnicity, gender and sexual orientation;

Students will have an understanding of the process and theory of   translation:

    ✓ Major will learn how to read two languages other than language;

    ✓ Students will loran how to evaluate through direct comparison
         different translation of literary texts.

### 5.4.2. Group Work Activities

Students can work in groups after reading literary texts; this will help them to get some inspiring ideas to start writing. In addition to that, they will exchange perspectives and opinions, as well as brainstorming ideas from the insights gained from reading the literary work. Students are expected to write their first drafts that would be revised by the teacher or by peers. Hence, develop the communicative aspects of the written form of the language. Moreover, the inaccurate attempts in terms of organization, grammar and lexis would be corrected after the process of drafting and redrafting. Providing learners with group work activities will encourage their independence from the teacher and enhance their self confidence in English writing. Students will get in contact with different models of writing.

In addition to that, they will have the possibility to see how organization, syntax and language are used. Moreover, Vandrich (2003) states that learners will be familiar with how sentences and paragraphs can be put together. Furthermore, students will be actively engaged in learning the language in group works. Moreover, the teacher works as a coach or a facilitator through providing his/her learners with pieces of advice and suggestions during their writing process.

EFL Students can work in groups after reading literary texts; in this way they can easily get some inspiring ideas, get meaning of words and extend their vocabulary to write their drafts. In addition to that, they will exchange perspectives and opinions, as well as brainstorming ideas from the insights gained from reading the literary work. They are expected to write their first drafts that would be revised by the teacher or by peers. Hence, develop the communicative aspects of given literary text. Providing learners with group work activities will encourage their autonomy from the teacher and enhance their self confidence in English in general and literature in general as they will get in contact with different genre of literary texts.

Consequently, students will have the possibility to see how organization, syntax and language are used. In this line of thought, Vandrich (2003) states that learners will be familiar with how sentences and paragraphs can be put together. Furthermore, students will be actively engaged in learning the language in group works. Moreover, the teachers work as a coach or a facilitator through providing their learners with pieces of advice and suggestions during their courses.

Williams (2003:106) says that teachers need to:

> Intervene regularly in the learning process, immediately correcting those things students do wrong and praising those things they do right, giving reinforcement when it is most useful and most beneficial. By doing so, learners will have the opportunity to learn actively, discover meaning and develop understanding.

Moreover, group activities enable EFL student to select facts and ideas that can discussed, it stimulates all participation. All students are concerned and the participation is multidirectional. When teaching English through

literature, some of the group activities used in language classroom are general class discussion, small-group work, panel discussions, and debates. All of these group activities both develop the speaking abilities of the students and give importance to pronunciation practice. Teachers indicate pronunciation errors of the students during the act of such activities so as to correct such errors (Stern, 1991).

## 5.5. Framework for Designing EFL Tasks

Materials design or/ and selection play a central role in the teaching/Learning in general and literature in specific as they are used to guide teachers they must display the following characteristics:

- interesting texts;
- enjoyable activities which engage the learners' thinking capacities;
- opportunities for learners to use their existing knowledge and skills;
- content which both learner and teacher can cope with. Hutchinson and waters (1987:107)

Pedagogical materials should be designed to fit the learners' needs while acquiring the needed knowledge. John and Davies (1983) recommend two principles for texts selections which are TALO and TAVI. The first entails that texts are used as objects emphasizing on the integration of new vocabulary and grammatical structures in the course. However, the basic principles used in texts selection in TAVI are determined by learners' purposes. This requires the inclusion of two elements: the learners themselves and the subject teachers. The vital question that needs to be addressed before the selection of any teaching materials is *"what do we want teaching materials for*?" (Allwright, 1981:5). The answer is achieved through the determination of the objectives and the use of some overlapping steps. The decision phase calls for drawing a number of goals. Nation *and* Macalisher (2010) assign a useful *mnemonic* LIST, standing for language; ideas; skills and texts. They summarize these goals in the table below.

Teaching reading is not only a matter of providing learners with adopted or adapted materials followed by a set of comprehension questions. EFL teachers need to make a distinction between teaching and testing. Designing adequate tasks is considered as a challenging assignment for ESP practitioners as it requires a systematic way of developing the learners' skills and strategies. They need to think about *'...how does today's teaching make tomorrow's text easier'* (Nation, 2009: 26). In this respect, Nunan (1991) suggests the design of communicative tasks to facilitate interaction in the language classroom; this can be achieved through:

> ➢ selecting target tasks according to the learners' needs,
> ➢ providing them with a model of language which is used in their target setting and its needed skills,
> ➢ providing them with the opportunity to use what has been leant.

The table below provides further details:

**Table 5.1.** Steps Involved in the Development of a Pedagogic Task
(Nunan,   1991:282)

| Procedure | Rationale |
|---|---|
| 1. Identify the target task | To give learners the opportunity to develop language  skills  relevant  to  their  real world needs |
| 2. Provide model | To provide learners the opportunity to listen to and analyse ways in which native speakers or users of the target language carry out the target task |
| 3. Identify enabling skill | To provide learners with explicit instruction and |

| | |
|---|---|
| | guided practice in those grammatical elements<br>needed to perform the target task |
| 4. Devise<br>pedagogic task | To provide learners the opportunity to mobilize<br>their emerging language skills through<br><br>rehearsal |

Additionally, Nation and Macalister (2010) call for the following four strands to devise teaching activities for a well balanced language course:

➢Meaning focused input;

➢Language focused learning;

➢Meaning focused output;

➢Fluency development.

Attention to meaning is believed to be a key concern for both input and output. It aims at providing learners with opportunities for learning. In a reading course, for instance, creating a meaningful input can be achieved through establishing a reading goal of comprehending the content of the reading materials and using stress free tasks in accordance with the learners' interest. In the same line of thought, Newmark (1981:39) suggests four key conditions for learning through comprehension, namely: '*…(1) sufficient (2) language instances (3) whose meaning can be inferred by students (4) who are paying attention*' (quoted in Nation, 1996: 8).

There are many possible ways of keeping learners focusing on meaning such as:
➢Identifying the main idea of the passage;
➢Scanning for more details;
➢Gap filling activities.

Moreover, the focus should be also placed upon the language features of the passages. This entails an intentional emphasis on the surface of text through implicit or explicit teaching (Lyster, 2007). Activities of this kind may include teaching grammatical rules or corrective feedback. As example:

➢ Tenses;

➢ Pronunciation;

➢ Spelling;

➢ Word explanation and patterns.

Meaning focused output stand in language teaching is about pushing learners to produce output. Their main focus should be on the productive skills such as writing and speaking. It is highly recommended to enable learners to retrieve their already acquired vocabulary and grammatical features. According to Nation (1996), activities of this strand may cover the following aspect:

➢ Analysis;

➢ Discussion;

➢ Application of actual content;

➢ Role play;

➢ Problem solving activities;


As for the final strand, fluency development can be achieved while creating the opportunity for language use. This latter, according to Nation (1996) can occurred if the following conditions are met:


➢ the focus should be on meaningful activities based on the learners' interest;

➢ Topics should be general; language should not be beyond their proficiency levels;

➢ Learners should be encouraged for better performance.

Thus, In looking for an appropriate literary text to use in the EFL classroom, teachers should take into account three main areas ; the type of course

they are teaching, the type of students who are doing the course and certain factors connected with the text itself. Exposing students to an appropriate literary text helps them read and understand the language used. In addition to that, they will be motivated to learn the four language skills because of the benefits embedded in literary works. (Benabdellah,2017)

## 5.6. Reading Practice

These recommendations and implications of course apply to reading primary, literary texts. But students reading literature should also read a range of theoretical and critical works, of course; reading that is very different in kind should be handled differently as well. Here, one would simply add that it is primordial not to overload the students with reading material of this secondary kind, especially with long book lists of unnoticed items among which they are expected to select.

Indeed, as it is assumed, by adapting the following rules of thumb, our EFL teachers can work out in advance the idea of how long it will take the 'average' student to read secondary texts: fairly familiar text/easy reading: c.100 words per minute; moderately difficult text/close reading: c.70 words per minute; dense, difficult text/unfamiliar reading: c.40 words per minute Chambers (1992).

Accordingly, these are not reading speeds but 'study rates' (reading for comprehension) which allow time for thinking and a fair bit of rereading. On this basis, assuming a working week of c.40 hours, one may calculate the time one is actually asking our students to spend reading each week. This calculation is, in fact, viewed as a salutary experience, particularly when many secondary texts can be read only at around 40 or in some cases 70 words per minute. Chambers (1992)

✓ Whenever possible, preferably teachers and students alike are advised to read lengthy texts imprint rather than on line texts, and especially

literary works, since they are portable, they can be annotated and, in any case, it sounds more pleasurable. Students tend to simply scan the screen rather than read every word sequentially, picking out key words, paying attention to the format of the presentation and looking for links to other websites and materials. It is thought, in fact, material usually needs to be redrafted for presentation on the web, in short 'chunks' with important points made at the start to aid scanning (Nielsen, 1997).

✓ With the emergence of the new technologies and multimedia use, online materials and resources must be integrated into the course design for them to be worth using (Kirkwood, 2003).

✓ For much more faithfulness and awareness-raising, it is also quite important that one let his learners be aware and respect intellectual property rights when using the Internet and the copyright on information made available through the electronic media.

## 5.7. Developing Independent Reading

It is admitted here, that in literature courses our EFL learners have to do almost all their reading independently, i.e., in private study. For teachers, then, reading may be conceived as largely an invisible process; though this what the students may spend doing most of their time. But, it should never be assumed that our EFL learners can usually and easily do it in literature; especially, when concerned with all literary works of different genres. In other words, the broader cultural changes that have tended to marginalize reading, especially among younger people.

Many students, in this vein, seem to find it quite difficult to read critically, that is to say analytically and interpretatively. McGann *et al.,* (2001: 144), for example, have found that while reading poetry *'a frankly intransigent medium'* and non-fiction are acknowledged as relatively difficult, students approach

classic novels *'with pleasure and a certain kind of understanding'* as long as the novels are not *'self-consciously reflexive or experimental'*. Such a belief is further developed and supported by the authors, when they continue saying:

> That pleasure and understanding . . . proved a serious obstacle to the students' ability to think critically about the works and their own thinking. It generated a kind of 'transparency effect' in the reading experience, preventing the students from getting very far towards reading in deliberate and self-conscious ways.

Here, in fact, the authors refer to the issue of fiction's tendency to draw the reader away from *'the world of its words'* and towards character, which generally our learners interpret as if it were *'real'*, and plot as if it were a sequence of events, scene and ideas or *'themes'*. The challenge is, therefore, to try to develop a certain awareness of the fictionality of fiction with writers like (Austen and Scott, Eliot,1990). In the same line of thought , Parker states (2003: 144). "*Clearly, students cannot just read even classic texts. But difficulty is not necessarily a negative, 'a sign of failure and inadequacy, to be suppressed or hidden"*. Additionally, Salvatori (2000: 84) adds:

> Phenomenology and hermeneutics, reader response and reception theory. [So] the questions I ask as teacher are the distillation of my understanding of reading as a process involving difficult moments, which I see not as a sign of inadequacy on the reader's part, but rather as signs that the reader has sensed and/or identified a textual difficulty that she needs to capture and engage, interpret and respond to.

There are broadly two different things that teachers can try to do in this situation:

1/ help students to read different literary texts/genres appropriately and well;

2/ help them make good use of all the time they spend reading.

Moreover, Langer (1997:607) points out that reading literature can open "*horizons of possibility, allowing students to question, interpret, connect, and explore*". In addition to that, literary texts have different benefits on EFL students' achievements. Langer (1997:607) argues "*because it taps what they know and who they are, literature is a particularly inviting context for learning both a second/foreign language and literacy.*" Reading literary texts provide learners with various ideas, vocabulary, grammar, paragraph structure, and different writing styles that help them improve their language proficiency. With information gathered through reading literary texts, students could probably acquire necessary cultural and language background that would explicitly or implicitly help them in achieving their academic or occupational goals.The following figure may better explain this:
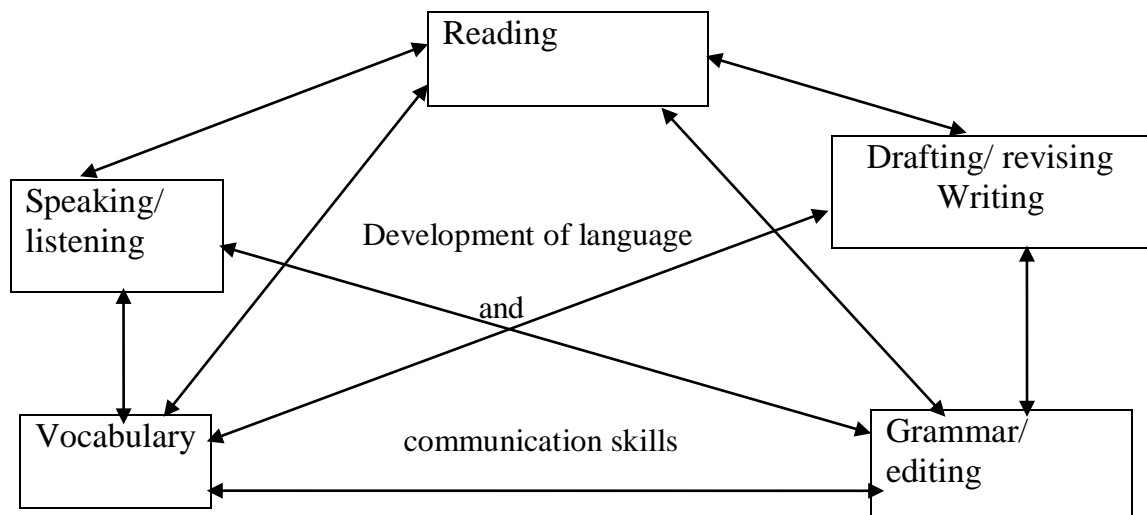


**Figure. 5.1.** Language Skills Connection adopted from (Elder and Lester,1994)

The figure above shows that students develop grammar, acquire some new vocabularies, revise their writing skills, and improve their listening and speaking patterns...etc when reading. To sum up, language skills go together and complete each others, they are mutually related.

## 5.8. Strategy Use in Reading

According to Rosenblatt (1978) there are two types of reading a text; the first one is aesthetic (more lexical, such as plot, theme or idioms...etc) and the second one is efferent (more of syntactic or grammar such as tenses, verbs, nouns...etc). EFL learners should choose between both types when reading a literary text. Thus, they need to develop certain reading strategies in order to read more quickly and more effectively. O'Malley and Chamot (1990) proposed the following reading strategies to help learners read and develop an adequate understanding of the text:

➢ *Inferring:* the students can recognize the writer's intention, perceive what is implicit, through making connections between the ideas being read and other ideas that are brought from outside the text and drawing conclusions. Speaking/ listening Drafting/ revising Writing Vocabulary Grammar/ editing Reading;

➢ *Scanning:* students focus on locating specific information; looking for, particular details such as: a name, a date, a phrase or certain types of words;

➢ *Skimming:* getting a general view of the text's content, skipping unknown, words and ignoring unnecessary details; to know how it is organized or to get an, idea about the writer's intention;

➢ *Predicting and anticipating:* prior information about the text will help students make guesses about what is coming next in the text;

➢ *Guessing*: using prior knowledge about syntax, and the relationship between patterns to understand unknown words, instead of stopping to look them up in dictionaries;

➢ *Paraphrasing:* checking one's own comprehension, students use their own words or different terms to rephrase ideas and information in the text;

➢ *Summarizing*: writing a summary of the passage main ideas and information;

➢ *Visualizing:* while reading, mental pictures or images are built to make connections between words being read, ideas and pictures they communicate;

➢ *Self-questioning*: students create questions, and then try to predict and search for answers to these questions.

At another layer of practice, and in an attempt to help students make good use of the time they are supposed to spend in reading, the teacher might play the role of facilitator by providing the necessary time, and a forum for students to discuss among themselves how to approach their reading of different text genres; how much time they devote to reading, when and where they do it, and so forth. In this line of thought, if the seminar debate time is at a premium, appropriate use can be made of the kinds of course website that most university departments should host. Chambers & Marshall (2006)

Apart from their use, viewed as repositories of various type of data about the department's policies and courses, it is also believed among practitioners that spaces on a course website can be devoted to discussion among the students in a (synchronous or asynchronous) computer conference. In this case,

a conference could be dedicated to discussion of reading (and other study methods too, perhaps especially essay writing). In addition to this, if the teacher's time is also scarce, this might be a private conference which the teacher does not visit. Nevertheless, students, in small groups or pairs, could be charged to report back the gist of the discussion sporadically, in class time, thus allowing some contribution from the teacher. Chambers & Marshall (2006).

## 5.8.1. Monitoring Reading

In modern studies, with respect to guided-reading activities, other possibilities impose themselves. Cognitive and meta-cognitive operations could be separately processed; such as ways of 'self-talk' through the process of reading a short story or poem. For instance, guiding them to reflect on where and why they might stop and think, i.e., what they might be thinking about at various points; where they might want to refer back to earlier lines or passages and the like. In other terms, our EFL learners should try to express all the while employing the relevant analytical categories and terms.

Since such kinds of activity is thought to be of crucial importance for each intake of new students, it might well be worth investing time in developing materials that can be explored and exploited by them outside class - an audiocassette (which students can stop and start whenever they wish) or, for example, an online interactive programme; especially that nowadays, it is almost possible to have access to a vast library of digital resources and texts from around the world. Chambers & Marshall (2006)

One may, in fact, today digitize various type of material that may be analysed using text analysis software packages which may help us count the number of occurrences of words or phrases even in long, complicated texts such as novels. A concordance or KWIC (Key Word in Context) list, or a Text Arc view of *Hamlet,* for instance, takes minutes when done via the Internet and can help learners to see the locations and uses of any specified name, word or phrase in the play. Chambers & Marshall (2006). In this perspective, then,

guided reading of a short text is believed to take the form of the teacher supplying a few key-words or phrases which students can explore for them using a concordance facility.

## 5.8.2. Intra/Internet Texts Availability

Let us here mention as well as that electronic access is increasingly becoming quite vital. Course websites can of course include links to other relevant sites and materials on the Internet- including online dictionaries and encyclopedias, which, along with literary works and databanks of information, are also available on CD-ROM. Sometimes, texts may be downloaded to the site so that students can print material directly from it. And there will almost certainly be a link to the university's searchable library catalogue, via its intranet, and perhaps also to an electronic library from which articles can be downloaded. Such flexible and speedy access to materials is strongly believed to make the difference between students successfully completing their studies and dropping out. Chambers & Marshall (2006)

Finally, one would re-emphasise something that applies to reading both primary and secondary texts, i.e., if a text of either kind is to be the focus for discussion, in a lecture or seminar/computer conference, it is very helpful to students if they are asked to prepare themselves for their listening or speaking by thinking about two or three questions while and after they read it. These questions, identified by the teacher in advance, should be few, short, clear and related to matters of significance: the kinds of question that may focalize our learners' attention appropriately keep them actively engaged in their reading and help them think along fruitful lines. Chambers & Marshall (2006).

When a reading list is provided on paper/on a website before the course begins or at the start then such questions could be inserted under each item. Generally, this is a much more productive strategy for the development of our learners' comprehension and the quality of any ensuing discussion session

than taking the students unawares during the session or showing them up in front of their peers and so running the risk of alienating them (which of course would be unethical counterproductive as well). As a result, students may begin to generate their own good questions. Chambers & Marshall (2006).

## 5. 8.3. Listening Practice

Students mostly listen to lectures, but they may also need to listen to audio-cassettes, the radio, CDs and while also watching TV programmes, DVDs and multimedia packages on computer or CD-ROM for performances of plays, poetry and story readings, discussions with authors, critics' forums and novel serialisations, screen adaptations, etc. As this list suggests, a major task for teachers these days is seeking out and reviewing all the potentially useful materials that are available across a range of media. In this way, online gateways to digital resources which have been particularly assessed for teaching-learning quality purposes can take away much of the pain, considerably reducing the time and effort). (Bligh, 1998)

For instance, the *Moving Image Gateway* (www.bufvc.ac.uk/gateway) provides recordings of TV programmes for use in teaching, along with a database of stage and screen resources, and TRILT (Television and Radio Index for Learning and Teaching. www.trilt.ac.uk) offers a comprehensive record of British broadcasting. As it has been just noted above, resources such as these can often be linked electronically to a course website so that students can access them easily.

## 5.8.4. Listening and Lecture Comprehension

It is commonly admitted that listening is not a skill we have to learn. It is a capacity that most of us (whose hearing is not impaired) just have, and we do it all the time. However, students listening in a lecture or to a CD are a special case; here, listening usually means not just attending to someone or

something but really concentrating and taking it in. Perhaps that's why in education people often refer to listening *'skills'*. Students do have to practice this kind of *'listening hard'* to get the most out of any of the teaching-learning methods that rely on it, just as teachers should be aware of the advantages and difficulties involved in those methods.

(Bligh, 1998) To take the example of listening to a good lecture, the great advantage is that the burden of establishing a framework for under-standing the topic and sustaining a flow of meaning is largely borne by the speaker. This means that student listeners certainly need to work at making sense of what they hear, but even when they are not familiar with some terms or do not understand parts of what is said, they can often follow the gist of it unlike reading a critical essay, for example, when because the reader can rely only on his or her own resources the enterprise may not even get off the ground, or at any stage glimmerings of understanding may simply fade away.

According to (Bligh, 1998)As speakers, teachers often are engaged to invest meaning in their utterances through their emphases and tones of voice, facial expressions, gestures and such like all of which can help support the students' understanding. Sometimes an accompanying visual display, using slides or PowerPoint is similarly helpful. But we all know that lectures are not always successful. In fact, they get very bad press in the higher education literature. (Bligh, 1998) the lecture method has been denigrated, almost ritualistically.

Teacher-centred is nowadays often seen as self-indulgently, preferred by those who like to support their stuff, in the process rendering their students mute and passive. Students cannot keep up with the speaker, we are told, they can't concentrate for longer than ten minutes together, they cannot take notes, think and listen at the same time, and afterwards they can barely remember anything that was said. Some of these things certainly present difficulties. The pace at which the argument is developed may indeed be

misjudged. In this sense, our learners must learn how to listen, think and take notes more or less simultaneously. But mostly these charges simply miss the point, because they are based on the assumption that the primary function of a lecture is to *impart information* even though sometimes the idea can be much more easily and reliably gained from books, articles and websites.

The lecture is particularly helpful in engaging the students' interest and enthusiasm for a new topic, in providing the broad context for study of it (which they cannot gain from books), and, after study, in offering a summation and a weighing up of significance. Crucially, lectures offer EFL learners the opportunity to hear an argument developed, without interruption, by an 'expert speaker' of the discourse a live model of how the ideas of the discipline are used: how arguments take shape, are illustrated and supported with evidence; how they connect to wider debate within the discipline; how conclusions are drawn. If at the same time the lecture is stimulating, even inspiring, because teachers communicate genuine enthusiasm for their subject, so much the better. The lecture, as one among very many teaching-learning methods, must play to its strengths. Far better that students should emerge from it reinvigorated, or feeling that they have 'seen' something significant, than that they should be able to reproduce dollops of information.

### 5.8.5. Lecture Planning

Our first thoughts, as a teachers, about a series of lectures are often, understandably, to do with what (of the syllabus) is going to be 'covered' in them rather than what in particular this method of teaching/learning can offer the students and what may get in the way of that. Thus, from our learners' perspective, if the lecture is to be experienced as interesting and helpful then teachers need to bear in mind some issues surrounding the conditions of their listening - for example, density of ideas and pace of delivery.

Such matters involve judgment about the rate at which our EFL learners would be able to grasp ideas; if too thick and fast and they will of course flounder,

and if too slow and they will become bored and distracted. Teachers must also make allowance for the fact that at the same time as listening to what is said the students are trying to think about it, and also jot down some notes to remind them of the main points of interest. In view of all this, it may be estimated that our students surely should not be expected to listen hard for more than about 30-40 minutes. If the timetable stipulates longer sessions in a lecture theatre, then listening can be punctuated by, for example, short readings (sometimes tape-recorded), interludes of discussion (if only with the person in the next seat), jotting down notes in answer to a question (preferably one that is about to be raised, again to channel the students' thoughts appropriately), doing a little quiz or some other mildly entertaining activity.

## 5.9. Syllabus and Course design Planning

As it has been mentioned in Chapter one, the way English Literature emerged, as anew discipline out of existing literary and intellectual traditions (philology, classics and rhetoric) has been well-supplied with both contents and pedagogy. As it was also seen how those roots have shaped the discipline's development over time, along with certain forces acting upon it from within the wider academy (such as long-term trends towards specialisation and professionalisation) and from socio-political changes and events in the world beyond. Chambers & Gregory (2006)

This may argue, in fact, that the outcome of these combined forces has been the 'theoretical turn' the discipline has taken since around 1970, expressed today in a much wider curriculum and in a range of theoretical orientations. Conceptions of teaching and teaching-learning practices as well, have been as profoundly affected in recent times. Such changes seem, in fact, to have prompted us to re-examine some fundamental questions: 'what should we teach, and why?', and, indeed 'How should we teach?' These kinds of questions, apparently, occur whenever there is the possibility of change or of choice. Indeed, can we call ourselves educators at all unless we address them

seriously.

To put it differently, the first question, which concerns our purposes and aims as educators, may clearly have impact upon the curriculum and the contents of courses. The second question concerns methods of teaching/learning, the media to be used, the activities students are asked to engage in and the ways we will assess their work and progress. Therefore, it would be wiser to consider the prevalent, rational or classical, model of developing curricula and courses of study, with which you may be familiar. It requires, of course, that teachers first determine their syllabus aims and teaching-learning objectives from which all else is said to flow.

### 5.9.1. Curriculum Model

This model is an adapted version put forward by Chambers & Gregory (2006) based on a product-oriented approach to the curriculum design, and which is defined broadly, as a programme of study in a particular subject area that is explicitly organised so that the students of it may achieve certain desired learning aims and objectives r*ather than the narrower common-sense notion of the 'content' of what is taught'*.

According to them planning the curriculum means first identifying the overarching aims of the programme of study: in practice, this means that as teachers we answer the 'what should I be teaching, and why?' questions for ourselves in the light of our knowledge and experience of literary study, our understanding of the discipline's nature and purposes, our interpretation of the canon, knowledge of our particular students, and our practical circumstances. From such overarching programme aims, in linear fashion:

❖ teachers begin to derive particular, achievable teaching-learning objectives, which mark out the courses or modules that will make up the programme; in turn, these objectives suggest appropriate contents for the courses, and each syllabus is defined accordingly;

❖ teaching strategies and media of delivery that will best enable students to meet the learning objectives are then identified, along with the methods of student assessment that will confirm for teachers and the students (and, ultimately, prospective employers) that those objectives have been met;

❖ During teaching and afterwards teachers evaluate the programme, turn researcher and try to find out how the planned curriculum works in practice (do the courses make up a coherent 'whole', expressing programme aims) in the ways intended? Are the teaching-learning objectives appropriate and achievable? Are all the elements of each course well designed in relation to its objectives? Are the syllabuses fruitful, the courses stimulating and interesting to the students? Are the teaching-learning methods employed effective, the methods of student assessment appropriate and fair?;

❖ Progressively, teachers feedback the findings of evaluation into the design process and make appropriate adjustments to any or all aspects of the programme;

❖ Such a stage-by-stage linear model of curriculum development, ultimately takes the form of an imaginary circle, with periodic feedback informing an ongoing process of adjustment or redesign. All these 'stages' of the design teachers must take into account the requirements of the wider society and university, and of course the student body.

### 5.9.2. A Proposed Course Design

Based on this so-called 'rational model', particularly related to what teachers do when designing the curriculum; this is no doubt an accurate label as

regards its reasonableness but perhaps a rather technical and less than inspiring view of things. For instance, for many teachers the stage described as 'defining the syllabus' is the creative heart of the process, not only drawing on their expert knowledge of literature and their understanding of their students but also on their particular literary passions. Such knowledge and understanding, combined with the teacher's value judgments and enthusiasms, can result in courses that are novel and exciting for teachers and students alike.

In this respect, so individual teachers have perhaps contributed to widening the literary standards, and to the introduction of the new types of course and emphasis we remarked on earlier -perhaps especially those of us teaching students from a range of ethnic backgrounds or who have little previous experience of education in the discipline, and when we have the opportunity to teach in our specialist areas of knowledge and can integrate up-to-date research. In these situations we may feel particularly challenged by the curricular possibilities and excited and satisfied by the courses we develop.

At this level, one should also stick to the notion of the teacher as expert and the process of curriculum and course design as a creative one, as we explore the thickets of regulation that as teachers we are now subject to. This is mainly so in the UK where government and its agencies have gone further than elsewhere towards prescribing academics' activities. But, as it has been noted with regard to centralising tendencies everywhere, it is a path down which most of us seem to be heading.

Ultimately, then, it is teachers who are responsible for applying the demands of the wider society to the curriculum, for teaching their discipline and for determining their students' needs as students. Teachers, precisely because of their subject expertise, must be the pre-eminent determiners of the curriculum though they may well discuss aims and objectives with students, and include large elements of student choice in the programme design such as the optional course, the option to write a dissertation on an agreed subject in

place of studying a set course, to choose among texts to be studied within courses or to undertake project work). (Kelly, 2001)

Such qualification notwithstanding, among other things that hang upon this conclusion is reaffirmation that the core of the academy should be almost cognitive and disciplinary. We can test out this proposition by applying it to a 'hard case':to a discipline or field at the social /temporal, applied rather than the cognitive end of the spectrum ( Kelly, 2001). For instance, a formal university course in caring for the Elderly, while a practical field, would draw on a range of bodies of thought, the discipline of Sociology in exploration of the concept 'institutionalisation', on Psychology in discussion of needs; for example for 'personal space', on Philosophy (ethics) as regards people's 'rights' (to privacy for example), and so forth. By contrast, on the job training in caring for the elderly would not take this form. In higher education, then, even such fields as these are at bottom cognitive and disciplinary-based.

### 5.9.3. Curriculum Aims

At a university level, EFL curriculum aims and course objectives should be fundamentally cognitive, deriving from consideration of the nature of the discipline or field in question. As regards our subject, learning literature is said to be possible only to the extent that students acquire the network of shared concepts that make literary experience available and the public forms of discourse that make it discussable. In this view of things, higher education, then, is centrally concerned with public modesof knowledge, understanding and experience.

Consequently, this means that teachers must keep at the forefront of their minds those processes that are central to the discipline itself, from which they may derive appropriately cognitive aims and objectives for their teaching. As previously mentioned, processes of textual analysis-interpretation-evaluation, and of communication have been identified as central

to the discipline of Literature.

## 5.9.4. Cognitive Aims

In this line of thought, if one, as a teacher, can understand that these processes are his focus, certain cognitive aims follow on. Generally speaking, it is proposed that as teachers of literature one should at least aim to offer our EFL learners opportunities to:

✓ Promoting learning skills to read a range of primary texts and text genres appropriately; engaging in associated processes of textual analysis, interpretation and evaluation;

✓ try to engage with the concepts and networks of ideas that characterize literary discourse, and learn to think in terms of them;

✓ comprehend the assumptions and purposes that underlie debates (theoretical) within the discipline along with the beliefs and values that inform them;

✓ grasp the way argument is conducted within literary discourse, what counts as evidence and how it is used;

✓ learn to speak and write within the  standard conventions;

✓ handle an independent, critical stance to study.

However, it is most important that our EFL learners should be able to understand why the knowledge and cognitive skills that make up this list are important. Often their importance is simply assumed and is not discussed with the students. In contrary, explanations of this kind need not be impossibly abstract; when they are advanced, the teacher's job becomes easier because the students' sense of 'what's at stake' in literary study becomes clearer.

### 5.9.5. Working the Cognitive Learners' Skills

In developmental terms, for example, the cognitive skills taught through literary works address one of the most distinctive features that make human beings what they are, i.e., the possession of natural language. When students are given reason and opportunity to consider that in the absence of language their humanity would lie mostly locked up and inaccessible even to themselves. They recognise that working at the development of this capacity is to work at the fulfillment of an existential need that is real and demanding.

In social terms, the cognitive skills taught by literary study address the development of the one skill upon which more human failure and success is built than any other: the skill of using language and responding to others' use of language, with precision, vividness, clarity, power, grace, wit and, most importantly, with success.

The skills of language that lead to these kinds of powerful use may only be acquired by people who submerge themselves in the medium of language. And no programme of study addresses the need for language creatures to expand and reinforce their language capacity more than literary study. (Barrow, 2004)

It is as well as crucial to believe that our purposes are not exhausted by curriculum aims such as those just outlined. Many teachers would shape their aims in the context of long-term benefits to students that are not primarily related to disciplinary content or skills: intellectual and ethical outcomes; for instance, to gradually become more open-minded, introspective, intellectually flexible, creative and curious, to become better problem solvers, to imagine more vividly and in more detail, to become more tolerant of differences, more sensitive to moral principles and to show greater concern for others, to find joy in learning for its own sake. These curriculum 'aims' impact upon the person and the *quality* of a life. They are not so much taught directly as shaped by teachers. They are the

characteristics of mind, and character that learners remember about their teachers, most of the time; well beyond the years of their higher education, the teachers' enthusiasm for the subject, their fairness, their sensitivity to others, their intellectual playfulness or not.

Concerning literature teaching, a point to note is that these aims are different from instrumental ones such as acquiring time management or information technology skills. Those other skills, however desirable, may be developed only *as* students acquire the knowledge, understanding and practices that are central to the study of literature. That is, as teachers, it would be preferable if we could grasp the structure or pattern of relationships between curriculum aims so that we may much more focalize our efforts in a more appropriate way.

## 5.10. Teacher Education and Development Course

Here are, in fact, some of necessary guidelines that we believe fruitful to fulfill the target *course objectives*. It could be quite interesting, thus to:

-To provide teachers of English language and literature with tools for developing and using classroom materials in ways appropriate to their own situation.

- To familiarize teachers with current literary theories and terminology.

-To develop teachers' confidence in dealing with literary texts.

### 5.10.1. Course Content

The course looks fundamentally at ways in which a variety of literary texts, including poetry, plays, short stories and novels, can be used in the classroom. The tasks and other activities organised around them offer generalised procedures and techniques which can be applied or adapted to participants' own teaching contexts. Two main approaches to the use of literature are considered: "*language through literature*" and "*literature through language*". Their differing specific demands and emphases are carefully examined with reference to participants' own teaching situations under two main headings: integrative and Pedagogical approaches and

concepts: This component gives an opportunity for participants to develop their knowledge of current theories and terminology and to discuss their relevance to ELT. Topics include cultural approach, , metaphor, register, inter textuality, deviant language, theatrical terminology.

### 5.10.2. Workshops

These sessions are recommended to provide an opportunity to reflect on the ideas and techniques discussed in relation to methodology and theory, using texts chosen from contemporary, including Scottish, literature. There are several sessions on the teaching of each main genre (poetry, prose, drama), as well as topics such as 'book and film'. Participants have an opportunity to evaluate and discuss materials on literature in EFL throughout the course and can, if they wish, compile a portfolio of materials suitable for use in their own teaching context.

Approach the course includes a variety of session types ranging from lecture to workshop. In general, however, there is an emphasis on interactive discussion under the guidance of a tutor. Although it is believed that there is nothing as practical as a good theory; the course is very down to earth, concerned with what works in the classroom rather than with rarefied academic debates. Teaching Literature in a Second Language (Edinburgh University Press 2000) by Brian Parkinson and Helen Reid Thomas. (Brian Parkinson is the main writer of this course). The following could serve as a practical illustration to what has been said above:

**Table.5.2. Sample Time Table**

|  | SessionA<br><br>09.15-10.45 | SessionB<br><br>11.00-12.45 | SessionC<br><br>14.00-15.30 |
|---|---|---|---|
| MON | Integrative approach: deviances | Workshop: poetry | Problems in teaching literature |
| TUE | Integrative approach: register    : | Workshop: short stories | Visit or speaker |

| WED | Using class readers | Workshop: novels | Individual study /free |
|------|---------------------|-----------------|------------------------|
| THUR | Integrative approach: point of view | Work shop drama techniques | Materials evaluation |
| SAND | Integrative approaches: reader response | From text to film | Individual study/free |

Here is, for example, a lesson planning, a Web Quest for ESL/EFL literature lesson based on The Last Spin by By Ed McBain / Evan Hunter

A Lesson Plan: Using videos for an EFL literature Learners lesson based on The **Mary Shelley's *Frankenstein, or Modern Prometheus*,Jane Austen's *Pride and Prejudice***

Population: Second-year EFL students.

### 5.10.3. General Instructions for Students

The following instructions used to help the students to identify the term given through answering the following questions.

Length of time to complete the lesson: 10 class periods (1h:30 minutes)

Overview of Lesson Plan: In this lesson, students will define the term **Mary Shelley's *Frankenstein, or Modern Prometheus*,Jane Austen's *Pride and Prejudice*** then answering s given questions:

**Resources / Materials**

   Here are the materials that are supposed to be used when dealing with the lesson.

1. Computers with the WebQuest available at the university site or on a floppy disc.

2. Computers with Internet connection and the WebQuest available online.

3. videos

**Course Plan:**

**Title: Mary Shelley's *Frankenstein, or Modern Prometheus***

**LEVEL: L2**                                     **Time:1h:30**

**Objectives :**

- Familiarizing students with the main principles of British Gothic Romanticism, merely the techniques of the gothic text.
- Study of new words and expressions, as well as pronunciation
- Training students on textual analysis, mainly, speaking about the principles of Romanticism in relation to the content of the text and what they reveal about the spirit of the age (considering reason as abusive).
- Training students on analyzing figures of speech

**Method:**

The course is divided into two sessions:

- **Pre-session:** Students are already exposed to the theoretical session on the birth and principles of British Romanticism, including the two generations. They are provided with an excerpt from the discussed novel to be analyzed as part of an assignment and recommending them to watch the film *Frankenstein*

**Session 1:**

**Goal:** Familiarizing students with the aspects of British second generation Romanticism in prose, merely in gothic literature, focus on pronunciation and vocabulary: sentence structures, the use of idioms, and figures of speech



**Development of the session:**

1. The session opens with a 4 minute video featuring an animation of the beast waking up and Victor (the protagonist) realizing the depth of his mistake. Students are required to watch the video first to discover the content of the sequences. The video is played a second time but students are asked to follow in their texts because the excerpt and the video have the same text. Students can hear the words and read them at the same time (with background music and sounds to create the gothic atmosphere).

2. Students are asked to read the text a second time by underlining the characters and the figures of speech

3. A discussion is led around the students' first impressions about the video and the text, discussion of the feelings of darkness and horror which are main themes in the text. An analysis of the personality of the scientist follows to lead students to speak of the theme of science as abusive and the abusive principles of rationality which represented a threat to the romantic writers of the period.

4. Students are exposed to new concepts like: Galvanism, anxiety, melancholy, the mad scientist, scientific obsession, and other terms related to the criticism of rationality.

5. A general discussion about the novel and its main themes is held, followed by a close reading of the text with an explanation of each paragraph separately. Students are asked to explain the meanings of the paragraphs, then new expressions / idioms, then of difficult words.

**Session 2:** (a follow up)

The close reading of the text is pursued followed by the text analysis starting with:

- An identification of the passage and short introduction of the writer
- Discussion of the main themes and the extent to which they respond to the literary movement (Romanticism)
- Analysis of the symbolism of the settings, characters and their importance in the text, the plot development.

- Identification of the literary genre with a discussion of the indicators in the text which reveal the genre.

- identification of the register (formal/ informal/ colloquial/ slang/ religious/ political)

- identification of the diction (latin / anglo-saxon)

- Study of the figures of speech (students must find the figures of speech by themselves, identify the type and tell what the figure really refers to / means)

- Discussion of the tone (feeling of the author), and atmosphere (the general mood in the text) with justifications from the text.

**EXCERPT**: Mary Shelley (1797- 1851)

*Frankenstein, or Modern Prometheus* (1818)

Chapter5: pp 55-56

"It was on a dreary night of November that I beheld the accomplishment of my toils.  With an anxiety that almost amounted to agony, I collected the instruments of life around me, that I might infuse a spark of being into the lifeless thing that lay at my feet. It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs.

"How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful. Beautiful! Great God! His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing; his teeth of a pearly whiteness; but these luxuriances only formed a more horrid contrast with his

watery eyes, that seemed almost of the same colour as the dun-white sockets in which they were set, his shrivelled complexion and straight black lips.

The different accidents of life are not so changeable as the feelings of human nature. I had worked hard for nearly two years, for the sole purpose of infusing life into an inanimate body. For this I had deprived myself of rest and health. I had desired it with an ardour that far exceeded moderation; but now that I had finished, the beauty of the dream vanished, and breathless horror and disgust filled my heart. Unable to endure the aspect of the being I had created, I rushed out of the room and continued a long time traversing my bed-chamber, unable to compose my mind to sleep. At length lassitude succeeded to the tumult I had before endured, and I threw myself on the bed in my clothes, endeavouring to seek a few moments of forgetfulness. But it was in vain; I slept, indeed, but I was disturbed by the wildest dreams.

I thought I saw Elizabeth, in the bloom of health, walking in the streets of Ingolstadt. Delighted and surprised, I embraced her, but as I imprinted the first kiss on her lips, they became livid with the hue of death; her features appeared to change, and I thought that I held the corpse of my dead mother in myarms; a shroud enveloped her form, and I saw the graveworms crawling in the folds of the flannel. I started from my sleep with horror; a cold dew covered my forehead, my teeth chattered, and every limb became convulsed; when, by the dim and yellow light of the moon, as it forced its way through the window shutters, I beheld the wretch— the miserable monster whom I had created. He held up the curtain of the bed; and his eyes, if eyes they may be called, were fixed on me. His jaws opened, and he muttered some inarticulate sounds, while a grin wrinkled his cheeks. He might have spoken, but I did not hear; one hand was stretched out, seemingly to detain me, but I escaped and rushed downstairs. I took refuge in the court yard belonging to the house which I inhabited, where I remained during the rest of the night, walking up and down in the greatest agitation, listening attentively, catching and fearing each sound as if it were to announce the approach of the demoniacal corpse to which I had so miserably

given life.

"Oh! No mortal could support the horror of that countenance. A mummy again endued with animation could not he so hideous as that wretch. I had gazed on him while unfinished; he was ugly then, but when those muscles and joints were rendered capable of motion, it became a thing such as even Dante could not have conceived.

"I passed the night wretchedly. Sometimes my pulse beat so quickly and hardly that I felt the palpitation of every artery; at others, I nearly sank to the ground through languor and extreme weakness. Mingled with this horror, I felt the bitterness of disappointment; dreams that had been my food and pleasant rest for so long a space were now become a hell to me; and the change was so rapid, the overthrow so complete!"

**Title: Jane Austen's *Pride and Prejudice***

**LEVEL: L2**                                                      **Time:1h:30**

**Objectives :**

- Familiarizing students with the main principles of Victorian literature, merely the techniques of Realism.
- Familiarizing students with cultural aspects and icons of the period
- Teaching vocabulary and pronunciation.
- Training students on textual analysis, mainly, speaking about the principles of Realism in relation to the content of the text and what they reveal about the social conventions of the period.
- Training students on analyzing characterization, tone, and atmosphere

**Method:**

The course is divided into two sessions:

- **Pre-session:** Students are exposed to a session on the literature of the Victorian age, including a discussion of Realism and its main tenets, its themes, and main writers. Students are provided with an excerpt from the

discussed novel to be analyzed as part of an assignment and recommending them to watch the film *Pride and Prejudice*

**Session 1:**

**Goal:** Familiarizing students with the cultural aspects of the nineteenth century, pronunciation, and focus on vocabulary: sentence structures, the use of the formal language, idioms



**Development of the session:**

6. The session opens with a 4 minute video from the film *Pride and Prejudice*, in which the two protagonists attack each

7. Other and judge each other on the basis of prejudice, and still showing pride the one over the other. Students are required to watch the video first to discover the content of the sequences. The video is played a second time but students are asked to take note of new words, expressions, formal expressions in particular, and pay attention to social rules revealed indirectly in the conversation.

8. A discussion is led around the social rules and conventions identified in the video and their impact on the two protagonists. Through the discussion students are exposed to new concepts like: gender, gender issues, segregation, social classes, social norms, social values, expectations, and social conventions.

9. Students are asked about the formal expressions they found in the conversation and what they think they mean. An explanation of the expressions follows up.

10. A general discussion about the novel and its main themes is held, followed by a close reading of the text with an explanation of each paragraph separately.

Students are asked to explain the meanings of the paragraphs, then new expressions / idioms, then of difficult words.

**Session 2:** (a follow up)

The close reading of the text is pursued followed by the text analysis starting with:

- An identification of the passage and short introduction of the writer
- Discussion of the main themes and the extent to which they respond to the literary movement (realism)
- Analysis of the symbolism of the settings, characters and their importance in the text, the plot development.
- Identification of the literary genre with a discussion of the indicators in the text which reveal the genre.
- identification of the register (formal/ informal/ colloquial/ slang/ religious/ political)
- identification of the diction (latin / anglo-saxon)
- Study of the figures of speech (students must find the figures of speech by themselves, identify the type and tell what the figure really refers to / means)
- Discussion of the tone (feeling of the author), and atmosphere (the general mood in the text) with justifications from the text.

**EXCERPT:** *Pride and Prejudice* **1813 (Jane Austen1775-1817)**

**Chapter 1**

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife. However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families, that he is considered the rightful property of someone or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it." Mr. Bennet made no answer.

"Do you not want to know who has taken it?" cried his wife impatiently. "You want to tell me, and I have no objection to hearing it." This was invitation enough. "Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! Single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? How can it affect them?" "My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! Nonsense, how can you talk so! But it is very likely that he may fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley may like you the best of the party."

"My dear, you flatter me. I certainly have had my share of beauty, but I do not pretend to be anything extraordinary now. When a woman has five grown-up daughters, she ought to give over thinking of her own beauty."

"In such cases, a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no newcomers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous, surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chooses of the girls; though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving her the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way? You take delight in vexing me. You have no compassion for my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these last twenty years at least."

"Ah, you do not know what I suffer." "But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us, if twenty such should come, since you will not visit them." "Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. Her mind was less difficult to develop. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented, she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

**LEVEL: L2**                                     **Time:1h:30**

## Objectives :

- Familiarizing students with the main principles of American Romanticism, Transcendentalism, and the differences between them
- Making students able to find the main principles of the movement in a literary text.
- teaching students to compare two texts different from each other in terms of tone and content but still using the same philosophy.
- Training students on textual analysis, mainly, speaking about the principles of Romanticism in relation to the content of the text and what they reveal about the drives and motives of the author.
- Training students on analyzing characterization, tone, and atmosphere

## Method:

The course is divided into five sessions:

- **Pre-session:** asking students to read the two short stories Washington Irving's Rip Van Winkle and Edgar Allan Poe's The Fall of the House of Usher and comparing them as a mid-term assignment.

## Session 1:

    **Goal:** Discussing the main principles of American Romanticisim, Transcendentalism, and Gothic literature

## Development of the session:

1. The session opens with the feedback of the students about the two short stories they read , the students speak of the common aspects they found in the story. The aspects are listed, written on board, and the representations of these aspects in each story is discussed.
2. The teacher tells the students that these aspects are themselves the principles of American Romanticism and explains their relationship to the drives of the writers, and the historical / cultural background.

3. Introduction to Transcendentalism by focusing on the link between the two philosophies

4. Discussion of the main principles of Transcendentalism, main figures, and differences from Romanticism

5. Introduction to Gothic Romanticism as an attempt to depict an extreme or exotic experience.

6. Students are provided an excerpt from "Rip Van Winkle" and asked to prepare the literary analysis for the text.

**Session 2:** Literary analysis of an excerpt from "Rip Van Winkle" by Washington Irving

**Goal:** Understanding and identifying the elements of Romanticism in the text and relating them to the ideology and historical background of the writer.

## Development of the session:

1. The session opens with questions about the general ideas of the entire story, background and main themes according to the students understanding

2. Reading the excerpt and stopping at each paragraph to explain the general ideas: Students are asked to speak about what they understood from the paragraph, questions asked about the teacher require the students to justify their answers with words / expressions from the paragraph, and discussion of colloquial expressions and figures of speech

   Session 3: the analysis of the text is carried on if the reading wasn't over yet, if the reading is over, the session will be devoted to the complete literary analysis. Students are asked to provide answers and personal interpretations of: audience, themes, plot development, characters, point of view, settings and their symbolism, register and diction, figures of speech, text structure, tone (the feeling of the author), Atmosphere (general mood in the text), with justifications of their arguments from the text.

   Special attention is devoted to the principles of romanticism in the text, what information about the historical period and its culture is provided.

Possible interpretations that were not made intentionally by the author.

3. Students are provided an excerpt from "The Fall of the House of Usher" and asked to prepare the literary analysis for the text.

**Session 4:** Literary analysis of an excerpt from "The Fall of the House of Usher"

**Goal**: Identifying the elements of Gothic Romanticism and providing interpretations to symbols.

## Development of the session:

1. Students are first asked to read the text silently and think about the aspects of Gothicism they found in the text.
2. A discussion of the events of the entire story and main themes of the story
3. Discussion of the main aspects of Gothicism found in the text and their references / interpretations: what they reveal about the author
4. Discussing the generic differences in the text (the use of horror and the comic)
5. Discussion of the main ideas of the text with a pause at each figure of speech and colloquial expression
6. Discussion of the use of archaic and French words.

**Session 5:** Complete the literary analysis of the same text:

Discussing the targeted audience, themes, plot development, characters, point of view, settings and their symbolism, register and diction, figures of speech, text structure, tone (the feeling of the author), Atmosphere (general mood in the text), with justifications of their arguments from the text.

Discussing the different references in the text and what they reveal about the source of inspiration of the author.

**5.11. Conclusion**

The findings of this study also shed some light on *what* literature to teach in EFL classes. In general, many EFL students are interested in literary texts. Thus, short stories and novels, especially movie tie in novels, can be first introduced to students since those works might easily arouse students' interest. Furthermore, literary works which can be enjoyed through other media than print are also good options in literature classes. It is because there are many literary works presented either in audio books (in CD or MP3 format) or in live performances (as recorded in VCDs or DVDs). These supplementary materials can be best companions to literature teaching. On the other hand, literary texts should be presented with some well-designed activities.

# CHAPTER SIX

*Concluding Chapter and Some Pedagogical Implications*

6.1. Introduction

6.2. A Snapshot of the Research

6.3. Limitations

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**6**.4.1. Implications for Consolidating the Linguistic Gap

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6.4.2.1. Suitability of Text Selection for EFL Learners

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6.4.2.3. Teachers' Role

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6.6. Conclusion

## 6.1. Introduction

This concluding chapter intends to give a brief overview of the research, Hence, it is divided into two main sections; the first part summarizes the thesis; it sheds light on the main elements of the methodological approach its main problematic, the restatements of the research questions and hypotheses. It also presents a summary of final outcomes. The second part, however, aims to list the limitations the researcher has faced, and highlights a number of implications for further researches.

## 6.2. A Snapshot of the Research

As literary reviewed, developing the learners' awareness in their target environment is considered as the cornerstone in any literature teaching / learning process. Matching, then the language course objectives EFL learners' needs through the use of authentic materials has been relied on in this investigation. This current research work has been undertaken. The main aim is to develop the learners' awareness through the use integrative approach in literature teaching/learning context. Identification has been addressed to gather feedback from both EFL teachers and learners about several aspects related to literature course. Therefore, this investigation sought answer to the following central research question:

Whether or not an integrative approach to literature functions more effectively to teaching literature in an EFL context at University of Tlemcen. Therefore, the below mentioned set of inquiries has been reformulated in an attempt to achieve reliable answer to the aforementioned research inquiry:

1. How is literature taught to Second-year EFL students at the University of Tlemcen?
2. What are the approaches used by teachers in dealing with literature in EFL classrooms?

3.    Can the integrative approach improve second-year EFL learning Objectives?

4.    What are the different activities and related tasks used by teachers in dealing with literature?

To give answers to those research inquiries, the following hypotheses have been put forwards:

1.    Apparently, the literary component seems still to be taught in English Department in classical way;

2.    Most of the literature teaching in Department seems to still rely on teacher-centered pedagogy;

3.    The integrative approach seems to be helpful to improve and enhance our second-year EFL learner's awareness;

4.    Activities and tasks used seem to explore the target language structure.

While teaching with integrative approach using authentic materials may help our EFL learners to function effectively in their discourse environment. In other words, they may promote their reading skills; enhance their language and cultural awareness.

Presenting the significance of this study, providing definitions of some key terms to avoid misinterpretation of any term being used in this work is of equal importance to the research work. As a part of the literature review, an overview about the literature Teaching /learning process; it deals with a set of different definitions related to literature, a different approaches adopt to teach literature in an EFL classroom, and the various methods and activity types he may use to handle literary texts are discussed.

In the empirical part an overview of the methodological design, research instruments, data analysis and interpretation are presented. Therefore, a mixed

methods approach was adopted to ensure the triangulation of data sources. Twenty EFL learners and six teachers were randomly selected as a sample population. Data gathering and analysis processes were carried out through three phases: semi-structured interview, questionnaire and classroom. Based on these findings, a set of recommendations and suggestions are provided in the last chapter for the benefits of both teachers and learners. Hence, these pedagogical and administrative reforms remain only theoretical because a radical change from the part of decision makers at the university and ministry of higher education is required. This could be done to maintain balance between the requirements of different situations; academic, professional, technological, economic and scientific through preparing teachers who seek to promote the literature teaching situation and are absolutely aware of the requirements of their different teaching situations.

Thus, to have knowledge of the main principles and to be ready to accept changes by adopting positive attitude towards the fields they teach are regarded as a pre-requisite. EFL teachers were Facing difficulties while having a limited knowledge related to students' field of study were perceived as two major obstacles faced in the process of literature teaching, course design and during the course delivery. Another main finding was related to the materials selections, informants acknowledged the role of using real life materials with a special emphasis on the communicative needs of the learners. Their requirements and expectations were not taken into consideration. Results collected from the diagnostic test showed that our EFL students faced a number of learning difficulties. Some of them were directly associated with their level of language ability. Other issues were related to their inadequate use of reading strategies. The main objectives are to help our EFL students to efficiently attain reading comprehension of authentic materials.

### 6.3. Limitations

The scope of the present work is limited to a set of factors, notably; the small size of the sample population, time, research methodology and pedagogical restriction.

### 6.3.1. Participants

Concerning, participants taking part of the aforementioned limitations by using a limited number of (participants) who have been provided in this research may have some impacts on data collection and analysis. Relying on a non-probability technique that included the selection of a limited size of participants comprising, six teachers and twenty learners may not allow for the representativeness of the sampling for the entire population. At this level, it is almost impossible to claim the generalizability of the research findings of result. However, drawing on purposeful sampling in this context may provide a description of the situation under investigation.

### 6.3.2. Time Restraint

Time is primordial for any specific study another limitation is related to the issue of time devoted the process of data collection, analysis and interpretation in this research work. The research work was formally started during the university year 2014-2015, data gathering phase was mainly completed within the duration of one year. It was almost insufficient for the researcher to collect data; especially from the EFL learners and teacher. This fact may have some effects on the collected information. Thus, it would be better to carry out this research in a longer period of time and include other skills in the observed sessions.

## 6.3.3 Methodological Constraint

The methodology used in this research work is based on mixed-method approach combining both quantitative and qualitative methods .However, the use of a variety of instruments such as questionnaire, and interview    classroom observation may not be eligible to measure all the necessary data for this study. Therefore, diagnostic and achievement tests may be might be more appropriate to gather feedback on the training phase. Conducting a 'teacher-initiated research' may help the investigator to collect information about his classroom setting.

.      However, the use of questionnaire, interview, considered as insufficient to report all the necessary data related to the pre and post-treatment phases. Students' diaries, in this respect, Both questionnaire and interview submitted at the onset of the study lacked including items intended to elicit the biographical information of the teachers and learners such as age, gender, and race this was because of the long length of each rubric. The researcher provided their profiles and focused only on facts felt to be more necessary to the purpose of this study. With the questionnaire there is the risk that learners" answers do not reveal their own views, as well as the current attitudes towards their teachers, teachers' performance and their course content.

## 6.4. Some Pedagogical Implications and Relevance for Teaching

Based on the findings drawn from the present research work, a number of suggestions and pedagogical implications have been put forwards to improve the literature teaching quality. The focus needs to be placed on preparing EFL teachers to be fully involved in the teaching literature to set up adequate tasks for reading and writing, and to integrate culture in literature teaching. Furthermore, the remarks made by the EFL teacher with regard to general language knowledge, call for an urgent need to develop their own theories of teaching and form their own vision about what constitute an efficient language education. In this respect, the EFL teacher should act as a strategist to benefit from his previous eventuality to enhance his practice.

## 6.4.1. Implications for Consolidating the Linguistic Gap

This finding revealed that while reading with limited language ability, learners may face difficulties in achieving a general comprehension and grasp the meaning. Learners often have problems in deciding what words will most precisely and clearly express their ideas, and what words will support their purpose for writing. As a result, their essays suffer from incorrect usage and incoherent paragraphs. EFL students also face limitation of vocabulary, poor grammar knowledge, lack of organizational competence and lack of information to attain discussion. To overcome those problems, different language studies have shown that literary texts may provide a variety of content for language students, in order to exploit in their writing.

One of the purposes of teaching literary texts is to practice the learners' analytical abilities because the communicative approach which emphasises learner-centered ways of learning seems to be impracticable. At this stage, EFL students are linguistically weak and its takes time to develop their analytical abilities. The teacher seems to be the sole authority in the class

The role of the EFL teacher, then, is to consolidate their linguistic knowledge. In this regard, Obando and Donso (2011) say that the use of literary texts as an authentic material will provide learners with an adequate range of vocabulary along with common expressions used in the target language. Furthermore, they help learners discover the various experiences of the native speakers. Thus, teaching vocabulary through context help students to look for their uses and meanings in a given sentences and paragraphs. The introduction of students to literary texts, and giving them the choice of writing personal essays or writing summaries will increase their word usage. Thus, they may perform properly on their written assignments. Moreover, when presenting new vocabularies through the use of literary texts,Thus, EFL teachers should take into consideration their students' level of proficiency in the target language, as well as their needs and interest.

## 6.4.2. Implications for Authentic Materials Use

The idea of using authentic materials for educational purpose is widely recognized in EFL teaching/Learning and considered as one of the main characteristics of a literature course. However, it is assumed to be a challenging task for the literature teachers to select effective authentic materials that suit their learners' needs and expectations. On the other hand , authentic materials are defined as those designed materials for language in question, which are provided for a depth  study and mastery of content.

### 6.4.2.1. Suitability of Text Selection for EFL Learners

According to (Holden,1987). Teachers should help their learners develop their language skills of not only the literary text used. In order to ensure language skills' development, the literary text should be written in a comprehensible way that is not too complex in terms of linguistics, meaning or style  Krashen's Input Hypothesis (1985) proclaims that, learners acquire language by comprehending linguistic input that is slightly beyond their level of competence (input+1). According to him, the key factor determining the acquisition of competence in second language writing is through exposure to a large amount of meaningful, interesting or relevant L2 input materials.

The primary means to develop learners' language skills is through reading exposure (Krashen, 1989) i.e. by exposing learners to the reading process, they will increase reading comprehension , vocabulary acquisition, and improve grammatical development and writing style. *Krashen(1989: 109) states that "reading exposure is the primary means of developing language skills"* Learners will have the opportunity of being exposed to a variety of written pieces which will help them improve their written abilities. Thus, they will acquire the habit of expressing their thoughts and ideas in a coherent way. It should be borne in mind that the use of authentic texts and tasks should be more suitable to learners with advanced and intermediate language abilities. Beginners, or those students with

limited abilities, however, may not have a positive impact on their learning (Guariento and Morley, 2001)

Thus, the selection of a literary text for the EFL classroom, should be done on the basis of three main areas. These are: the type of course they are teaching, the type of students who are doing the course and certain factors connected with the text itself .To expose students to an appropriate literary text will help them read and understand the language used. In addition to that, they will be motivated to learn the f language skills because of the benefits embedded in these literary works.

### 6.4.2.2. Implications on Sources of Authentic Materials

According to Chambers & Marshall (2006) Authentic materials are among most important tools a teacher can and must use in class in order to make his /her teaching go smoothly and be effective in transmitting the necessary knowledge to all students , briefly speaking ;authentic materials can be classified as follow : partial list that includes online articles, charts, graphs, maps, videos , magazines, newspaper ,films, music and advs .Audio sources : radio interviews , general interest podcast , brief lectures and last but not least ;written sources that held literary texts, journalistic articles ,letters , advs , instructions. Students mostly listen to lectures, but they may also need to listen to audio-cassettes, the radio, CDs and while also watching TV programmes, DVDs and multimedia packages on computer or CD-ROM for performances of plays, poetry and story readings, discussions with authors, critics' forums and novel serialisations, screen adaptations, etc. As this list suggests, a major task for teachers these days is seeking out and reviewing all the potentially useful materials that are available across a range of media.

Moreover, being a teacher is much more than just executing lessons plans. Today teaching is multifaceted profession ; teacher often carry the roles of surrogate parent , class disciplination ,mentor counselor, book keeper ,role model ,planner, and many other related roles:

➢ The development of students.

➢ He can be a role model for students who are lack solid family foundation.

➢ Assessing and evaluating student's abilities, strength and weakness

### 6.4.2.3. Teachers' Role

EFL teachers need to take into consideration their students' needs, interests and individual differences such as: age, sex and attitude, in order to select appropriate materials for their course design. Corder (1993) proposes different criteria for selecting materials for language teaching. Among these criteria **utility** to the learner i.e. teachers need to select what their learners need to know, such as: language varieties or parts of the language that are not learned before. A second criterion is **difficulty** i.e. there are some features of language which are difficult for particular learners, this would demotivate them when learning the target language. A teacher should:

➢ function as a real researcher;

➢  attend training seminars and workshops;

➢ have the positive attitude;

➢  gain experience;

➢ develop an intercultural awareness;

➢ work in collaboration with subject specialists.

## 6.5. New Research Perspectives

Since findings and conclusions drawn from this present study are limited to the small size of the population, future research may include a large sample of Population from university of Tlemcen or from other Algerian universities to attain what is known as generalization and representation of the results. This study also opens the door for future researchers to work in collaboration with subject specialists and cooperation with EFL to explore and identify the ways to enhance language instructors' professional qualifications is of great importance. For the aim of improving the teaching/learning process, to bring about change in any situation an EFL teacher is involved in, is a necessity.

As a matter of fact, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the literature teaching; accepting this idea, besides their willing to learn new ways of teaching may constitute a great help for both teachers and learners. Hence, EFL teachers should bring about innovation and change into classroom by challenging old-fashioned teacher-fronted practice as they should be seen as affective learners who seek a development for a continuous improvement which join knowledge, theory and practice. Possible areas for forthcoming investigation on the significance of implementing authentic materials literature course may cover the impact of video-visual materials on the learners' performance including the improvement of their speaking; listening; and writing skills or more narrowly the development of the learners' intercultural competence. In this respect, this may also require the inclusion of real-life assignments that promote the learners' creative thinking. Future research in this field of study may also examine the role of authentic materials in raising the EFL learners' internal and external motivation to learn the target language and develop their self confidence.

## 6.6. Conclusion

This final chapter provides the research framework and summarises the main results and conclusions of the three phases, it restates the research questions and hypothesis. It aims to give some recommendations that may help our EFL teacher to better cope with the requirements of the target situations. The latter outlines its limitations, suggests implications for enhancing the literature teaching situation and opens the door for scholars to explore and conduct future investigations in this area of research. It is of crucial importance to mention at this level that these proposed recommendations cannot be considered effective if they remain only theoretical. Practice, then, is almost needed to participate in the promotion of the literature teaching situation in Algeria as a whole.

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APPENDICES

**Appendix "A"**

Learners' Questionnaire

Dear students,

This questionnaire aims at collecting general information about you with respect to your learning experience and learning difficulties. Thus you are kindly invited to answer the following questions and justify your answer whenever it is possible.

 **Part One :**

1)How would you evaluate yourself as an English student?

a) Good

 b) average

c) poor

3) Which skill do you think is the most difficult?

a) Reading

b) speaking

c) writing

d) listening

 4) What do you  most prefer to read ?

a) Short stories

 b) novels c) poems

d) plays

e) none

**Part Two:**

1) why do you  generally read the literary text?

     a) Expand your language awareness

    b) gain access to cultural background c) strengthen your imagination

    d) to pass the test

    e) to meet class requirement

2) Do reading literary texts contribute to the development of your reading skill

    Yes

    No

    If yes, according to you how

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
…………………..

4) What did you benefit from reading the short story?

    a) Expansion of language awareness

    b) development of vocabulary

    c) organisation of ideas

    d) improvement in sentence structure and grammar

    e) gain access to cultural background

5) When you read the short story, you focused on:

    a) ideas and details in the text b) words in the text

    c) text organization

    d) style and language use

6) What are the main difficulties you find when reading the literary text?

   a) linguistic difficulties

   b) hidden meaning

   c) complex structure

   d) following the plot

   e) the cultural background of the short story .

7) What are the origins of those difficulties?

   a) Lack of interest in writing

   c) Lack of motivation

d) lack of self confidence in EFL Reading

   8)what is your interests in reading literature?

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9)  How many literary novels have you read?

| 1 or 2 | 5 to 7 | |
|--------|--------|---------------|
| 3 to 5 | 7 to 10 | more than 10 |

10) How often do you read a novels?

   a.     Often

   b.     Sometimes

   C.     Usually

d.     Never

11)What do you expect from your studies in literature?

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12) How do you work with literary texts?

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**Thank you for your collaboration**

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> **Appendix "B"**
>
> Teachers' Semi-structured Interview

Dear teachers;

The purpose of this present interview is to evaluate the methodology used in literature course for the sake of enhancing future practice. You are kindly invited to complete the interview as accurately and truthfully as possible for the sake of attaining the validity and reliability of the research. Your answers are of great importance.

**Rubric 1: Teachers' View and perception Towards Teaching**

Q1)- How many years have you been teaching literature at university? According to you:

Q2) What are the strong differences between literary and non-literary discourse?

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Q3) Why teach literature for an EFL the language classroom?

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Q4) What are the approaches  mostly used in your teaching?

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Q5) Do you really think there any distinction between language and literary

language?

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**Q6/)** How should Literature be handled  in  an EFL classroom?

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## <u>Rubric 2:</u> Teachers' methodology to teaching literature to our second year EFL students

Q1)-How can reading and writing be interrelated in the EFL writing classes?

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Q2) - what are the most important criteria for selecting literary texts for EFL writing classes?

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Q3) - How do you perceive using literary texts as a resource in our EFL classes?

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Q4)-Is it possible to manipulate a literary text in order to fit our EFL classroom activities? If yes how?

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**Rubric 3: The Integrative Approach in teaching literature**

Q1)-What are the main task types you frequently use in class?

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Q2) - Which competence do you want your learners to develop when reading a literary text?

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Q3)-Do you think that an integrative approach to use literary texts develop learners' awareness of language use? if yes how?

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**Q4/** Where must literature  be integrated into syllabus of TEFL?

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**Rubric 4: Comments and suggestions**

Q1) - Describe your students' attitudes when participating dealing with a simple prose course?

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Q2) -How much can you do to foster your students' involvement and

participation?

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Q3)-Do you use feedback in teaching literature? If yes, what criteria you focus

on in classroom?

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Q4)-Is there any suggestions to help your learners integrate effectively in the

literary text  used in class? If yes how?

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**Thank you for your collaboration**

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**Appendix "C"**

Some Extracts from Students' Answers

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## 8)what is your interest in reading literature?

Gain a vocabulary background.

Actually LITERATURE i don't like it but read it just for plays and the short stories that have wise at the end

Reading literature opened many doors to me one of them is developing my writing cz I was weak second vocabulary which is pretty important to gain new words each day I read

literature is a deep see of wisdome , which may help you toward developing yourself in many ways, and concerning my interest in reading literature is to gain this wisdome, because you will be able to think logically , and you will have an amazing background .

I am mostly into reading good stories with interesting plots to open my horizon on new experiences ( new wordsuf it is science fiction ) and to improve my writing skills

mostly to entertain myself

Adventure

Improve my English and discover new words and characteristics.

Nothing, it is a waste of time☐

Just to have a good vocabulary

I expect to become a good writer that's my aim cz I do some mistakes in writing when it comes to grammar, organizing my ideas,respecting the structure of an essay. ..

i expect everything good in my studies in literature , because this my chosen field and , maybe a lot of students say that mathematics is the mother of sciences, but for me , literature is the mother of all wisdome .

help in writing and gramma andgain a backround and culture

My literature studies allow me to read more,discover different cultures and consequently write about the knowledge I gained.

i expect to improve my style in writing

More knowledge

I deeply believe that literature is very interesting and its language is charming and has an incredible beauty. However, it is not my favourite module .honestly, I cannot imaging literature to be one of my future studies.yes ,I like it ,I have a pleasure when reading excerpts and discovering aspects ,but I also study it to get good marks and pass . I know I will discover other things next year and improve my English in general (in literature module).

## 11)What do you expect from your studies in literature?

10 réponses

Nothing, it is a waste of time😄

Just to have a good vocabulary

I expect to become a good writer that's my aim cz I do some mistakes in writing when it comes to grammar, organizing my ideas,respecting the structure of an essay. ..

i expect everything good in my studies in literature , because this my chosen field and , maybe a lot of students say that mathematics is the mother of sciences, but for me , literature is the mother of all wisdome .

help in writing and gramma andgain a backround and culture

My literature studies allow me to read more,discover different cultures and consequently write about the knowledge I gained.

i expect to improve my style in writing

More knowledge

I deeply believe that literature is very interesting and its language is charming and has an incredible beauty. However, it is not my favourite module .honestly, I cannot imaging literature to be one of my future studies.yes ,I like it ,I have a pleasure when reading excerpts and discovering aspects ,but I also study it to get good marks and pass . I know I will discover other things next year and improve my English in general (in literature module).

## 12) How do you work with literary texts?

I prepare for seminars, to find it easy in exams.

Just a mess haha

I didn't know what do you mean by this question but my answer is:I read and use my dictionary all the time I feel lost without it.

i work normally , i read the texts several times , then i try to organize the ideas with the identification of the plot , in order to understand the content, then i search on figures of speech, then i try to conclude what the text is about , and why it is been written.

reading twice the text and answer ▯simple▯

I read the literary texts once,twice or even more. I extract the difficult words and search for their meanings.Then,I start thinking about the general ideas, hidden meaning and obvious figures of speech.Finally, I combine my previous ideas and finish the rest of the literary analysis.

by reading each word carefully to undrestand the meanig and try to enjoy reading it

I read them

I first scan the text ..then ,make a 2nd lecture and write down difficult words..after that, search their meaning in dictionaries.. Finally, I read the excerpt and make efforts until I understand it.

> **Appendix 'D'**
>
> Sample of Teachers' Answers

Dear teachers;

The purpose of this present interview is to evaluate the methodology used in literature course for the sake of enhancing future practice. You are kindly invited to complete the interview as accurately and truthfully as possible for the sake of attaining the validity and reliability of the research. Your answers are of great importance.

**Rubric 1: Teachers' View and Perception towards Teaching**

Howmany years have you been teaching literature at university? 27years

*According to you:*

Q1/ What are the strong differences between literary and non-literary discourse?

The main difference between literary and non literary

Is the lge , the use of figurative lge

Q2/ Why to teach literature for an EFL language classroom?

For a good number of reasons : linguistic benefit, cultural benefit and  motivational benefit .

To promote lge acquisition

//            culture

//            motivation

Q3/ What are the approaches mostly used in your teaching of literature?

Lge approach and cultural approach.

Q4/ Do you really think there is any specificity to teaching literary language?

Yes , language of literature is charged with imagery.

Q5/How should literature be handled  in an EFL classroom?

It should be handled with care and flexibility. Teaching literature entails great professionalism.

**Rubric 2: Teachers' Methodology to Teaching Literature to our Second Year EFL University Students**

*In your point of view:*

Q1/Howcan readingand writing be interrelated in the EFL literature classes?

Writing as continuity to reading. For instance, devising activities through which students take literature as a model for writing or tailoring prediction activities. Designing and devising activities corresponding activities

Q2/ What are the most important criteria for selecting literary texts for EFL classes?

Linguistic accessibility, cultural familiarity and length.

Q3/ How do you perceive using literary texts as a resource in our EFL classes?

Literature can be as a resource for language learning.

Q4/Is it possible to manipulate a literary text in order to fit our EFL classroom activities? If yes how?

Devising various language based activities. Devising adequate tasks that promote readind and writing

**Rubric 3: The Integrative Approach in Teaching Literature**

Q1/ Wt promote readthhat are the main task types you frequently use in class of literature?

Stylistic  analysis- prediction activities- text summaries. writing critical analysis

Q2/ Which competence do you want your learners to develop when dealing with literary text?

Literary competence: How to read literature competently.

Q3/Do you think that an integrative approach to using literary texts develop learners' awareness of language use? If yes, how?

Yes ,it can since it exposes the students to the different dimensions of literature : linguistic ,cultural and motivational.

Q4**/** Where literature must be integrated into syllabus of TEFL?

Intermediate level

After achieving a moderate linguistic competence.

**Rubric 4:** **Comments and Suggestions**

Q1/Describe your students' attitudes when participating dealing with a literary text?

Some are highly motivated ;others regretfully show little interest.

Q2/ Whatcan you do to foster your students' involvement and participation?

Selecting interesting texts and designing multiple activities.

Q3/ Do you use feedback in teaching literature? If yes, what criteria you focus on in classroom?

Yes. immediate feedback.

Q4/ In what ways can you help your learners integrate effectively the literary text used in class?

Engage them in various activities.Make them gain ownership of the text.

Q5/ Is there any further suggestion, recommendation or activity type you would like to propose for a better learners' integration in a class of literature?

Teachers have to re-think  EFL literature teaching objectives .

Bringing innovation x change into the classroom by changing old fachioned teacher-fronted practice.

**Thank you for your full cooperation.**

**Appendix "E"**

Classroom Observation Protocol

Overall Students' Evaluation of the Delivery of Teaching Materials (Timulsin, 2001)

| Lesson N° | 1st | 2nd | 3rd | 4th | 5th | 6th |
|---|---|---|---|---|---|---|
| 1. The text chosen is interesting and encouraging to contribute to the discussion. | | | | | | |
| 2.I keep note taking and Idon't think anything else | | | | | | |
| 3.Group works is really good and useful | | | | | | |
| 3.I enjoyed approaching literature from a different methodologies | | | | | | |

| Lesson N | 1st | 2nd | 3rd | 4th | 5th | 6th |
|---|---|---|---|---|---|---|
| very detailed | 14 | 17 | 12 | 17 | 13 | 73 |
| the text chosen was interesting | 20 | 20 | 15 | 17 | 13 | 85 |
| The teacher talked all the time  and I didn't have any chance to express myself | 5 | 3 | 4 | 8 | 4 | 24 |
| creative | 15 | 19 | 18 | 18 | 20 | 90 |
| effective | 17 | 19 | 18 | 13 | 20 | 87 |
| the text chosen was not  interesting | 15 | 17 | 14 | 14 | 18 | 78 |

| appropriate to our needs | 9 | 16 | 16 | 12 | 10 | 63 |
|---|---|---|---|---|---|---|
| the teacher dictated important points and warned us to underline important parts | 19 | 19 | 19 | 19 | 19 | 95 |

**ملخص باللغة العربية**

يدور محور هذه الأطروحة حول أهمية التدريس النصوص الأدبية لطلبة اللغة الإنجليزية الثانيه نظام LMD بجامعة تلمسان . تهدف هذه الدراسة إلى تحليل و عرض ردود فعل الطلبة اتجاه النصوص الأدبية ، فعاليه المنهج التكاملي و الإستراتجيات المطبقة من قيل الأستاذة في حصصهم .و من أجل هذه الغاية ثم تحليل و مقارنة المعطيات الكمية و النوعية المتحصل عليها من خلال الدراسة الميدانية .

**الكلمات المفتاحيية :**

ردود فعل الطلبة , إستراتجيات الأستاذة ، فعاليه المنهج التكاملي، النصوص الأدبية.

Résumé en Français:

Le but major de ce présent travail est d'exposer l'importance de l'enseignement des textes littéraires dans les classes d'anglais de deuxième année universitaire à l'Université de Tlemcen. L'intérêt de cette étude est d'analyser les réactions des étudiants envers les textes littéraires, l'efficacité de l'approche intégrative, et les stratégies des enseignants appliquées dans leurs classes. Afin de révéler ces réponses, les données qualitatives et quantitatives, obtenues par le questionnaire, l'interview et des notes d'observation ont été comparées et analysées les unes avec les autres.

Mots-Clés : Textes littéraires, l'efficacité de l'approche intégrative, réponse des étudiants, stratégies des enseignants.

Summary in English:

 The present work aims at exposing the importance of teaching literary texts second- year EFL students at the University of Tlemcen. The main focus of the study is to investigate and reflect upon the integrative approach to teaching literature in the Tlemcen University, the responses of the students towards the literary texts, an integrative approach and teachers' strategies used in their classes. To reveal the students' responses, qualitative and quantitative investigations of the data gathered through a questionnaire, interviews and classroom observation were compared and analysed.

Key-Words: Literary texts, the effectiveness of the integrative approach, students' responses, teachers' strategies.

## Summary of the Thesis

The importance of teaching the literature component in English department has always been a challenge for both scholars and teachers. Algerian EFL second-year students of the University of Tlemcen seem to suffer from different obstacles that prevent their engagement in the literature classroom activities. For that reason, this introductory chapter exposes an overview of how the research is conducted and presents four main research questions and proposes four hypotheses that fit them. Moreover, it gives a deep insight on the definition of the key terms that are used in this research then it ends with providing the delimitation of the scope of study,i.e., exposing the literature review as a theoretical background to the target investigation and the ways different approaches and methods have dealt with the teaching of literature, highlighting at the same time how different scholars from different disciplines describe it and gives an account of its recent developments in the field of foreign language teaching/learning.

EFL/ESL teaching methodologies have witnessed many changes as a result of continued discussion, exploration and research. There is greater awareness and understanding of concepts, such as learner-centredness and task-based learning. Teachers have realized the need to encourage learner participation in many ways including classroom activities. Meanwhile, the majority of research has focused on how much a learner's language skills have improved from a test-driven, i.e., quantitative perspective, and has largely ignored a more qualitative perspective on student perceptions of classroom activities. Nonetheless, There is a combination of views between the teachers and students; the methodology used with literary texts and its role in language learning. Furthermore, with the explosion of importance in the use of literature in EFL/ESL teaching, there has been a corresponding explosion of interest and enthusiasm in the use of literature teaching techniques, methods and approaches

to promote more active and student-centered learning, it is also quite interesting to be aware of how best to structure this support, taking into account the students' influence may have in determining the methodology their teachers use in classroom. Thus, the purpose of this research is to find out whether an integrative approach is an effective for literature teaching classroom? If it is the case, how can EFL teachers with a literature background are made effective agents for language instruction.

Starting from the point of view that literature lessons are only fact-answer sessions where students are not guided and given opportunities to work with their friends and express their views and response that contributes to their language development and the appreciation of literature, then it is feared that the underlying aims and objectives of the literature component in English are doomed to fail.. The present research study is borne out of concern on what is going on in the literature classroom. There is a need to discover if the integrative approach in literature is taught in line with its aims and objectives. The integrative approach employed by teachers in teaching the literature component in English would be of great value and interest.

Most often, EFL students at Tlemcen University suffer from many problems concerning literature and they hardly engage in oral work activities. For that reason, this study attempts to investigate how to enhance learners in Algerian EFL learner-centered classroom. Particularly, EFL Second-year students are chosen as the most suitable target study first, because they are more fluent in comparison with the first-year students. Second, because they still have many problems that affect the way they perceive literary texts. Finally, in order to have significant answers about the research question and to achieve the intended objectives, one questionnaire is designed for learners  and semi-structured interview for teachers are  gathering  from twenty(20) students and six (6) teachers who are chosen randomly at the English department of the Tlemcen university.

The major objective of the present study was to find out whether or not an integrative approach to literature functions more effectively than the conventional approach to teaching literature in an EFL context at Tlemcen University. Therefore, the following pertinent questions are raised:

1. How is the Literature Component in English taught to Second-year EFL student at University of tlemcen?
2. What are the models used by teachers in teaching literature in classroom?
3. Can the integrative model to teaching literature improve second-year EFL learners' final achievement?
4. Which kinds of activities and tasks are used by teachers in teaching the literature component in English?

The hypotheses that can be drawn from the aforementioned questions are:

1. Apparently, the literary component seems still to be taught in our English department in very classical way.
2. Most of the literature teaching in our department seems to still rely on teacher-centered approach
3. The integrative approach seems to be helpful to improve and enhance our second-year EFL learner's awareness.
4. Activities and tasks used seem to explore the target language structure.

In the light of re-establishing the importance of literature in University setting, changes in the education curriculum have been witnessed over the past few years. Since the Literature Component in English is aiming at enhancing students' language proficiency, it is also geared for the purpose of generating the aesthetic part of the language that is personal response from students. However, recent studies have reported that students were seen to be passive and were unable to respond critically as well as literature lessons were often too teacher-centered and thus, labeling teachers to be dull and less creative. Conducting research on teaching literature can be informative in this regard and it was argued

that requires focus on the intersection of texts, contexts/students and teachers as mediated by discourses and cultural models.

This show the complexity of the factors, which have to be taken into consideration in any empirical investigations, thus, the present study gains significance as it can be considered as one of the few studies ever conducted on the approaches to teaching literature in EFL contexts in contrast to many empirical investigations on learning a second or foreign language. This reveals the necessity of carrying out further empirical studies to shed light on how literature can be dealt with best in EFL classroom and how maximum efficiency can be achieved. In what follows, the phases of teaching literature and its methodology are explained. Then, an integrative model and its characteristics are briefly explained. Finally, a case study is reported that justifies the use of an integrative approach in EFL contexts.

The process of delimitation is of vital importance for any research. It involves establishing the boundaries upon which the framework is shaped. With reference to the conceptual consideration, it is of supreme significance for any research work to identify its main purpose as well as objectives, and confirm that it has dealt with in a way that it ensures better understanding of the core of this study. The latter cannot be realized in isolation; unless that work is put within a suitable framework, i.e., within its limitations and delimitations. Since focus is much more on the Algerian EFL teaching situation, the major objective behind identifying the hindrances literature teachers face, is also to explore the strategies they resort to. This is in hope to be able to overcome gradually and skillfully these obstacles to better cope with the needs of the target teaching situations they are involved in alongside with their learners' expectations.

More ever, some notions have been opted for as a theoretical background in this study such as authenticity and culture in literature teaching. The main issue in this dissertation is to teach literature through an integrative approach. While a number of explanations have been used as an attempt to define some key-terms, with regard to the concept of culture, the researcher's aim is not to

focus on teaching culture and develop the students' cultural competence but to provide them with real-life texts and tasks that meet their needs to supply our learners with a motivational context for learning. The use of authentic materials may not intend to promote the learners intercultural competence but rather to raise their awareness of the target culture. Thus, authentic materials from other sources are supposed to be out of the scope of the present study. As for the methodological perspective, one group out of (20) second-year students has been chosen as a sample. Other variables such as learners' situation, their motivation, subject specialists' role as a provider of content, the role played by the administration, and many other factors, seem to be of an equal importance and influence on the literature classroom. The improvement literature teaching and, yet due to time limit, it would not be possible for the researcher to look for all these variables. Hence, it will be outside the scope of this enquiry.

Thus, being interested in detailed data regarding the actual situation the researcher opted for a case study approach. The aim is to describe, present and represent the situation and propose solutions to the observed facts after an in-depth investigation. Consequently, the researcher will explore the effectiveness of an integrative approach in teaching literature. According to Yin (1984:11) "*there are three types of case study research exploratory, descriptive, and explanatory*". For the present research work it is a combination of the three types, the purpose is to represent, analyse and interpret the uniqueness of individuals and situations at University of Tlemcen. Finally, an English course that will fulfill students' needs and requirements is designed. On the basis of the research problematic, this research work has been divided into six chapters. The current one is an introductory chapter. The second chapter reveals the related literature which has been written literature. The third chapter describes the methodology that was used to conduct this study. It presents the population of the study, the research design, and procedures that have been used while collecting and then analyzing the available data. The fourth chapter analyses data which has been collected trying to answer our research questions. However, chapter five

summarizes the findings of the research work while trying to put it within its limitations, to open later on the doors for further research. The methodology used in this research work is based on mixed-method approach combining both quantitative and qualitative methods .However, the use of a variety of instruments such as questionnaire, and interview  classroom observation may not be eligible to measure all the necessary data for this study. Therefore, diagnostic and achievement tests may be might be more appropriate to gather feedback on the training phase. Conducting a 'teacher-initiated research' may help the investigator to collect information about his classroom setting.

. However, the use of questionnaire, interview, considered as insufficient to report all the necessary data related to the pre and post-treatment phases. Students' diaries, in this respect, Both questionnaire and interview submitted at the onset of the study lacked including items intended to elicit the biographical information of the teachers and learners such as age, gender, and race this was because of the long length of each rubric. The researcher provided their profiles and focused only on facts felt to be more necessary to the purpose of this study. With the questionnaire there is the risk that learners" answers do not reveal their own views, as well as the current attitudes towards their teachers, teachers' performance and their course content.

Based on the findings drawn from the present research work, a number of suggestions and pedagogical implications have been put to improve the literature teaching quality. The focus needs to be placed on preparing EFL teachers to be fully involved in the teaching literature to set up adequate tasks for reading and writing, and to integrate culture in literature teaching. Furthermore, the remarks made by the EFL teacher with regard to general language knowledge, call for an urgent need to develop their own theories of teaching and form their own vision about what constitute an efficient language education. In this respect, the EFL teacher should act as a strategist to benefit from his previous eventuality to enhance his practice. The enclosure of literature in any course depends first on the nature of the syllabus and second on the objectives set for the course. In

teaching/learning context teachers and educators have always been inquiring about the effectiveness of literature in language learning. The introduction of literature course in EFL was highly valued when the grammar translation method was dominant, literary texts were a main source for foreign language teaching. With the structural approach, literature was highly considered for the great body of vocabulary, structures and texts of all types and genres it provides. However, In the 1970's and 1980's, the role of literature and its contributions to the classroom ignored with the dominant of the communicative language teaching approach Yet, in the last fifteen years, literature has been reconsidered within the language teaching classes.

(Widdowson, Slater, Mackay, Carter, Long, Brooks, Lazer, Harmer and Hedge) are among the the linguists who supported the return of literature in the language classroom. Widdowson (1984:162) asserts that: "*literature, and poetry in particular, has a way ofexploiting resources in a language which has not been codified as correct usage...It has no place in an approach to teaching that insists on the gradual accumulation of correct linguistic forms.*"Widdowson has center the role of literature in the structuralist approach which emphasized correctness in grammatical forms and restricted lexis, the thing which did not allow the various uses of language. he argues that grammar translation method and the structuralist approach were incompatible with the teaching of literature, though they exploited and used its bulk. With respect to these views, applied linguists, especially those who belong to the Communicative Language Teaching Approach returned back to the use of literature in the EFL classroom, yet, with a different pedagogical approach for non-native students of English.

Long (1986:42) points out that: "*The teaching of literature is an arid business unless there is a response, and even negative responses can create an interesting classroom situation*". For (Long, 1986) reader Response Approach stresses the value of individual and unique response to text and frees the reader from stereotyped and conventional responses often provided by teachers. Rosenblatt (1985: 40) states that "*the reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions*

*of some particular reader and a particular text at a particular time under particular circumstances"*. In reader-response approach, reader and text mutually affect one another as labelled by Rosenblatt (1985:40) *"a transaction with the literary text"*. She also maintains that transaction is an aesthetic reading through which the reader engages with ideas in the reading text relying on his/her prior experiences. From this transaction the reader creates a new unique and personnel experience. The students therefore should be encouraged to express themselves freely about a literary text and slightly assisted to appreciate a literary text since literature encompasses artistic, social and cultural elements that are detected and approached in several different ways by different readers.

Accordingly, reading instruction should not aim only to control the reader's experience but to facilitate the reader's own structuring of that experience. Therefore, the teacher role is to enable the transmission of knowledge. This implies motivating students by selecting works to which they can respond emotionally and linguistically in order to make reading a literary text a responsive experience. Moreover, the reader-response approach focus on the necessity and the pedagogical value of developing the students' critical abilities and awareness to be critical readers and not passive of what has been delivered to them in class., according to Rosenblatt (1985), Long and Carter (1991); and learner centre approach, Tudor (1996), a good pedagogic approach to teaching literature should aim at eliciting the students response to the text and guiding them to a personal discovery, thus bringing in them the continuous and appreciation of given literary texts. This would ultimately develop the students' language and literary competence.

This finding revealed that while reading with limited language ability, learners may face difficulties in achieving a general comprehension and grasp the meaning. Learners often have problems in deciding what words will most precisely and clearly express their ideas, and what words will support their purpose for writing. As a result, their essays suffer from incorrect usage and incoherent paragraphs. EFL students also face limitation of vocabulary, poor

grammar knowledge, lack of organizational competence and lack of information to attain discussion. To overcome those problems, different language studies have shown that literary texts may provide a variety of content for language students, in order to exploit in their writing.

One of the purposes of teaching literary texts is to practice the learners' analytical abilities because the communicative approach which emphasises learner-centered ways of learning seems to be impracticable. At this stage, EFL students are linguistically weak and its takes time to develop their analytical abilities. The teacher seems to be the sole authority in the class .The role of the EFL teacher, then, is to consolidate their linguistic knowledge. In this regard, Obando and Donso (2011) say that the use of literary texts as an authentic material will provide learners with an adequate range of vocabulary along with common expressions used in the target language. Furthermore, they help learners discover the various experiences of the native speakers. Thus, teaching vocabulary through context help students to look for their uses and meanings in a given sentences and paragraphs. The introduction of students to literary texts, and giving them the choice of writing personal essays or writing summaries will increase their word usage. Thus, they may perform properly on their written assignments. Moreover, when presenting new vocabularies through the use of literary texts,Thus, EFL teachers should take into consideration their students' level of proficiency in the target language, as well as their needs and interest.

The idea of using authentic materials for educational purpose is widely recognized in EFL teaching/Learning and considered as one of the main characteristics of a literature course. However, it is assumed to be a challenging task for the literature teachers to select effective authentic materials that suit their learners' needs and expectations. On the other hand , authentic materials are defined as those designed materials for language in question, which are provided for a depth study and mastery of content. According to (Holden,1987). Teachers should help their learners develop their language skills of not only the literary

text used. In order to ensure language skills' development, the literary text should be written in a comprehensible way that is not too complex in terms of linguistics, meaning or style  Krashen's Input Hypothesis (1985) proclaims that, learners acquire language by comprehending linguistic input that is slightly beyond their level of competence (input+1). According to him, the key factor determining the acquisition of competence in second language writing is through exposure to a large amount of meaningful, interesting or relevant L2 input materials.

The primary means to develop learners' language skills is through reading exposure (Krashen, 1989) i.e. by exposing learners to the reading process, they will increase reading comprehension , vocabulary acquisition, and improve grammatical development and writing style. *Krashen(1989: 109) states that "reading exposure is the primary means of developing language skills"* Learners will have the opportunity of being exposed to a variety of written pieces which will help them improve their written abilities. Thus, they will acquire the habit of expressing their thoughts and ideas in a coherent way. It should be borne in mind that the use of authentic texts and tasks should be more suitable to learners with advanced and intermediate language abilities. Beginners, or those students with limited abilities, however, may not have a positive impact on their learning (Guariento and Morley, 2001)

Thus, the selection of a literary text for the EFL classroom, should be done on the basis of three main areas. These are: the type of course they are teaching, the type of students who are doing the course and certain factors connected with the text itself .To expose students to an appropriate literary text will help them read and understand the language used. In addition to that, they will be motivated to learn the f language skills because of the benefits embedded in these literary works.

According to Chambers & Marshall (2006) Authentic materials are among most important tools a teacher can and must use in class in order to make his /her teaching go smoothly and be effective in transmitting the necessary knowledge to

all students , briefly speaking ;authentic materials can be classified as follow : partial list that includes online articles, charts, graphs, maps, videos , magazines, newspaper ,films, music and advs .Audio sources : radio interviews , general interest podcast , brief lectures and last but not least ;written sources that held literary texts, journalistic articles ,letters , advs , instructions. Students mostly listen to lectures, but they may also need to listen to audio-cassettes, the radio, CDs and while also watching TV programmes, DVDs and multimedia packages on computer or CD-ROM for performances of plays, poetry and story readings, discussions with authors, critics' forums and novel serialisations, screen adaptations, etc. As this list suggests, a major task for teachers these days is seeking out and reviewing all the potentially useful materials that are available across a range of media.

Moreover, being a teacher is much more than just executing lessons plans. Today teaching is multifaceted profession ; teacher often carry the roles of surrogate parent , class disciplination ,mentor counselor, book keeper ,role model ,planner, and many other related roles:

- The development of students.
- He can be a role model for students who are lack solid family foundation.
- Assessing and evaluating student's abilities, strength and weakness

Since findings and conclusions drawn from this present study are limited to the small size of the population, future research may include a large sample of Population from university of Tlemcen or from other Algerian universities to attain what is known as generalization and representation of the results. This study also opens the door for future researchers to work in collaboration with subject specialists and cooperation with EFL to explore and identify the ways to enhance language instructors' professional qualifications is of great importance. For the aim of improving the teaching/learning process, to bring about change in any situation an EFL teacher is involved in, is a necessity.

As a matter of fact, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the literature teaching; accepting this idea, besides their willing to learn new ways of teaching may constitute a great help for both teachers and learners. Hence, EFL teachers should bring about innovation and change into classroom by challenging old-fashioned teacher-fronted practice as they should be seen as affective learners who seek a development for a continuous improvement which join knowledge, theory and practice. Possible areas for forthcoming investigation on the significance of implementing authentic materials literature course may cover the impact of video-visual materials on the learners' performance including the improvement of their speaking; listening; and writing skills or more narrowly the development of the learners' intercultural competence. In this respect, this may also require the inclusion of real-life assignments that promote the learners' creative thinking. Future research in this field of study may also examine the role of authentic materials in raising the EFL learners' internal and external motivation to learn the target language and develop their self confidence.

This final chapter provides the research framework and summarises the main results and conclusions of the three phases, it restates the research questions and hypothesis. It aims to give some recommendations that may help our EFL teacher to better cope with the requirements of the target situations. The latter outlines its limitations, suggests implications for enhancing the literature teaching situation and opens the door for scholars to explore and conduct future investigations in this area of research. It is of crucial importance to mention at this level that these proposed recommendations cannot be considered effective if they remain only theoretical. Practice, then, is almost needed to participate in the promotion of the literature teaching situation in Algeria as a whole.

## Summary of the Thesis


The importance of teaching the literature component in English department has always been a challenge for both scholars and teachers. Algerian EFL second-year students of the University of Tlemcen seem to suffer from different obstacles that prevent their engagement in the literature classroom activities. For that reason, this introductory chapter exposes an overview of how the research is conducted and presents four main research questions and proposes four hypotheses that fit them. Moreover, it gives a deep insight on the definition of the key terms that are used in this research then it ends with providing the delimitation of the scope of study,i.e., exposing the literature review as a theoretical background to the target investigation and the ways different approaches and methods have dealt with the teaching of literature, highlighting at the same time how different scholars from different disciplines describe it and gives an account of its recent developments in the field of foreign language teaching/learning.

EFL/ESL teaching methodologies have witnessed many changes as a result of continued discussion, exploration and research. There is greater awareness and understanding of concepts, such as learner-centredness and task-based learning. Teachers have realized the need to encourage learner participation in many ways including classroom activities. Meanwhile, the majority of research has focused on how much a learner's language skills have improved from a test-driven, i.e., quantitative perspective, and has largely ignored a more qualitative perspective on student perceptions of classroom activities. Nonetheless, There is a combination of views between the teachers and students; the methodology used with literary texts and its role in language learning. Furthermore, with the explosion of importance in the use of literature in EFL/ESL teaching, there has been a corresponding explosion of interest and enthusiasm in the use of literature teaching techniques, methods and approaches

to promote more active and student-centered learning, it is also quite interesting to be aware of how best to structure this support, taking into account the students' influence may have in determining the methodology their teachers use in classroom. Thus, the purpose of this research is to find out whether an integrative approach is an effective for literature teaching classroom? If it is the case, how can EFL teachers with a literature background are made effective agents for language instruction.

Starting from the point of view that literature lessons are only fact-answer sessions where students are not guided and given opportunities to work with their friends and express their views and response that contributes to their language development and the appreciation of literature, then it is feared that the underlying aims and objectives of the literature component in English are doomed to fail.. The present research study is borne out of concern on what is going on in the literature classroom. There is a need to discover if the integrative approach in literature is taught in line with its aims and objectives. The integrative approach employed by teachers in teaching the literature component in English would be of great value and interest.

Most often, EFL students at Tlemcen University suffer from many problems concerning literature and they hardly engage in oral work activities. For that reason, this study attempts to investigate how to enhance learners in Algerian EFL learner-centered classroom. Particularly, EFL Second-year students are chosen as the most suitable target study first, because they are more fluent in comparison with the first-year students. Second, because they still have many problems that affect the way they perceive literary texts. Finally, in order to have significant answers about the research question and to achieve the intended objectives, one questionnaire is designed for learners  and semi-structured interview for teachers are  gathering  from twenty(20) students and six (6) teachers who are chosen randomly at the English department of the Tlemcen university.

The major objective of the present study was to find out whether or not an integrative approach to literature functions more effectively than the conventional approach to teaching literature in an EFL context at Tlemcen University. Therefore, the following pertinent questions are raised:

1. How is the Literature Component in English taught to Second-year EFL student at University of tlemcen?

2. What are the models used by teachers in teaching literature in classroom?

3. Can the integrative model to teaching literature improve second-year EFL learners' final achievement?

4. Which kinds of activities and tasks are used by teachers in teaching the literature component in English?

The hypotheses that can be drawn from the aforementioned questions are:

1. Apparently, the literary component seems still to be taught in our English department in very classical way.

2. Most of the literature teaching in our department seems to still rely on teacher-centered approach

3. The integrative approach seems to be helpful to improve and enhance our second-year EFL learner's awareness.

4. Activities and tasks used seem to explore the target language structure.

In the light of re-establishing the importance of literature in University setting, changes in the education curriculum have been witnessed over the past few years. Since the Literature Component in English is aiming at enhancing students' language proficiency, it is also geared for the purpose of generating the aesthetic part of the language that is personal response from students. However, recent studies have reported that students were seen to be passive and were unable to respond critically as well as literature lessons were often too teacher-centered and thus, labeling teachers to be dull and less creative. Conducting research on teaching literature can be informative in this regard and it was argued

that requires focus on the intersection of texts, contexts/students and teachers as mediated by discourses and cultural models.

This show the complexity of the factors, which have to be taken into consideration in any empirical investigations, thus, the present study gains significance as it can be considered as one of the few studies ever conducted on the approaches to teaching literature in EFL contexts in contrast to many empirical investigations on learning a second or foreign language. This reveals the necessity of carrying out further empirical studies to shed light on how literature can be dealt with best in EFL classroom and how maximum efficiency can be achieved. In what follows, the phases of teaching literature and its methodology are explained. Then, an integrative model and its characteristics are briefly explained. Finally, a case study is reported that justifies the use of an integrative approach in EFL contexts.

The process of delimitation is of vital importance for any research. It involves establishing the boundaries upon which the framework is shaped. With reference to the conceptual consideration, it is of supreme significance for any research work to identify its main purpose as well as objectives, and confirm that it has dealt with in a way that it ensures better understanding of the core of this study. The latter cannot be realized in isolation; unless that work is put within a suitable framework, i.e., within its limitations and delimitations. Since focus is much more on the Algerian EFL teaching situation, the major objective behind identifying the hindrances literature teachers face, is also to explore the strategies they resort to. This is in hope to be able to overcome gradually and skillfully these obstacles to better cope with the needs of the target teaching situations they are involved in alongside with their learners' expectations.

More ever, some notions have been opted for as a theoretical background in this study such as authenticity and culture in literature teaching. The main issue in this dissertation is to teach literature through an integrative approach. While a number of explanations have been used as an attempt to define some key-terms, with regard to the concept of culture, the researcher's aim is not to

focus on teaching culture and develop the students' cultural competence but to provide them with real-life texts and tasks that meet their needs to supply our learners with a motivational context for learning. The use of authentic materials may not intend to promote the learners intercultural competence but rather to raise their awareness of the target culture. Thus, authentic materials from other sources are supposed to be out of the scope of the present study. As for the methodological perspective, one group out of (20) second-year students has been chosen as a sample. Other variables such as learners' situation, their motivation, subject specialists' role as a provider of content, the role played by the administration, and many other factors, seem to be of an equal importance and influence on the literature classroom. The improvement literature teaching and, yet due to time limit, it would not be possible for the researcher to look for all these variables. Hence, it will be outside the scope of this enquiry.

Thus, being interested in detailed data regarding the actual situation the researcher opted for a case study approach. The aim is to describe, present and represent the situation and propose solutions to the observed facts after an in-depth investigation. Consequently, the researcher will explore the effectiveness of an integrative approach in teaching literature. According to Yin (1984:11) "*there are three types of case study research exploratory, descriptive, and explanatory*". For the present research work it is a combination of the three types, the purpose is to represent, analyse and interpret the uniqueness of individuals and situations at University of Tlemcen**.** Finally, an English course that will fulfill students' needs and requirements is designed. On the basis of the research problematic, this research work has been divided into six chapters. The current one is an introductory chapter. The second chapter reveals the related literature which has been written literature. The third chapter describes the methodology that was used to conduct this study. It presents the population of the study, the research design, and procedures that have been used while collecting and then analyzing the available data. The fourth chapter analyses data which has been collected trying to answer our research questions. However, chapter five

summarizes the findings of the research work while trying to put it within its limitations, to open later on the doors for further research. The methodology used in this research work is based on mixed-method approach combining both quantitative and qualitative methods .However, the use of a variety of instruments such as questionnaire, and interview classroom observation may not be eligible to measure all the necessary data for this study. Therefore, diagnostic and achievement tests may be might be more appropriate to gather feedback on the training phase. Conducting a 'teacher-initiated research' may help the investigator to collect information about his classroom setting.

. However, the use of questionnaire, interview, considered as insufficient to report all the necessary data related to the pre and post-treatment phases. Students' diaries, in this respect, Both questionnaire and interview submitted at the onset of the study lacked including items intended to elicit the biographical information of the teachers and learners such as age, gender, and race this was because of the long length of each rubric. The researcher provided their profiles and focused only on facts felt to be more necessary to the purpose of this study. With the questionnaire there is the risk that learners" answers do not reveal their own views, as well as the current attitudes towards their teachers, teachers' performance and their course content.

Based on the findings drawn from the present research work, a number of suggestions and pedagogical implications have been put to improve the literature teaching quality. The focus needs to be placed on preparing EFL teachers to be fully involved in the teaching literature to set up adequate tasks for reading and writing, and to integrate culture in literature teaching. Furthermore, the remarks made by the EFL teacher with regard to general language knowledge, call for an urgent need to develop their own theories of teaching and form their own vision about what constitute an efficient language education. In this respect, the EFL teacher should act as a strategist to benefit from his previous eventuality to enhance his practice. The enclosure of literature in any course depends first on the nature of the syllabus and second on the objectives set for the course. In

teaching/learning context teachers and educators have always been inquiring about the effectiveness of literature in language learning. The introduction of literature course in EFL was highly valued when the grammar translation method was dominant, literary texts were a main source for foreign language teaching. With the structural approach, literature was highly considered for the great body of vocabulary, structures and texts of all types and genres it provides. However, In the 1970's and 1980's, the role of literature and its contributions to the classroom ignored with the dominant of the communicative language teaching approach Yet, in the last fifteen years, literature has been reconsidered within the language teaching classes.

(Widdowson, Slater, Mackay, Carter, Long, Brooks, Lazer, Harmer and Hedge) are among the the linguists who supported the return of literature in the language classroom. Widdowson (1984:162) asserts that: "*literature, and poetry in particular, has a way ofexploiting resources in a language which has not been codified as correct usage...It has no place in an approach to teaching that insists on the gradual accumulation of correct linguistic forms.*"Widdowson has center the role of literature in the structuralist approach which emphasized correctness in grammatical forms and restricted lexis, the thing which did not allow the various uses of language. he argues that grammar translation method and the structuralist approach were incompatible with the teaching of literature, though they exploited and used its bulk. With respect to these views, applied linguists, especially those who belong to the Communicative Language Teaching Approach returned back to the use of literature in the EFL classroom, yet, with a different pedagogical approach for non-native students of English.

Long (1986:42) points out that: "*The teaching of literature is an arid business unless there is a response, and even negative responses can create an interesting classroom situation*". For (Long, 1986) reader Response Approach stresses the value of individual and unique response to text and frees the reader from stereotyped and conventional responses often provided by teachers. Rosenblatt (1985: 40) states that "*the reading of any work of literature is, of necessity, an individual and unique occurrence involving the mind and emotions*

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all students , briefly speaking ;authentic materials can be classified as follow : partial list that includes online articles, charts, graphs, maps, videos , magazines, newspaper ,films, music and advs .Audio sources : radio interviews , general interest podcast , brief lectures and last but not least ;written sources that held literary texts, journalistic articles ,letters , advs , instructions. Students mostly listen to lectures, but they may also need to listen to audio-cassettes, the radio, CDs and while also watching TV programmes, DVDs and multimedia packages on computer or CD-ROM for performances of plays, poetry and story readings, discussions with authors, critics' forums and novel serialisations, screen adaptations, etc. As this list suggests, a major task for teachers these days is seeking out and reviewing all the potentially useful materials that are available across a range of media.

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As a matter of fact, teachers need first to accept change as an essential component in the progress of any process and most precisely that of the literature teaching; accepting this idea, besides their willing to learn new ways of teaching may constitute a great help for both teachers and learners. Hence, EFL teachers should bring about innovation and change into classroom by challenging old-fashioned teacher-fronted practice as they should be seen as affective learners who seek a development for a continuous improvement which join knowledge, theory and practice. Possible areas for forthcoming investigation on the significance of implementing authentic materials literature course may cover the impact of video-visual materials on the learners' performance including the improvement of their speaking; listening; and writing skills or more narrowly the development of the learners' intercultural competence. In this respect, this may also require the inclusion of real-life assignments that promote the learners' creative thinking. Future research in this field of study may also examine the role of authentic materials in raising the EFL learners' internal and external motivation to learn the target language and develop their self confidence.

This final chapter provides the research framework and summarises the main results and conclusions of the three phases, it restates the research questions and hypothesis. It aims to give some recommendations that may help our EFL teacher to better cope with the requirements of the target situations. The latter outlines its limitations, suggests implications for enhancing the literature teaching situation and opens the door for scholars to explore and conduct future investigations in this area of research. It is of crucial importance to mention at this level that these proposed recommendations cannot be considered effective if they remain only theoretical. Practice, then, is almost needed to participate in the promotion of the literature teaching situation in Algeria as a whole.

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# EFL LEARNERS' RESPONSES AND ATTITUDES TOWARDS LITERARY TEXTS: THE ALGERIAN CONTEXT

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## ABSTRACT

The aim of the present paper is to explore the teachers' and the students' views about using literary texts in the language classes at the level of university. How much compatible are the classroom activities with their views and attitudes; and what kind of strategies our teachers prefer to use in their English language classes is also subject of the study. The purpose is to argue the effectiveness of instruction, in hope to assist teachers to develop their learners' strategic knowledge to enhance their language skills and thus, asses their learners' attitude, and motivation in terms of how our EFL students may have distorted views about English in general, and literature in particular.

**Keywords:** Learners' attitudes, learners' responses, Teaching Methodology, Algerian EFL learners, Algerian Context.

## INTRODUCTION

In our Algerian EFL context, although the overall picture of students' responses of different literary genres is less explored, there is some empirical research reporting students' favorable attitudes toward a specific genre used in their language classes, for example, poems, short stories of children's literature, and simplified novels of young adult literature. Nevertheless, this is an attempt to examine the effects of that particular literary genre on our EFL students' development of language skills. Therefore, students' positive attitudes towards literary texts taught might be interpreted as their acknowledgement of literary texts as useful instructional materials, but probably not as their true appreciation of literature for literature's own sake. In our EFL classrooms Literature teaching has been always relying on analyzing the linguistic elements of the literary text or on examining the linguistic benefit that literature teaching claims to provide for students. As it is stated, 'literature is always more than language' Brumfit & Carter, (1986, p: 41), to the extent that a pure literature syllabus should not be confused with syllabuses for the teaching of language or of culture. It is believed that as long as EFL students get immersed in their preferred literature which is taught for literature purse, without other appending purposes, the potential linguistic, personal, and cultural benefits of literature teaching are then likely to ensue. At the present time, there seems little research in exploring such literature syllabus in Algerian EFL context, or in examining Algerian EFL students' attitudes toward different literary texts. Consequently, the current study is exploratory in nature, and it will be will be guided by the following research questions:

> What might be our EFL teachers' views on using literary texts in the language classroom?
> What might be our EFL learners' attitudes on using literary texts in the language classroom?
> Are the classroom activities corresponding to the teachers' views and the students' attitudes on using literary texts in the language classroom?

## Research Methodology

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Moreover, *"It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theory or principles."* Cohen *et al* (2000:181), therefore, the present research instruments have been used for the sake of revealing the students' responses and attitudes to teaching methodologies employed in their classes, thus, both qualitative and quantitative investigations of the data have been obtained through semi-structured interviews for both learners and teachers.

The present research serves to illustrate the impact of literary texts teaching in the Algerian EFL context and to investigate and reflect the responses and the attitudes of our EFL learners towards literary texts employed in their classes. Accordingly, this study provides a thorough account of the research instruments and procedures seeks to incorporate both qualitative and quantitative paradigms where possible, as Salomon (1991) also points out, for the research objectives of the study and the present researcher, the issue is not qualitative-quantitative at all, but whether we are taking an "analytic" approach to understanding a few controlled variables, or a "systematic" approach to understanding the interaction of variables and what is going on in a complex research environment. The data gathered from such research tools and procedures are then quantitatively and qualitatively analysed.

## Participants

The subjects selected as a sample population in this present study is 63 first-year EFL students at University of Tlemcen. The Four literature teachers of English department have been also selected to better cross-check data of this investigation.

## FINDINGS AND DATA ANALYSIS

The present study has focused mainly on te attitudes of our Algerian EFL learners towards literature in an EFL classrooms and Teacher methods as an effective strategy to enhance students' awareness to language use. Here is the analysis and interpretation of data driven from teachers' semi-structured interview and student semi structured interview.

## Students' Semi-Structured Interview Analysis

The data on the students' responses in a group to the teaching methodology were collected through a semi-structured interview and have been extremely positive. 53.05% responses of the students thought that the teaching process they went through was systematic. The majority of students about 24.16% stated that the teaching process was not any different from the others; a fact indicating that this type of teaching is more or less the common practice in their classes. A result which indicates that for the students in the research setting this type of teaching was quite a novelty.

Another pleasing result has been students' responses to the organized nature of the teaching approach used in class. However, 22.77% of the students thought that the teaching process in their classes was disorganized. The following table reveals the above mentioned results.

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| not any different from the others | 13 | 12 | 15 | 17 | 11 | 8 | 87 |
| Systematic | 2 | 4 | 5 | 6 | 4 | 1 | 191 |
| Disorganized | 15 | 14 | 10 | 7 | 15 | 21 | 82 |

**Table1:** Students' Responses

Here, in fact, is a graphic representation of our learners' responses to the teaching process of literature and what it entails during their ordinary classes, and how it is generally undergone. The table is directly followed by the bar-graph for better illustration:
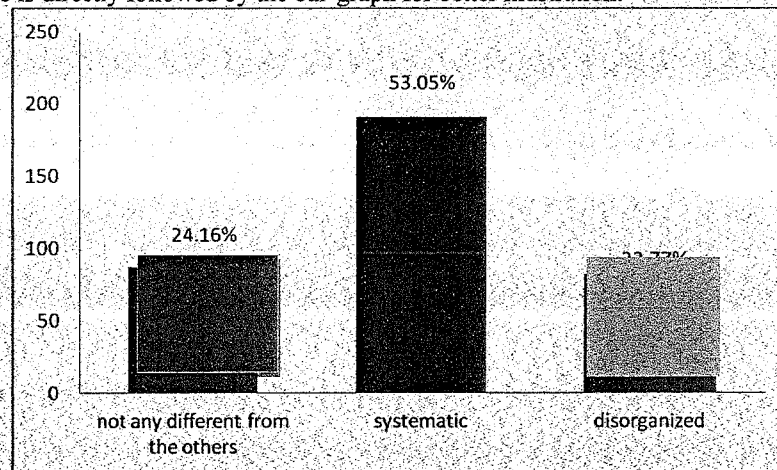


**Bar-Graph 1:** Students' Responses

The students in the group were also asked whether there was enough variety of activities in class. Their different responses to that question are shown in the table below:

| Lesson N° | 1st | 2nd | 3rd | 4th | 5th | 6th | Tot |
|-----------|-----|-----|-----|-----|-----|-----|-----|
| yes | 4 | 6 | 10 | 9 | 3 | 5 | 75 |
| No | 26 | 24 | 20 | 21 | 27 | 25 | 285 |

Table 2:

Frequency of Activities

As it can be noticed in the previous table, the great majority of students thought that there was enough variety of activities in the class; it can be said that the teaching methodology offers more activities. This result has been important especially that contains the necessary

elements towards more student-centred classes. These aspects are also represented the bar-graph.
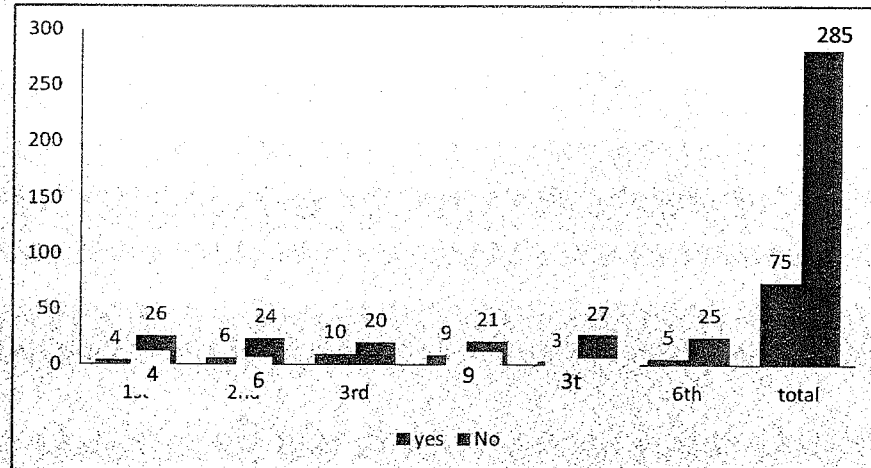


**Bar-Graph 2:** Frequency of Activities

**Teachers' Semi-Structured Interview Analysis**

The transcribed semi-structurd interview with teachers proved that in the classroom the teacher utilises most of the time talking and explaining "facts" about literature to the students. Inevitably, in the class it is the teacher who "works through the text", not the students. As Collie and Slater (1987:7) also indicate, in such a traditional classroom, the teacher *'takes the role of an importer of information'*. For interview with the teachers, structured interview questions were used. The interview carried out in teachers' own rooms at the department and took 30 minutes. Although interview with the teachers provided rich qualitative data, due to the length restrictions, main focus will be on the students' responses, and the teachers' responses will only be reported in this dissertation. All of them seem to entirely focus on only *while-reading* strategies neglecting completely those used for activating background and strategic knowledge. Almost all of the interviewed teachers at the research setting complained about:

- varies motivation and tendency towards relying on the teacher's interpretation of the literary text being studied.
- When it concerns analysis, discussion of the texts, they are really motivated.
- Few of them are competent and have self confidence.
- Positive Attitude, interested motivated when students are required to analyse the literary texts most of the time.
- Meta-cognitive awareness is very important. However, not all students perceive it in the same way
- Lack of reading abilities

**SUMMARY OF THE FINDINGS**

To sum up, all of these results together with the teachers' responses to the semi-structured interview questions, not only validated the existence of the previously stated problems in EFL literature class (i.e., *teacher-centredness, low student motivation, lack of reading ability*, etc.) but also revealed once again the fact that to bombard the students with dry knowledge

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## CONCLUSION

Analyses of the Algerian participants' responses to a questionnaire and semi-structured interview showed that most of them held positive attitudes toward literary texts. One may conclude that what is significantly related to their attitudes toward literature study is explicitly the preferred learning styles, such as being given opportunities to express their personal opinions, to look for the underlying meaning of the text, and to read about people and experiences different from their own. In other words, the Algerian students' attitude toward literature may be influenced not only by their own reading habits but also by the teachers' instructional methods.

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