

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF MOSTAGANEM
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



**The Potential Relevance of Using Literary Texts in Algerian
EFL Context: The Case of Third Year Undergraduate Students
At Abdelhamid Ibn Badis University of Mostaganem**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Doctorate in Applied Linguistics**

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Academic Year: 2019- 2020

To the soul of my father,

To my mother

for her

endless love,

to Nadir and

Ikram...

ACKNOWLEDGEMENTS

I would like to take the opportunity to express my sincere gratitude to people who supported me in the realization of this research work. Firstly, my deepest gratitude goes to Prof. Neddar Bel Abbes for his encouragement and support in the English department at Mostaganem University. May Allah have mercy on his soul and grant him paradise.

I am grateful to my supervisor, Prof. Abbes Bahous for his guidance and encouragement in piloting the whole research process. Without his feedback, the completion of the dissertation would not have been realized.

Special gratitude is addressed to the jury members (Prof. Souad Hamerlain, Prof. Nouredine Guerroudj, Prof. Bouhass Fouzia and Dr. Yasmina Djaafri) who have kindly accepted to read this humble work.

I humbly extend my thanks to all third year undergraduate students of Abdelhamid Ibn Badis University for their participation in the whole process of this research. They were very collaborative in responding to all my inquiries.

Finally, gratitude goes to all my close friends mainly Baghoussi Meriem who directly or indirectly helped me with her moral support.

ABSTRACT

Previous studies have revealed the influential role of literature in EFL context; however, teaching literature still faces challenges due to the variation of students' interest and teaching methodologies. Accordingly, this research tries to outline how Algerian EFL students perceive literature reading and how exposure to different literary genres enriches their linguistic repertoire and cultural understanding. This study also attempts to elicit information about the obstacles encountered when reading literary texts and the possible aspects that lie behind students' failure to read. To this end, the study data have been gathered from third year under-graduate students at Abdelhamid Ibn Badis University of Mostaganem. This research is led through attitude Questionnaires for teachers and learners, an experimental study, followed by a post-treatment interview with learners. The results indicate that learners' mixed attitudes towards literature are related to their language proficiency level, their cultural background and the teaching methodologies. The experimental analysis reveals that literature reading for undergraduate students should be an initial step to stimulate their reading envy. The relevance of literature reading and discussions in boosting up the reader's linguistic, cultural, and analytical skills is also pinpointed. Discussing a cultural aspect without constructing a stereotype makes the student reader appreciate the reading experience and stimulates his interpretation. The creation of a free relaxed reading atmosphere leads the learner to express his opinion about the foreign culture, examine the similarities and differences and thus question the notion of "difference". Moreover, the teacher's selection of the text and his empathy within the text can reflect students' reaction to literary reading. Therefore, the research findings offer insights on the valuable role of facilitating the reading experience for EFL undergraduate students to foster their appreciation, enrich their linguistic repertoire and enlarge their cultural knowledge.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

TC: Target Culture

TL: Target language

FC: Foreign Culture

LMD: License, Master, Doctorate

MSA: Modern Standard Arabic

L2: Second Language

BA: Bachelor of Art

MA: Master of Art

CLT: Communicative Language Teaching

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GENERAL INTRODUCTION

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In the early 20th century, literature was an important element in the Grammar Translation Method; it focused mainly on the illustration of grammar rules. During the 1940s and 1960s literature witnessed a consistent rejection and thus linguistics became the focal point of study in the language classroom. Moving to the 1980s, the need to reintegrate literary texts appeared to focus more on studying the right form of dealing with literature. Recently, the last years of the 2000s have witnessed a growing interest in the advantages of linking the learning of a foreign language to the study of its literary texts. The interest is directed to the relation of literature to culture, the learners' reactions and interactions with literature as well as its multiple virtues.

In this thesis the attempt is to provide further arguments on the growing importance and relevance of teaching literature in EFL context. Although literature offers intellectual advantages, there are some major obstacles and issues expressed by both teachers and students that should be addressed; these obstacles are related to language and culture. Therefore, it is perhaps worth exploring what difficulties encountered and highlight these obstacles so that the benefits that literature embodies will not be lost. The passion of exploring the usefulness of literature in EFL context started by taking heed of all the claims that agree on the usefulness of literature as a language learning material. This can be confirmed by reading several works in Applied Linguistics that highlight its virtues. Scholars and practitioners like Colie and Slater (1987), Carter and Long (1993), Hall (2005), Van (2009), Kramch (2003) have demonstrated the value of literature as a social and cultural product, as it connects form, meaning and culture.

In addition, this study gives a considerable attention to the complementary studies of Brumfit and Carter's *Literature and Language Teaching* (1986), Carter and Burton's *Literary Text and Language Study* (1982), Brumfit's *Language and Literature Teaching* (1985) which indicate the need to read literary texts to enrich the cultural and linguistic input of the EFL learner. Basically, they recognize that we cannot teach language, we can just provide conditions under which it can be learned. These theorists share a positive estimate of the linguistic input of literature in the FL classroom; likewise they recognize its cultural value.

Accordingly, the motivation of this research refers to the heed of all claims

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favoring literary reading as a real experience in EFL classroom. Literary texts can be used as a motivational material owing to its concrete manifestation of language in a meaningful context (Ghosen, 2002). Yet, what is open to discussion in this research is how literary texts can be perceived, read and dealt with so that to achieve the efficiency of the EFL learning process.

Despite of all the claims advocating the usefulness of literature as a good learning material that boosts FL and culture acquisition , Algerian university students are still struggling when dealing with literary texts, they still either ignore or avoid them because they feel that literary texts are highly culturally charged and conceptually difficult. It is for this reason that the researcher has decided to look at the teachers' and students' attitudes towards literary texts use in the EFL context .The gap between the students or teacher's attitudes and literary texts stimulated the curiosity to discover the reasons behind the issue.

Through the contact made with EFL teachers and learners and the observation done in the field, it has been noticed that the common problem in using literary texts is language and culture. Many EFL teachers and learners see literature as being peripheral because literary language is seen incomprehensible. If we ask students about literary language, their answer is that it does not stick to common usages, and thus they have the tendency to ask a recurrent question before, during or after any literary class: "*why are we studying literature?*" .

In addition, there are some difficulties while integrating literature. The most common problem is both teachers' and learners' uneasiness to cope with a wide range of genres (prose, poetry and drama), this problem might be referred to the absence of training of both pre-service and in service teachers and the non-mastery of literary jargon and some analytical skills as well as the students' dislikes of the literary reading experience and their propensity to prefer simple texts to literary ones.

Culture is one of the elements that a foreign literary text vehicles. EFL learners can explore a variety of cultural features, thoughts, lifestyles and principles of other social contexts through literary reading. The foreign literature context represents the encounter between the learners' own culture and the target one. Yet, readers may fail to interpret these cultural representations from their

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own angle. This study tries to shed light on the literature reading situation, as it examines how cultural elements found in a text might be conveyed.

When dealing with a literary reading experience, learners often lack some reading skills which enable them to demonstrate their autonomy in a literature class. Research about literature reading has found that an effective literary reading experience requires awareness about the features that surround the text mainly language and culture. If learners are provided with some reading techniques, they will fulfill their progression in a literary course.

The overall aim of this thesis is to investigate the relevance potential of literature in the teaching of English to Algerian EFL learners. First, it explores the various issues that might rise when using a literary text in the literature class, it also attempts to present different plausible aspects which underpin the claim that literature is valuable source that can be used to promote foreign language learning. Second, it highlights the role literature can play in portraying culture. Third, the study intends to explain and demonstrate how different linguistic and cultural aspects can contribute to a more elaborate understanding of how literature could be used in Algerian university EFL context, and elicit information about how teachers and learners perceive the opportunities and constraints when reading. Fourth, it seeks to highlight the various ways for boosting up FL learners' cultural knowledge about features that may seem unfamiliar in literary texts. More importantly, this study is an attempt to minimize the stereotypes and prejudices developed by learners when dealing with literature.

Furthermore, the heart of this study analyses whether the EFL learners' exposure to literary texts affects their acquisition of linguistic, analytic and cultural competences. From here arises another motivation underlying the choice of the topic. The current study addresses the following questions:

1. What attitudes do EFL learners hold towards literature?
2. What are the challenges encountered by teachers and learners while dealing with literature?
3. What kind of literary texts and themes are appreciated by learners?
4. Are the cultural differences found in the literary texts responsible for the learners' uneasiness to deal with literary texts?

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Regarding the previous research questions, this exploratory study will be generated by some hypotheses that have been formulated. The latter will be examined in the course of the thesis. Thus, the following hypotheses can be formulated for the raised questions:

1. It is presupposed that EFL learners have mixed feelings and attitudes towards literature and literary studies.
2. It is hypothesized that one of the most important challenges is the teachers' and learners' uneasiness to cope with a wide range of genres due to the linguistic and cultural complexity found by learners.
3. Learners may appreciate texts with simple structure and themes responding to their needs and emotions.
4. It can be hypothesized that students' dislikes is not necessarily related to the cultural differences, but rather the way these cultural features are presented and discussed.

To answer the research questions, the current study is based on quantitative and qualitative data analysis. Initially, a theoretical framework is generated about the inclusion of literature in EFL context. Then, attitude questionnaires are given to teachers and students to check their general perceptions towards using literary texts, their literature class practices and their cultural awareness. Next, an experimental study with a classroom observation is realized to investigate the reactions to the proposed literary sessions and strategies of a literature course. Finally, a semi-structured interview is administrated to students who participated in the experimental study to find out more about practical issues encountered by learners in using a particular literary text, to follow up students' interactions and methodologically to triangulate the data collection procedures.

The chosen level comprises third year (LMD) students at Mostaganem University. This population has been specifically chosen for the following reasons. First, it is at this level that the students deal with the analysis of literary works. In fact, it is only at this level that students can deal with the literature module enough and might try different literary genres, and thus this can make it possible for the researcher to carry out the study. Second, students at third year level seem to acquire an adequate level in language which permits them to read a literary text.

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Before starting the investigation, discussions were made with some literature teachers and third year students at the department of English. Questionnaires for both teachers and learners were used as initial instruments to get first insights about the running of the literature teaching and learning. The students' questionnaires were administered to third year undergraduate students; designed to check their perceptions and preferences when reading a literary work as well as their cultural reaction to the texts. Also, it checks the clash between learners' thoughts and the cultural representation presented in the text. The literature teaching situation is also examined through their questionnaires which focus on the teachers perceptions about the literary course they accomplish, how they view their learners profile and how they transmit the cultural practices to their learners. In addition to the surveys, the present study has been supported by an experiment with a sample of year undergraduate students (the same students to whom the questionnaire was addressed).

However, some limitations should be noted. Due to time constraints, it was impossible to realize more literary reading sessions. The overall findings are relevant to the specific sample and cannot be generalized due to the sample size of the experimental sessions and their readiness to participate. Thus, it may yield to different findings with another sample.

In this research a theoretical framework about literature reading practices in general is discussed, it is followed then by the analysis of data obtained from the research instruments to come up with some suggestions and implications. The whole layout of the present dissertation is structured into six chapters. The thesis will be conducted in the following way:

It initially presents a general introduction that states the focus of the study, and background information regarding the problem under investigation. It also addresses the research questions, the significance of the study, and the overview of the research content.

Chapter one provides a theoretical background to the current study by reflecting on the teaching of literature in EFL context. It presents a comprehensive review of literature about the study. It examines the different aspects and frameworks for investigating the importance of literature adoption in the EFL educational setting. This part contains theories and models relevant to the study, a

GENERAL INTRODUCTION

historical overview of the problem, current trends related to the problem, and significant research data published about the study. It includes, what literature is, the relationship between literature and language learning, the role of literary texts in language teaching, literary texts and language skills, approaches to use literary texts in Language classrooms, models to teach literary texts, and difficulties in dealing with literary texts in English language classrooms.

Moreover, this part raises the meaning of ‘culture’ and its relationship with language teaching. Also, it studies the status of culture teaching in foreign language. In addition, it highlights the role of the literature class in teaching aspects of foreign culture. In this chapter, many issues are tackled; it sheds light on the obstacles encountered when teaching culture and on the role of the teachers to manage them. Finally, the methods of teaching culture in the literature class and the link between intercultural competence and literary texts are examined.

Chapter two includes discussion of key research frameworks that inform the research methodology and approaches. It will describe the research methods including how cases will be selected, the forms of data collection, how data will be analyzed, the validation strategies use to increase the validity and reliability of the study, potential ethical issues, and the role and background of the researcher.

Chapter three is devoted to the analysis of the data collected from the students’ and teachers ‘questionnaires, analyzed and presented in form of tables and graphs. The Results about teachers and learners attitudes are used as an initial data collection step to shape an idea about the literature teaching learning situation and more importantly to construct the first stepping stone to design the experimental study sessions.

Chapter four describes the implementation of the experiment. In this part, the proposed literary sessions are reported. The problems that students encountered when reading literature are highlighted. It provides an overall description of how the text’s comprehension is achieved, how the literary elements of a literary text are studied and then how the interpretation of the cultural elements provided in the text enable them to tie their reading to their own experiences.

Chapter five, ultimately, offers some suggestions to both teachers and learners for the sake of both improving literature teaching situation and moving towards a learner-centered literature classroom. Some recommendations and suggestions are

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made along these lines, then, they include: the reconsideration of the literary course objectives at the level of undergraduate studies, adopting literature teaching methodology that is fundamentally based on connecting literature reading to learners' own experiences, promoting students' motivation through well-chosen texts and encourage students to form their own objectives from reading so that they will be able to cope with them.

The findings of the study reveal that reading a literary text does not only imply reading as an isolated activity, but also examining its content and the cultural differences found between the Algerian EFL student and the target language culture. Literary texts provide a rich input; they give codes of the target society; the more learners read, the better their empathy, creativity and imagination will be developed. What is more , the research results indicate that creating a free literary discussion atmosphere can help to decrease the students' frustration in literature classes ,that is why teachers should teach their students how to read a text rather than delivering only theoretical lectures so as to motivate their personal responses and stimulate their reading envy.

CHAPTER ONE
LITERATURE IN EFL CONTEXT

CHAPTER ONE: LITERATURE IN EFL CONTEXT

1.1. Introduction

This chapter presents a theoretical overview about the main issues related to the use of literary texts in EFL context and examines the various aspects of literary reading. It includes, what literature is, the relationship between literature and FL learning, the role of literary texts in language teaching as well as their role in developing language skills. Also, it states the basic approaches and models for dealing with literary texts. The choice of theories comes from the impact they had in promoting and advocating the use of literature. The aforementioned elements constitute the first part of the chapter.

In the second part of the chapter, the attempt is to move slightly towards the existing relation between culture and literature. Culture with its vast meaning, has gained the attention of researchers who have introduced various topics related to this concept. The concept of ‘culture’ and its importance in FL learning is discussed. Also, the role of the literature class in teaching aspects of FC is reviewed through the chapter. Obstacles encountered when teaching culturally charged topics are tackled and the challenges of teachers to handle them are highlighted.

1.2. Literature: Conventional Use

Several studies (Linguistics, applied linguistics, psycholinguistics, ethnography, anthropology and civilization.) have considered literature as an important feature in EFL context. These are all concerned with the study of literature but each looks at it from a different angle. Different ideas have been developed regarding the use of literary texts. The integration of literary texts in language teaching has been widely discussed. The relationship between literature and language has changed according to the changes in the language teaching and learning needs. Under the of the 20th century paradigm, the literary language was superior to spoken language” (Larsen-Freeman, 2000). With the appearance of communicative approaches to language learning which focus the development of communication competences in the target language, the shift of interest has been directed towards the use of literary texts so that students would be able to express their ideas and opinions in the target language.

To begin with Collie & Slater (1987), they state that using literature has become quite useful in language teaching, they see that the inclusion of literature within FL classes offers a

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considerable opportunity for learners to discuss, explore, and critically reflect on themselves in relation to others. Therefore, creating such a dynamic context can boost up critical thinking abilities as well as maintain a learning context based on learners' autonomy.

Moreover, Collie & Slater (1997) consider literature as a valuable material, they encourage the integration of literature in the language classroom as it provides authenticity, develops personal involvement and contributes to readers' cultural and language enrichment. They move to draw our attention that these benefits will be fulfilled as long as teachers use relevant and appealing materials for learners through the use of activities that make them respond actively to the text. Carter (1986) also affirms that literature and language should not be isolated from each other; they should be closely integrated in language teaching

In the same line of thought, Hall (2005) indicates that literature has witnessed a renewed reconsideration with the progress of communicative approach in language teaching as it presents an authentic learning material. Here, Hall (ibid) asserts that literary texts help students to be exposed to real conversations that are used in the outside context. These dialogues and conversations create an atmosphere in the classroom for using language which the learner might need in the society. In this light, literature can be seen as a mediator for language interaction and involvement.

Seminal contribution has been made by Lazar (1993) who favors the integration of literature into EFL teaching, she argues:

Literature may have a wider educational function in the classroom in that it can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness. If we ask our students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. (p.19)

This emphasizes that literature contributes in educating the whole person, thus this statement appears as one of the most relevant arguments to this research .In fact, the EFL university context is in need to maintain the literary reading owing to the fact that students in Algerian universities are still wavering between the traditional methods of language learning and the new learning tendencies. Hence, literature can be used as a mediator to stabilize students' thoughts and progression.

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In addition to that, Short and Candlin (1986) affirm that the use of literature as a resource would enhance the use of language in a variety of analytical and exploratory activities where the student is the center of learning. Moreover, in most cases, the individual would react to literary text as a result of discussing, and relating aspects together. From this claim it is conceived that the reader's understanding of the text is shaped through the prior knowledge he has.

Another relevant point about language and literature relation is raised by Widdowson (1971) who is one of the advocators of literary texts use, he regards the study of literature as the study of language in operation; it conveys the use of language in a particular context. On this point, studying the language of literary texts can enhance the learner's appreciation of aspects of the different features that surround language. Widdowson (1975) further maintains the use of that knowledge “during the reading process” (p.75).

Brumfit and Carter (1986) have recognized language study and literary studies as being closely related. Therefore, literary texts in language classes could be used to identify difficulties that students experience in reading, especially imaginative texts. Similarly, during the literature course, a focus can be established on a part of text relevant to a previous language class, to deal with the language difficulties there (Carter, 1988). From this perspective, it can be said that literature can interestingly help students develop their language skills with special focus on specific areas of language learning i.e. communication and culture.

Moreover, much work on the potentiality of literature finds its incorporation as an ideal authentic material to facilitate discourse skills in language learning (Collie & Slater, 1987). From then, literature is viewed as a potential material in terms of CLT, playing a significant role in FL development. Different practitioners and teachers point out that they use literary texts in their English language class to enrich students thinking and skills by providing them with knowledge of the works of literature; improving student's general cultural awareness and stimulating their creative and literary imagination. The dialogues found in a literary text help in developing FL learners' pragmatic competence as they represent a real picture of the authentic exchange of everyday life communication in the FL community (Crizer, 2001).

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Regarding language learning, Lazar & Gullian (1993) argue that “literature presents natural language, language at its finest, and can thus foster vocabulary development in context”. (p. 173). They add that literature does not only promote motivation, it also “facilitates integration language skills” (p.174). That is why Literature should be seen as an important resource of motivating material and as a bridge to provide access to cultural background. Lazar (1993) in the same perspective moves on to say that literature encourages language acquisition, expands students’ language awareness and interpretation abilities (p. 11).

Preliminary work in this field was done by Brumfit and Carter (1986) who agree on the use of literary texts for teaching and learning. In the articles gathered in their book *Literature and Language Teaching*, the attention was drawn on two articles that focus on the usefulness of literature teaching : “Teaching study skills for English Literature”, by Short and Candlin, and “Literature in the ESL classroom”, by Sandra McKay.

In their seminal, Short and Candlin (1984) acknowledge the role of literary texts. They state a relevant point that emphasizes students’ work on content more than form. One of the several reasons for integrating literature that is found interesting in the article is that literary texts contain varieties of English which may motivate higher level students and help them relate different meanings of a word according to the variety used. On the subject of these ideas, advantages in using a literary text can be deduced. Another aspect that can be pointed out at this moment is that a literary text can highly motivate active students.

As regards to motivation, Literature as a teaching material can be useful to enhance students’ motivation. Mackey (1982) points out that learners’ enjoyment in reading literature, may stimulate their motivation to respond to the text and thus enhance their reading proficiency. In a similar line of inquiry, Ghosn (2002) and Van (2009) point out that literary texts are very motivating regarding their authenticity and the meaningful context they offer. It is true in fact that the literature world offers a concrete context in which characters from many social backgrounds can be portrayed and can influence the reader to engage actively in their world.

To further highlight the potential of literature in developing language, seminal contribution has been made by Sandra McKay’s article “Literature in the ESL classroom”, she affirms that the literary text is a basic means to enhance students’ vocabulary; it helps them

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work on different and more demanding linguistic structures and make them aware of the different usages of the language. Indeed, the structures found when reading can lead the learner to reflect on how language is used to make meaning. Yet, it should be mentioned that EFL students are still struggling with their language proficiency and facing the frustration of reading a literary work. Yet, little is known about the real obstacles that hinder EFL students' achievement in reading. A case in point is learners' language proficiency level, Carter (1996) in this perspective points that the insufficient linguistic input could prevent teachers and learners to explore the artistic and cultural artifact that a literary work has.

In this frame, Collie & Slatter (1991) argue that readers discover their thoughts, feelings and personal perceptions through literary reading. Reading the literature of a historical period is one of the ways that help us imagine what life was like in that other foreign context. Literature is perhaps best seen as complementary material used to increase the foreign learner's insights and explorations of the foreign country.

To bolster the relation literature culture, Collie & Slater (1997) state that literature offers cultural and language enrichment. In addition to the media, students can access the culture of the target language by reading texts that present a picture of it. Even though literary texts such as novel or short stories can present a "broken mirror" of reality, they still reflect the customs and language arrangement of the characters, as they "offer a full and vivid context in which characters from any social backgrounds can be depicted"(p.5). In fact, FL learners can be confronted to different new cultural aspects and thus it is the role of the teacher to guide them to maintain the relation between the literary work language and its culture.

Collie and Slater (1997) similarly add that literary texts provide a rich context where the "individual learns and memorize lexical or syntactical items" (p.5). Students enlarge their knowledge of the language through literature through their reading and interpretation. Next, it is further claimed that literature helps enhance the psycholinguistic aspect of language learning as it is based on expanding vocabulary and developing the reading skills. Literature, therefore, sharpens linguistic and cognitive skills and enhances students' understanding of the human condition (Lazar, 1993, p. 19).

Additionally, Duff and Maley (1990) highlight the importance of the literary material by considering the following criteria: linguistic, methodological, motivational criterion. The

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cultural criterion was later supported by Collie and Slater. To begin with the linguistic criterion, literature is seen as a source of authentic material that provides the learner with different texts and styles. Maley (2001) affirms that literature is an ideal material to boost up literary comprehension and enhance learners' communicative competence by helping learners to express their thought independently and mainly they can be a good reference to FL learners when they write. Van (2009) in the same thought affirms literature provides a wide range of vocabulary, dialogues and prose. From this perspective, the written form of literature and the way its language is presented establishes the connection of ideas.

The methodological criterion refers to the possibility of differing interpretations and opinions gained from the literary reading experience. This provides the students with the opportunity of a real motivation and interaction between the learner and the text (Widdowson, 1982). Moreover, a Literature class is based on meaning generation in which "the reader is placed in an active interactional role, working with and making sense of the (literary) language" (Brumfit, 1986, p. 15). In doing so, the literature teacher should help the student to discover the meaning of the text by himself.

Moving to the motivational criterion, it implies the ability of literary texts to boost students' feelings and enhance their motivational skills, which is provided through authentic and meaningful contexts (Van, 2009; Ghosn, 2002). In fact, students feel engaged in the story through their empathy towards the characters. This engagement brings benefits to their language and cultural learning process. Literary texts help "to stimulate the imagination of students, to develop their critical abilities, and to increase their emotional awareness" (Lazar, 1993, p. 19), as well as the enjoyment of the reading experience. With a set of discussions about the role of literary texts as authentic material, it is crucial to consider it as a tool that brings language into context.

As far as the cultural criterion is concerned, literary text can probably portray the cultural characteristics of the target society. Reading a story and feeling its context would help students to learn how to appreciate the difference. Students will be able to understand the aspects that shape the communication with the foreign culture. Therefore, in the light of the aforementioned criteria, it is conceivable that the implementation of literature is of worth relevance in EFL context.

1.3. Literature in Developing Different Skills

Up to this point, it has been attempted to present the status of literature in FL context. Attempts were also made to shed some light on the conventional thoughts and uses that surround literature and, why it is necessary to incorporate literature in the foreign language classroom. The present discussion focuses on the impact of literature on the learner as an individual, and what contributions literature may have towards the development of language learning skills.

1.3.1. Literature in Developing Reading and Writing Skills

Research has provided evidence for the impact of literature on EFL instruction in many ways. First, literary texts lead to the development of reading skills because reading texts require interpretation and interaction between the reader and the text. Literary texts facilitate the interaction and accelerate language learning in content based instruction (Shang, 2006). According to Collie and Slater (1987), students can learn the structures of sentences, their functions and the different ways of linking ideas. It offers pleasure so that students are motivated to read and ultimately developing their reading proficiency. For reading purposes, different literary genres can be useful for practicing different reading strategies. However, one should point that reading in literature requires the look for enjoyment and information before any other aim; attention is almost targeted towards the readers feelings, ideologies and perceptions (Rosenblatt, 1994).

Second, it is generally claimed that the reading skills are necessarily related to the writing skills. Literature can be a task where students are asked to produce essays similar to original work or slightly imitate its content, theme, organization and style. The learners can be asked to comment on the text, express their thought about characters and write about their own interpretation (Stern, 1991).

Mei-Yun (1993) views reading as an activity of communication. The literary text thus is a medium between the author and the reader. The reader can decode the meaning of the structures and message addressed by the writer through the reading task. Halliday (1976) in this perspective indicates that a text is “a semantic unit; a unit not of a form but of meaning “(p.12). So, the text for Halliday is seen as a structure that conveys a meaningful message regardless its form. Therefore, it can be a dialogue, a piece of prose, a piece of drama etc.

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Putting this in mind, it seems important for a literature class to emphasize this task as a strategy to achieve students' achievement in making interpretations.

To what regards comprehension, White (1985) indicates that the reading activity requires two different phases. The first phase implies the "decoding" of the text and the second phase refers to the "comprehension" task (p.22). If we relate this to a literary text, the first phase we can establish the relation between the written form of the text and their verbal performance here, so here loud reading can allow students to demonstrate their ability to connect what is written to what is spoken.

One point that needs to be raised, however, is reading a text without considering its cultural and social aspects would not lead to a full comprehension. For an effective reading to be achieved, two features should be considered: language and its social context. In short, reading comprehension is essentially an active process, whereby a student is expected to understand the reading text to achieve interpretation by involving his cognitive and emotional patterns in the reading process.

1.3.2. Literature in Developing Listening and Speaking Skills

Listening is one of the important skills that an EFL learner might acquire to enhance his speaking competences. For communicative purposes, the events in a poem, novel, extracts or short story can be referred to the learners' own experience in real life. Through such a practice, students will reflect on the events and comment on it, and thus their communicative skills will progress. Oral interaction based on literary texts may help to improve students' speaking skills (Saraceni, 2003).

In the same line of thoughts, Stern (2003), Povey (1967) and Basiga (2009) all agree that the study of literature can enhance the learners' knowledge of vocabulary and syntax. Sowden (1987) affirms that literary texts can be used in teaching language "by linguistic manipulation of literary texts chosen for their real literary worth, but with an eye to their suitability for such manipulation" (p. 28). He goes on to demonstrate some examples of exercises that include vocabulary exploration and development, grammar learning, sentence arrangements and pronunciation practice. For Sowden, these exercises "will challenge the student, ensuring s/he completely gets involved in the language and style of the text, so increasing his familiarity with the language and improving the facility and accuracy with which he uses it" (p. 32).

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Lazar (1993) also points out that students can develop their listening skills by listening to the recorded literary materials. For listening purposes, the learners can listen to the audio versions of the poems, short stories, or novels. A case in point is the musical elements that poetry contains, the learners desire will try to approximate their speaking features to the native speaker norms by considering the aspects of rhythm, rhyme, and intonation (Shang, 2006).

1.3.3. Literature in Developing Critical Thinking

EFL Students need to learn how to apply, analyze and evaluate what they read. These skills require more complex thought and cognitive engagement to enhance comprehension. So, In addition to speaking, listening, reading and writing skills, what learners need but often ignore is their critical thinking abilities. If the learner regards the literary text as a medium to think, he will be able to express his thought and ideas critically.

Regarding Erkaya's perspective (2005), Helping learners to become better thinkers does not require much change in what is taught, it implies changing the way we think about it. Using stories with learners to enhance their critical thinking can be fulfilled in a natural, familiar and sometimes funny atmosphere. In fact, when learners like what they read then they will certainly enjoy discussing it. Asking the right questions and providing the necessary support for them to answer will allow them to develop their cognitive competences and aesthetic feeling of fascination and interest. Thus, literature provides a variety of contexts, it encourages cognitive development and helps maintain the intellectual growth of the reader.

Students learn a foreign language through a text that will communicate with them. The main purpose is to make students feel that the text they are reading tells them something that reflects something on their lives. When we recognize that there is someone in the world that shares the same feelings, that has gone through the same experiences and problems and that can also understand us, there is a connection naturally formed and a thinking shaped.

This is one of the goals that need to be achieved when using a literary text in EFL classrooms. Students should feel that the text is engaging and makes them think when reading it. Hence, it is the role of the teacher to help them find their parts which can be done through working on texts that would help them grow and accomplish their interactional and intellectual elements. The section that follows will briefly introduce approaches for teaching

literature and discuss the benefits and drawbacks they offer for teaching literature in the EFL classroom.

1.4. Models to Teach Literature

Actually, EFL literature teachers state that they encounter real obstacles in finding the right ways for dealing with literary texts. When teachers select the literary texts to read, they are trying to provide their learners with notions to reflect and think about the other and develop their own perceptions. Thus, there are different ways in which literature can be approached.

Selecting the text is only the first step; another important step is how to deal with the text in the classroom. Collie & Slater (1987) state that the way literature is presented in language classroom has its own characteristics and procedures that might be employed by teachers. So, it will be efficient if teachers start by themes that are familiar globally whatever the social context they are tackled in (Maley & Moulding, 1985).

Yet, it should be pointed that texts can be examined at different levels, as pointed by Sánchez (2008), they can be provided with information about culture and analysed with different objectives. In this study, the classification of Carter & Long (1991) is considered, these scholars outline models of teaching literature can be identified as language-based model, cultural model and personal growth model, these models are one of the common used in the literature teaching and seen as the main reasons to teach literary texts. .

1.4.1. Language-Based Model

Carter and Long (1991) suggest that the language-based approach includes general comprehension, text focus and personal response, basing on the interaction between FL learner and literary text through a wide range of tasks and activities. They give a more clear definition by stating that a language based approach is concerned with the process of reading more than the literary text as a product by itself. In doing so, they advocate the use of a language-based approach, in the sense that it ensures the relation between language and literature.

The main aim is to use the language as a primary aim to develop independent, interpretive and critical skills by reading through language. Carter & Long (1991) further claim that the aim behind teacher's adaptation of a language model is to put students in touch

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with some of the different uses of the language. Therefore, students become equipped with linguistic skills and abilities through language based literature teaching and “they find ways into a text in a methodological way for themselves” (p.2).

In spite the fact that this model puts forward some relevant information about language, it does not take into account the external aspects of the text. There is still a need to regard the learners’ reaction, responses and interactions to the text. It can be used as an initial step to shape the aspects leading to the generation of the responses of learners to the text. In short, the language-based model considers literature as a medium to develop the students’ language progress and awareness by focusing more on a process of reading (Carter & Long, 1990). This approach may seem to make full use of literary text as a source for linguistic activities rather than analyzing the texts’ linguistic features.

1.4.2. The Cultural Model

In fact, the study of language calls into question the study of its culture. They can never be disassociated from each other as language is one of the aspects that shape culture. That is why it is impossible to learn a language without accentuating its culture. According to Brown (1989):

Learning a foreign language always entails learning a second culture to some degree, even if you never actually set foot in the foreign country where the language is spoken. Language and culture are bound up with each other and interrelated. (p. 65).

In this statement, Brown seems to see culture as a permanent vehicle to language. This is particularly true, because the awareness of the cultural aspects can be highlighted through the reading of literature. Brumfit and Carter (1986) in their perspective add that “of course literature is one major aspect of culture” (p. 28). Thus, the cultural model facilitates the understanding and appreciation of the different cultures and ideologies described in the literary texts for the learners. It is also seen as a medium for sharing ideas, feelings, new vocabulary and expressions. Throughout this model, the language is regarded as a cultural artifact that makes the learners analyze and interpret the text from its different angles (social, political, literary and historical). Approaching this model requires the concentration on the knowledge about texts, yet, it is more a teacher-centered approach. Conversely, scholars have commented on it owing to the fact that it paves the way to learners to stockpile a set of knowledge about literature.

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Cultural model focuses on the role of literature in providing values and ideas that exist within a culture. Carter and Long (1991) argue:

Knowledge about literature means accumulation of facts about literary context, dates, authors, literary terms etc...can easily become knowledge for its own sake and does not lead automatically to a more responsive reading to a fuller interpretation of a text. (p. 4)

Indeed, the above statement conclusively shows that the use of cultural model guides the learners in a text by providing them different uses of language. Later, Carter (1996) supports this claim by identifying the proponents of this approach:

- The investigation of the writer's biography.
- The consideration of the historical and his social context.

These elements in fact contribute to the interpretation of the text's meaning, providing they belong to a particular cultural context. This will make learners compare themselves to others rather than to get influenced, since they feel they are acquainted with a different culture. In this perspective, Khatib (2011) regards the cultural background of a text as a tool to give students a chance to learn about and appreciate culture of the target language. Students recognize how cultures are different from one another through the literary text reading. The diagram bellow may summarize the proponents of this approach:

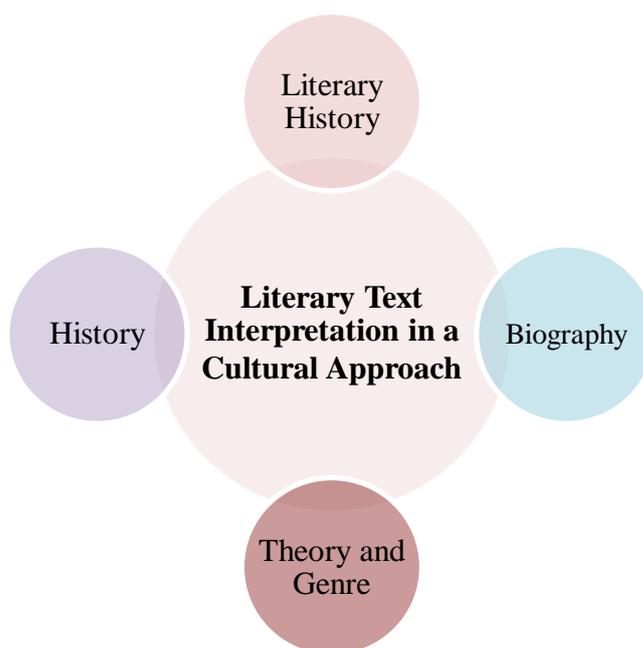


Figure 1.1 Cultural Approach Components

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The diagram shows that the literary text interpretation is based on the cultural components. All of the four elements mentioned above can be helpful to interpret the text within its cultural elements. When the teacher provides the learners with courses about the history of literature, history of the people concerned with that literature literary theories, genres, and biographies, he must consider the comprehension of the literary text as the teaching target at the end.

1.4.3. The Personal Growth Model

This teaching model bridges the gap between the language-based and the cultural models. It seeks to strengthen the learner abilities and involve him to interact with literary texts using his emotions. It is an approach that stresses the priority to students' personal experiences. This idea is outlined by Carter and Long (1991) when they state that the personal growth approach enables the students to “achieve an engagement with the reading of literary text...and helping them to grow as individuals” (p.3). In other terms, the approach in question aims to maximize the students “personal enjoyment” in reading literature. When reading a literary text, the students are actively involved with its content. This active interaction will result in creating a more unforgettable literary experience.

The main objective of this model is to motivate students to study literature and enjoy literature. This model helps learners promote their relationship with the environment. Moreover, personal growth approach to literature teaching aims to guide students to be engaged within the text. In this model, engagement with the literature brings enjoyment and satisfaction so that students give their own response to the text, constructing their own knowledge (Carter & Long, 1991).

Furthermore, this approach views literature as beneficial for encouraging the students to draw on their own personal experiences, feelings and emotions. Students, therefore, are no longer passive recipients of readymade interpretations. Instead, they become active participants both intellectually and emotionally as they are continuously prompted to let out their opinions and thoughts. The diagram below illustrated the personal growth approach as a combination between the language based and cultural models:

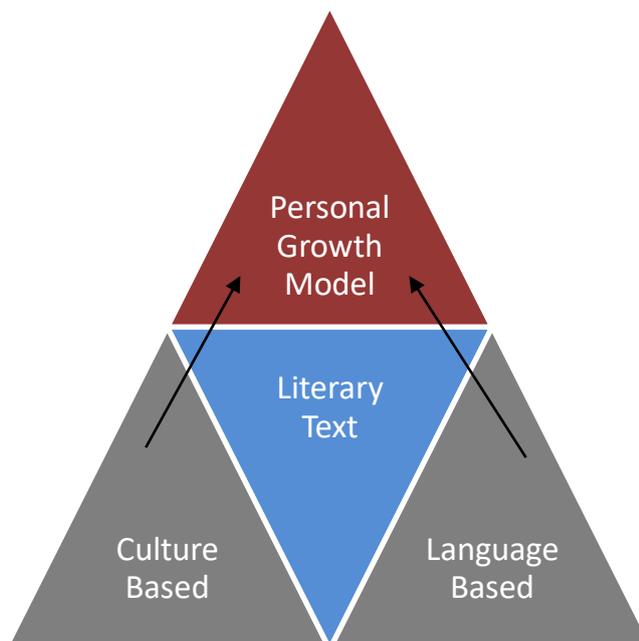


Figure 1.2 Personal Growth Model

As shown in the previous diagram, the personal growth model is put on the top as it is considered as an important study model in this research. Nevertheless, this model stresses the pedagogical responsibility of the teacher in the choice of the texts not solely for their stylistic features, but also to consider whether these texts meet students' interest.

1.4.4. A Selective Approach for Teaching Literature

It is important to state that we need to consider the integration of the different characteristic approaches in the role of literature in EFL. Flexibility and the ability of being selective play a considerable role in facilitating the literary reading experience. In other words, speaking about the role of literature in the classroom, it would seem that all approaches can be merged into one for learners. Recently scholars have started trying out an integrated approach where any of the approaches or their principle is combined with the other. According to Savvidou (2004) the use of an integrated approach of using literary texts that mix either of the above approaches ensure the maximal utilization of literary texts. So, it is better to use an integrated approach in teaching literature in EFL classrooms to promote basic language skills and language areas of students.

The approaches discussed seem suitable for the EFL classroom objectives, because they can be used in complementary exchange. This has made Savvidou (2004) think of advocating an approach that integrates the different models. An integrated approach indicates

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that literary texts can make the learning experience interesting and stimulating than focusing one feature like the linguistic elements of the text. What is needed is an approach to teaching literature in EFL contexts which is capable of integrating these elements in a systematic way so that literature becomes accessible to EFL learners and most beneficial for their linguistic development.

Therefore, a selective approach can be a good model to use in Algerian EFL context. This approach considers the linguistic, cultural and communicative features of the text. It is an activity based approach. Students will enhance their learning opportunities when they are involved in different activities, and when they work in problem solving tasks. Therefore, considering more than one approach will certainly create a learning context that ensures better progress.

1.5. Stylistics as a Tool of Form Analysis

Several scholars recommend employing a stylistic approach in the EFL classroom. What does a stylistics approach mean? Stylistics refers to the analysis of the linguistic features of literary texts. Stylistics is considered as one way of relating language to literature. Widdowson (1994) defines it as “an area of mediation between two disciplines.”(p. 4) .In other words, stylistics for him is neither a discipline nor a subject, but it is rather a way that brings together disciplines and subjects. So, the stylistic approach requires the analysis of the structures of language to reach meaning. Again, the language of literature is used as a means to achieve understanding.

Besides, Sopher (1981) and Deyes (1982) draw an attention to the analysis of literary texts' forms in terms of grammatical features and lexis. Sopher (1981) highlights the method of “macro-structure analysis”, which “consists in breaking down a text into its major and minor topics...in the same way as an immediate constituent analysis of a sentence breaks down the sentence into its major and minor grammatical constituents” (p.328). Short (1996) also add that stylistic analysis is useful for inexperienced or students to negotiate the possible meanings or texts. Teachers who adopt this approach to using literary texts provide students with a closer understanding and appreciation of the literary text itself.

Moreover, Leech (2010) defines stylistics as a “*way of using language.*”, he adds that examining a language style requires the talk about the style used in a certain textual features and the style of a given text or extracts from it. The stylistic approach includes both linguistic analysis and literary critics (Lazar, 1993). The aim of teachers who adopt this approach is to

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enable students make meaningful interpretations of the text which and look beyond the surface meaning of the given literary text and to expand students' knowledge and awareness of the language (Mengistu, 2011).

Stylistics is generally said to be the analysis of linguistic feature of literary texts. Widdowson (1975) explains as follows:

By 'Stylistics' I mean the study of literary discourse from a linguistics orientation and I shall take the view that what distinguishes stylistics from literary criticism on one hand and linguistics on the other is that it is essentially a means of linking the two and has (as yet at least) no autonomous domain of its own (p.3).

In other words, Stylistics links between language and literature, and the above citation has become an important aspect of the language teaching and has been implemented for EFL teaching in the 1990s as 'practical stylistics' (Saito, 2000).

Furthermore, Carter (2010) thinks that stylistics has a significant role to in the instruction of literature, and accordingly, in pedagogy developments in both first and second language teaching contexts. it focuses on 'textual transformations' whereby comparative text analysis can be used through rewriting a literary text from different positions, hence translating the text from textual to dramatic, verbal to visual, or spoken to written. Stylistic approach to the teaching of literature thus attempts to develop in the learners analytic and interpretative strategies not in relation to a given text alone but in relation to a range of language uses. Like the language based approach, the stylistic approach emphasizes awareness of the language of literature. This approach might be considered as a linguistic-pedagogic approach.

However, the stylistic approach has been criticized by many scholars in the sense that stylistic methods seem technical, and paralyses the purpose of the use of literature in the classrooms. Yet, it is undeniable that the stylistic approach can be used in an eclectic manner where students need this kind of analysis. A case in point is to use it to analyze the stylistic features of a poem to help learners generate meaning; the language form of the poem can be fully studied by considering the language layout. In fact this tends to enable students to make meaningful interpretations of the text itself; and enrich their knowledge and awareness of the language in general.

1.6. Elements and Features of the Different Literary Genres

Another important point elaborated by scholars is the elements of literary texts particularly short stories and novellas as the basic source of authentic texts. Each genre has its characteristics that usually differ from other genres. The question that comes to mind is what elements and features should we take into consideration when examining a literary genre? The following section will highlight the elements and features which can be explored and considered throughout the reading and discussion stages of different literary genres.

1.6.1. Prose

To begin with short stories, Poe (as cited in Abrams, 1970, p. 158) defines short stories as a narrative that can be read at one sitting from half one-hour to two hours, and that is “limited to a certain unique or single effect to which every detail is subordinate”. Short stories can be a good material to examine both language and life. In this literary genre, characters present the different behaviours people can have in their real life, and do so in a variety of registers and tones. The world of short stories reflects human lives (Sage, 1987, p.43). Short stories can be a good teaching material as stated by Collie and Slater (1987), short stories offer greater variety than longer texts, they provide the chance of finding something to appeal to each individual's tastes and interests, while poems offer a rich, varied range and are a source of much enjoyment. The choice of the right short story should be adapted according to students' level, age, and interests.

One other significant aspect to consider is whether the story encourages personal involvement and raises the learners' interest. At this point it is important to choose short stories which are relevant to the life experiences, emotions, or dreams of the learner. The difficulty level of the story is another important factor to be taken into consideration while choosing the suitable text to be read. In this perspective, Spack (1986) also maintains the need for encouraging students to discover the text contains and so to be able to relate it to real life so that it will fit the student's interests. Therefore, teaching short stories seems interesting as it can be a rich source of pedagogic activities but challenging at the same time.

Next, the use of novels as authentic texts has its benefits. They develop student-centered learning, since novels contain plot, characters, the context of settings all of which contribute to the engagement of the reader, regardless of specific proficiency

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levels, grammatical charts or writing exercises (Garies et al,2009). Tsou (2007) asserts that reading novels help teachers examine all levels of students' proficiency.

To what regards literary analysis, Roberts (1988) focuses the issues of point of view, characterization, plot, setting, and theme. Point of view refers to first-person narrators who may have complete understanding, partial understanding, or no understanding at all; for second-person narrators, the pronoun you is used when speaker has more authority on a character's actions than the character himself or herself; and third-person narrators where he, she, or it can be used to either report actions and speeches, explain the internal conflicts of the mind, or portray the thoughts and responses of one main character.

1.6.2. Drama

Drama provides a practical platform for exploring theoretical and practical aspects of the English language (Whiteson, 1996). Through drama, students encounter opportunities for developing their communicative skills in authentic and dynamic situations. The use of drama texts enables teachers to use the language with their learners in effectively; the language in drama texts can be contextualized. Drama makes the learning experience enjoyable for the students and even memorable because it is interactive and visual. Moreover, it is an admitted truth that contemporary realistic drama is one of the genres that stimulates the everyday living image including all aspects of communication between people.

Drama can be a good resource for language teaching. Through the use of drama, learners are encountered with grammatical structures in contexts and learn about how to use the language to communicate, control and inform. The use of drama raises the students' proficiency of the target language and their cultural competence. Learners should make use of drama to link their comprehension with life experiences, reflect on particular situations, and make sense of their extra linguistic world in a deeper way (Saricoban, 2004).

Moreover, in the book *Drama as a Second Language*, Hayes (1984) points out:

Through drama the student learns to perceive and identify different situations, to assume an appropriate role, to understand different functions and points of view and to manipulate language accordingly.

(p.8)

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The above statement reveals that drama can be a real source for language manipulation. Despite the benefits mentioned above, there are still worries from teachers about using drama in the classroom. The main worries are whether students want to participate and interact while performing. Yet, teachers are always required to lookout for new ideas and activities to expand the repertoire of dynamics of the literary class. Meanwhile, if students are exposed to real works of drama can easily get immersed in the features of the FC.

1.6.3. Poetry

Lazar (1993) claims that poems are efficient in developing cross cultural understanding. They form a tool for learning about the FL cultural issues that may enhance mutual understanding. Poetry is a short piece of imaginative writing, of a personal nature written in lines. It is a medium to teach language, grammatical clues and a product when students make a composition of any topic. It can be used as an enjoyable tool with the properties of rhyming and rhythm.¹

Nevertheless, the teaching of poetry to EFL students and teachers seems to be demanding task especially for EFL students in Algerian universities. It is commonly believed that English poetry is complicated for foreign students to cope with and therefore it can be out of their reach. For almost two or three decades poetry in particular has been dismissed from language classrooms practices. A poem may not always be a favored item in the classroom mainly because of its figurative use of language.

Widdowson (1989) also argues that poetry has well qualified characteristics concerned with the use of language; and this assists to develop in learners the ability to use language, to convey meaning through the semiotic structures. He affirms that in the reading of poems, there is a crucial relation between the comprehension of language forms and the realization of a communicative effect. Meaning is a function of a focus on form and an increased awareness of the subtleties of poetic representation inevitably entails an increased awareness of the signifying potential of grammar.

Widdowson (1989) add that poetry can be used to reach a mutual benefit, and can initiate practical pedagogy with a broader educational perspective. In addition, poetry has a remarkable ability to adapt itself to changing circumstances. It has no accommodated itself to modern time. Poetry covers a wide range of styles and subjects. It can be serious or comic as

¹See more on : <http://www.poetryteachers.com/>

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it can express different feelings and emotions. What is more, poetry can be regarded as a good language activity.

To end with, the viewpoints mentioned above highlight the essential role literary texts play in relation to enhancing language skills and elements, promoting critical thinking, shaping mentality, and enriching knowledge for life-long learning. Based on her experience as an EFL student, the researcher's viewpoint is in support of the aforementioned viewpoints. It is this personal experience as well as the desire to verify other researchers' beliefs that has stimulated the curiosity to make this study.

Yet, there are some problems raised while choosing the right literary genre. First, if we take poetry as a literary source to be taught for EFL learners, its language might seem deviated and figurative and thus it needs lot of time and attention to be grasped. Second, the novel is long and overloaded with details and it necessitates a long time to be fully read. Third, if we speak about drama, it may seem difficult to be acted out in a crowded classroom. Considering these problems, it is the work of the literature teacher to manage these constraints by facilitating the literary tasks and reading strategies. The following discussion is concerned with the literature course situation.

1.7. Considering the Literature Course Situation

In EFL classes, several points have to be considered in order to hold a successful literature course. Pedagogical issues like language conformity, text selection and group organization are of high importance. Factors like time constraints, the number of learners, the availability and length of the material, and the use of pedagogical aids, play an effective role in achieving a successful outcome. That is why teachers of literature should work with each other to prepare the scene and ensure a continuous professional development factors so that the course will realize some literary, linguistic, cultural, pedagogic ends meet.

1.7.1. Challenges in Using Literary Texts

Using literary text in EFL context is somewhat controversial. From the researcher's learning experience, some literary texts may seem boring and frustrating, because of the complex use of language, thus learners will be lost and find it irrelevant to their language use. Thornbury (2005) in his seminal examination suggests that when dealing with a literary text in a class, the teacher should focus at the pre-text stage, providing background knowledge

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including cultural and biographical information; this focus might help to contribute to the comprehension stage. Moreover, Lazar (2007) points out that literature is an important means for discussion in the classroom, and students need peers to explore the meaning in a literary text, the student should not be expected to attain a full interpretation of the text, because meaning in literary texts cannot be fixed; the social and psychological factors of the students play a crucial role in shaping perspectives about the literary text.

However, Lazar (2007) questions an important point which is the linguistic elements of the text; students should be provided with guidance when dealing with the linguistic features of the text in order to gain their personal response. Additionally, what makes it difficult to cope with the literary text is that the language is highly metaphorical, the story can be regarded as a metaphor by itself, and these metaphors are complex for learners who may lack knowledge of the shared background, both cultural and linguistic.

So, one of the reflections in this research is the students' linguistic proficiency level. It is stated that the common obstacle in teaching literature is the linguistic gap between the text and the language which is used by students (Selden, 1989). The literary text may be old and full of archaic words; while the learner's language repertoire may be very recent. Likewise, the text may be written within a specific social context that the learner is not acquainted with. These significant differences will make reading and comprehensibility of the literary text difficult. More importantly is the point at which the teacher uses texts which contain some syntactic and morphological features that are different from present day English. Students will find it impossible not only to comprehend but to read also.

1.7.2. Criteria for Literary Text Selection

Literature teaching aims at making students aware of the significance and the values literary texts provide. In doing so, the students' response to literature is usually related to what the teachers recommend to read. Therefore, choosing the appropriate material is a key factor in literature teaching. It is asserted that "the key to success in using literature in the ESL class seems to me to rest in the literary works that are selected" (McKay, 1982, p. 531). Therefore, in an EFL context, text selection is of paramount importance and should be taken into consideration when designing the curriculum.

McKay (1982) in her pioneering analysis finds that a sufficient way of using literature in the EFL class depends on the literary work selection. A text which is extremely

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complicated at a linguistic or cultural level will be difficult to be understood. In addition to choosing texts that are stylistically uncomplicated, she thinks that it is necessary to select themes with which the students can identify. McRae (1997) in his perspective adds that a careful text selection reveals the successful materials implementation. This means that literature teachers should be careful in choosing the right materials in order to enable the students to successfully approach literature.

Further, Sell (2005) claims that if literary texts are carefully selected in accordance with the social and cultural environment (texts dealing with human relations, sexual relations, sexual orientation, drugs, alcohol, racism, loneliness, fear, bullying, violence, dying, etc.), it can serve as an efficient tool for enhancing and achieving language learning and equipping learners with “relevant linguistic and cultural competences”(p.92).

As far as the literary text selection is concerned, it is an important process that requires two main factors: the text and the reader. This would lead us to reflect on the major criteria for choosing particular texts and discarding others. Generally speaking, literature teachers should consider the level of the students and their main aims for learning English. Similarly, students ‘age, emotional and intellectual maturity and their interests are factors of paramount importance. Collie and Slater (1994) argue that text selection basically depends on “each particular group of students, their needs, their interests, cultural background and language level”. (p.6)

Different scholars suggested different methods to teach culture in the literature class. Lazar’s comprehensive study (1993) concentrates on the sorts of cultural issues that students may encounter when using literary texts, she argues that a text is culturally accepted if it is written by an author of the same cultural background rather than an author whose society is far expelled from the student’s society. However, this is not an end by itself for presenting a text; the teacher’s empathy with the text can considerably influence the students’ appreciation and thus comprehension of the text message.

Another aspect to consider is to what part of culture or society the text refers to, this representativeness will enable teachers and students to know the kind of group they are reading about. Moreover, the status of the written language in different cultures and the resulting strategies for reading a text should be taken into consideration, questions should be asked: will students believe they should accept the text as immutable and fixed? Will they expect to read a moral lesson from it? Will they feel comfortable questioning and analyzing

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the text? (Lazar, 1993, p.65-66).In doing so, the teacher could refer to these aspects when preparing tasks for the literature class.

Further, Lazar (1993) thought of the techniques that enable students to cope with the cultural problems.

- **Personalizing:** this can be realized by effectively relating the theme to what actually happens in the students 'real life.
- **Providing explanations:** this implies highlighting the cultural information to address the ambiguity that concerns the expressions found in the text.
- **Asking students to reflect on cultural information:** by intelligently asking questions that stimulate students to reveal the cultural information implied within the literary extract.
- **Making cultural comparisons:** Lazar proposes that teachers should help students compare some features of the FC with their native one and in a later stage they will compare these with what is pictured in the text. This step will facilitate the process of opting for viewing the text from a third angle.
- **Making associations:** one way of minimizing that cultural distance is by encouraging learners to think about connotations of the terms; connotations that they may either find in their own culture or in the target one.
- **Providing cultural background information through reading/listening comprehension:** at this stage, teachers can invite learners to be involved in listening or reading so that to retrieve some cultural information from the literary work. A knowledge that serves as a preparatory step for further understanding.
- **Extension activities:** Lazar (1993) suggests that teachers should not do away with texts just after exposing learners to read them. Instead, the goal of this reading is to bring students aware of the cultural dynamism of the FL group. For this to be realized, reading texts should be accompanied with tasks that make students think critically, to link ideas, and to reflect upon what they had read. Regarding this idea, teachers should encourage students to manifest their ideas verbally through group discussions, role plays, and project works.

Teachers then should adjust the literary materials according to the students 'linguistic abilities. Texts that are linguistically complicated will pose obstacles for the students to handle meaning (Lazar1993). Also, McKay (1982) sees that a text which is difficult on either

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a linguistic or cultural level will have few advantages. It is, subsequently, basic for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In other words; they should choose texts that suit the level of their students.

1.8. Relating Literature to Culture

Nowadays, the era of globalization has made language and cultural diversity one of the current privileged reflections on the human communication and relations. The notion of Culture is becoming a central issue and at the heart of discussions in EFL International Symposia. The multiple exchanges between the different cultures require the need for a sharing of knowledge, cultural and literary aspects that differentiate one from the other and give an identity with regards to diversity. It can also shape a thinking of belonging by speaking of oneself in the language of the other. In this regard, the teaching of foreign languages was often associated with the use of the literature in the target language. Since the latter plays an effective role, not only in language learning, but also in the exploration of the culture that this language is supposed to convey.

For this study, the main important aspect is that students can experience a positive reading about culture. Culture, with its vast meaning, has gained the attention of many researchers who have introduced various topics related to this concept. The next part starts up with identifying the meaning of ‘culture’ and its relationship with language teaching. Also, it studies the status of culture teaching in foreign language. In addition, it highlights the role of the literature class in teaching aspects of foreign culture. In this chapter, many issues are tackled; it sheds light on the obstacles encountered when teaching culture and on the role of the teachers to manage them. Finally, the methods of teaching culture in the literature class and the link between intercultural competence and literary texts are examined.

1.8.1. Defining Culture

Culture has been widely studied by EFL scholars. An important question that can be asked is “What is culture? What importance can be accorded to it in EFL teaching and learning? The concept of culture has been defined differently and in a wide range of domains, the term culture is vast and it can be referred to different aspects. Several scholars, within the same field of interest, view it differently.

The suitable starting point to this section would be tracing back the definition of “culture” to the anthropological studies raised by Clifford Geertz. He is known for his

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anthropological and ethnographic study to provide a “*thick description*”² about cultures and the understanding of others or much more the interpretation of what the natives are thinking made by an outsider who does not necessarily think like a native. Geertz (1973) writes:”The culture of a people is an ensemble of texts, themselves ensembles, which the anthropologist strains to read over the shoulders of those to whom they properly belong.”(p. 452). So, he refers culture to a way of thinking, feeling and techniques to adjust to the external environment and other people.

Moreover, Geertz (1973) major claim is that culture is public and evident in human behaviour, for him “culture is public” because the “meaning behind the actions is” (p. 12). The fact of not understanding the actions of people from a culture different from our own is by itself acknowledging our "lack of familiarity with the imaginative universe within which their acts are signs" (pp. 12-13). Geertz further adds that the interpretation of cultural symbols needs an isolation of its elements and finding the relation that exist between these elements , for him it is a mutual sharing and learning of behaviours and a way of living.

Thus far, culture for Geertz is less a set of customs and institutions than interpretations that members of society make through their experiences. Culture does not only reveal understanding how people behave, but rather how they see things. Besides, Geertz sees “culture as an assemblage of texts” (“Deep Play” 448); and “cultural forms can be treated as texts, as imaginative works built out of social materials” (ibid. 449). In this sense, his conception of culture is related to the frames of meanings that are created by human beings or a symbolic action that detects something. Culture implies socially established structures of meanings, and an ethnographic research requires the communication with natives and not becoming natives.

In a sense, the main problem is to understand how and to what extent it is possible to know and speak of a culture which is different from ours, without falling in cultural clashes. In this regard, it can be deduced that the literary text can be considered as a material which is full of symbolic representations, and thus these representations are interpreted by readers differently according to their own social structure, behaviours and lifestyles.

²Thick Description is a term borrowed by Geertz to describe and define the aim of interpretive anthropology; it can be explained as follows: social ethnography which is based on the study of culture, culture which is based on symbols that shape human behavior and the meaning symbols reveal in the patterned behavior of a society.

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In the domain of foreign language teaching, for example, teachers, educationists and even foreign language learners themselves view and perceive culture differently. To begin with the American Heritage English Dictionary, it is defined as “the totality of socially transmitted behavior patterns, arts, beliefs and all other products of human works and thoughts”. Within this perspective, Trinovitch (1980) points out that culture is a system which includes both the verbal and non-verbal behaviours. Moreover, Brown (1994) states that culture constitutes the incorporation of some elements that shape the individual’s behaviour:

Culture is a deeply integrated part of the very fiber of our beings , but the language, the means for communication among members of a culture , is the most visible and available expression of that culture. And so a person’s world view, self-identity, and systems of thinking, acting, feeling, and communicating can be disrupted by a change from one culture to another.
(p.70)

So, the above demonstration affirms that what happens in the society shapes culture. One should consider that the community’s lifestyle, perceptions, beliefs are different from one another and it is this difference which shape diversity.

Other scholars provide different definitions of culture; Hall (1959) for instance regards culture as being communication as well as the individuals’ world view, attitudes, and behaviour. House *et al.* (1997) view it as shared and common norms, values, beliefs, identities, and meanings of members of a society (Dickson *et al.*, 1999, p. 02-03). In addition, Hall (1976) believes that everything achieved by people in their society is influenced by culture because it reflects their ideas, values, attitudes and behavior behaviour. Anthropologically, Linton (1936) defines:

The culture of any society consists of the sum total of ideas, conditioned emotional responses, and patterns of habitual behaviour which the members of that society have acquired through instruction or imitation and which they share to greater or less degree.

(Linton, 1936, quoted in Birukou *et al.*, 2009, p.03)

Another perspective for defining culture is provided by Trinovitch (1980) who directed the definition of culture to other dimensions. He sees that it is the acquisition of an inclusive set of behaviours starting from birth. This system implies the biological and technical

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behaviour of people either verbally or non-verbally. This system is required by the person in his native culture of. He names this requirement 'socialization' that leads a person to behave in appropriate linguistic and non-linguistic manners in his/her society (Cakir, 2006, p.15). So, he used new terms in his way of defining culture: it includes verbal or linguistic and non-verbal or non-linguistic aspects of behaviour. This leads to a deduction that literature is a verbal written language, and thus it can signal the person's' underlying patterns of culture.

All the various definitions about culture can be resumed in the definition directed by Byram and Risager (1999) who state that culture includes four basic phases from which it can be understood. First, culture is the way people live with their traditions and common activities. Second, it is the inclusive aspects of a specific political, social, and economic structures people live in. Third, it is the shared values, norms, and beliefs of people in their societies. Fourth, culture includes valued and artistic products of different fields of literature, music, art, etc. (Hanauer, 2001, p.391). To sum up, the above definitions mention that culture is a large scale, which include the different aspects that may shape the learner's knowledge. The figure below explains the main components of culture:

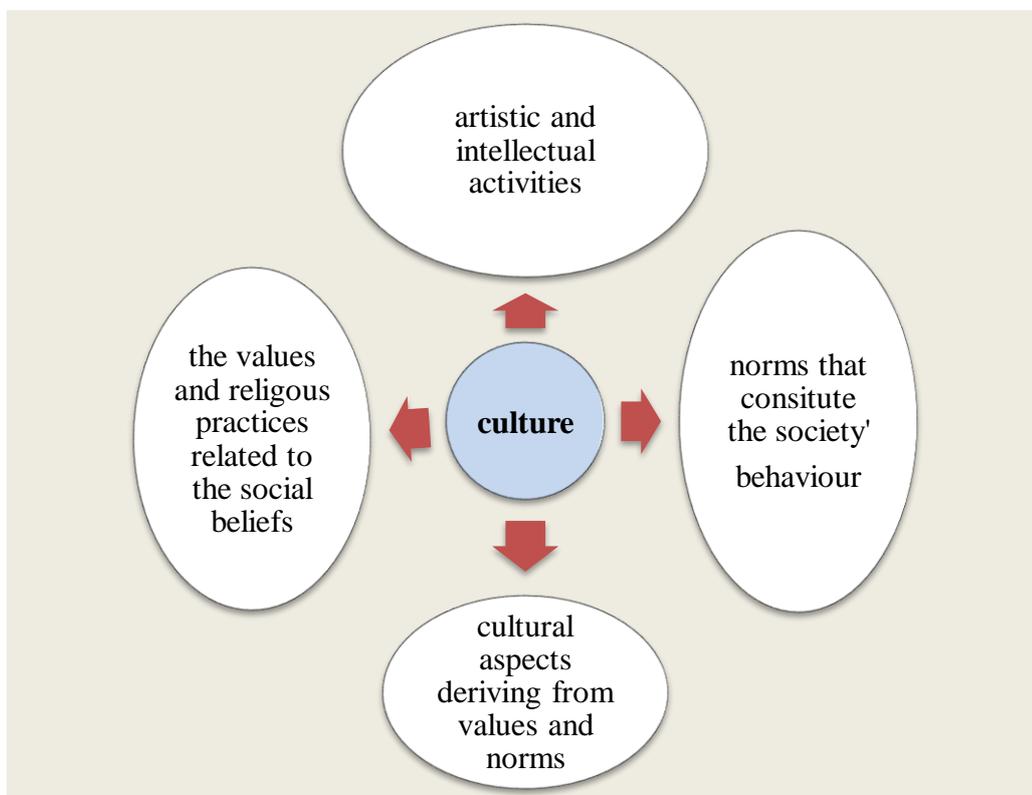


Figure1.3 Components of Culture

As it is shown in the figure culture blends all of the socials and religious aspects together with norms to constitute a social behavior. This social behavior can lead to reflect on the artistic

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and the intellectual practices. A case in point is the literary text which necessarily invites the reader to think about the culture of the target country.

1.8.2. The Significance of Culture in EFL Teaching

The crucial objective of learning languages is to enable learners to communicate effectively. If learners could understand the language, then their learning is successful. Moreover, culture was seen by language scholars and educators as a medium which contributes to better understanding of language. Culture was introduced to language teaching and learning to improve the linguistic competencies of learners, it was taken as a dependent element, which is as important as language learning (Byram, 1989).

Brown (1987) states that integrating culture in language teaching is effective; this affectivity is recognized by many scholars. Brown considers the emotional side of learning as a crucial element that determines the success or failure in language acquisition; he sees that for the learner not to resist and fail in acquiring a language, he must feel confident with the new language system. Culture is one of the important factors that lead to language learning, Selinger acknowledges the efficient role of culture:

Since language is used in social exchanges, the feelings, attitudes and motivation of learners in relation to the target language itself, to the speakers of the language, and to the culture will affect how learners respond to the input to which they are exposed.

(Cited in Byram & Morgan, 1994)

In fact, the teaching of cultural aspects through particular literary texts depends on the importance accorded to the language and culture in the EFL teaching context. The way culture is viewed either positively or negatively would affect the learners' propensity in exploring it more and later to the response. Thus, changing the attitudes of learners is the role of teachers.

All kinds of judgments should be omitted as, "the encouragement of tolerance is one of the unchallenged beliefs of language teachers" (Byram, 1989, p.15). So Byram asserts that communicative competence requires appropriate language use which is culturally bound, for him language and culture are highly interrelated. In other words, learners need to shape an objective and logical reasoning, and this would results in an objective viewing and

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interpretation of the target culture. In this regard, Littlewood (1998) affirms that learners need to grasp the social meaning of language forms to be able to accommodate their own speech according to different social aspects.

In the same frame, Kramsch (1998) views language as a means of conducting people's social lives, she asserts that individuals' common experiences "facts and ideas" are the "stock of knowledge" people share (p. 03). This goes in conformity with Brown's (1987) argument that the acquisition of language does not only require linguistic forms' learning, but also the learner will face a new culture and experience with a new way of thinking. In this perspective, literature teachers need to consider these changes and work to enhance the cultural competences of their learners to make them able to ban stereotypes.

For Brown a stereotype refers to a preconception, presupposition and predetermined views of the other cultures. These stereotypes can be constructed from the cultural context of the learner; shaping an opinion towards any culture is based on what the learners experience in their own background. Yet, the new globalization era has pushed people to be in touch with each other's either directly or indirectly, mainly through the use new technologies and multimedia which have enlarged the cultural savoir of the learners.

Byram (1989) further indicates that learners who are able to shape their own understanding and avoid holding beliefs that are different from theirs, they are considered to be efficient learners who are able to think thoroughly and critically of their own cultural background and the foreign cultural background they are acquainted with. All things said, it can be realized that EFL practitioners should think of the possible teaching methods that could enhance cultural understanding among learners.

1.8.3. Reading and Cultural Diversity

Reading literary works enables students to appreciate cultures and ideologies different from their own. In an EFL context, cultural assumptions are brought within the learning of the target language; learners will become more selective in evaluating, recognizing, accepting and rejecting aspects of the FL society. Kramsch in this perspective (1993) argues that culture should be at the very core of language teaching, literature is culturally bound and there is no need to separate the two. Kress also takes the argument into the cultural dimension:

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Texts are always and everywhere enmeshed in the social structures. It is that dynamic which gives rise to what we call style in text, and it is that dynamic which ensures that language is everywhere a part of social life. (Cited in Birch and O'Toole, 1988, p.141)

Therefore, the use of literature will always lead learners to establish the distinction between the different social structures; it also boosts the readers' personal growth and autonomy which is in this case the learner. Moreover, Literature can be regarded as a rich material that is characterized by authenticity due to the fact that it conveys two features in its written text: one is the functional use of language and the second refers to the aesthetic features of the spoken language which is meant to demonstrate language within a certain cultural context.

As regards to reading, several studies have viewed the difference that exist between reading in EFL language and the one in the first language; several factors contribute to this difference and make reading appear as a difficult task for both teachers and learners. Lucas (1990) in his perspective describes some of the factors:

Advanced learners think they do not know the foreign language well enough to read efficiently in it. They start reading a text with the fear that they are going to have problems with vocabulary and unfamiliar structures, and so they read carefully and slowly weighing and measuring every word, with a dictionary at their elbow as a life support system. (p. 29).

Putting this claim in mind, we can reflect to Algerian EFL students struggling reading as a task. The first main interest of students is to decode the meaning of literary texts so that to reach the comprehension target. That is why reading complicated texts can be a dull activity that leads them to fail to taste the cultural and aesthetic features of the literary task. In so doing, Teachers and EFL practitioners need to identify factors that affect their students' EFL reading. The question that must be asked here is: what factor is responsible of this situation? Of course there are different factors that contribute to the students' unease when dealing with the literary reading, one of these factors is the students' propensity to perceive a foreign culture and their competences in shaping cultural understanding and awareness. In doing so, this factor has to do with both the cultural background of the reader and the text.

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However, to the researcher's best knowledge few research can be found on the student's internal conflicts when dealing with literature, his attitude. Not all students appear ready to deal deeply with literature, embracement among learners when dealing with a certain topics can be observed. Holding a humanistic view when dealing with literature would help learners mainly FL ones to remedy the frustrating situation that paralyses their enjoyment of reading. Therefore, it is important to consider that the gap existing between the reader's culture and the target one hinders the reading task. Lazar (1993) indicates that the cultural background knowledge consists of the reader's comprehension of the text. If both authors and readers share the same cultural schemata, understanding would find its way easily among readers. Meaning is not a fixed entity to be stated in explicit terms in a text. It differs across the different readers whose social, educational, and religious background will determine their interpretation of any text.

Additionally, Rivers (1968) goes to add that learning a foreign language and dealing with its original texts will result in cultural clash in the classroom; this means that the selected texts have to suit some characteristics which are considered to be fundamental to achieve an effective interpretation of meanings found in language.

1.8.4. Cross-Cultural Communication through Literature

As mentioned earlier, culture and literature are interrelated; they are two sides of one coin. In doing so, literature plays different roles in conveying culture. It serves either as illustration or a starting point for the study of cultural phenomena. Another important feature that literature conveys is that Students when learning about the social, historical and linguistic and other cultural representations in literary texts , they are be mediating their thoughts and perceptions. For Roberts (2010), literature implies writings that narrate stories, dramatize situations, and represents ideas; it contains different windows through which readers can see different parts of the world. One of its functions is that it links readers to different cultures. As language deals with literature, it transmits the culture of a society. Literary texts discuss the values, traditions and practices with language.

Generally, the experience of reading is a reflective process that is undertaken in complex social customs, values, beliefs, and normative practices and is mediated through the use of cultural tools and artifacts, including written texts that emphasize certain perspectives of the reader. Humans use texts to facilitate a symbolic exchange of ideas, to make sense of their

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world, to construct social beliefs, to consider future actions and relationship (Bakhtin, 1981; Luke, 1995; Rosenblatt, 1938; Smagorinsky, 2001; Vygotsky, 1978).

Discourse elements communicated through literature include methods of identifying membership in a particular group by ways of speaking, thinking behaving, valuing, feeling, and acting in different social settings that reveal social formations and power relations that are products of history and culture (Gee, 1996, 1999, 2001; Luke, 1995). Moreover, Gee (2001) indicates that Language is socially situated and characters must concurrently speak and act in appropriate ways to continually communicate their status to the reader. He claims:

Social languages are always integrally connected to the characteristic social activities (embodied action and interaction in the world), value-laden perspectives, and socially situated identities of particular groups of people or communities of practice. (p. 719).

Therefore, Literature can serve as a reflection of different social contexts through the activities and Dialogue that a character undertakes and reflects the situated norms of the setting and cultural discourses related to the author's experiences and perceptions (Bakhtin, 1981; Cuddy & Roche, 2003; Gee, 1996). Moreover, Literature is an important medium to preserve the cultural and artistic heritage (Lazar, 1999). It reveals the diversity of thoughts and ideas and learners will learn to appreciate different cultures and ideologies in relation to their own. What is impressing is that when dealing with texts learners can go beyond the words and focus rather on what lies beneath; hence they can experience many hypotheses, within one text they can uncover the real setting and culture reflected through that piece of writing (Langer, 2000). In this line, the cultural context of the other is concretized and the reading experience can pave the way to the exploration of the other or the native speaker's culture.

In a similar way, Burns (2011) summarizes the idea in the following lines: the reading of literary texts "can potentially change intercultural ways of relating as well as the interpersonal and the intra-psychic boundaries at all these levels become open to working" (p.34). In fact, any literary text reflects its native culture and so works to decrease the clash between both cultures by making a transition between the two and exploring a new experience with the

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other. Literary texts contribute to make the foreign culture valuable for the FL learner, which helps in comprehending particular situations not only from their own angle but also the angle of the other.

All things considered, learners can be identified as active elements in the process of reading the literary texts. They should be no more considered as empty vessels who are obliged to receive and accept what the author intends; however; they are supposed to create a new world that shares aspects with the writer's one. For this to be realized a preliminary step is to enhance some literary skills in them, and then to expose them to some aspects of the culture of the other so that not to feel embarrassed with the texts they are reading. Consequently, they are going to develop positive attitudes about what they read no matter how it is different from their social conventions. They can actually generate a new perspective by comparing and contrasting the contextual aspects of the text with their own native norms but also with the TL norms on equal footing.

1.9. Reading and Schema Theory

The traditional paradigm of reading emphasized the text comprehension of structures more than the reader's doing the comprehension. It was claimed that if a reader was not able to understand a text, the problem then was with the comprehension of words, and grammatical units in the text only. In the 1930s, Bartlett (1932) claimed that the nature of knowledge that readers have influences their understanding of the text and the way they process it. Here, the concept 'schemata' appears as an area of study, and which is defined as 'interlocking mental structures representing readers 'knowledge' (p. 34). In other words, when reading a text, readers relate the new ideas from the text with their prior schemata (background knowledge) which affect their way of acquiring information, 'The state of the reader's knowledge influences process, product, and recall' (p. 34). So, the term introduced by Bartlett to explain how the information carried in stories is rearranged in the memories of readers or listeners to fit with their expectations.

Another important contribution by Goodman (1967) affirms that the reader does not need to understand all the text words, but rather he needs to make predictions and check them against the text. Thus, the better a reader makes correct predictions, the less he will check the text. In doing so, Schema theory considers the background information as an important tool when dealing with a literary text.

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In a text comprehension, the reader has to use a prior knowledge existing in his mind so that he would be able to construct a rich input about what he reads. This involves mental representations of some situations that we come across, i.e. the knowledge of the world. Anderson et al, (1977) argue that every act of comprehension involves “one’s knowledge of the world as well”. When readers process a text, they do not “rely only on the printed words and grammatical cues to comprehend a text but also on what the readers already know about the text” p. 369).

To what regards the reader’s knowledge, Carrell (1983) distinguishes two types of knowledge or schemata; formal schemata and context schemata. To begin with formal schemata, it entails linguistic knowledge by including what is known about language, how texts are organized and the features of particular genres. Then, content schemata include the knowledge of the world and subject matter entailed by the texts. Therefore, it is clear enough that shared schemata or pre-existent knowledge contribute in the task of reading and communication more efficient. Students who do not share the same schemata knowledge with the writer of the text would find it difficult to understand what the text underlines and the message behind the printed pages.

If authenticity of classroom materials is a somewhat controversial issue, the same can be said about using literary texts in FL. Based on the researcher’s learning experience, some literature may be de-motivating, mainly because the sophisticated use of language in literary texts will either be lost on learners, or be completely irrelevant in terms of their immediate language. Thornbury (2005) argues, however, that the teacher ought to concentrate on the pre-text stage, providing background knowledge including cultural and biographical information, and might have to intervene more at the comprehension phase (p. 143).

Scholars interested in reading have affected two factors that may affect readers’ ability of reading literary and non-literary texts. The first factor has a relation with readers’ variables present when reading and the second refers to the nature of the text to be read. In addition, many researchers have been introduced to investigate the interaction between reader and text variables and its effects on the success of the reading experience. Alderson (2000, p.33) identified six factors that shape readers’ variables:

- The state of readers’ knowledge they have already gathered throughout their life
- The readers’ motivation to read
- The reasons of reading a text

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- The strategies that readers use when processing a text
- The skills useful for efficient reading
- The characteristics of readers like sex, age, personality, and their physical aspects including eye movements, speed of word recognition, automaticity of processing, and the like.

Knowledge of how the world works has also its influence on readers' processing of texts. Usually when reading a literary text, meanings are not explicitly stated, but they can be part of the individuals' knowledge about the world. As stated by Carrell (1983) readers may refer to their schemata and use the stored knowledge in their mind. Consequently, without these processes the comprehension of the text can be a dull task.

Further, Background knowledge may include cultural knowledge that an individual acquires from childhood and that has an effect on his/her understanding of texts. So, this knowledge may be limited and specific as other people's world may work differently, i.e. these people share the same culture or cultural knowledge that may affect their understanding of texts especially when reading in FL that bears cultural criteria itself since. Thus, language and culture are interrelated.

Since language and culture are closely related, content schemata (cultural knowledge) cannot be separated from formal schemata (linguistic knowledge) when reading texts in FL or L2. Block (1992) argues that beginning readers have a less developed knowledge of their language and a less awareness of the nature of that language, i.e. this is known as 'meta linguistic knowledge'. He adds that Meta linguistic awareness plays a role in learning how to read, and older readers have more control over their comprehension monitoring process than younger and less proficient readers.

From this perspective, vocabulary knowledge is not the only important factor for a sufficient reading; there are other external features which might create a conflict between the reader and the text and decrease reading excitement. That is why the literature teachers need to develop the so called "Literary Competence" to a certain extent.

1.10. Intercultural Competence

Literature is the broken mirror of the society's norms and beliefs. It reflects social, political and cultural features of any society. Literature reflects the real and the imaginary side of people's life. It aims to converse the fictitious world into real one.

Literature in EFL classroom can be a tool to enhance the learners' intercultural competences. Interculturality and Literature course, since it exposes learners to some unusual

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experiences from cultures that are different from their own cultural background. In doing so, the interpretation and the appreciation of any literary text depends on the extent to which learners are interculturally competent. In this range Han (2005) explains that “Students intercultural competence can be developed through the literature text”. (p.73)

Literature, therefore, can serve as an effective tool to develop the learners’ intercultural skills which develop their tolerance, cultural and religious diversity. It is argued by Ghosen (2002) that having an emotional intelligence is a key factor of developing tolerance as it requires the understanding of other “thoughts, feelings and intentions” (p.72). So, this idea stretches the relevance that literature can have in EFL classes. This kind of reading should provide learners with opportunities to express their opinions and feelings. Thus, being eclectic in choosing the suitable approach of teaching literature would be effective to explore literature from different angles.

1.10.1. Enhancing Learners’ Intercultural Skills

Intercultural communication has become a necessary need in the era of globalization; Neustupny (1988) asserts that “Intercultural learning is essential for better communication” (p.73). Han (2005) raises a point that even in the local classroom we may have students from different cultures and ethnic groups. A case in point is our Algerian educational institutions in which we find cultural differences between Arabs and Berbers, and between those who live in urban and rural areas.

Teachers therefore are required to pave the way for their students to get acquainted with each other’s’ cultures and foreign cultures, by enhancing their propensity to understand and respect the cultural stock of others who are different from what they already know in their own cultural context. Han (2005) argues:

In the literature of the past we can find the roots of the present, in the literature of the future we believe we will see the traditions of the past. Literature contains and presents both the transition of time and social reality as the agent of change. (p.74)

Indeed, literary texts help the readers to observe and explore cultures of other countries, their norms and their way of thinking. The literary reading experience offers the readers to compare their own social and cultural values with others; this would help them to explore new cultures and interact with them. Yet, teachers are required to select texts that could range the gap between both cultures and avoid texts which could be rejected and

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resisted by the reader. In doing so, the notion of intercultural competences and its development on the reader is related to the kind of text to be read and selected, comprehension and interpretation tasks to be assigned.

Therefore, giving to readers the chance to reflect upon their own cultural background and other cultures expressed in literary texts from different social contexts can be fulfilled through a discussion based literary reading experience. (Elliot, 1990) sees that this will enhance their critical capacities providing that the activities designed with the texts serve as efficient tools for the learners to read, understand, accept and y evaluate them contrary to their own views and social values.

1.10.2. Literature Course and Interculturality

Many scholars advocate the need for developing intercultural skills when reading. Byram & Risager (1997) argue that the learner should become speaker with an intercultural capacity rather than being a “native like speaker” (p.75). The advocators of this tendency (Kramsch, 1993; Han, 2005) agree that teachers should use skills, attitudes, knowledge and educational elements to enhance the learners’ intercultural competence. In fact this reveals that classroom atmosphere and teaching tools should aim to aid learners enrich their comprehension and acceptance of the cultural elements of the people of the foreign language under study. The aspects that will make them bridge the intercultural gap and compare between their culture and others.

What is more, thought literature teaching seems very useful and even necessary, it is still difficult to design the suitable lesson and follow up the students' achievement and competences through the reading process. In this perspective, Byram (1997) highlights different objectives to enhance the learners’ intercultural skills. A literature course should aim to help learns to identify linguistic, social and the cultural elements of the target foreign language , and express their perceptions towards these feature with regard to their own cultural elements and the fictitious character of the literary text they are reading.

In fact, making students aware of these elements will make them quite tolerant towards the foreign culture of the text. A case in point is that if learners encounter texts that deal with Valentine’s Day, this does not necessarily mean that the teacher is inviting the reader to celebrate it, yet he is invited to accept and respect this event as a part of the foreign cultural context. Many events in the foreign culture might signal how foreign practices are different

from ours and get the idea that not all people are made upon the same cultural convention. Therefore; this can avoid the encounter with cultural stereotypes, shocks and prejudices.

1.11. Role of the Teacher in Literature Class

It is necessary to draw attention on the role of a teacher in a literature class. Different scholars focus the eclectic role of the teacher (Yalden, 1991). The teacher should be flexible ready for any situation and then adapting his role accordingly. In literature class, the teacher has to use different pedagogical instructions and adjust them to literature teaching methods as well as to literature course content. Accordingly, Routman (1991) states:

The role of the teacher in literature -based instruction is one of decision maker, maker, mentor, and coach. The teacher plans and supports activities that allow learners to do those things one naturally does with literature. (p.41)

The literature teacher then is required to perform several pedagogical roles. As a decision maker he is required to decide how to manage and divide the tasks in the class. During learners work, the teacher has to appear as a peer not as a controller. Besides, he has to pave the way for learners to be involved in text selection and activate their prior knowledge through motivating introductions and warming-up. Martinez & Roser (1991) add the literature teacher should be available for supporting learners when reading, encouraging them to react to literary texts and engaging them in discussions and report writing. A case in point is reading and writing in a literature class, through reading aloud, acting on stage, performing activities and writing essays.

Despite these roles, he had better let students rely on themselves, he ought to accomplish these roles from time to time to act as a model so as not be reliant and spoon-fed (McKenzie, 1985). In general, any action performed by literature teacher is highly connected to the learning situation, he should encourage his learners to read, comprehend, interpret and enjoy literary reading to foster their linguistic and aesthetic capacities. Acting this way would also stimulate their motivation and make them read more even outside the classroom.

Further, assessment is of worth importance for both teachers and learners. Without assessing learners' performances in the literature class, the teacher will not be able to know whether they have reached the intended objectives. Assessing in a literature course can

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involve feedback tasks at the end of the literary reading sessions, commenting on writer ideas, debating or discussing, or even observing their performances in acting a play for instance or reading a poem. Another kind of assessment is that of correcting their written assignments, tests and exam work. Any written assignment should examine the learners' analytical, critical and literary capacities. For Carter & Long (1991), this would enhance the learners' opportunities to read critically and respond emotionally to literary texts. Therefore, assessing learners' literary progress should be based on evaluating before all their linguistic abilities, their literary knowledge and cultural repertoire.

1.12. Conclusion

The above discussion has tried to show that literary texts can be useful in the English language classroom. They provide learners with real language use and develop their skills. They can enhance different language skills, focus attention on combination of words, create a feeling for language, and help draw attention to different types of language usage and levels of discourse. All the advantages and approaches that literature offers for language learning and teaching are important in a foreign language classroom, in doing so this chapter has discussed the different approaches that are recognized by educationalists in implementing literature in the EFL classroom alongside the objectives of each approach. Moreover, the chapter has further explored ways in which literary texts such as short story, drama, poems and novellas could be used so as to derive maximum benefit in the teaching of language skills.

Equally, the theoretical discussion has attempted to raise some important issues in the field, namely text selection, literacy competence and its invaluable place in literature learning and teaching and, then, the notion of attitude and its weight in learning literature. All in all, the available literature provides convincing motivation for the appreciation of literature in language teaching. In the next chapter the research methodology employed to test the hypotheses and the research instruments is discussed.

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2.1.Introduction

This chapter displays the learning situation of the chosen population for this study. It aims to offer a comprehensive overview about the research's methodology and design; it introduces some background information about the setting which is in this case the department of English at Mostaganem University, the teachers, the learners and the content of the literature module. It reports the following points: design, population sample, setting, variables, sub-questions, hypotheses and data collection methods.

It also describes the learning situation of the informants and highlights the methods used for data collection in this study. Subsequently, the research instruments used for the collection of data are firstly a questionnaire for the literature teachers which consider the literature teaching situation, an attitude questionnaire for students to examine their perceptions, followed by classroom observation, experimentation and interviews as well; all these are described in depth ending up with a conclusion that sum up the whole chapter.

2.2.Introducing the Departments of English in Algeria

The teaching of English in Algeria is witnessing more and more progress because of the government policies, and the needs of development in the era of globalization. In actual fact, the study of English is considered as being significant and all students, regardless their field of interest, are required to learn English. The department of English aims at training students to become trainee teachers holding a BA degree during three years under (LMD system) with a curriculum that surrounds the four skills (reading, listening, writing and speaking). Moreover, all the language aspects as grammar, linguistics, phonetics, Anglo-Saxon civilization/ literature, didactics, as well as sociolinguistics, psycholinguistics, research methodology, ICT, ESP and TEFL are studied.

Generally, most teachers in the departments of English are Algerian trained either in Algerian universities or in foreign ones (The United Kingdom). They hold postgraduate degrees (Magister or PhD) in different fields such as linguistics, civilization, literature, ESP, etc. after some discussions with EFL practitioners in the department of Mostaganem, they stated that the targeted objective behind the teaching of English is to enable students to become competent speakers in different contexts as well as to be active participants in international exchanges.

To what regards literature, it takes an angle in the teaching of language; it is one of the main subjects on which a foreign language content syllabus could be based on. A literature syllabus does not include simply the use of literary texts for advanced language purposes but, it seeks to develop a cultural competence. From the discussion raised with some literature

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teachers, it is found that literature is a content knowledge module, a source material for reading, that needs to be introduced starting from the first year in the LMD system in order to become more familiar with this rich world and many of its concepts at an early stage of studies, including the different genres.

2.3. The Chosen Department for Study

As far as the target department is concerned, the study is carried at the department of English at the University of Mostaganem. Like the English departments in Algeria, Students are given a set of lectures and courses so as to reinforce their language competence. The first two years are fundamentally devoted to subjects, like grammar, phonetics (phonology), written and oral expression; students are also offered base courses on linguistics, literature and civilization (American and British).

Moving to third year, the focus shifts towards language awareness, communicative, intercultural competence and TEFL courses. Literature and civilization studies take part of the subjects designed for undergraduate students; also a course of methodology is provided for learners to prepare them for their future research. What is noticed in the targeted department is that the number of students embarked in the English section is, remarkably, witnessing a constant rise. This remarkable increase of students may be due to the existing status of English, as a worldwide language.

2.4. Participants of the Study

Since the present study has involved a sample population belonging to third year LMD students. It seems necessary to highlight the total number of students at this level. In general, like many other Foreign language Departments in Algeria, the total number of female students exceeds the number of male students. The students of the targeted department are aged between 18 and 24 years. All of them are native speakers of a dialectal form of either Arabic or Berber.

What have been noticed is that 50 students were repetitive; and even not the whole number of students attended the courses amongst which the literature courses, so one should be mindful that it was not easy to collect data from the overall population of third year students. The table below gives the total number of students and shows the proportion of both male and female students:

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<u>Gender</u>	<u>Number</u>
Male	52
Female	133
Total	185

Table 2.1 Number of students rolling in Third year (LMD) (2016)

2.4.1 An Overview of Teachers and Students

Sampling is an important procedure in any research project. In fact, its importance comes from the fact that narrowing the sampling procedures would determine the extent to which the research data can be generalized. Sampling implies selection of a number of elements from a large group of objects, for the aim of being able to draw general conclusion about the entire population. Moreover, though the focus in education is on the learner, one should bear in mind that the teacher is also an active element who contributes in piloting learners and creating the suitable learning context.

From the discussion undertaken with students and literature teachers in our department, it has been examined that most teachers give their students an idea about the literary texts they are going to read. Besides, students are also exposed to the authors' background and the literary movement that corresponds to the literary text. Additionally, the literary works are more often based on the teachers' choice rather than students' preferences and concern. Yet, the selection of the appropriate works remains a hard task for teachers, and in line with this idea the problem is the availability of works that are at hand of the majority in terms of the language level and culture, a task that teachers find difficult to achieve. Accordingly, the difficulty students may meet in reading the literary texts seems a challenging task.

Additionally, Lecturers find difficulties in the selection of the appropriate literary texts, almost all teachers of literature supply their students with notions of the targeted literary work and handouts where the plot summary and the themes are mentioned. More importantly, the lack of authentic materials seems to be a remarkable observation in the literature classes. Furthermore, the literature subject is studied in large classes where the amount of students goes above one hundred. As a matter, literature lectures are mostly teacher-centered approach

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where the teacher keeps under control the talk, while most students take notes as it has been noticed in this research.

Regarding the students' learning background, the students master their mother tongue which is in this case MSA. Besides, the performance of English as a foreign language is narrowed to educational settings, yet Arabic and French are generally used on a daily basis.

2.5. Research Design

Designing research procedures enables the researcher to conduct data in an organized and systemic way. In this perspective, Gupta and Gupta (2011) claims that research design must consider the following features:

- It must be built upon a well-defined plan that shapes information related to the study problem.
- It must have a clear strategy for data gathering and reporting.
- It must take into account time constraints.

Studies on methodology reveal the existence of different methods for data collection taking into consideration that no specific method is better than the other. Gass & Mackey (2007) view the selection of a method over another depends on the type of the research problem and the type of questions to answer.

Moreover, it was important for the researcher to question the subject of study, how information will be gathered and how results will be generated. The study process of this research consists of various stages: problem, research questions and hypotheses, research design, data collection, data analysis, and conclusions.

Apart from the aim of investigating the relevance of using literary texts in our EFL context, the present study also tries to illustrate the impact of the proposed ways of literature teaching on undergraduate students. To this end, qualitative and quantitative data gathered in a genuine teaching/learning context will be used.

The design adopted is determined by the aims and questions. In view of the researcher's readings within the area of research design in the field of applied linguistics, an experimental design has been. The following part will discuss what was designed and why.

2.5.1. Restating the Research Aims, Questions and Hypotheses

At the outset of the discussion, it would be suitable to revisit the main objective of the current research so that main aims could be reconsidered, which in turn, would give the reader adequate justification as to why the current research design has been selected over any other.

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As mentioned previously, towards the end of the university stage, EFL Algerian students are expected to have grasped adequate communicative input, as well as repertoire of language skills which would enable them to use language in today's world. Nevertheless, in spite of the efforts made in the field of teaching English, acquiring these skills and competencies is still a challenging task. In this perspective, when we Consider the benefits gained from exposing EFL learners to literary texts, it is the attempt of the current research to highlight some appropriate notions to EFL students' disappointing achievements in literature reading classes and in English as well.

The common problem encountered in using literary texts is language and culture. Many EFL teachers and learners see literature as being peripheral because literary language is seen as incomprehensible. If we ask students or teachers about literary language, their answer is that it does not stick to common usages. Besides, the literary vocabulary and grammatical structures are often considered to be complicated.

There are several difficulties while integrating literature in EFL language teaching in general. On one hand, the most common problem is teachers' uneasiness to cope with a wide range of genres (poetry, novels, novellas, short stories and dramatic texts), this problem is due to the absence of training in literature and the non-mastery of literary jargon and some critical tools. On the other hand, students' cultural ignorance is an obstacle that hinders the interpretation of the literary reading experience; they prefer texts that do not lead to cultural clashes. In doing so, literary texts are always criticized because they are works of fiction that are partly artificial. Despite of all the acknowledgements that literature facilitates the acquisition of foreign language, Algerian university students still feel uncomfortable when dealing with literary texts in English language.

It is for this reason that the researcher has decided to look at the teachers' and students' views towards literary texts and their attitudes towards English language culture. The gap between the students or teacher's attitudes and literary texts stimulated the curiosity to discover the reasons behind this issue. This study seeks to investigate whether the EFL learners' exposure to literary texts affects their acquisition of language forms; analytic and cultural competences. The current study is motivated by the following research questions:

1. What attitudes do EFL learners hold towards literature?
2. What are the challenges encountered by teachers and learners while dealing with literature?

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3. What kind of literary texts and themes are appreciated by learners?
4. Are the cultural differences found in the literary texts responsible for the learners' uneasiness to deal with literary texts?

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

1. It is presupposed that EFL learners have mixed feelings towards literature and literary studies.
2. It is hypothesized that one of the most important challenges is the teachers' and learners' uneasiness to cope with a wide range of genres due to the linguistic and cultural complexity found by learners.
3. Learners may appreciate texts with simple structure and themes responding to their needs and emotions
4. It can be hypothesized that students' dislikes is not only related to the cultural differences, but also the way these cultural features are presented and discussed.

2.5.2. Mixed Research Methods

The current research has adopted a mixed method approach. Seliger and Shohamy¹(1989) find that it is important to use both qualitative and quantitative research methods in the context of FL studies. These scholars indicate that a research investigation requires the use of more than one which can be generated in different measures of data conduction, analysis and interpretation.

In doing so, the reasons of mixing methods in this research; is that the researcher is aware that sticking to one method either quantitative or qualitative may not fully address the research questions, the more different methods are used, and the better confirmation is achieved. Moreover, different perspectives can be built when addressing the problem.

Additionally, Toole and Abowitz (2010) add that by using mixed method research design, researchers will be able to establish the relation between the different independent variables of a research study. They add that opting for a triangulation method and mixed measures to answer the same question or validate or invalidate the same hypothesis; is a complementary procedure in the research paradigm.

¹Seliger, H. W., & Shohamy, E. (1989). Second language research methods. Oxford: Oxford University Press.

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As far as research design is concerned, Maxwell and Loomis (2002) propose that if the researcher thinks that one method or strategy may not fully address the research problem, the mixed method research design can thoroughly do it. From this perspective, the researcher is aware of the necessity of diversifying the methodology of investigation.

Further, Maxwell & Miller (2008) argue that several principles are important to consider when conducting a mixed method research. Examining Maxwell & Miller's (2008) model, the researcher would be aware that an effective research design is one in which the different components complement each other. The mixed method model seeks to help the researcher understand the main structure of the study as well as to arrange this study in a logical manner and bring it to valuable conclusion.

One of the essential elements that influence the investigation procedures is that of the topic, and the question selected for study. The topic chosen has to do with the issues that English language teachers and learners go through in teaching and learning English as a foreign language. This was in line with Maxwell's perception that the "touchstone of the researcher's own experience may be more valuable an indicator for a potentially successful research endeavour" (Maxwell et al, 2008, p.35-36).

2.5.2.1. Qualitative Research Methods

Maxwell (2004) argues that the interest of a qualitative study is not only in the physical events and behaviour taking place, but also in how the participants in the study make sense of these events and how the comprehension of these events influences their behaviour. He adds that a qualitative research design seeks to shape the understanding about the particular context within which the participants act and how this context affects their activities. Qualitative researchers study a small group of individuals or situations so that to keep the individuality of each of these in their analyses, instead of collecting information from large group. In this manner, they are able to see how events, actions, and meanings are molded by the unique circumstances in which these happen (Maxwell 2004, p.3-11). Although qualitative research is not unconcerned with outcomes, a major strength of qualitative studies is their ability to get at the processes that lead to these outcomes, processes that experimental and survey research are frequently poor at identifying (Maxwell, 2008, p.221).

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For this study, data collection activities have been carried out in close proximity to a local setting for a restricted period. However, qualitative data are not usually and instantly accessible for analysis and require some processing; for instance, there remains the need to correct raw field notes. This is mainly due to the limitations that surround any qualitative research and qualitative data analysis which must be considered.

2.5.2.2. Quantitative Research Methods

Generally, quantitative data collection is concerned with gathering and interpreting numerical data contrary to the preceding process of just describing what is observed. Brown (2011) defines quantitative research as an investigation that focuses on counting things and on understanding the patterns that rise up from those counts. These counts provide reliable statistical measures and reflect the whole views of the population.

As indicated by Aliaga and Gunderson (cited in Mujis, 2010), quantitative methods are used when the sort of information accumulated is numerical and its interpretation appeals to mathematical and statistical methodology. The characteristics of this type of research are mainly based on numbers. Kloos et al (2011) attempt a set of shared characteristics of quantitative design that can be summarized as:

- Quantitative methods aim at investigating measurable differences and variables and the extent to which these possess a cause-effect relationship.
- The raw material for a quantitative method is numbers.
- One major goal of these methods is to define the cause-effect relationship of definable variables.
- Experiments are examples of quantitatively analyzed data to check the relationships existing between a given set of variables.
- The results collected through quantitative methods can be generalized across a number of related domains and contexts.
- Quantitative methods standardize measurements to ensure aspects of reliability.

2.6. Instrumentation

Before starting the investigation, the researcher attended some literature classes, and went into contact with teachers of literature to be closer to the way literature is taught. What is noticed is that students still depend on the teacher in telling almost everything. The students are rarely involved in interpreting the hidden meaning of texts, students are passive recipients,

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and this may lead to think of different factors as time allocated to literature classes, the students' huge number and the setting, linguistic level and cultural differences. Yet, still these reasons do not fully justify the literature teaching situation in our department.

After identifying the teachers and students who would take part in the study, notions and ideas about the activities used in the literature classes for third students are gained. First, the content of the course plans to present the literature course is prepared. This helped the researcher to explore the nature of literary texts, activities and strategies adopted at this grade. After that, the teachers and students are informed about the objective of the study.

Then, attitude questionnaires were given to teachers and students to know their general attitudes towards using literary texts as well as their preferred skills to teach language through literary texts. Third, a classroom observation was realized, to investigate the interaction between the researcher who acted as a teacher and students with the activities of literary texts in the language classroom.

Finally, a semi structured interview is administrated to students who participated in the experimental study to find out more about practical issues encountered by the learners in using a particular literary text in the observed classes, to follow up some specific and interesting issues and in order to triangulate the data from, classroom observation, questionnaires and interviews.

As stated earlier, this chapter follows the ways in which the literature teacher can teach the literary module and cultural subjects to his/her learners, the way students perceive the foreign culture clash against the characters' behaviors that may differ from their original culture and beliefs. To do this, proposed literary sessions in the literature class will be depicted: the chosen level is third year (LMD) students at the University of Mostaganem.

The research instruments are used for gathering data to look at learners' situation in learning literature at the university level, the utility and the role of teaching literature as well as students' reactions towards the target culture. The instruments used are as follows:

- Questionnaires for both teachers and learners.
- An experiment with a structured observation of the learners during the literature classes.
- An interview with students who participated in the experimental group.

2.6.1. Questionnaires

As a tool to gather valuable data from informants, the questionnaire can serve as a valid research instrument. Nunan (1992) claims:

A questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subjects.(p.231)

The quality of the questionnaire is an important element that determines the validity of the data to be collected. Such an instrument is used in our research work due to the set of advantages it offers. Therefore, it seems important to cite the main positive aspects of using the questionnaire:

- The collected data is standardized and therefore easy to be analysed.
- Data can be easily gathered from a wide number of informants.
- The use of such a tool has some ethical consideration of research; it preserves the anonymity of the respondents, and so, it may result in reliable data.

The questionnaire can collect different data as facts, personal views, interests, personal experiences, perceptions and ideas (Wallace, 1998). He adds that Questionnaires should be clear, simple, relevant and user-friendly; the questions can be open, closed as it can be a combination of all of them.

The questionnaire is designed through the consideration of the theoretical section of the thesis. It is related to the first chapter focusing on the main features related to the current research interests. The questions are directly related to the major points mentioned in the theoretical chapter: the relevance of teaching literature in FL classes, intercultural competence and interaction, cultural acceptability in exploring ways of thinking; the value of literature teaching in picturing the FL community, the different aims of including the literary component among both teachers and learners , how the literary text is selected and how to reflect upon what they read exemplified in two different literature teaching models.

Two surveys are designed for this research, a questionnaire for teachers and a questionnaire for the learners. The research instruments are meant to analyze a sample of the learners' attitudes towards the learning of literature. They also investigate the teachers' views

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about the integration of literature in the EFL context, their teaching practices in teaching literature and their teaching approaches. The aims of these instruments are as follows:

- To construct an idea of how the teaching of literature is perceived in foreign language teaching and investigate the mains aspects and facts for teaching literature.
- To examine the situation of teaching and learning literature in the department of English at Mostaganem university.
- To suggest a theoretical framework to the teaching of literature based on the results obtained from the analysis of information of the learner's and teachers' responses.

The investigation is implied through the following procedures:

- The analysis of learners' attitudes towards literature courses.
- The investigation of the teachers' views of literature integration in English language teaching and their teaching practices in teaching literature.

Nunan (2005) sees that a questionnaire would enable researchers to gather information in field settings; he classifies the questionnaire items into two categories; open-ended items and closed-ended items. In an open question, the respondents can decide what to say as well as how to say it, whereas in a closed question, the respondent is asked to choose one of possible responses determined by the researcher. Questionnaires can consist entirely of open questions, entirely of closed questions, or a mixture of open and closed questions. To ensure valid and reliable results, piloting the questionnaire would be of great importance.

Taking into consideration the time constraints, the nature of the investigation and also in order to avoid confusion among the informants, it was at times crucial to design questions that would require the respondents to be precise, focused and definite in their choice. Both students' and teachers' questionnaires include open and close ended questions. Therefore, closed-ended questions involved structured answers that offered clear selections of what the respondents know, think and can do. Munn and Drever (1993) state that by identifying the possible range of answer choices for informants to select from, the researcher would be able to gain enough time to analyse the collected data. Wallace (1998) also adds that structuring questions enhances the consistency of answers across the involved respondents.

The open-ended questions aimed at eliciting diverse data and points of view bearing in mind that they are more demanding on time and to respondents and also that they may not be the most effective ways to target precise information (Allison 2002). Some open-ended questions are provided in the questionnaire to make informants to express their opinions about

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issues of the current research. The researcher in this study found that some questions require giving the respondents the freedom to explain their points. So, open-ended questions are useful as they exactly highlight what the informants would like to say (Bloomer, 2010). Nunan (1992) sees that the data obtained from open-ended questions can be rich. In doing so, informants were asked to add comments on items that were otherwise closed with the aim that the added information might serve as a compulsory data to the answers gained from respondents who might find it difficult to fit what they wanted to express.

Additionally, Open questions help discover the respondent's priorities and frame of reference. They seem to be easy to answer and pose little worry since they require no right or wrong answers. Closed questions, on the other hand, are precise and frequently limit the choices available to the respondent. Anderson and Arsenault (1998) assert that open and closed questions are complementary and often work together to provide a balanced, relevant flow of data. As the researcher attempted to gather as much information as possible from the respondents, she thought it suitable to include both open-ended and closed items in order to obtain a relevant amount of data.

2.6.1.1. Students' Questionnaire

The researcher sought the consultation of the supervisor for the purpose of ensuring questionnaire validity and since the researcher opted for administrating the questionnaire when students were all together, it was necessary to realize a piloting procedure, the researcher administered it first to some learners in order to have an idea about the time needed to respond the questions and also to check its understandability among learners. Five students were chosen to be addressed, and it was made sure that respondents would answer individually the questions without any intervention. The pilot administration was satisfactory for the majority of the questions; however three questions in the second part were paraphrased due to the students' inability to grasp the meaning of the answers proposed.

The questionnaire is administered to third year (LMD) university students of Mostaganem. Their official number according to the attendance sheet designed for teachers' needs and obtained from the administration of the department of English, is 185 students officially enrolled for the academic year 2016 , 133 female students and 50 male students and 88 of the whole students number are repeating the year . In doing so, 100 copies of the questionnaire were prepared for questioning, yet, 95 of the students were present during the course and thus 95 questionnaires were obtained.

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The students' questionnaire seeks to check their attitudes towards literature learning in FL class and its role in transmitting the cultural patterns of different foreign countries. In the first part the respondents are asked to provide some information about their sex and age. The next part is designed to assess the students' knowledge about the concept of 'literature' and its relationship with The FL class. Their familiarity with the sources of learning literature, and the literary genres they see more important to study is also evaluated in this section. The third part can be considered as an important part of the present study because it deals with the place of culture in the literature class.

It includes questions which assess the students' consciousness of the role of literary texts in providing them with knowledge on foreign culture. In doing so, they are asked about the link between literature class and their cultural understanding. Also, the possibility of cultural clash in literary sessions is checked in this section where the respondents are asked about their attitudes when they meet the religious and social behaviours of characters that are different from their own religious and social beliefs.

For decreasing the drawbacks that a questionnaire may lead to, and as questionnaires are pencil and paper methods of collecting data, participants in the present study were asked to hand in the completed questionnaire directly to their class teacher, which had positive impact on response. The statements in the students questionnaire are constructed in a simple terminology so as students will not find the answering a difficult task; on one hand; and to be able to return it to the researcher in an optimal period of time; on the other hand.

After that, the questionnaire administration took place in class to make sure that all respondents would answer and give back the questionnaires, as mentioned before 100 copies of the questionnaires were prepared for distribution, 5 questionnaires were returned. While the students were completing the questionnaire, they were asked if the instructions, questions and layout of the questions were sufficiently clear. Requests for clarification were also invited; the researcher also explained terms and rephrased questions when appropriate. This is a description of the students' questionnaire items:

Part One:

The first part includes some background information about the respondents. They are asked to mention their gender and age.

Part Two:

This part revolves around examining the literature teaching situation, it includes three sub-parts. The main focus is shed on participants 'perceptions towards the literary text experience,

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the problems encountered when reading a literary text, as well as the reactions of learners towards the native speaker's culture as depicted in the literary text.

- The first item of part two is a general descriptive statement about the term literature, it moves gradually from the general description of literature.
- The second item seeks to measure students' opinions towards the importance of literary text experience in foreign language teaching. It aims at observing the extent to which students view reading FL literature as an essential tool for enhancing language learning.
- Item three relates to the experiences associating a literature subject and how its importance is viewed by learners.
- Item four seeks to investigate why students read literature, to find out its degree of appreciation among learners and how they view the reading experience. It tests the general tendency students might have towards the literary texts experience.
- Item five addresses student's choices and preferences of the literary genres.
- Item six moves gradually to find out the obstacles that hinder the literary reading experience success. The choices were provided according to the obstacles mentioned in the theoretical part and that are found by learners, either in terms of ambiguity, linguistic difficulty or the teacher's methodology in explaining the literary text.
- Item seven goes through the internal aspect of the literary text, students are asked about some difficult features of the literary text, like the themes that a literary text vehicles.
- Item eight is concerned with the linguistic deviations found in the literary text. Here the learners are asked about the metaphorical expressions found when reading a literary text. This question aims to check their degree of understanding of these kinds of expressions. Three choices are provided either they do or not. And if not the learners are asked to provide an explanation to find out what factors influence their understanding.
- Item nine is concerned with how students read in order to elicit specific information from the text. This question seeks to relate students reading techniques to their comprehension. The next subpart moves gradually to highlight how culture is influenced by literary reading.
- Item ten pictures the relation between literature and culture. It is rooted from the theoretical part dealing with cultural competence through literature. Having a relation with the research, it includes students to give agreement or disagreement with the idea

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that there is an existing relationship between learning literature and learning about cultures.

- Question eleven relies on the ideas mentioned on the last section of the first chapter. It seeks to measure the students' agreement with the idea of incorporating the cultural background to understand the story event.
- Item twelve seeks to check the students' tolerance and attitudes towards the cultural practices that are found in the literary text and that are different from their own.
- The last item touches a sensitive aspect found when dealing with a literary text, the religious and cultural practices. Here, the researcher seeks to find out the students' reaction when the teacher explains utterances and events containing these practices.

2.6.1.2. Teachers' Questionnaire

The teachers' questionnaire includes close-ended questions, and there are some cases where teachers have been asked to provide their own answers. Very briefly, the respondents are given various response options to choose from by ticking one or more of them. So, the types of questions are the following:

- **Demographic question items:** these questions concern the bio data of teachers, they ask for background information such as gender; work experience, degree(s) held, etc. Open-ended questions are those that allow informants to answer in their own words.
- **Open-ended Questions:** These are mainly meant to seek free responses about the approaches implemented in teaching the literature subject, and these questions aim to determine the respondents' opinion of the subject under study.
- **Close-ended Questions:** one type of close-ended question is dichotomous question which allows respondents to choose one of two answer choices (e.g. 'yes' or 'no'). The second is multi choice questions which allow respondents to choose one of many answer choices. Sometimes, if none of the items provided applies, the respondent has the option 'other' category with an open-ended question of the kind 'please specify'.

In addition, All in all, the questions included in the questionnaire are intended to help the researcher gain insights into the following elements:

- The teachers' views of integrating literature in the degree of English.
- The content they teach and the methods they use as far as teaching literature is concerned.
- The teachers' attitudes towards the teaching of literature.

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- How teachers perceive their learners' knowledge and reaction regarding the literature subject and the cultural elements.

As mentioned before the teachers' questionnaire is designed to teachers who have been teaching English literature at Mostaganem University. The following is a description of the questionnaire's items:

- **Part one:** includes some background information about teachers, their gender, degree held, years of teaching experience and subjects taught and qualifications.
- **Part two:** revolves around examining the teachers' literature teaching experience and the attitudes they developed vis a vis their learners and the subject taught. It includes five questions from 1 to 5:
 - Item one investigates teachers' opinions towards the integration of literary text in foreign language teaching. It aims at observing how teachers view reading FL literature as a tool to enhance language learning.
 - Item two checks whether teachers design their own syllabus of English in teaching literature. The researcher aims to see how the teachers objectivise the text influences their syllabus design.
 - In the third item the teachers are asked about the literary text selection, they are asked whether they select the text according to their preferences.
 - Item four seeks to investigate the teachers' preferences of one literary genre over another; they are provided with five genres and asked to order them according to their preferences and easiness when dealing with it.
 - Item five moves gradually to find out the method used by the teacher when reading a literary text with the students, either extracts or the complete original work.
 - **Part three** revolves around highlighting the literary class situation from the teachers' own perspectives. It includes eight questions from ten to thirteen:
 - Item six was planned to check whether teachers are aware of their students' preferences, and if the answers they provide are approximate with the answers provided in the students' questionnaire.
 - Item seven moves to check the teachers' interpretation of their students' motivation in a literature class.
 - Question seven touches an important feature when dealing with a literature class; it is the students' motivation and interaction during the class discussion.

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- Question eight pictures the methodology used to teach literature. It is rooted from the theoretical part dealing with the cultural approaches to teach literature. Having a relation with the research, it includes teachers to give insights about the approaches and models they adopt when teaching any literary work. The researcher aims to know whether the teacher paves the way for students to let out their own conclusion and interpretation of the literary writing.
- Question nine is concerned with the obstacles teachers find when treating a literary texts. Here the teachers are asked whether they find obstacles when teaching a literary text.
- Item ten goes on to specify the obstacles lying behind the lack on interaction whether cultural or linguistic or even both.
- Item eleven aims to construct a deduction about teachers' awareness of the cultural literary relation and explain how this awareness may affect their students.
- Question twelve moves towards a sensitive aspect in literature teaching; culture, teachers are asked whether teachers encourage their learners to explore cultures and attitudes that are different from their own culture. The aim of this question is to find out the extent to which teachers are aware and able to deal with the cultural aspect without uneasiness.
- The last item aims at finding out the objective of a teacher in a literature class. The objectives mentioned in the question are related to the approaches mentioned in the theoretical part. The research aims to picture whether the literature class is teacher or learner centered.

To whole up, for ensuring questionnaire feasibility, the researcher has taken into consideration different issues, amongst the most important of which are: purpose, length, item type, politeness, the pre-distribution procedures so that to accomplish data analysis.

2.6.2. The Experimental Study

Taking into account the conventional ethical considerations, the researcher asked for permission from the head of the English department, who did not hesitate to collaborate. The goal of undertaking experiments is the validation of the hypotheses suggested in the research and resolving the research questions. Coon & Mitterer (2008) define experiment as an attempt that confirms or disconfirms a hypothesis. So, it is a study process for gathering information that either validate or invalidate what is presupposed by the researcher.

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In doing so, experimental sessions in this study examine the subjects' behavior and their interactions under particular conditions. In this regard, Beveridge (2006) hypothesizes that an experiment usually implies making an event occur under known conditions while many external impacts are detached and close observation and perception is possible so that relationships between different factors can be highlighted.

The experimental design seeks to measure the variation between sets of scores and state the degree to which these are different from each other. As indicated by Goodwin (2009) the main quality of experimental strategies is the treatment of the independent variable in a way as to have effects on the dependent one. In this way, all other specifications are to remain constant with the exception of the independent variable.

Moreover, experiments seek to compare between a set of two groups control and experimental. Aparasu (2010) indicates that the difference in results on both groups is measured before and after the intervention. Thus, the focus is on the experimental group as the aim is to check the impact of intervention and mediation, while the control group is used to examine any changes that occur during the intervention. All in all, experiments are research instruments that permit researchers to investigate cause- effect relations between experiments, but it is a real challenge for the researchers due to the time constraints.

According to Brown (1988), a population refers to the whole group that is the target of the study, he adds that from a population a sample can be extracted, the sample is taken to make reference to the population itself. The population of the current study consists of third year LMD students preparing for a "BA degree" in English as a foreign language at university of Mostaganem. This population has been specifically chosen for the following reason. It is at the level of third year LMD that the students have studied the module of literature for the previous two years, where they learn some literary basics and dealt with literary works too. In fact, it is only at this level that students dealt with the literature module enough and might tried different literary genres, which makes it possible for the researcher to carry out the study.

Speaking about sampling, Brown defines sampling as:"A sample is a subgroup taken from a population to represent it". For him, there are two ways of selecting a sample: choosing groups randomly selected for an experiment such as in the pretest-posttest designs and experimental/control group designs, or using pre-existing groups like in naturally occurring group designs "quasi experimental-designs". (Brown, 1988, p.154)

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Stangor (2010) defines sampling as the selection of people to participate in a research investigation, usually with the aim of using these people to make reflection about a larger group of individuals. A sample is a description of the larger population; it is either chosen randomly or as it originally exists in the real study setting, the sample population needs to possess the same or similar characteristics as the wider population to which the research findings will be applied.

From the core class a representative sample of twenty students, designated the control and experimental groups was selected randomly for longitudinal study and detailed analysis of work. The study was conducted in the academic year 2015/2016. The participants were supposed to have a pretest and a post test. The aim of both tests was to check the ability of the participants to interpret texts and intercultural aspects of the text as well as to check the linguistic capacities gained from the literary reading experiences. The post test is much more concerned with the students engaging their personal experiences within the text they were exposed to.

The study sample consists of 24 participants, divided into two groups one experimental and one control group 12 students for each. The students are almost between the age of 19 and 25, they are not from the same city (Relizane, Mostaganem and Chlef) and they have slight differences in their cultural backgrounds. The sample has been limited to this size for the following reasons.

In this investigation, the participants are supposed to have both a pre-test and a post test, thus the researchers thinks that the process of analysis of the students' assignments and their interactions requires a small sample. Also, not all the students had the desire to participate for the study and to be available on a weekly basis. So, for the reasons of time management and economy and to achieve accuracy the decision has been taken to limit the size of the sample. In the first session of the experiment, the researcher explained to the students the purpose of the work, what she wants to do, why and what she expected from them. The students were available and ready to this experience.

2.6.2.1. The Selected Materials (Literary Texts) for Reading

Eight literary texts were chosen for the study. The texts selected were three short stories, two novellas, two plays, two poems, they were chosen with relevance to the official program. I also took into consideration the methods of teaching literature by the majority of

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teachers and the most commonly asked questions by teachers in exams. All these have been enriched by continuous meeting and discussions with literature teachers. All of the works were presented in their original forms except the two novellas were presented in form of summaries and extracts. The titles of literary texts selected used in the experiment are mentioned next. Each of the literary text was printed and given for students; the texts were given to students in form of handouts in every literature course presentation.

2.6.2.1.1. Short Stories and Novellas

According to Collie and Slater (1987) short stories can be a good tool in ELT classes at different levels; they offer greater variety than longer texts, short stories are the ideal way of introducing students to literature. The short story provides the teacher with a rather convenient vehicle for examining literary elements in a limited context. The short stories selected do not exceed eight pages considering the fact that each session takes one hour and a half. Novellas are a longer narrative, but not as lengthy as novels. They can be presented in form of extracts, For EFL learners, longer narratives should preferably be broken into shorter parts. Nuttall (1982) suggests sections of about 250 words or 20 lines. Understanding each section and how “it contributes to the whole helps learners’ comprehension of the completed text”. (p.156)

2.6.2.1.2. Drama

It is often held that drama can be a good resource for language teaching. Saricoban (2004) sees that the use of drama raises the students' proficiency of the target language and their cultural competence. Learners should make use of drama to link their comprehension with life experiences, reflect on particular situations, and make sense of their extra linguistic world in a deeper way. EFL practitioners are always required to lookout for new ideas and activities to expand the repertoire of dynamics in EFL class rooms. In the line of reasons for choosing this genre, two drama works were chosen for the study.

2.6.2.1.3. Poems

Poems share universal human features that induce students to explore their feelings through personal involvement. As stated by Lazar (1993), poems are efficient in developing cross cultural understanding; they represent a tool for learning about the FL cultural issues that may enhance mutual understanding. In line of the reasons stated above to choose all of

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the literary genres, the following table summarizes the sample texts chosen for the intervention:

<u>Literary Texts' Title</u>	<u>Genre</u>	<u>Author's Name</u>
The Boarding House Eveline	Short story	James Joyce
The White Stocking	Short story	D.H Lawrence
Of Mice and Men	Novella	John Steinbeck
The Zoo Story	Drama	Edward Albee
The Room	Drama	Harold Pinter
At Grass	Poetry	Philip Larkin
Reasons for Attendance	Poetry	Philip Larkin

Table 2.2 The Selection of Texts

2.6.2.2. The Treatment Procedure

Regarding the purpose of the experiment, the researcher has assembled all the possible information from the administration and students that could be helpful in the investigation. As mentioned before, the sample includes the students who have taken the pretest, have been under observation during the treatment, and finally have been post tested. Before the intervention period, discussion of about 30 minutes was held with the group of participants²used for the study. In spite the fact that they are aware of the importance of literature in EFL learning and do not disagree with the fact that it is a good learning material, they feel paralyzed when it comes to using or reading it. They say that they cannot understand the meaning of the stories because of the expressions used. With these problems, students refuse to read literature and find it difficult to appreciate the literary reading experience.

²The researcher is aware that difference exist and that if the research was conducted with another group, the results would be different.

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The experimental sessions were held in more than twelve weeks. The class meets every Tuesday morning from 9.30 am to 11.00 am and sometimes from 11.00 am to 12.30 pm. The literary text presentation took place once a week and sometimes two times a week and lasted about eighty to ninety minutes for each group, the set of literary texts were presented in the order of short stories, novellas, poems then plays. In addition, Tasks for both groups were given in form of homework to check and enhance their understanding of the text. The students' opinions also are checked indirectly through some of their tasks and assignments.

The researcher thought that the written work can be an important source of data about their linguistic and cultural understanding of the text. Each student in both groups is supposed to have gone through a pretest before the intervention and a posttest after the treatment. Each students is supposed to read the text and then to answer the accompanying questions individually in both tests. The time allocated for the tests is one hour and a half. The aim of the pre-test was to check the students' abilities to depict meaning from the text, and to understand the events in a story, whereas the post test was more concerned with incorporating the students' opinions, personal background by relating and comparing aspects of the foreign culture and their own culture.

The proposed activities for the classroom observation and experiment are quite varied, as they are associated to the research objectives and situation. Students of the experimental group mainly are exposed to a set of classroom activities (expression, communication, interpretation, diagnosis and construction of their own knowledge).

2.6.2.2.1. The Objectives of the Proposed Literary Sessions

The teaching of a foreign language is finalized by the need to enrich the cultural and analytical skills of the learner. For the sake of reaching this aim, the research study tried to release the speech of the student, to promote communication and expression, which are essential functions of Language that motivates the acquisition of the language. Regarding the information gained from teachers of literature in the department, the aim behind setting the proposed course was:

- Enable students to explore cultural knowledge about the FL community through its portrait in the literary text.
- Enhance students' critical and analytical thinking abilities.

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- Invite students to relate the cultural aspects of the literary text and refer them to their native ones.
- Empower students to develop the tendency to interpret the text incorporating their personal knowledge and own opinions about both cultures.

2.6.2.2.2. Setting the Groups

First, the control group is composed of twelve students, they were asked to answer questions concerning plot and setting. The teaching consisted primarily of reading passages from the story, rephrasing and explaining them. The researcher addressed some questions to the students about the plot, theme, characters and so forth. Few students were able to answer the questions. Other students, however, were “out”, contributing nothing to the literary sessions, and this is because they didn’t read the texts at home. The researcher did not involve the students in group discussion; questions about the theme were addressed. The students could not penetrate within the texts to identify its underlying meaning.

The experimental group is composed of twelve students too. The main aim of the intervention in the experimental group is to enable students to share their personal opinions and involvement and experiences when discussing a literary text. Moreover, they are encouraged to be tolerant towards the cultural practices that are different from ours, through the implementation of cultural and personal growth approaches. The literary text teaching phases were as follows. First, the pre-reading phase which includes the background of the author and the story. Second, the while- reading phase implies the literary reading experience, discussion of the themes and the story content. In the post-reading phase the students were invited for answering questions concerned with the literary texts used.

Students were also paved the way for free reaction, through the application of reader response theory which tolerates the reader to integrate his personal experience from his own culture, as well as his own background to respond to the text.

So, Discussions of the literary texts are based on asking students to relate some FL cultural practices to their native context and then to reflect upon them and compare. The researcher had to ask some the more important question: “what do I want the participants to know, understand, and be able to do as a result of their reading of literature? “The list of objectives determined by the researcher for reading literature:

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- Enabling students to recognize the role literature plays in telling the story of cultures.
- Enable students to grasp some cultural features about the FL world through its illustration in the literary text.
- Develop the students' critical thinking competencies.
- Invite students to relate the content of the literary text and interpret it from both cultural angles; their native one and the FL one.
- Empower students develop discussion skills that enable them to converse with peers about the literature they read.

2.6.2.2.3. The Pretest and Post Test

The same short story is used for both tests, a short story was used for the tests because it can be read in one setting and students are not exposed to endless amount of pages (Vasquez Garcia, 2010). The story title is: "**The Nightingale and the Rose**" by Oscar Wilde. As stated before, the researcher set a pretest at the beginning of the experiment for both control and experimental groups. After the exposition to the literary readings, students have another posttest on the same literary text. The changes in both control and experimental groups were analyzed through the students' written assignments, the difference in analysis was examined and students' interpretations are measured.

The researcher opts also to assess students' linguistic and cultural competences before and after the intervention. The ability of the students to relate their background knowledge with the target culture can be also pictured through the students' answers and their propensity to adapt the foreign cultural elements found in the text and relate it to their owns by using their critical thinking capacities .

It is important to state that the aim is not evaluation through the tests, the aim of the research is to examine the students' progress in their literary analysis strategies. The written essays are analysed by considering the following criteria:

- The linguistic competence (language accuracy)
- The cultural understanding illustrated through ideas and opinions.
- The writing techniques (cohesion and coherence, illustrations , explanation)

2.6.2.2.4. Classroom Observation

We cannot study the whole research area we are interested in; therefore, we need to be selective³ when it comes to including study members. Sampling seeks to guarantee that we have the proper amount of data and that our data are illustrative. Generally, there are two options which we need to measure: how much data we need to collect and where the data should come from⁴.

Moreover, the use of classroom observation emerged from the fact that it might lead to new issues (Edwards and Talbot, 1999), when teachers and students deal with literary texts. Participant⁵ classroom observation is conducted to gather students' response, to see which skills give much emphasis through literary texts, what strategies used to read literature and the interaction between the researcher and students with the activities of literary texts are observed.

What is more, Observation is a method that can often describe characteristics and features of groups or individuals, which would have been impossible to be revealed by other means. Direct observation may be more authentic than what people say in many instances. Bell (1993) claims that observation can be used to discover how people do what they say and how they behave in the way they claim to behave.

Wallace (1998) says that Observation can have different angles; the researchers themselves, teachers or students. The observer could be the teacher concerned, a colleague, or even the students (1998, P.106). Methods of observation imply real time observation, audio and/or video recording and transcription. The analysis may be unstructured or structured, using any of the models available (Wallace, 1998, p.109). Another point that Richards and Lockhart (1994:22) argue is that the function of an observation in research should be limited to information gathering rather than evaluation.

Generally, there are two types of observation. *Participant* and *non-participant* observation. The use of each kind is related to the type of data that the researcher wants to gather as well as how to treat the findings. In a Non-participant observation, the researcher is actually recording the type of data needed but without taking part in that situation (Bryman &

³It must be stated that the ability to generalize the work of the study group to the overall research population is not my objective. Instead, I can portray what is happening within a smaller group of people. But it might provide insights into the behavior of the wider group.

⁴ See Grant: 2010, Nunan: 2005, and Hatch and Farhady: 1982 for details.

⁵ The word **participant** refers to all kinds of subjects that undertake the study.

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Bell, 2007). While in a participant observation, the researcher is included in the setting of the study, it demands the researcher to undertake roles in relation to the studied population.

According to Bernard (cited in Kawulich, 2005), participant observation relates the researcher within the population under investigation in such a way as to be mixed with it. In doing so, the researcher needs to stand back and reflect upon the gathered data. For these reasons, the researcher in the current study undertakes a participant observation. Phillimore and Goodson (2004) claimed that there are some beneficial aspects that can be adapted from a participant observation, the following are some points:

- It provides the researcher with a deep understanding of phenomenon in its natural context.
- It paves the way for a direct interpretation through participants 'perceptiveness.
- It is complementary with other research tools for optimal results.

However, this does not mean that it has no negative facets. Some people think that observation in general can lead to subjectivity (Cotterrell & Russel, 1988). It is not certain that the researcher knows how to take what had been observed in the field. Therefore, the researcher must be aware how to manipulate aspects related to subjectivity so that the originality of the work won't be undermined. In all of these observational methods, the researcher is an active participant in the interpersonal environment of the context being observed.

During the whole sessions, the researcher aimed at observing the learners' attitudes towards the literary reading experience, their strengths and weaknesses, he also embarked on a discussion of the different features of the literary text studied, he discussed the FL cultural features implied within the literary texts to make students able to draw a general basis upon which to build their perspectives. Then, she raises a classroom discussion to encourage students to integrate their personal experience and critical capacities. The table in the next page illustrates strengths and weaknesses of participant observation:

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<u>Strengths</u>	<u>Weaknesses</u>
<ul style="list-style-type: none">• Allows for insight into contexts, relationships, behavior• It Can provide information previously unknown to the researcher that is crucial for project design, data collection, and interpretation of other data	<ul style="list-style-type: none">• Time-demanding• Documentation relies on memory of the researcher.• It requires conscious effort at objectivity• method is inherently subjective

Table 2.3 Strengths and Weaknesses of Participant Observation

2.6.2.2.5. Field-notes and Reporting

One data tools of this investigation consisted of *field notes*, which are defined as a brief “written account of the observation” (Merriam, 1998, p. 104). It is worth mentioning that the recording procedure for this phase is guided by the observation grid constructed in form of field notes and reports. For a detailed description of what was happening during the literature classes, it was necessary to write a report after each lesson, this method is called field-notes or diaries.

Wallace (1998) sees that field-notes are used to describe what has happened during a lesson, and may be written during or after the lesson.⁶ Wallace also states other kinds of verbal report, such as self-report, self-observation and think-aloud, as introspection techniques. When the events are transcribed and analyzed, these can offer an overview into the process of teaching and learning. A lesson report is another name for field notes mentioned by Wallace.

Additionally, Richard and Lockhardt(1994) define a lesson report as a list that enables the researcher or the teacher to restate and gather the main aspects of a lesson; they consider it as a simple technique to monitor what happened during the class. They make the difference between a lesson report and a lesson plan: “Whereas a lesson plan describes what a teacher

⁶In my case, it was important from the beginning to start taking notes. This needed to have a good memory as in many situations it was not possible to take notes at the time. I used notepad at all times so that I can write down my thoughts as soon as possible during or just after the encounter.

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intends to do during a lesson, a lesson report describes what actually happened from the teacher's point of view "(p.9)

Further, Richard and Lockhardt add the main questions to be asked while reporting:

What were the main goals of the lesson and what did the learners actually learner from the lesson? What teaching procedure did I use? What problems did I encounter and how did I deal with them? What were the most effective parts of the lesson? What were the least effective parts of the lesson? Would I do anything differently if I taught the lesson again?
(p.10)

What is more, it is claimed by Richards that an obvious disadvantage to teachers' journals and lesson reports as sources of data is their subjectivity (Richards & Lockhardt 1994, p.11). Their perspective is somehow limited; that's why I opted for a triangulation to make the perspectives wider.

Field notes in this study consisted of including the researcher's "feelings, reactions, hunches, initial interpretations, and working hypotheses" (Merriam, 1998, p. 106), during and after class observation. In doing so, the lesson reports kept on a regular basis after each literary discussion. Despite the fact that the lesson reports depended on subjective judgment and expressed in personal terms, they were more based on the systematic description and analysis of teaching and learning. Immediately after each class meeting, the researcher reviewed and extended on her notes. Students' interaction, topics in the class/group discussion, and any unusual occurrence, are all reported whenever necessary.

An obvious drawback of lesson reports as a source of data collection is their subjectivity (Richards and Lockhardt 1994, p.11). As a procedure, they are useful and easy to use; but the ideas that they offer are limited. Further perspectives are therefore needed to give a clearer picture and provide a challenge to the teacher's own account. So, various methods of triangulation aimed at providing this perspective had been considered.

So field notes were the means for recording data from what has been observed. It included practical details about events, times, dates and places. They might be methodological notes concerning the researcher's role, his influence on the encounter, his relationship with the informants, sampling procedures and so on. All in all, completing field notes just after observations are finished reinforced the researcher's memory.

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It was necessary to explain for the participants of the study the objectives held. For, the aim of the study in our case was to check the students' perceptions towards the literary texts selected their attitudes towards the target culture, the obstacles they face for understanding the literary works and the themes. Therefore, a post treatment interview was held after having finished the treatment of the different literary genres. The objective of the interview was to examine how attitudes in the experimental group towards literature have been influenced when experiencing the diverse selection of literary genres.

2.7. Post -Treatment Interviews

The interview constitutes the last means of investigation for this research. The researcher conducted individual interviews with students of the experimental group in order to draw out information about their general attitudes and ideas about the literary reading experiences and discussion of literary texts selected for the study. The purpose of interviews was to enrich the data collected by experiment and observation.

As it was mentioned before, this research aims at achieving a mixed- method procedure, that is why the researcher used the interview as a complementary instrument. Merriam (1998) defines interviewing as one of "the most common forms of data collection in qualitative studies in education" (p.70). Since the actual study aims to address the students perceived experiences and reactions, the interview is considered to be an efficient supplementary tool to reinforce the previously collected data.

Gillham (2000) defines the interview as a conversation between two persons. In this conversation, the interviewer is looking for the response for a particular aim from another person called the interviewee. To gather qualitative data, the researcher designed a semi-structured interview questions for the students to get their views towards literary texts implemented during the literature classes presented by the researcher, to find out more practical issues encountered by students in using a particular literary text, it was conducted after the weekly sessions.

With a semi-structured interview, the interviewer and the interviewee are equal partners. Basically, the interviewer knows the areas he or she wants to cover with the interviewee, but allows the interviewee the options to take different paths and explore different thoughts, feelings, and etc. The researcher preferred to use semi-structured interviews because questions can be prepared ahead of time. This allows her as an interviewer to be prepared and appear competent during the interview.

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Five interviews from the experimental group were gathered, one was conducted over internet via e-mails and messenger. It would have been for this method to be realized by interviewing by video or telephone, which would require transcription after. However, due to the time constraints and students unavailability, it would be a time-consuming and not really excessive as the researcher's focus was not analyzing how the informants answer the questions but what they answer. Records were not used but continuous notes by hand as an alternative.

Moreover, the responses will be well thought as they have an infinite amount of time at their disposal. Another obstacle with interviews over the internet is that the social features of an interview changes when the interview is conducted. The non-verbal communication, such as body language and how a person is dressed for instance, is lost in this situation as there is no face-to-face contact between the interviewer and the informant. It is however of less importance in this study as I am interested in *what* the informants answer rather than how they answer.

The post-treatment interviews were conducted among the experimental group, in order to find out their overall impression and reaction to the proposed sessions and the reading atmosphere that was prevailed in their class. The students were asked about their motivation in, and contribution. In addition, they were asked to comment on the positive and negative aspects of the proposed course and their attitudes towards the cultural differences presented within the literary texts, and to describe how they would teach the same course if they were the teacher.

A Note taker was used to report the answers obtained from students, however it was quite demanding to focus on conducting an interview and jotting notes. Even though it would have been interesting to conduct interviews from all the participants who attended the designed literature classes, it was the researcher's worry that the students' participants might not feel comfortable being interviewed. Around twenty to twenty five minutes was delivered for each interview. The interview was conducted with only eight students from the group; they were selected on the basis of their availability after the courses. The following table summarizes the tools used for investigation:

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<u>Instrumentation</u>	<u>Data</u>
<ul style="list-style-type: none"> • Teachers' Questionnaire • Students' Questionnaire 	<ul style="list-style-type: none"> • The students and teachers' perceptions literature. • Techniques used by teachers and learners for the literary text comprehension. • The interference of the cultural elements and their influence.
<ul style="list-style-type: none"> • Experimental sessions • Fieldwork observation 	<ul style="list-style-type: none"> • Practical problems encountered when using the literary texts. • Interaction between the researcher and the students based on the literary text • Checking the students' responses to the foreign culture.
<p>Semi-structured interview for students (post-treatment phase)</p>	<ul style="list-style-type: none"> • The skills that can be developed through literary texts. • The difficulties faced by students when dealing with literature. • The students' preference of one literary texts over another.

Table 2.4 Summary of the Research Instruments

2.8.Limitations of the Study

Regarding the nature of the current investigation, it is descriptive, as indicated by (Maxwell 1992) is not meant to “allow systematic generalization to a wider population “(p.2).in this perspective, the study attempts to describe students experience with literature reading. The apparent constraints to the study include:

- The number of the students observed: as stated before, the researcher has observed twenty two students depending on their willingness to participate in the study. Admittedly, the number of the students who participated in the experimental study is

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reasonably small, which may raise the question of whether a larger group would have generated different results with different interpretations. This was not easy to tell.

- During some sessions, the researcher noticed some absentees from one to two students.
- The number of the teachers questioned: the researcher questioned five teachers via a questionnaire; the reason for that is only five teachers experienced the teaching of literature. The interview was eliminated due to the time constraints and the teachers' unavailability.
- The observation process: ten sessions were designed on a regular basis, the researcher would attend more sessions, but the students schedule was full.
- The students interviewing after observation: due to the time constraints, some of the interviews were realized via e-mails.

2.9. Conclusion

At long last, the objectives of this study and the reasons of using every specific method have been stated in this chapter. After presenting the methods of data collection, the chapter provided an explanation for the analysis of the data gained after implementing each method. A description of the participants of the study, the tools and the analysis procedure of the experimental study results was presented as well. So, In the light of the above discussion and taking into account the nature of the present research, the researcher adopts quantitative and qualitative methods using all of questionnaire, observation, experiment and interviews to obtain the needed data information. To reach this aim, it is deemed necessary to chart both teachers and learners ' views and perceptions towards teaching literature and analyse the learners' perceptions and challenges when reading literature . These will be the main concerns of the following chapters.

CHAPTER THREE
QUESTIONNAIRES' DATA ANALYSIS

3.1. Introduction

In this chapter, the data collected through the students' and teachers' answers in the survey are stated, analysed and presented in form of tables and graphs. The need for analysis attempts to support the aim of the present investigation which, as mentioned before, seeks to highlight the importance of bringing the literary texts into practice within the English course offered in the department of English and whether the learners are aware of this importance and whether the cultural differences that exist between them and the foreign culture constitutes an obstacle that hinders their reading envy. Results about teachers and learners attitudes are used as an initial data collection step to shape an idea about the literature teaching learning situation from this angle.

In addition, the questions of the teachers' survey aim predominantly at drawing a relation between the teachers' thinking, practice, methods and their perception of literature. It can help bring to light answers to how, why and what to teach. All in all, the questions included in the questionnaire are intended to help the researcher gain insights into the following elements:

- The teachers' views of the literature teaching situation.
- The content they teach and the methods they use as far as teaching literature is concerned.
- How teachers perceive their learners' knowledge and reaction regarding the literature subject and the cultural elements.

3.2. Analysing Students' Questionnaire Results

The students' questionnaire is designed to students at university of Mostaganem, who they were all third year students reading for the BA degree, approximately accomplished the six semesters that included literature teaching and learning. Including a student's questionnaire in the study tools aims to enrich as well as expand the scope of the current research, it is significantly important to come up with answers to some questions of the study. The survey demonstrates a link between students' language proficiency and their attitudes towards literature and culture. It is necessary to mention that that the current investigation is not only concerned with attitudes. Below is the summary of the main findings of the present study.

3.2.1. Part One: Background Information of Students

The first part of the questionnaire highlights demographic information. Overall, 95 students participated in the questionnaire. According to the results, the questioned students are divided between 66 female and 29 male, this show that the overwhelming majority of English department are females, which shows that females are more interested in studying foreign languages than females. The majority of them answered all the questions, some of them chose more than one answer and few of them did not answer in full questions in the second section of the questionnaire. The personal information will be related to students' answers and some conclusion will be derived accordingly. Both students' sex and age would help in the study as it pictures if both factors would have a role in shaping the cultural attitudes and perceptions about the target culture. The information is presented in the figures below:

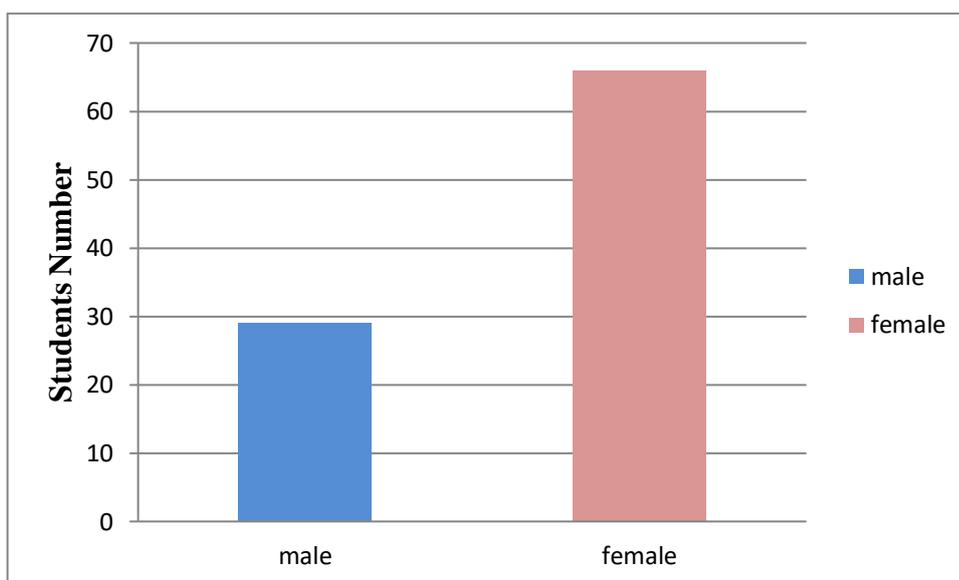


Figure 3.1 Questionnaire Respondents' Gender

The figure illustrates that diversity in sex exists but it is not that apparent because of the females' overpopulation with a percentage of 69.47%; this affirms what is believed in most Algerian educational settings. This female integration would motivate language learning and encourage the students' interest.

Second, the majority of the students age fluctuate between 20 -23, which means that there is a homogeneity in the overall population of the respondents, and thus the students' reactions to the inquiries may not be conflicting. The figure below shows that nearly 82% of the populations are fresh in age.

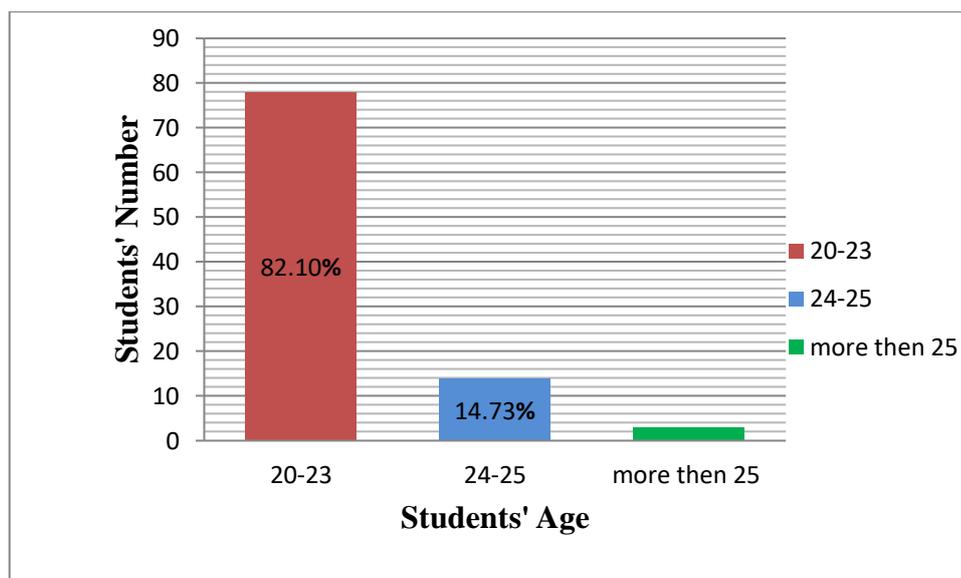


Figure3.2 Respondents' Age

3.2.2. Part two: Literature Reading Situation

3.2.2.1. Students' Attitudes towards Literature

Item 1: How would you define literature?

When the students were asked about the term literature and what it means, the majority of them said that it refers to all written artistic works, imaginative and fiction writings which include short stories, poems, novels and drama works. The most mentioned examples of literature from the students answers were short stories and poems; this may mean that the students' appreciation of literature is associated to those literary genres, as it can show that their connection to literature is more realized through the reading of short stories and poems.

Moreover, what was noticed is that very few students' illustrations contained the term drama, which may lead to think that our students are not really acquainted with the overall range of literary genres. Moreover, the students' answers insisted on the word written, only three students referred to it as a written and spoken work of art, here we can deduce that students literary capacities are connected to only what is written and read. 18 of the students revealed no answer to the question, which may mean that these students had no interest on knowing about what this term implies.

Item 2: Do you think that reading literature is important in EFL learning?

At this level of questioning, the focus was put on exploring the students' attitudes towards literature teaching and learning in the Algerian EFL context. The figure below illustrates the findings.

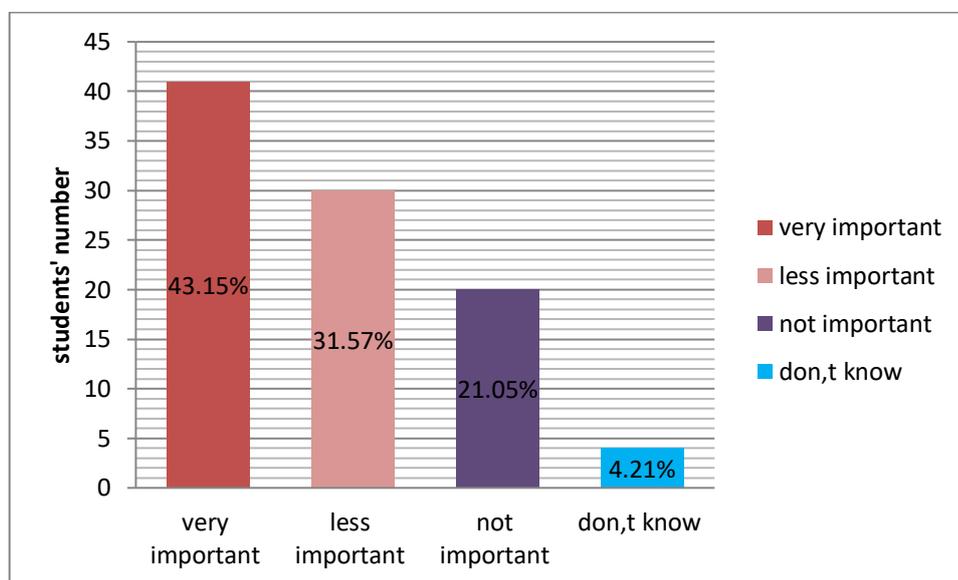


Figure3.3 Students' Answers about the Importance of Literature

According to the results in the table and the graph above, 43% of the respondents have a strong belief that learning literature is very important in language teaching; these respondents are aware of the importance of the literary input for their language learning , and might have experienced the literary reading, these findings are also in uniformity with those of Carter (1986) who sees that literature and language should not be isolated from each other and are closely integrated in language teaching , and Lazar (1993) who favors the integration of literature in EFL context , and who sees that If we ask our students to respond personally to the texts we give them, they will become increasingly confident about expressing their own ideas and emotions in English. Yet, 31 % of them strongly believe that it is less important in foreign language teaching. Fewer students, however, 20% find that literature has no importance in foreign language teaching.

If we look at the students answers, we can say that 50 % of the answers were fluctuating between “less important” and not important “, this leads to think that those students hold negative position towards literature, and they might think that literary texts are meant to portray life stories and that it has nothing to do with their acquisition of foreign language, also they might be faltered to deal with a literary text. Only 04 % of the

CHAPTER THREE: QUESTIONNAIRES' DATA ANALYSIS

participants did not voice their opinion, this may imply that these students might have no connection or interest to the world of literature.

Item 03: How do you find the literature module?

There are students who crossed more than one possibility. Interestingly, we notice that 37% of the respondents find literature as an interesting subject, whereas 36 % of the respondents consider it as a difficult subject, many students answers were fluctuating between two possibilities, students whose answers were appreciable but difficult confirm the research assumptions that students find difficulties when dealing with the literary text, so some learners appreciate literature but they still find it complicated. Remarkably, 27 % of the informants report that literature as a boring subject; this might lead to think that students have no interest and motivation towards reading literature as there might be a problem in the teaching strategies used by teachers to enhance their literary skills.

Despite that the majority of the students are exposed to literature, they still find it difficult and boring. The results to this inquiry, portrays in some sense the students' lack of literary competences, which led to their passive reactions to the literary text. The findings below confirm the researcher's hypothesis that EFL learners have mixed feelings towards literature and literary studies.

Possibilities	NB	%
Intrresting	36	37.89 %
boring	26	27.36%
Complicated	35	36.84%
easy	06	09.31%

Table 3.1Students' Views about the Literature Module

CHAPTER THREE: QUESTIONNAIRES' DATA ANALYSIS

Item 04: Why do you read a literary work?

In order to examine the students' motives from reading a literary work, they were asked how they view the literary reading. Remarkably, informants ticked more than one item. 38.94% of the informants report that they read literature in order to learn new ideas and beliefs. 30.52% point out that literature reading is a matter of exploring new vocabulary; the remaining answers were fluctuating between entertainment and hobby. The table below illustrates the result obtained for this inquiry:

<u>Possibilities</u>	<u>Students' Number</u>	<u>Percentages</u>
Entertainment	28	29.47 %
Exploring new vocabulary	29	30.52%
A hobby	25	26.31%
Learning new ideas	37	38.94%

Table 3.2 Students' Motifs of Reading Literature

Item 05: What is the most preferred literary genre to you?

Students were asked about their preferences in terms of literary genre. Expectedly, the majority of them prefer short stories over the remaining genres. 80% of the respondents prefer short stories, 20% of them prefer to read novels, 20% of them like poetry and the fewest majority like drama works. This preference may refer to the short story's length and uncomplicated structure. Indeed, the reading of the short stories as compared with the remaining genres could possibly enable the learners to mobilize their own realities, experiences and representations.

For this, it is desirable to exercise tirelessly in the language classroom reading. In a sense, it usually contains one plot and few characters without detailed descriptions of the setting, so learners would find it easy to read and enjoy as well. From this perspective, the

CHAPTER THREE: QUESTIONNAIRES' DATA ANALYSIS

present paper regards short stories as a possible alternative tool to motivate learners for literature appreciation. The table below illustrates the students' answers:

<u>Possibilities</u>	<u>Students' number</u>	<u>Percentages</u>
Short stories	60	80%
Novellas and novels	12	16%
Poetry	15	20%
Drama	09	12%

Table 3.3 Students' Literary Genre Preferences

3.2.2.2. Students' Obstacles in Literature

Item 06: What difficulty can you find in a literature reading class?

This question is designed to get insights about the problems that students encounter when dealing with literary texts in a literature class. Our findings show that considerable number of students, representing 38.94% cannot identify the themes of the literary texts due to their ambiguity. 26 % of them report that they are unable to grasp the meaning of a literary text, because of the teacher's use of difficult vocabulary when explaining . Remarkably, the total 32 % of informants refer this to the teacher's methodology in explaining the lecture. The graph below illustrates the results obtained from the inquiry

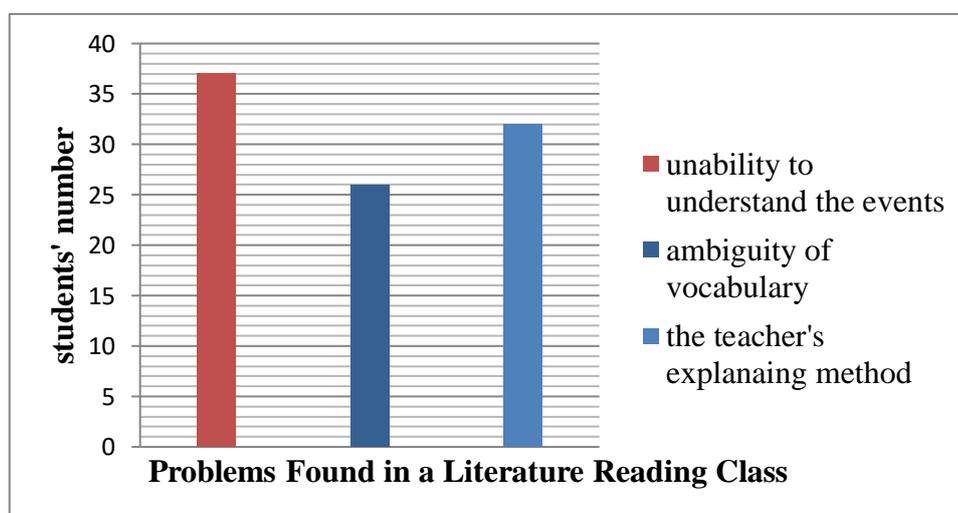


Figure3.4 Problems Found in a Literature Class

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Item 07: What hinders your comprehension of the text?

- a) Unfamiliar meaning/expressions found in the text
- b) The plot of the story
- c) Interpreting the themes and motifs of the story

The results indicate that 60% of the respondents find difficulties in understanding the vocabulary and grasping the unfamiliar meaning of expressions found in a literary text; this may reveal that the students' linguistic competencies are limited, also it could refer to the linguistic and literary features of the text or to another crucial aspect which is the selection of the text, since the proficiency of the literary reading is related to the criteria of choosing the reading text. 21 % of the students find the plot of the stories difficult, and 24 % of them point out that the themes of the story are one of the difficult aspects of the literary texts. In doing so, the criteria for any text selection should be studied by the teacher to meet the students' interest and motivations. The findings are illustrated in the graph that follows:

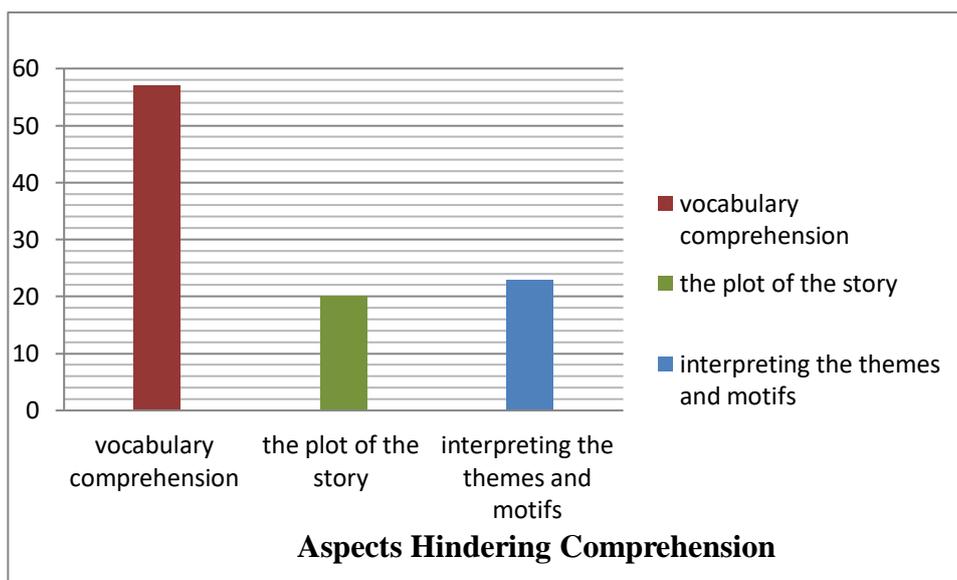


Figure 3.5 Aspects Hindering Comprehension

Item 08: Do you understand the expressions (metaphors, figures of speech, and proverbs) found in literary texts?

- a) Yes
- b) Some of them
- c) No, not at all

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Possibilities	Students' Number	Percentages
a) Yes,	04	4.21%
b) Some of them	71	74.73%
c) No, not at all	20	21.05 %

Table 3.4 Students' Responses about Expressions Comprehension

The findings demonstrated in the table above indicate that the majority of students do not fully reach a full interpretation of the meanings found in the literary texts, 74.73% of the students point out that they understand only some of the metaphors found in the text, and 21.05 % of the students population do not understand or find it difficult to get the meaning of the literary text. These findings are in conformity with the assumptions made by the researcher who hypothesized that students do not feel at ease when coping with literary text because it is regarded as conceptually difficult, and one of the most important challenges found when dealing with literature is learners' uneasiness to cope with a wide range of genres due to the linguistic complexity.

Moreover, this could indicate that difficulties in comprehension are related to linguistic and literary components of the text or mainly to the choice of the texts, since the success or failure of the reading is greatly related to the choice of the reading text. That is why teachers should consider the different features when selecting the literary passage. In addition, these results refer to what Lazar (2007) points out that literature is an important means for discussion in the classroom, and students need peers to explore the meaning in a literary text, he adds that the student should not be expected to attain a full interpretation of the text, because meaning in literary texts cannot be fixed.

Further, when students were asked if they understand the metaphorical expressions found in a literary text, they mentioned that not all the metaphors can be understood. For extra information to this enquiry, and in order to assess the difficulties of understanding one of the cultural aspects as metaphors, they were asked to provide an explanation:

If *some of them* or *no*, please, explain why:

- a) It is difficult to find the equivalent in your language

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- b) It is difficult to understand them because they contain difficult vocabulary
- c) The social context in which they are used is totally different from your country, and they are meaningless in yours.

Possibilities	Number	%
a) It is difficult to find the equivalent in your language	06	09.67 %
b) It is difficult to understand them because they contain difficult vocabulary	24	38.70%
c) The social context in which they are used is different from your country, and they are meaningless in yours	32	51.61%

Table 3.5 Students' Justification of the Difficulty

So, as shown in the table above, the average number of students who provided an explanation was 62. 51.61 % of these informants pointed out that the social context in which the metaphorical expressions are used is different from their country, and they are meaningless in their social context. Obviously, the social and cultural features are not easy to grasp because the story language is influenced by the social context of the story.

In other words, the language and expressions used by the author is affected by his social and cultural situation, from these results it might be interpreted that these students might find it difficult to perceive things of the FL culture, as it can be thought that the way the teacher presents the text and its culture is not really well established, Brauer (2001) sees that it is possible to manage students 'negative attitudes towards the FL group. At first teachers must bear in mind that culture is not a static product, this type of information is primordial but it acts as a crucial feature towards enabling students to explore some FL aspects relative to their own. Students must be allowed the chance to negotiate meaning by grasping the cultural and communicative context of FL use.

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In addition, 38.70 % revealed that it is difficult to understand the vocabulary used in these expressions, so they limited that obstacle to the linguistic features of the text. McKay (1982:531) explains that a text which is difficult on either a linguistic or cultural level will have few benefits. It is, therefore, essential for teachers to consider the difficulty of the vocabulary and syntax of the text selected. In other words; they should choose texts that suit the level of their students. The lowest percentage of these students agreed that the matter of translation is the obstacle.

Item 09: In order to get specific information from the literary text, do you?

We have asked the students what they do in order to get specific information from the literary texts. Their answers are illustrated as follows:

<u>Possibilities</u>	<u>Students' Number</u>	<u>Percentages</u>
read the whole literary text	24	25.26
read the summary on internet	43	45.26
quickly skim through the text	28	29.47

Table 3.6 Students' Reading Strategies

Expectedly, the majority of them prefer to read the summary on internet, about 43 respondents prefer to get the information effortlessly. 28 of the respondents indicated that they skim quickly through the text in order to find the information, only the few majorities prefer to read the whole literary text in order to get the information required. This reveals that most undergraduate students deal with the literary text approximately the same way. Consequently, they lack the literary reading envy and they are unfamiliar on the reading strategies to get information about the text.

What is more, the pleasure of the reading experience is almost absent, this can signal an important aspect when dealing with literary readings which is motivation, students at this level do not need to be exposed directly to literary readings that are complex to their level,

they need to be gradually introduced through their degree of complexity so that their reading envy could be activated or much more stimulated.

3.2.2.3. Relating Literature to Culture

Item 10: In your opinion, is there any relationship between learning literature and learning about cultures?

- a) Yes
- b) No

If yes; please explain:

Most of the respondents expressed a favorable attitude towards the conception of literature as a mirror to culture. Students were aware that learning literature is highly related to learning about cultures, and that is an important medium to preserve the cultural and artistic heritage (Lazar, 1999). From the table above we can see that out of 73.68 % of the students expressed their agreement that literature pictures cultures of the others. The responses articulated by students proved that they were alert of the role literature plays in telling stories of cultures.

An interpretation to these results might be the student's experiences with the literature reading along the three years, the module of literature might be an opportunity to get in touch with the norms of the FL community. these findings are in conformity with Roberts (2010) who defines literature as writings that tell stories, dramatize situations, and represents ideas, it contains different windows through which readers can see different parts of the world., One of its functions is that it links readers to different cultures.

It might be said that the group of students who agreed on the relation between literature and culture, have personal interests to get insights about the FL culture , and they know the function literature might bear in helping them adopt newly shaped manners conforming to those of the FL group.

Only the few majorities of the subjects 26% indicated that there is no relation between literature learning and culture. For these students who reacted negatively to the question, some interpretations can be made, they may retain negative attitude towards the FL culture, and they also might be disinterested in learning literature and lack curiosity to know about cultural norms different from their own. Lazar (1993) explains cultural issues that students may encounter when using literary texts, she argues that a text is culturally accepted if it is

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written by an author of the same cultural background rather than an author whose society is far expelled from the student's society.

What can also be noticed from their responses is that the majority of them fall into the trap of cultural clash when they read literary texts that contain religious practices different from their own religion. This may result from their ignorance of the cultural elements, among them religion, that differ from one community to another. Students who agreed on the relevance of literature in knowing about cultures provided the following explanations:

- Culture is an integral part of literature
- We learn new habits, norms, religious practices
- Literature represents culture
- Literature portrays culture, a part of foreign civilization
- Because in learning literature you are dealing with cultures
- When we deal with literature, we learn cultural aspects that are different from ours
- There is a linked relation between learning literature and learning cultures, this means that you know about culture, it will be easy to understand the aim behind a literary work.
- With literature, learning is about exploring thinking, lifestyle of others.
- When you learn literature, you discover things about the region you are reading without going anywhere.
- Yes, because any literary genre provides us with new ideologies and lifestyles.
- Literature is a reflection of people customs, beliefs and behavior.
- Culture is explored through the way life is portrayed in literary texts.
- The culture of the literary texts we deal with is totally different from our culture , a case in point is religion

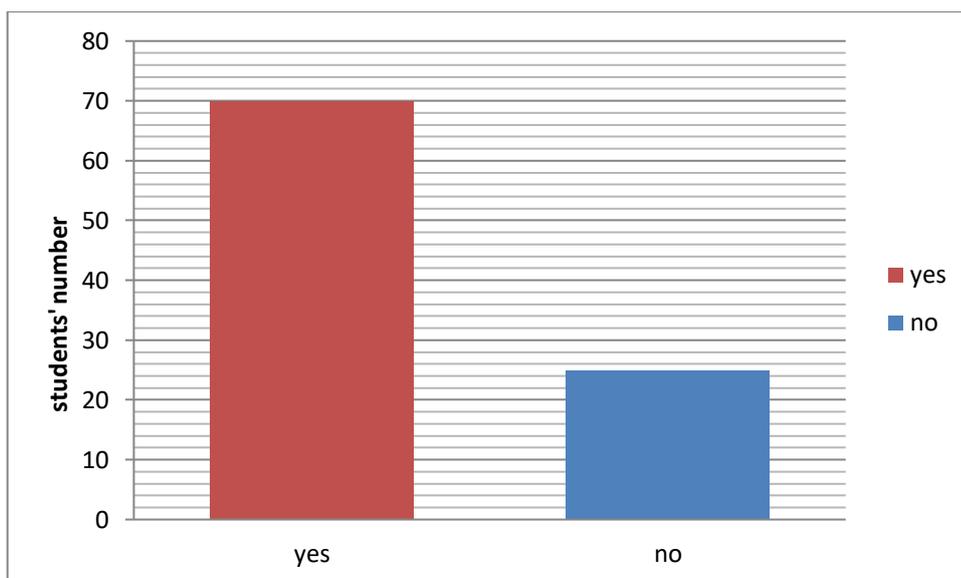


Figure 3.6 Students' Agreement on Literature Culture Relation

Item 11: Before reading a literary text, do you think that having cultural background knowledge about the target culture of the literary writing is?

Expectedly, most of the respondents acknowledge the importance of having some background knowledge about the TC culture. Their answers in the degree of importance are displayed in the table below:

<u>Possibilities</u>	<u>Number</u>	<u>%</u>
very important	28	29.47%
important	45	47.36%
Not important	22	23.15%

Table 3.7 Students' Agreement on the Importance of Cultural Background

The table reveals that approximately the half of respondents is aware of the importance of having a cultural background about the country of the story event, 47.36 %, 29.47% find it very important to have a cultural background about the country of the story. One plausible interpretation to these groups of respondents who shared the same answers is that in learning a

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language they are curious to discover how speakers of the target language conduct their living, another interpretation is that students experiencing literature course, expect that a cultural knowledge would be helpful to comprehend the literary text.

In this regard, one has to refer back to Bartlett's claim that the nature of knowledge that readers have influences their understanding of the text and the way they process it, also Boshoff (2007) affirms that it is the shared cultural assumptions between the author and reader and his social background which paves the way to a higher level of reader interaction with a text. Next, 23.15% of the subjects pointed out that knowing the culture FL country is not important to comprehend the literary text; a plausible interpretation to this minority is that they are not interested in learning or getting mingled with a new cultural milieu, this type of FL students have a better comprehension of texts related to their own culture than of texts other cultures, This is agreed to be true even if the texts of the other cultures may be of the same complexity linguistically and rhetorically. (Carrell & Eisterhold 1983; Hudson 1982).

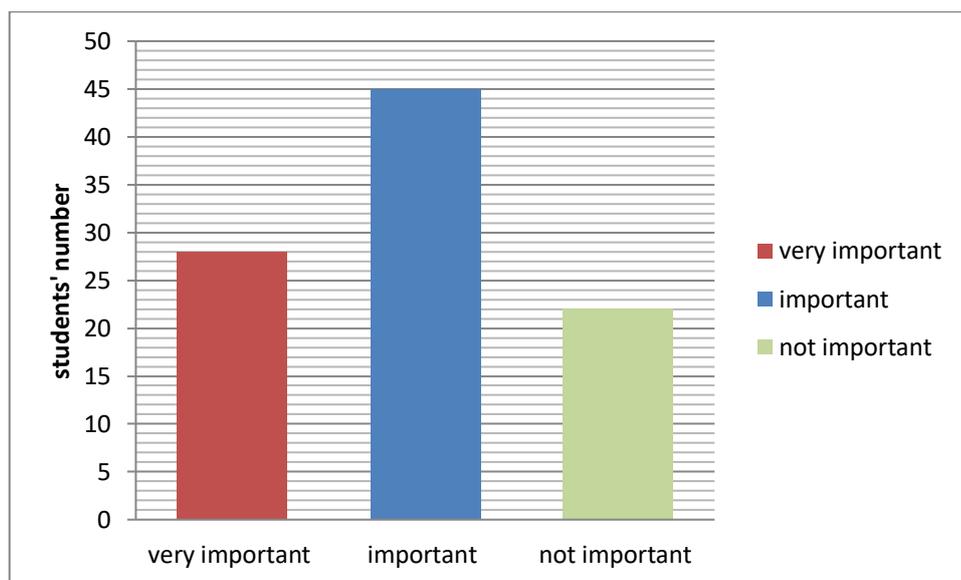


Figure 3.7 Students' Agreement on the Importance of Having a Cultural Background

Item 12:how do you find the cultural practices that you read in a literary text?

- It is a way of exploring knowledge about others' religious practices and beliefs.
- They disturb you because they do not suit your religious beliefs.
- They are meaningless for you and they lead to nothing.

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<u>Possibilities</u>	<u>Number</u>	<u>%</u>
It is a way of exploring knowledge about others' cultural practices and religious beliefs	52	54.37 %
They disturb you because they do not suit your religious beliefs and principles.	22	23.15%
They are meaningless for you and they lead to nothing.	21	22.10 %

Table 3.8 Students' Views about Cultural Practices

Surprisingly, 52 students representing 54 % of the overall respondents are aware that the cultural practices found in the literary texts mirror the religious practices and beliefs of the other culture, these students might find these kinds of texts as a fruitful means to explore norms and practices of the native world. According to a study conducted by Collie & Slater (1997) , students can access the culture of the target language by reading texts that present a picture of it, even though literary texts such as novel or short stories can present a broken mirror for reality, they still mirror the customs and language use of the characters included in them. These results are consistent with the study conducted by Collie and Slater (1997) which conclude that students explore life norms of the target world through the literary reading experiences, also it is consistent with the claim of Brown (1987) who finds that language acquisition does not imply only the learning of its linguistic forms, the learner will be exposed to a new culture and experience and a new way of thinking.

23 % of the students showed their refusal for these religious practices and found themselves confused because they contrast their religious beliefs and this may reveal that its content does not correlate with their reality. 22 % of the students found these practices meaningless for them which would reveal that the practices found in the literary text are

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completely different from their own social background, and this lead the students to consider them as having no meaning to their conception and perceptions. The graph below illustrates the overall findings:

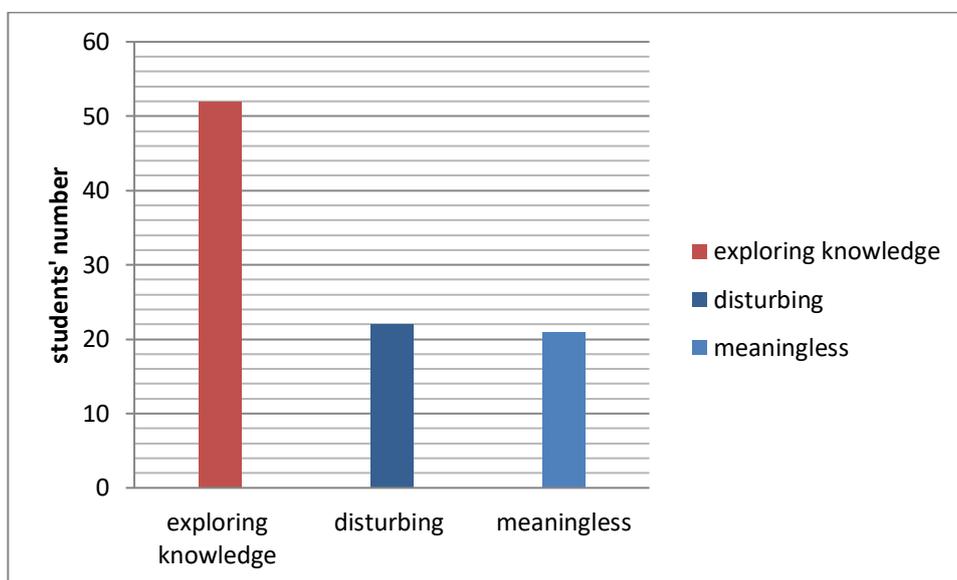


Figure 3.8 Students' Views about Cultural Practices

Item 13: How do you react when your literature teacher explains religious and cultural elements which are different from your own social context?

<u>Possibilities</u>	<u>Number</u>	<u>%</u>
You do not pay attention to the teacher's listening passage	38	40 %
show great interest in listening	40	42.10 %
You totally disagree with the cultural and religious ideas of the listening passage and ask him or her to change the story	17	17.89 %

Table 3.9 Students' Reaction to the Cultural Practices Explanation

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As shown in the table above, it displays the student's reaction when they are in a literature class and the teacher explains cultural practices that are different from own culture, 40 % of learners said that they do not pay attention to the teacher's listening passage. Interestingly, around 42 % of respondents express their interest in the listening passage, while 17 % of the students Sais that they totally disagree with the cultural and religious elements found in the story and ask the teacher to change the story. If we look at the students answers 60 % of the students' answers were in possibilities a and b, which means they either pay no attention or disagree. The graph below illustrates the findings to this question:

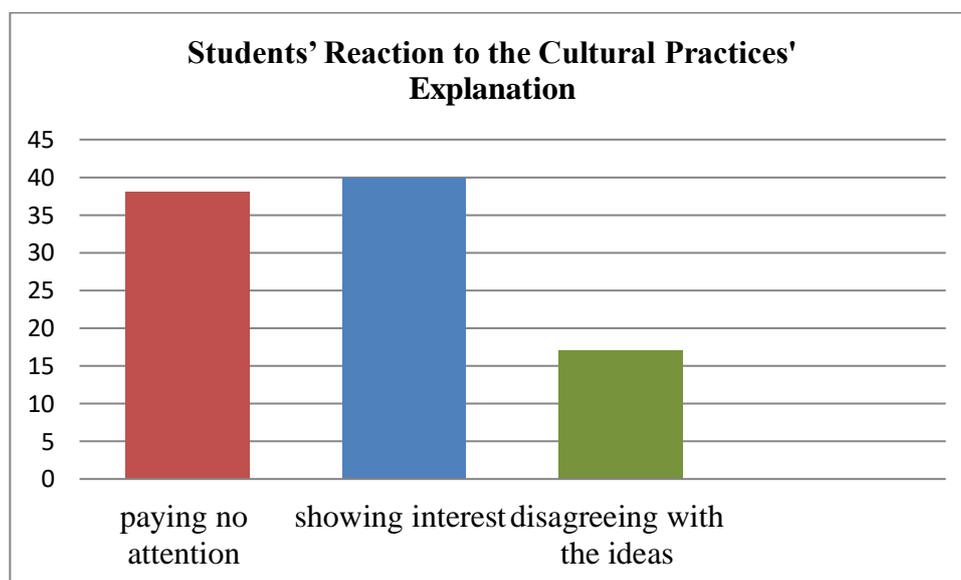


Figure 3.9 Students' Reaction to Cultural Practices' Explanation

The results shown in the graph reveal that these students encounter a cultural clash when they meet foreign cultural behavior, and which may slow their understanding and interpretation of meanings in literary texts. But one may signal that the clash can exist even in one society, an Algerian author for instance like "Yasmina Khadra" may have opponents readers who can not accept easily what he writes or much more it is because they do not succeed to interpret it accurately. So, as far as the cultural clash is concerned, it appears as one of the main obstacles that can hinder the students' appreciation and here the teacher can play a heroic role in transmitting his empathy, tolerance and enjoyment to his learners and they will be able to receive the teacher's positive vibes towards literature.

3.3. Analysing the Teachers Questionnaire

Establishing the connection with the teachers' experiences serves as an important support for the data collection procedures. As mentioned before, the teachers' questionnaire includes close-ended questions, and there are some cases where teachers have been asked to provide their own answers. Very briefly, the respondents are given various response options to choose from by ticking one or more of them.

The questions in the questionnaire aims predominantly at drawing a relation between the teachers' thinking, practice, methods and their perception of literature .Though it was difficult to meet the teachers due to their time constraints, all of the five copies were given back. It should be stated again that the questionnaire was held only to teachers who have experienced the teaching of literature subject.

3.3.1. Part One: Background Information of Teachers

3.3.1.1. Teachers' Gender

The teachers who responded to the survey and who had the experience of teaching literature in the department of English are divided between 80% and 20% male. There was another male teacher in the department, but during the piloting period of the questionnaire he was asked if he had ever taught literature in Algeria, and he answered that he had never taught literature to Algerian students. The table below demonstrates the teachers' gender:

	<u>Number</u>	<u>Percentage</u>
<u>Male</u>	01	20%
<u>Female</u>	04	80%
<u>Total</u>	05	100%

Table 3.10 Teachers' Gender

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3.3.1.2. Degree Obtained

<u>Degree</u>	<u>Number</u>	<u>Percentage</u>
BA	00	00%
MA (magister)	03	60%
PHD	02	40%

Table 3.11 Teachers' Degree

As illustrated in the table above, the teachers' degrees varied between MA "Magistere" and PhD. The results show that all of the teachers are postgraduate; this may qualify them to have the necessary qualifications to teach at university. However, it should be noted that some of the teachers teach literature as an inclination and others literature is their cup of tea. In spite of these qualifications, the teachers need always to update their teaching methods in presenting the literature subject and processing the literary reading experience with their learners.

3.3.1.3. Work Experience

<u>Teaching experience</u>	<u>Number</u>
Less than 10 years	04
More than 20 years	01

Table 3.12 Teachers Working Experience

As mentioned in the table above, all of the four teachers in the department of English had worked for less than ten years in the department of English; only one male teacher stated that he had more than 20 years of teaching experience. This reveals that most of the teachers have a good or an acceptable experience in the field. This can be regarded as a motivator to enhance their teaching methods. In spite of this, students are still complaining about their disability in the literature module.

3.3.2. Part Two: Teachers' Attitudes and Preferences

Item 01: How do you find the integration of literary texts in foreign language teaching?

The answers to this open-ended question were as follows:

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- It is a powerful and a helpful pedagogical tool to the students' language advance and literary competence.
- It is necessary for both language and culture
- It is useful for the students to integrate literary texts to develop the potential of reading and for intercultural understanding; the main point of literature is that the students, relying on a diversity of background knowledge and culture, build up different interpretations for these texts.
- I think that integrating literary texts in EFL classes is crucial to the learning process; however, the way literary texts should be integrated vary from a teacher to another especially in Master degree, where a teacher has to design his own syllabus . For L1, L2, and L3 syllabi, the literary texts to be taught are agreed upon by teachers of the same level, but the literary texts should to literary trends that are recommended by the ministry.

When teachers were asked about the necessity of incorporating the teaching of literature in EFL classes, most of the teachers agreed on the importance of literature and its relevance on developing both linguistic and intercultural competences of the learner.

Item02: Do you design your own syllabus in teaching literature?

When the teachers were asked if they design their own syllabus in teaching the literature subjects, all of their answers were “yes”. The table below illustrates the findings to this question:

	<u>Teachers' number</u>
Yes	05
No	00

Table 3.13 Teachers' Responses about Literature Syllabus

So, as mentioned in the table above all teachers are responsible of designing their own syllabus and thus deciding about the literary course they present. The question that comes in

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mind is whether teachers consider their students' needs and profile when designing the literary course content.

Item 03: Do you select the literary texts according to your preference?

When teachers were asked if they selected the literary reading text according to their preferences, all of them agreed on the same answer. This reveals that the teacher is the decision maker in designing the literature module and selecting the appropriate text that suit the learners needs, tastes and capacities. In fact, Literature teaching aims at making students aware of the significance and the values literary texts provide. In doing so, the students 'response to literature is usually related to what the teachers recommend to read.

Therefore, choosing the appropriate material is a key factor in literature teaching. Consistently with this idea, McKay (1982) asserts that the main factor to literature use success lies in the literary works that are selected. Therefore, in an EFL context, text selection is of paramount importance and should be taken into consideration when designing the literature course. In doing so, literature teachers should consider the level of the students and their main aims for learning English.

An important factor can be raised from these answers, the teacher's empathy with the author, his culture and his way of writing plays a crucial role in shaping his literary reading collection.

Item 04: When teaching a literary text, do you use extracts or complete literary works?

Some of the respondents' teachers indicated that they work with extracts whereas others prefer to use complete works. Two of them prefer complete works whereas the remaining three teachers seem to use extracts. Those teachers who use extracts argued that the time constraints, students' level and the type of literary text determine the type of use. So, working with extracts seems time consuming due to the time allocated for literature module. Yet, experiencing the literary reading experience with the whole literary texts seems to be the right line that establishes the link between students and their reading envy and this is another challenge that our Algerian universities mainly literature teachers are facing.

Item 05: Which of the following types of literary texts do you prefer to use in EFL classrooms?

This question seeks to shed light on the teachers' preference of literary genres. The answers provided by the respondents reveal that teachers differ in their preference. They were asked to classify the literary genre according to their preference. Four out of five teachers

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prefer short stories as a first literary genre, only one of them prefer novellas most. This may indicate that teachers find short stories as an easy literary genre due to its features that can be read in one setting.

Moreover, this preference may be influenced by their learners' preference as the learners' questionnaire revealed that short stories are the most preferred literary genre owing to its length and features. With regards to poems and drama, they are not really preferred to be taught by teachers. Still this might be influenced by their learners' tastes and level, the students questionnaire has also revealed a lack of preference of drama works and poems. This may be due to the deviated language in a drama or a poem work, and student's inability of comprehending these types of texts.

3.3.3. Part Three: The Literature Teaching Situation

Item 06: What is the most preferred literary genre among your students?

The majority of the respondents' teachers indicated that their students have the propensity to prefer short stories more than other literary genres. Indeed, the reading of the short stories as compared with the remaining genres could possibly enable the learners to mobilize their reading competences due to its uncomplicated features. Their length attracts students' attention. Students will develop their competences and raise their motivation through short stories provided that the story is chosen with the correct level of language, challenge for students and the right topic. The table below illustrates the teachers' answers

	<u>Teachers' number</u>
Short stories	05
Drama	00
Poems	03
Novels and novellas	02

Table 3.14 Teachers' Answers about their Students literary Genre Preferences

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Item 07: Do you find your students motivated in literature class?

Teachers were asked to mention the degree of motivation; their answers were fluctuating from motivated and lessmotivated. One of the respondents added that the degree of motivation depends on the text studied .From this perspective, Motivation is a pretty important aspect in the literature class. Motivation can be influenced by the type of text selected, the teacher's methodology of dealing with the literary text, the language of the text and the themes found in the literary work. If we relate this question to the previously asked one, it may be deduced that short stories can be used as an initial literary genre to stimulate students' motivation and desireto read.

Item 08:Which approach do you adapt in the teaching of literary texts?

An important aspect in the literature teaching class is the approach adaption. Teachers were asked about the literary teaching approach they use when dealing with a literary work. The teachers' replies to this question show that they do not depend on one approach. Cultural and personal growth approaches were the most favoured intheir answers. They argued the following: *“Personal Involvement in which students engage into imagination that helps them their interest and attention from the language of the text to the story itself”*. . So, teachers prefer to be eclectic by combining different approaches. The table below shows the teachers use of the approaches in analysing a literary text:

<u>Approach used</u>	<u>Teachers' number</u>
language based approach	00
Cultural enrichment approach	03
Personal growth approach	04
Stylistic approach.	03
Depends on the text	02

Table 3.15 Distribution of the Teachers' Use of Approaches

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Item 09: Do you face obstacles when dealing with literary texts?

The five respondents agree that there are obstacles when dealing with literary texts. This indicates that teaching literature in Algerian EFL universities is still groping its way. They refer these obstacles to the lack of expressing ideas, discussing and interacting with the teachers. One of the teachers argues:

" it is true that my students seem motivated in the literature class, yet they fail to interact within the literary class discussion ..."

In fact this indicates that certain learners do not accept participation in other cultural practices, for them their culture is superior to other cultures; they also think that they have enough competences so that they need to learn from others. This ethnocentric behavior appears when they are in front of a multicultural situation because they see that they may risk losing their own identity. Therefore, learners should be taught how to avoid these stereotypes in order to overcome their egocentricity that hinders their interaction in a literary class discussion.

Item 10: What are the aspects behind the lack of communication in a literature class?

All the respondents indicated that the cultural aspect is the main reason behind the lack of communication in a literature class. One of them stated:

"Sometimes, students are ethnocentric, that is they believe that they belong to the best culture ever. This fact prevents them from discussing issues that belong to other ethnic groups and their cultures."

Three of them refer the lack of communication to both of the aspects linguistic and cultural. They state that the comprehension of the text is one of the major problems encountered by students when reading, and that this prevents them from finding answers to questions addressed by literature teachers.

Item 11: Do you think that the literary text can be an effective vehicle to culture? Justify.

All of the respondent teachers share the same view about literary cultural relation. For them, the literary text is a vehicle to different literary aspects. In fact, it represents a cultural image of different lifestyles and other values. It creates in the reader a spirit of tolerating

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differences and openness to the others. Three of the respondent teachers argued that the literary texts comprehension requires the reflection on its cultural dimension in which constitute the social values of its society. Some of them gave examples by stating authors like James Joyce, Oscar Wilde, and Scott Fitzgerald.

The respondents here considered the authors of literary texts as mediators to their society and culture. So, the literary text favors the contact with the others by making reference to their moral, social and artistic realities, and permits to shape the cultural competence of its reader.

Item 12: Do you encourage students to understand cultures and beliefs different from their own that are reflected in the literary texts?

All of the five respondent teachers indicated that they encourage their students to understand cultures and beliefs that are different from their own social context. In fact , the actual tendencies of EFL teaching focus on the idea that learning a language does not imply only the learning of its linguistic features , but rather and much more on the learning of its culture . The use of literary materials therefore, can transform the practices of language learning into cultural practices. The text by itself is a culture that favors encounters and comparisons. Moreover, encouraging students to explore these cultural practices will probably enhance their oral expression and communication skills, so it is important to make them aware that comprehending these features is an important factor that determines their interaction within the literary text and their communicative skills. The following are some comments of the teachers:

- *“Students should be open-minded and objective in dealing with literary texts.”*
- *“Students ought to know other beliefs and cultural concepts in order to understand the text...”*
- *“ though these concepts may seem odd to them, they should discover them to see the author's intention behind writing his literary piece, “*
- *“When the text deals with religion other than Islam, students, at least some of them feel reluctant, the same remarks can be made when talking about different matters.”*

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Item 13: In your literature class:

- a- You do activities; analyze the language of literary texts in order to draw students' attention to how language is used to convey meaning in the literary texts.
- b- You encourage students to evaluate the literary texts and choose the text they want to study.
- c- You encourage students to relate the topics and themes of the literary text they read to their own personal experience, feelings and opinions and accept the other cultures.

This question was asked in order to shed light on the techniques used and the objectives underlined by the literature teacher. Four of the respondents indicated that they both do activities; analyze the language of literary texts in order to draw students' attention to how language is used to convey meaning in the literary texts, and encourage students to relate the topics and themes of the literary text they read to their own personal experience, feelings and opinions and accept the other cultures.

In fact, To enhance students' interest in the literature class and stimulate their capacities of critical and aesthetic reasoning, teachers should provide them with opportunities of questioning, practicing, discussing, , and arguing their perceptions toward different opinions in the class. The main aim of doing so is to stimulate their motivation and interest and avoid boring classes with passive activities.

3.4.Discussion and Analysis

The responses gained from the questionnaires and their subsequent analysis can partly affirm some of the variables of the current research hypotheses; namely the relevance accorded to literature readings and their role in enhancing cultural knowledge. To begin with the students' questionnaire, the data obtained guarantees that most of students hold mixed attitudes towards literature, they are aware of the relevance of literature in FL learning process and its interconnection with culture .

From the collected results, it is clear that students have mixed feelings towards literature teaching and the cultural components of the literary text. The analysis of the students' questionnaire actually confirmed some of the key points and claims that have been hypothesized to conduct this research. When it comes to learners' attitudes and views about

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literature teaching and its role, learners have multiple attitudes, and these attitudes differ from one student to another.

The results further ensured that students' interpretation of a literary text is highly related to the comprehension of vocabulary and some of the cultural aspects of the text being read. Another hypothesis suggested by the researcher has been confirmed through some questions asked in the students' survey, a question that concerned the difficulties found by learners when approaching a literary text, the majority of the learners' answers were referred to vocabulary and cultural aspects of the text.

In spite the students' acknowledgement of the benefits and the role literature plays, they still find it as a difficult and a boring subject. The negative attitudes toward the literary reading courses can be referred to two factors: the students' disability and unwillingness to process literary texts, besides the inadequate teaching strategies, which make information difficult to process and understand. Moreover, the majority of respondents hold the belief that literature integration and culture learning are interrelated and most have the tendency to view literature as a supporting material to be used to portray culture of the other world.

Next, the results obtained from the teachers' questionnaires have given an echo about the students profile in the literature class. The bulk of respondents indicate that immersing students in literary reading enhances their cultural and linguistic input. Teachers' agreement with the importance that literature has in portraying cultures signals the renewed interest in exploring more aspects about the social values and lifestyle of people whose language is the targeted objective. Further, teachers' answers about the ways of approaching the literary text brings to light that they still find difficulties vis a vis their learners to grasp the literary reading experience.

Linguistically, comprehension seems to be the main obstacle that hinders the students' communication in a literature class, it is comprehension that leads to interpretation and thus interaction. The students identified these difficulties in terms of lexical and syntactic structures, vocabulary comprehension. Some students also signal the difficulty of reading long texts and poems too. Thus, it is deduced that students' linguistic competence constitutes a handicap mainly for EFL students at undergraduate level who struggle to follow up the reading of a whole novel.

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Culturally, it would be better to develop in students the curiosity of understanding what is different and foreign; this curiosity shapes an adaptation of the unknown. The foreign culture should not be taken as a model to imitate but rather to understand so that to establish the links and underline the diversities when dealing with a literary text. Moreover, the results disclose their beliefs that the old paradigm focusing only on linguistic aspects and language form is no more effective by itself, rather they seem to add the cultural paradigm. They consider the perception of cultural knowledge enable their students to discuss and debate topics that are different and new to their social habits.

To what concerns the students' motivation in reading, it is based on their understanding of the cultural elements found in the text as well as the content comprehension. Students tend to be quite interested in topics that they might find in their social surrounding. To put it differently, their motivational factors are mixed. Moreover, if students are not encouraged to talk about the text they read, they will be demotivated to carry on reading. Usually, what learners talk about is what they grasp best and appreciate.

Moreover, according to the literature teachers, the practices and representations differ in different points. In fact, the literary text has a central status at undergraduate level of university. It is present in the heart of their practices, yet the visions held on these texts are different. For teachers, the acquisition of a literary culture and theoretical framework about literature is worth considering.

Questions about taboos, openness to foreign culture, cultural education are raised by them, even though they are not presented as final outcomes of their literature classes. Difficulties of learners in managing language and the cultural implications of the literary text are also highlighted. It should be also stated that not only learners lack the knowledge about EFL culture, but even teachers can fall into the cultural trap, though they have knowledge about the FL culture, they may be facing barriers when passing it to their students.

So as far as teachers are concerned, they are aware of the importance of teaching literature in the FL class and its relationship culture. Yet, the problem of the lack of cultural awareness and competence among the learners still exists, and this may be owing to the teachers' struggling in finding the appropriate ways and materials for teaching literature. The teachers recommended adopting different approaches that consider all of the students' language, culture, social and psychological development.

3.5. Conclusion

The results of the questionnaires raised a number of elements. Both of the teachers and students contribution through the questionnaires were quite helpful for the aim of the researcher in constructing a general overview about the literature use situation from their angle. Teaching literature is seen as interesting but yet not an easy task. The students admit the fact that reading literature does not only contribute to the development of their language skills but also their cultural knowledge of the text's country. The results have indicated that students' attitudes towards literature are mixed and differ according to their needs and interests. The gist analysed from both results clearly shows that students attitudes and teachers perceptions are complementary, in the sense that both elements contribute to the success of the literary experience. This leads the researcher to think about ways to promote this complementary relation through an experimental study procedure. Questionnaires were the first stepping stones to build some insights about students' situations, perceptions and views. In this light, the following chapter discusses the treatment procedure and how texts were analysed and discussed by both the researcher and the participants. In due course, experiencing reading is regarded in this study to gain more in depth embodiments of how students react and interact.

CHAPTER FOUR
FIELD WORK AND EXPERIMENT ANALYSIS

4.1.Introduction

The previous chapter was concerned with the questionnaires' data analysis. It has been concluded that mixed attitudes are conceived among EFL learners about the inclusion of literature, and teachers are still challenging the literature class obstacles and wavering between the different approaches to tackle the literary text. Further data is examined in this section to support the gained conclusions. In order to examine and assess the students' achievements and improvements in the literature classes, and to investigate their level of cultural competences and critical thinking abilities, a structured experimental design is needed. This has required a careful attention from the researcher realizing the experimental study regarding all the elements that may interfere in the study.

This part deals with the ways in which the researcher presented the literary texts. This could be useful in creating the atmosphere for reading and discussing the literary text. The way students interpret and deal with the literary texts will be examined. In doing so, proposed literature courses are depicted: the picked level is third year LMD students at Mostaganem University. The aim of the proposed literary sessions is anticipating FL student problems. The problems that students might have when reading are examined: understanding the plot; understanding the language in which the story is written; and interpreting the cultural issues and norms that are different from their own. Obviously, students may also have other kinds of problems when reading or studying any literary text.

It is important to indicate that during the reading sessions or group work, the researcher moved from one group to another so as to check the overall flow of each group. Owing to the time limitations, it was impossible to generate all of group discussions from beginning to end, but general trends in each group and examine the ideas each group raised. Field notes also included the researcher's own "feelings, reactions, hunches, initial interpretations, and working hypotheses" (Merriam, 1998, p. 106).

4.2.The Experimental Class Steps

The researcher has taken into consideration different aspects in order to ensure the suitable elements for the experiment. These elements consisted mainly of the selection of the texts, materials and class management techniques. The researcher took into consideration the ways of teaching literature, a way that considers literature as content or subject for study, and another way that takes literary readings a source like many other sources used in EFL learning

(Lazar, 1993). In this research, using literature as a source is the main objective, and by the end of the proposed course it is expected that:

- Students will be able to grasp the overall sections of the stories and provide with specific illustrations to support their own perceptions.
- Students will be able to discuss cultural issues and with 100% participation.
- Students will take notes on all class discussions.
- Students will listen to and comment on the opinions of others (including the researcher).

4.2.1. The Selection of the Literary Readings

The selection of the literary texts depended on the aims of the research questions, it was not easy to select the appropriate text as there is a wide range of texts, some of which might be appreciable and others not. The selection in this study considers collie and slater (2004) who identified the following criteria: students' needs, their interests, their cultural background and language level. The literary text selection was based on the following elements:

- a- The selected topics were relevant to the program of literature for third year students, all of the texts tackled the era of modernism and some important English writers.
- b- The time allocated for each reading session did not exceed two or three sessions, to keep the students interested and not to lose their concentration.
- c- The reading texts were accompanied with a list of difficult vocabulary with their explanation to save time and cope with the learners' linguistic competence.
- d- The chosen texts were culturally charged, in this was done purposefully to examine the students' perceptions about the target culture, as well as to provide the reader with insight about the attitudes, beliefs and values of the people in the foreign language context.

4.2.2. Managing the Literature Course

As classroom management has an effective role to the success or failures of the learning process, several features were taken into consideration and important procedures were established to ensure the well conduct of the experiment. The texts used with the experimental group were the same as the control group; the only difference was the method of using texts with the experimental group. The reading sessions with the control group were concerned with general comprehension, checking words meanings, identifying plots (they were teacher's talk based). Whereas, the literary reading sessions with the experimental group were carefully and purposefully planned. The materials that were used along the sessions were extracts of

some long texts, a glossary list that contain some complex or new vocabulary , power point slides presenting information about the author and his context and some audiovisual aids when necessary. The tasks developed around the readings were as follows:

4.2.2.1.The Pre- Reading Stage

The aim of the pre reading tasks is to warm up the students, and this would give them insights about the literary text , the author and the writing era as it can serve as an effective procedure to check the learners' prior knowledge and cultural background .

4.2.2.2.The While Reading Stage

The While- reading phase provides a means for checking students' comprehension and grasp of the basic meanings of the texts, at this stage is, Students are asked to analyze, interpret and evaluate the events in the reading text. All of them are required to participate in the class discussion whether they complete the reading or not. This technique might motivate them for the further readings.

4.2.2.3.Post Reading Stage

The goal of this activity is to make students interact with the work, construct meaning from it and discuss their opinions and personal views with each other.

4.2.2.4.The Written Assignment

As stated in the theoretical part, the reading of a literary text by itself is not sufficient. In order to gain its fruits, it must inspire and push students to write. At this stage, this activity acts as a medium for checking the students' own understanding, which might not be expressed in the oral discussions , especially those passive learners who rarely take part in the oral discussions, they can express freely in a written form . It is important to mark that the researcher's focus is to highlight the main features raised in the experimental group sessions. That is why these sessions were purposefully focused by the researcher and largely discussed in this chapter.

4.3.Reporting the Reading Sessions

4.3.1. Short Story “The Boarding House” from Dubliners

The short story turns around Mrs. Mooney, a women living in Dublin and holding a boarding house with her son and daughter. Mrs. Mooney rents rooms to young men. Polly Mooney is the daughter of Mrs. Mooney; she “sins” with Mr. Doran. The priest, social pressure and Mrs. Mooney force Mr. Doran to make reparation and marry her.

4.3.1.1. The Pre- Reading Class Activities

After selecting the group, the researcher asked the students to read the short story from *Dubliners* “*The Boarding House*” at home. Also, the students were asked to provide some notions about the author, James Joyce, and the general circumstances of writing the story (The era, the general themes, structure of the book, etc.).

4.3.1.2. The While Reading Activities

As a warming up and in order to activate the background knowledge of the students, some pictures were shown to students of the two short stories. First, the researcher asked: “if I ask you to explain or define a short story what would you say?”, the students had some answers, they said that a short story is smaller than a novel in terms of length; the researcher provided them with brief definitions through powerpoint slides by stating that it is a work of fiction, which involves imagination, it tells of one event in a very concentrated way, it has a plot, and characters that are somehow connected with each other.

Next, the researcher discussed with the students some notions about the author James Joyce, his life and how growing up in Dublin affected him. A slide in the data show contained a brief history for the story: *Dubliners* (1914) a volume of short stories by James Joyce. Joyce later wrote:

My intention was to write a chapter of the moral history of my country and I chose Dublin for the scene because that city seemed to me the centre of paralysis. I have tried to present it . . . fewer than four of its aspects: childhood, adolescence, maturity and public life. (p.489)

The story background was discussed and biographical information about the author was presented. Then, the booklet of the short stories was presented in its original form. In this situation, the researcher tried to make students aware that reading the story in hand is better than reading it in its electronic version. Next, the aim of the author behind the story was signaled so that come up with the idea that Joyce attempts to portray his Irish society through his *Dubliners*.

After gaining insights about the author’s life and his work, copies of the story *The Boarding House* were given to students, at the same time the data show slides were displayed; presenting the story in its original form. The narration was opened and the researcher initiated the reading task in a way that would pave the way to their imagination of the story events. Then, she asked one of the students to take part and read the next passage, and approximately

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half of the students' numbers were reading the story for their mates. At this stage, the attempt was to make the students enjoy the reading experience together.

While reading the story, students encountered some difficult vocabulary and idiomatic expressions, so that's why they were provided with a glossary of some terms that appear ambiguous. The intervention of the researcher in explaining some expressions made the students involved in the story. It was noticed that the students were stopping the narration and asking about some expressions due to the unfamiliar language and complex writing style used by Joyce. In order to integrate learners and their skills, they were urged to ask questions and give comments and remarks. While narrating the story the students seemed interested, but from time to time some of them seemed bored. An observation was made by the researcher, even though she asked them to read the story at home, it was not the case, they had just read summaries or general overviews of the characters.

During the whole session, the students embarked on a discussion about the FL cultural features implied within the story so that they could draw a general basis upon which to build their perspectives. The classroom discussion was raised to encourage students to resort to their native culture, personal experience, and critical capacities. Discussions were mainly based on questions that lead the students to adapt some FL cultural behaviours mentioned in the text to their native context and then to reflect upon them.

In the Boarding House, the researcher started reading the story "Mrs. Mooney was a butcher's daughter...neighbors' house." While opening the narration, a class discussion was involved. The question after reading the first paragraph: "what does the opening paragraph track?" Different answers were received from students, some of them answered that the story was going to deal with a life in a family, others kept silent. Next, the researcher asked one of the students to carry on the narration "...after that they lived apart...you know I am..." Here, the students seemed to know that the events were turning around the girl Polly.

Then, the researcher asked the students about the way Mrs. Mooney was called by the residents, the students answered that it was *The Madam*, then she asked them what qualities that title had earned her, the students said that it was just a title that we give to women, whereas one of the students raised the intention to a point by saying: "*we usually give that title to show respect and I think one of the important qualities that this title has given to Mooney is respect and reputation to the boarding house*".

The reading of the story was carried on; the researcher explained that Mr. Doran was having a love affair with Polly Mooney. One of the students was reading “Polly knew that she was being watched....tolerance”, the researcher wanted to check the students understanding, by asking: “how do you find the behavior of Mrs. Mooney, and why do you think she was behaving so?”, one of the students answered that even some Algerian mothers behave as such, and simply because she wanted Mr. Doran to marry her daughter “, then the following question was raised: “If Mrs. Mooney’s behaviour was similar to a chess player, what would be her main chess piece?” Some students mainly boys said that it would be Polly, whereas girls said that Doran would be her main piece.

The next discussion was about Mr. Doran who was hesitating to marry Miss Polly Mooney because of her education and family background. He was under pressure to accept the proposal because of the prevailing situation as the affair was already known to everybody. The students were asked to pick up an expression that signals Doran’s anxiety, many of the students of the experimental group chose the same expression “...once you are married you are done for, it said...”

Further, a question was raised: “what made Mr Doran paralysed?” One of the students answered that it might be the priest who had forced him to make reparation. Another question was addressed to the participants: “how could you relate this to our society?”The students needed some time to make connection. Surprisingly, one of the answers was “the religious morals in our country are more important than the social ones, and the same thing happens in this story “. The students were carrying out reading, they noticed that the story had no clear end “...Then she remembered what she had been waiting for...”

4.3.1.3. Post Reading Activities

After reading the story, it was asked: “if you are asked to give adjectives for each character from the story, what would you give to each one?” This activity was a kind of vocabulary exploration; the students were giving many adjectives. For instance, Mrs. Mooney was described as “rude, hypocrite, intelligent, logical...”.One of the answers that were quite interesting was: “*Algerian-minded*”. Here, the student was able to make reference to his own society. An oral discussion was carried out about the main themes of the story.

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At the end of the session the researcher gave a question to the students to be answered in a form of a written assignment, the question was:”the story by James Joyce is a clear and powerful portrayal of moral paralysis of the citizens in Dublin. Discuss then make reference to your own society by giving illustrations. How do you think the story is going to end?”

In general, after-reading activities are designed mainly to foster the students’ personal responses and to gather data from students in order to connect them with text context and to enhance their reactions against facts or opinions presented in texts. The table below represents the observation reports of the reading Session:

	<u>The students’ reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control group</u>	Interpretational skills and self-interaction	02	16,66%
	Cultural comparison and intercultural thinking	01	8,33%
	Relevance and argumentation of the students’ answers	02	16,66%
	The language form of the written assignments	00	00%
<u>The experimental group</u>	Interpretational skills and self-interaction	04	33,33%
	Cultural comparison and intercultural thinking	05	41,66% %
	Relevance and argumentation of the students’ answers	05	41,66%
	The language form of the written assignments	05	41.66%

Table 4.1 Students’ Reaction to the Boarding House

As shown in the table above, the participants’ performances show a slight difference between the reactions of both groups. To what regards the interpretational skills, the questions raised helped to push the students to think, reflect on and thus respond.

4.3.2. Reporting the Second Session “Eveline” from Dubliners

4.3.2.1. The Pre-reading Activities

It is a brainstorming phase. The researcher asked the learners to read the story at home without limiting them to particular points to be studied. For the background of the short story, it has already been presented in the previous short story “The Boarding House”.

4.3.2.2. The while Reading Activities

At the beginning of the literature class, the researcher asked the learners whether they have read the story. The aim behind that question was to involve the students in the lesson by picking their answers. Next, the researcher asked students who had read the story to present their ideas and first impressions. Then, in order to raise the students’ curiosity, participants were asked why the writer had used the name Eveline and not another. Here, no answer was provided, the students seemed thinking about it to find an answer. One student said that the writer might like that name, another one said that Joyce might have a story with a girl named Eveline.

The researcher raised another question: “What do you know about eve day?” students seemed silent and when she noticed that no one of the learners provided her with an answer, She asked them to decipher or divide the name Eveline, students signaled the word “Eve”, in doing so, the researcher explained that Eveline refers to the new year eve which is the 31st of December and the last day before the new year. The researcher opened the reading of the story:

“She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains, and in her nostrils was the odor of dusty cretonne.....now she was going to go away like the others, to leave her home...”

Here the researcher tried to make a connection between the meaning of the name Eveline and the character. She stopped reading and asked the students about Eveline desire. One of the student answered that she was dreaming of leaving home. Then, another students carried on reading the next extract of the story: “...Home !she looked round the room reviewing all its familiar objects which she had dusted once a week for so many yearsit was a hard work

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–a hard life- but now that she was about to leave it she did not find it a wholly undesirable life...”

The researcher here added that there is a flashback to the past in the story by asking the students to pick out the passage that revealed this flashback. They succeeded in picking it out: “And yetto leave her home...She decided to leave but she wonders “Was that wise?” “She knows that in her home anyway she had shelter and food...”One of the students said that Eveline had been left a lot of responsibility at a young age; she had made promises to her mother to look after her father and two small children; she had also worked outside the home. Both her boss and her father are abusive and degrading. Next, one of the students carried out reading, the group was asked: “how does Eveline see frank?”, a student said that he was seen as the man who would save her, another answer was that all the girls like Eveline’s dream of a new life and frank came across her, and promised to give an exciting life.

The researcher attempted to make students familiar with this point: “the stream of consciousness”, it was noticed that students had no idea about it, they were explained that the term ‘stream of consciousness’ was first used by William James in his *Principles of Psychology* (1890) to describe the random flux of conscious and sub-conscious thoughts and impressions in the mind. It is a technique used by novelists to represent a character’s thoughts and sense impressions, it becomes important as a technique with the rise of modernism in the 20th century and thus it can be seen in the works of Joyce. The attempt behind raising this point was just to make students able to examine the internal thought of the characters.

The class discussion was carried out by reflecting on how Joyce portrays sexual, religious, and political situations. In this situation, the research signaled that the Irish people at that period were not able to take decisions concerning political affairs owing to the conflict with the British authority as they were asking for their rights under those circumstances. She added that for this reason, the author’s most characters are searching for their freedom by thinking to leave Dublin and to escape. So, each time, the attempt was to focus the idea of cultural, political, and historical background of the story.

At the end of the story, the students noticed that as “The Boarding House”, the story Eveline had no clear ending. Moreover, the teacher tried to raise a Critical discussion or debate about the world-view of values which seem to be depicted in the text and at the same time students were provided with questions that could activate their critical thinking and make

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comparison and connections to their own culture. Their overall opinion was that characters in both stories were unable to decide by themselves and their lives at that time.

4.3.2.3. Post Reading Activities and Written Assignments

After dealing with the story, the researcher asked the students to depict the character Eveline with their own adjectives, some students answered while others had no answers. Then, she asked the students to compare the personalities of Joyce's "Eveline" and Polly from "The Boarding House." If you were Eveline, would you have made the same decision? Why or why not? The table below illustrates students' reactions to the text:

	<u>The students' reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control group</u>	Interpretational skills and self-interaction	03	25%
	Cultural comparison and intercultural thinking	01	8,33%
	Relevance and argumentation of the students' answers	01	8.33%
	The language form of the written assignments	01	8.33%
<u>The experimental group</u>	Interpretational skills and self-interaction	05	41,66%
	Cultural comparison and intercultural thinking	07	58.33%
	Relevance and argumentation of the students' answers	05	41,66%
	The language form of the written assignments	06	50%

Table 4.2 Students' Reaction to "Eveline"

4.3.3. Reporting the Third Session :The White Stocking by D.H Lawrence

This short story revolves around a life of an ordinary young couple when it is influenced by a third person. Ted and Elsie Whiston found themselves in a situation that is out of their control. The events start to take place in a valentines' day morning when Elsie was excited to know what was in the mail package, it was a long white stocking.

4.3.3.1. The Pre -Reading Activities

Following the same procedure, students were asked beforehand to read the story at home, and provide some notions about the author of the story and his cultural background. Students were informed that ‘the white stocking’ was a short story written by the English modernist writer D. H. Lawrence. David Herbert Lawrence (September 11th, 1885 –March 2nd, 1930) was an English novelist, poet, playwright, essayist, literary critic and painter who published as D. H. Lawrence.

4.3.3.2. The While Reading Stage

Following the same procedure in the previous sessions, the teacher took the text in its original form, raising attention to cultural features. The reading of the story was based on the dialogue between the characters, the researcher asked students to take roles and act out the dialogues. A very important point was raised by one of the students from the experimental group during the discussion, she said: “This story differs from the previous short stories of James Joyce, we are not only concerned with personality and thoughts of the character “. From here the researcher adds that it differs from a third person limited narrator who focuses on the personality and emotions of one character, and D. H. Lawrence is portraying the emotions of Ted, Elsie and Adams. The discussion of the story extracts was realized by giving notions about the sociocultural and historical features of the FL society present in the text. Because the story turns around the idea of marriage, the relation between a man and a woman, the potential couple problems, jealousy, anger, love, sex and open ended reconciliation of Ted and Elsie.

The first cultural feature in the story was presented through the Valentine’s Day, the teacher asked the students some questions about Valentine’s Day, and the students had different answers, the whole idea surrounding St Valentine’s Day seem strange to the Muslim culture. There are others who said that it has no meaning in our culture and even our religion. The students’ cultural perceptions towards this event were different.

Then, the researcher asked one of the students to read the opening passage: “It was about seven o’clock, scarcely light yet in the cold bedroom...and flung it on the dressing-table, her careless abandon made his spirit glow....” The researcher asked the students what this revealed to them. One of the students said that Ted was deeply in love with her, most of

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the students had the same answer. The teacher asked them “why do you think his spirit glows? It is due to what? “, again most of their answers were turning around love.

The sexual attraction of Ted towards Elsie was discussed. One of the students said that this was a natural instinct of a man who is in love. The discussion was carried out about things began to happen in a valentine day’s morning when Elsie received a gift from her former employer Sam Adams, it was a *white stocking* that once belonged to her. Jealousy, anger and perturbation controlled Ted. Students were asked to reveal the passages that show Ted’s jealousy and which signal Elsie’s intelligence. The passages were picked out. “Who’s that from?”..., one of the students said that Elsie’s answer was quite intelligent “In a valentine...How do I know who it’s from? Remarkably female participants admired Elsie’s answers.

Female students were asked: “what do you think of her answer?” One of the students said that it was not an answer, it was a question, she added that it might be the fact that she did know where the gift was from, she replied that way. Students were asked to focus on the questions asked by Ted, it was revealed that through this dialogue between Ted and Elsie, Lawrence is trying to increase our suspense. In fact the students were curious to know what the truth was, and where the valentine’s gift came from.

During the discussion, the researcher tried to explain the prevailing tendency of the modern prose writing, consequently the students could trace back to James Joyce writing female characters, they were able to recognize that unlike the previous characters, Elsie was portrayed as an independent woman who is not afraid of sharing her emotions.

Moreover, students questioned the nature of the relationship between Ted and Elsie, and between Elsie and her employer Sam Adams, more clarification was made by the researcher through reading more passages. The researcher wanted to make students that the culture of the western world was characterized by romantic and sexual liberties, she asked them to give some examples from the dialogue in the story, students were able to relate this idea to the text, they provided the teacher with some extracts like: “...You don’t want to be too free with Sam Adams...You know what he is”. “How free?” she asked. “Why - you don’t want to have too much to do with him...”

In addition, the teacher tried to elicit the student's personal cultural background by asking questions like: "if Elsie was belonging to an Algerian family, how would her husband perceive this?" It had been noticed that students made use of both their personal experience merged with the rituals relative to their social settings. Most of them argued that in an Algerian couple, the situation would be a taboo and the only solution to make end to this is divorce, other students explained this from a religious standpoint, denouncing Whiston's jealousy and his wife was flirting with Sam Adams:

"She went with anticipation to the arms of Sam Adams, when the time came to dance with him. It was so gratifying, irrespective of the man. And she felt a little grudge against Whiston, soon forgotten when her host was holding her near to him, in a delicious embrace...She was getting warmed right through, the glow was penetrating into her , driving away everything else."

Students then, were asked to justify the behavior of Elsie, the students found that Elsie was trying to push teds emotions as if she is enjoying the fact that her husband is jealous, the female student added that in such a situation every women would enjoy the fact of being loved by two men, here it was noticed that students were reflecting upon what they read and giving their own views.

4.3.3.3. Post Reading Activities and Written Assignments

After reading the story, the researcher asked: "if you are asked to give adjectives for each character from the story, what would you describe them?" This activity was a kind of vocabulary exploration; the students were giving many adjectives. Two questions were asked for both males and females. To begin with females, the question addressed to them was: "what do you think of Elsie's character and how would you behave if you had the same situation? ". Males were asked "if you were Elsie's husband what would you do, and how would you manage your actions? ". The following table shows how students' responses remarkably differ and how the attempt to create a discussion or a talk make students comment and have the courage to speak. The overall observation is demonstrated as follows:

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	<u>The students' reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control Group</u>	Interpretational skills and self-interaction	03	25%
	Cultural comparison and intercultural thinking	02	16.66%
	Relevance and argumentation of the students' answers	01	8.33%
	The language form of the written assignments	02	16.66%
<u>The experimental group</u>	Interpretational skills and self-interaction	07	58.33%
	Cultural comparison and intercultural thinking	07	58.33%
	Relevance and argumentation of the students' answers	05	41,66%
	The language form of the written assignments	05	41.66%

Table 4.3 Students Reaction to “The White Stocking”

As illustrated in the table above, the students' response percentages remarkably differ from the control to the experimental group. Again, the fact of simplifying the questioning and discussion tasks led participants to contribute with their personal opinions.

4.3.4. Reporting the Fourth Session : “Of Mice and Men”

4.3.4.1.Pre Reading Activities

First of all, Reading *Of Mice and Men* required three class periods .Before starting the course, students were given Copies of the story .The researcher presented a PowerPoint which included a brief biography about John Steinbeck, the story setting, characters and the contextual background. After the brief presentation, the researcher initiated a discussion with the students about what the story might be about. Students were also asked to watch the movie version of the story before dealing with it in the class. This played an important role in helping students to make connections to the image when reading passages.

4.3.4.2.The While Reading Activities

The activities in this phase were meant to examine students' analytical skills and give them an understanding of life through the story. George and Lennie are two teenagers moving

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to find temporary work. Due to the story length and time constraints of the research period, students were asked to read brief passages when discussing the story so as to be able to follow along more easily. To begin with the first section of the story, the researcher divided them into two groups, they were asked to choose scenes from the novella to adapt into a short, dramatic reproduction and oral performances. The researcher asked students to pick out the passage that describe the setting of the story , students were working in groups , one of the two groups identified the passage “...Evening of a hot day started the little wind to moving among the leaves. The shade climbed up the hills toward the top. On the sand banks the rabbits sat as quietly as little gray, sculptured statues... “.

Throughout the discussion students were asked about the type of relation George and Lennie had, one of the students said that they were like brothers; others said that George was like a father who gave advices to his little child. Then, they were asked to pick up extracts, a group picked: “...Lennie, who had been watching him, imitated George exactly. He pushed himself back, drew up his knees, embraced them, and looked over to George to see whether he had it just right. He pulled his hat down a little more over his eyes, the way George’s hat was...”

The researcher tried to shed light on Lennie’s character, so she asked both groups to describe him, all of the students agreed that he was so naïve. Interestingly one of the students said that he was behaving like an animal “...Lennie dabbled his big paw in the water and wiggled his fingers so the water arose in little splashes...” The researcher exposed the students to the “American Dream” which is a constant theme in *Of Mice and Men*; she explained the notion to them then asked them to pick out an example that signaled Lennie’s and George’s dreams. The researcher read the example of George when he says to Lennie, ““O.K. Someday—we’re gonna get the jack together and we’re gonna have a little house and a couple of acres an’ a cow and some pigs and—”. One of the students added: ‘*A live off the fatta the lan*’, Lennie shouted. ’An have rabbits. Go on, George!’”.

In the second section, the characters of Slim, Curley, and Curley’s wife are all introduced. George is wary of Curley and his wife and instructs Lennie to stay away from both of them. Just like in the first section, the students were asked to identify a passage describing the setting, for example, “...The bunk house was a long...square windows, and in the fourth, a solid door with a wooden latch...”

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Then, they were also asked to describe Curley’s wife Candy .Also they were asked why the boss was irritated when dealing with George. The same procedures had been taken in the remaining sections of the story, till the fifth section where the death of Lennie’s puppy and Curley’s wife are portrayed. Along the sections, students were asked to identify forms of figurative language and metaphors. The most important part was the dramatic ending of the story, students were invited to think about the story as a whole and specifically how Lennie’s death was. They were asked whether they agree or disagree with George’s decision and the outcome of the last section. Students were asked to perform orally some dialogues of the story.

4.3.4.3. Post Reading Activities

This essay assignment was used as an important step in developing the students’ critical analysis abilities. The students were asked to comment of the following: “Do you agree with Steinbeck’s vision about human nature and dreams?” The table below demonstrates students’ reactions:

	<u>The students’ reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control Group</u>	Interpretational skills and self interaction	04	33.33%
	Cultural comparison and intercultural thinking	02	16.66%
	Relevance and argumentation of the students’ answers	01	8.33%
	The language form of the written assignments	01	8.33%
<u>The experimental group</u>	Interpretational skills and self involvement	06	50%
	Cultural comparison and intercultural thinking	07	58.33%
	Relevance and argumentation of the students’ answers	07	58.33%
	The language form of the written assignments	04	33.33%

Table 4.4 Students’ Reaction to “Of Mice and Men”

4.3.5. Reporting the Fifth Session: The Zoo Story “Edward Albee”

4.3.5.1. The Pre Reading Activities

Two sessions have been devoted to this literary text. At an initial stage, the researcher tried to explore students' knowledge about drama as a literary genre. Students' unfamiliarity with this literary genre was noticed among students of the experimental group. Students were informed about the form of a play which has a title page and a character list; it starts with an opening scene that signals the setting of the whole story. The story cultural background was exposed to learners in handouts so that students could have the idea that the story depicts the American culture to some extent.

4.3.5.2. The While Reading Activities

The play has one act with two characters, Jerry and Peter. The scene initiates with Peter who is sitting in the Central Park of New York, reading a newspaper. “a man in his early forties, neither fat nor gaunt, neither handsome nor homely. He wears tweeds, smokes a pipe, and carries horn-rimmed glasses. He appears in a well looking” Jerry, on the contrary, seems to be a man who doesn't take care of his look. He is described by Albee describes as a “man in his late thirties, not poorly dressed, but carelessly. What was once a trim and lightly muscled body has begun to go to fat; and while he is no longer handsome, it is evident that he once was. His fall from physical grace should not suggest debauchery; he has, to come closest to it, a great weariness”

Due to the time constrains, the group of students was divided into two sub groups. Group one took the role of Peter and Group two took the role of Jerry. Passages from the story were selected with the assistance of the research. Then, students were asked to perform and read the dialogue and each time a pair of students from both groups was chosen to perform. The idea of grouping was used by the researcher as a technique to decrease students' uneasiness when dealing with such a literary genre. It has been noticed cases where students could not pronounce some complex terms and difficult structures. The story's characters Peter and Jerry seemed to be complex to students through the reading of some passages.

The researcher focus was on making students perform orally and check their acceptability of the story since Albee addresses sex sometimes in the play. Along the reading of passages the researcher asked questions like: What happened at the zoo? Who is the savage character in

the story and why? Did Jerry plan this or not? An important question was asked by the researcher about the setting of the story “the zoo”. Students’ answers were different amongst which an answer raised the researcher’s attention. A student said that the zoo might be the perfect place for a person like Jerry. Another one added that Jerry’s life is similar to that of the animals in the zoo, and that only his body existed without spirit.

4.3.5.3. Post Reading Activities and Oral Performances

At this stage learners were asked about their opinion about the play events, and then each pair was asked to choose a small passage and act it out in front of their mates. A question was given to learners as a written assignment: Do you think that the title “The Zoo Story” signals something in the play? If yes, discuss. The overall students’ responses are illustrated in the following table:

	<u>The students’ reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control group</u>	Interpretational skills and self-interaction	03	25%
	Cultural comparison and intercultural thinking	03	25%
	Oral performances (pair acting)	04	33%
<u>The experimental group</u>	Interpretational skills and self-involvement	07	58%
	Cultural comparison and intercultural thinking	08	66%
	Oral performances(pair acting)	10	83.33%

Table 4.5 Students Reaction to “The Zoo Story”

The above table illustrated another important point which has not been raised in the previous sessions “the oral performances”. Taking a small passage and performing it was remarkably

observed in the experimental group as the researcher took part in these performances, the researcher's empathy within these events motivated learners to act.

4.3.6. Reporting the Sixth Session: The Room “ Harold Pinter”

4.3.6.1.Pre-reading Activities

Students were given a week to read the play and prepare a power-point presenting containing a brief background about the story and the author. The objective from this activity is that students can either choose to work individually or in pairs and enhance their autonomy. The play is written by Harold Pinter who is sometimes referred to the generation of British playwrights in modern drama that emerged in the 1950's and known as the Angry Young Men.

4.3.6.2.The While Reading Activities

At this stage the researcher tried to generate students' answers about what the story is about and the characters and the setting. After generating the answers students watched a video lesson that provides an overview of the story. They were given at the same time copies of the play. The main character which was talked about by students was Rose and her free will from her family.

The play starts with Rose preparing food for Bert and speaking about the cold weather. The researcher asked students what they had noticed in Rose, they said that she asked many questions and Bert never answered her questions. The girls were asked to perform rose's questions. Students were asked about Rose's behaviour with her husband and its cause, the participants agreed on the bad memories of Rose with her family which pushed her to be attached to her husband. Other characters were discussed as Mr. Kidd who made Rose bothered and scared. Scenes from the play were chosen and students were asked to perform some extracts.

Trying to immerse students in the atmosphere of the story, students were asked to imagine themselves as Mrs. Rose and to discuss what attitudes they would hold towards life and how they would live it. Girls mainly were inclined to the importance of having a family before having a husband. When asked why, they argued that it is one of the factors that shape woman's personality.

4.3.6.3. The Post Reading Activities

At this stage the researcher tried to raise learners’ autonomy. They were asked to form pairs and choose some extracts to perform them orally in front of their mates. The other students were asked at the end of each scene to freely respond to the extract. The table below represents the students’ reactions to the Room:

	<u>The students’ reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control group</u>	Interpretational skills and self-interaction	02	16.66%
	Cultural comparison and intercultural thinking	02	16.66%
	Oral performances	02	8.33%
<u>The experimental group</u>	Interpretational skills and self-involvement	06	50%
	Cultural comparison and intercultural thinking	06	50%
	Oral performances	10	83.33%

Table 4.6 Students Reaction to the “Room”

The table above has displayed the remarkable difference existing between both groups. Interpretational skills and oral skills have risen through the reading sessions with the experimental group. More than half of the experimental group members succeeded to respond to the researcher’s answers by keeping their freedom to express.

4.3.7. Reporting the Seventh Session: At Grass by Philip Larkin

The objectives of the literary session when dealing with poetry were as follow:

- Make learners perform and read aesthetically
- Familiarize students with the pleasure of poems reading
- Launching a conversational session
- Create a discussion that pushes learners to speak about an important issue like: life, youth, and adulthood, love...etc.

4.3.7.1.Pre Reading Activities

To begin with, this poem contains simple words. At an initial phase the researcher gave the students an overview about the poetry as a genre, its form and components. The author background and his poetic style were presented in some slides. Philip Arthur Larkin is one of the great English poets of the latter half of the twentieth century.

4.3.7.2.While Reading Activities

The poem has a traditional stanza form. It portrays life and death the old horses are lost in the shadow. The researcher asked student for a silent reading, then they were asked to read loudly the poem. After reading, the discussion started in the class. Students were asked about “the eyes can hardly pick” and its reference. Amazingly, their answers agreed on age, they said that the more we grow up, the more our eyes can hardly pick and see things.

Through the reading, the discussion was carried on about the last stanza of the poem. The researcher tried to check students’ reflection on the stanza the state of joy after the end of the race. An important question was asked is how that could be referred to human life. Students’ answers were different. They referred this to life troubles, problems and challenges. One of the learners said that at this age human take rest and retires after too many years of work, “they work like horses”. The movement of life is portrayed briefly from the first stanza till the last. Students were asked to pick up words that reflect the horses’ joy and misery. Words like ‘cold’ and ‘distresses’ were picked out.

4.3.7.3.The Post Reading Activities

The focus of the researcher was on making students explore how things about life are portrayed through poetry as a genre. Each student was asked about the image they can draw from the poem. Surprisingly, students could relate that to their own life. Some of the answers were as follows: “we spend our energy on running like horses” “life is like a race “;”human beings when they get old they need rest to taste the remaining years of their lives”. Moreover, students were asked to adapt the poem by changing its words in order to change the theme and its meaning. The table below illustrates the observation of students’ interaction:

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	<u>The students' reactions and skills</u>	<u>Number</u>	<u>Percentage</u>
<u>The control Group</u>	The reading skills (oral performance)	03	25%
	Interpretation	03	25%
	Relevance and argumentation of the students' answers	03	25%
	The students creativity (writing style)	03	25%
<u>The experimental group</u>	The reading skills (oral performance)	07	58.33%
	Interpretation	06	50%
	Relevance and argumentation of the students' answers	06	50%
	The students creativity (writing style)	08	66%

Table 4.7 Students' Reaction to "At Grass"

4.3.8. Reporting the Eighth Session: Reasons for Attendance by Philip Larkin

4.3.8.1. The Pre-reading Activities

As a warm up activity, students were asked about the last poem they have dealt with in the previous sessions. The researcher tried to examine learners' perceptions about the poem reading. They were asked to speak briefly about Philip Larkin; ideas were exchanged about his background.

4.3.8.2. The While Reading Activities

Before this reading session, learners were asked to read the poem so as to describe the poem theme. The research asked learners what the poem was about, and then they were asked about the stylistic form of the poem (a short poem with four stanzas). A loud reading was realized in the class, and at the end of each stanza a discussion was raised. The researcher asked students about how the poem starts; they indicated that it starts with the writer outside the class observing the dancers "all under twenty five".

The researcher indicated that most critics find that Larkin doesn't refer to himself as a poet but to the speaker who narrates what he observes. One of the students said that Philip observed a lighted, well decorated room, and watched the young dancers. He wondered what

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makes a couple come together, and why? “Moreover, they were asked to pick up expressions that seem flashy to them from the poem. Remarkably, most of the group participants referred to the expressions of the second stanza “But then, why be in there? Sex, yes, but what is sex?”

The researcher discussed the second stanza of the poem where the poet describes the speaker’s feeling about “smoke and sweat “and” the girls”. The researcher asked students how dancers are portrayed in the poem, one of the learners answered: “*The lion’s share of happiness is found by couples*”. Further, the discussion moved to the third and fourth stanzas in which the dancers were following the trumpet’s voice.

The researcher tried to check the students interpretation by asking them “why does the poet use the “trumpet’s voice”? Different answers were generated: “it may be due to the fact that when we hear the trumpet’s voice we feel happy, active and fresh “;”An instrument of excitation that may lead to have a sexual desire”.

4.3.8.3.The Post Reading Activities

As a final discussion, learners where asked to give their overall impressions about the poem. Some of the students indicated that it seems complicated and its language is metaphorical. The researcher raised the image of “happiness” in the discussion; students have understood that the poet is signaling that happiness is not to be drawn from a precise way but in different ways.

4.3.8.4.The Written Assignment

Students were asked to produce a poem about women and men considering these aspects: (In love, happiness, jealousy, desire ...). The table below illustrates the students ‘reactions:

	The students’ reactions and skills	Number	Percentage
The control group	The reading skills (oral performance)	05	41.66%
	Interpretation	04	33%
	Relevance and argumentation of the students’ answers	04	33%
	The students creativity (writing style)	04	33%
The	The reading skills (oral performance)	10	83%

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experimental group	Interpretation	07	58%
	Relevance and argumentation of the students' answers	07	58%
	The students creativity (writing style)	09	75%

Table 4.8 Students' Reaction to "Reasons for Attendance"

4.4. Results Obtained from the Reading Sessions

- The reading of short stories had a remarkable effect on stimulating students' motivation towards reading.
- The short stories were an easy reference to students due to their length and style.
- The general reactions signal that students of the experimental group demonstrated a slight improvement from one session to another.
- The students demonstrated different reactions to the stories events. They wanted to know more about characters and their behavior.
- Both students of the control and experimental group found obstacles in the reading of the poems, the language of the poem seemed to be quite complex but it was used as a tool to enhance their aesthetic reading skills.
- Most of the control group participants showed their boredom, and this reaction influenced their oral discussion in the classroom.
- The written assignments in all of the reading sessions seemed to be an effective strategy to check students understanding, their writing style and analytical skills.
- Some passive students found the written assignment as an opportunity to talk about their understanding.
- In the written activities, the students of the experimental group demonstrated a good performance. Their written expressions seemed to better along the sessions. Mistakes were found in their writings but they used new vocabulary.
- In terms of content, which is one of the main features, negative attitudes began to change. They wrote in a more logical manner demonstrating their opinions and highlighting the facts that can describe the story and tolerate its content.
- Both groups after the reading sessions made a progress. Yet, it was the experimental group which demonstrated a remarkable progress in the discussion skills and cultural competences. The focus in the control group was to understand the overall themes,

plot of the stories to shape a general insight about the story. Therefore, the students of the control group depended too much on the researcher explanation and comprehension. . Whereas the basic goal with the experimental group is to view the story from different angles, to highlight its cultures and relate it to the students own culture.

- The stage of the reading discussion appeared to be effective with the experimental group owing to the extensive reading strategies, free class discussions and group works.
- The experimental study results have demonstrated that the interaction about the literary texts had some cultural autonomous impact. The diversity of identities had been positioned through the treatments of the texts.
- It was also examined that the gap between the reader's identity and the text's identity plays a vital role in shaping the learner's thinking, his distance or proximity to the text's culture.
- The linguistic difficulties of learners in both groups push them to focus on comprehension before interpretation, and this seem to be an obstacle for more complex interpretations.
- Loud reading can be an end by itself in a literature class. Allowing learners to read aloud passages that particularly addresses their emotions served as a facilitating vehicle to comprehension and discussion.
- The learners can read loudly a chosen passage, listen to it and even perform it when it comes to dialogues. In fact, loud readings have slightly contributed to the learners' drawing of events in their minds.
- The experimental study demonstrates that when students do not get immediate comprehension from the text they read, they lose interest and reading becomes a hard task as learners have to interact with their opinions and discuss the central themes of the text.
- With regards to the learners' gender, male students seem to be less inclined to read about texts that focus on a female as a protagonist and the same case with females, they prefer to read texts that focus on the female as a protagonist.

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4.5. Analysing the Pre and Post Test Results

The current section presents the students answers change before and after the reading sessions. Students' answers were analyzed according to their comprehension efforts in making connection with their own world. Based on their writings, the current section illustrates how their analytical capacities have changed as they read and discussed different literary genres. Both the control and the experimental groups appeared to share similar patterns in the pretest results. At an initial stage, the pretest results were used to ensure that both of the groups have the same level on literature reading and comprehension before processing the treatment phase, they were also used to check the change after dealing with the literary sessions. The results gained from the control and experiment group tests are presented in the following tables:

<u>Students</u>	<u>Linguistic competence</u>					<u>Cultural competence</u>					<u>Analytical skills</u>					<u>Writing techniques</u>					<u>Total average</u>				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
Participant 1		X						x						X						X					04
Participant 2			X					x						X							x				06
Participant 3			X						X						X						x				08
Participant 4		X						x						X							x				05
Participant 5			X					x							X						x				07
Participant 6				X						x					X							x			11
Participant 7			X						X						X						x				08
Participant 8		X							X						X						X				05
Participant 9		X						x							X						X				05
Participant 10	X							x							X					x					02
Participant 11			X						X						X							x			09

Table 4.9 Control Group Pretest Results

The table here displays the tests' written assignment of the control group, it is assessment based tests. Their writing techniques were fluctuating between less acceptable and acceptable. The assessment turned around examining the accurate use of vocabulary, relating the story to

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their thoughts and analyzing critically. Most of their average gained points did not exceed 10. The following table displays the students' assessment scale in the experimental group.

<u>Students</u>	<u>Linguistic competence</u>					<u>Cultural competence</u>					<u>Analytical skills</u>					<u>Writing techniques</u>					<u>Total average</u>				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
Participant 1			X					x							X					X					07
Participant 2			X				x								X						X				07
Participant 3				x			x								X						X				08
Participant 4				x				x							X							X			10
Participant 5			X					x								x					X				07
Participant 6			X					x							X						x				08
Participant 7				x				x							X						X				09
Participant 8			X					x							X						X				07
Participant 9		X					x								X						X				06
Participant 10			X					X							X						x				08
Participant 11				x					x							x						X			10

Table 4.10 Experimental Group Pretest Results

The two tables display the results of the students written pretest assignments in the control and experimental groups. In terms of the pretest and post test results, the control group revealed approximate averages in both tests. Students' obstacle in addressing the question is one of the relevant factors that were examined. One should mention that the assessment task was done for the sake of measuring students reading and understanding through the sessions. The two tables show that students have approximately the same way in writing. The most two shared features in the students writing in the pretest were their analytical skills and writing techniques. Their analysis needed to be supported with quotation and extracts, illustrations and demonstration of characters of the text. The following tables present the results of the post-test essays:

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<u>Students</u>	<u>Linguistic competence</u>					<u>Cultural competence</u>					<u>Analytical skills</u>					<u>Writing techniques</u>					<u>Total average</u>				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
Participant 1		X							X					X						X					05
Participant 2			X				x							X								X			07
Participant 3			X					X						X						x					08
Participant 4		X					x							X						x					06
Participant 5			X				x							X						x					07
Participant 6				X					x						x							X			12
Participant 7			X					X						X						X					07
Participant 8		x						X						X						X					06
Participant 9		X					x							X							x				06
Participant 10		X					x							X						X					04
Participant 11			X					X						X								X			09

Table 4.11 Control Group Post-test Results

So, the features shown in the tables above are divided into four criteria. When it comes to the linguistic competence, students' ability to form meaningful sentences and correct structures is examined. The cultural competence is examined through students' ability to demonstrate a foreign behavior, hold an opinion about it and compare it to their own cultural background. The analytical skills of the students are measured through their ability to analyse the text freely and independently, their justification, arguments and critical analysis. The analysis is done through the consideration of characters, themes which are essentially open to interpretation and the dialogues. Then, the writing techniques are assessed on the way student outlay both the structure of their essay and the elements of their literary analysis. To what regards the control group post tests, a slight difference has been observed through their writings, yet the answers were not methodic. The following table displays the post test of the experimental group participants.

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<u>Students</u>	<u>Linguistic competence</u>					<u>Cultural competence</u>					<u>Analytical skills</u>					<u>Writing techniques</u>					<u>Total average</u>				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
Participant 1				X						X					X							x			10
Participant 2				X						X					X						X				06
Participant 3				X						X					X							x			11
Participant 4			X							X							x					x			11
Participant 5				X						X						x					X				11
Participant 6				X						X						x							x		12
Participant 7				X						X					X						X				09
Participant 8			X							X					X						X				08
Participant 9			X							X						x						x			12
Participant 10				X						X						x						x			12
Participant 11				X						X							x						x		13

Table 4.12 Experimental Group posttest Results

After the literary reading sessions, the same posttest was delivered to test the students' reading comprehension, analytical skills, cultural knowledge and writing style. At this stage, the experimental group results were more advanced than the control group. This group of participants increased their reading comprehension and interpretation. Their answers were justified with examples, quotes; participants of the experimental group exposed freely their opinions and their writing style has slightly improved.

From the analysis of students' tests, it can be deduced that learners have problems with form and analysis. To begin with form, both the control and the experimental group did not accomplish the required writing form in their pretests; their common mistakes are related to grammar, language structure and punctuation, they also face obstacles in terms of using vocabulary. Moving to analysis, the pretest results of both groups indicated that it was difficult for students to shape their ideas and express them in a cohesive way.

The post test results of the control group were slightly close to the pretest results. However, the experimental group post tests have remarkably progressed in terms of form and analysis. This slight improvement might be referred to the researcher's feedback after each written assignment. After the reading sessions, the students seem to generate their ideas but still having problems of structure. In addition, some participants of the experimental group wrote interesting essays with an adequate content and structure.

Further, the students essays revealed that there reading and writing are interrelated. The way of reading a literary text affects the writing abilities of the learners. If the literary text is chosen according to the student's interest, it will influence his reading as a skill and hence his writing techniques. The better they read, the better they produce. Based on the analysis of the students' writings in general, a diagram is constructed to show the connection of the aforementioned elements:

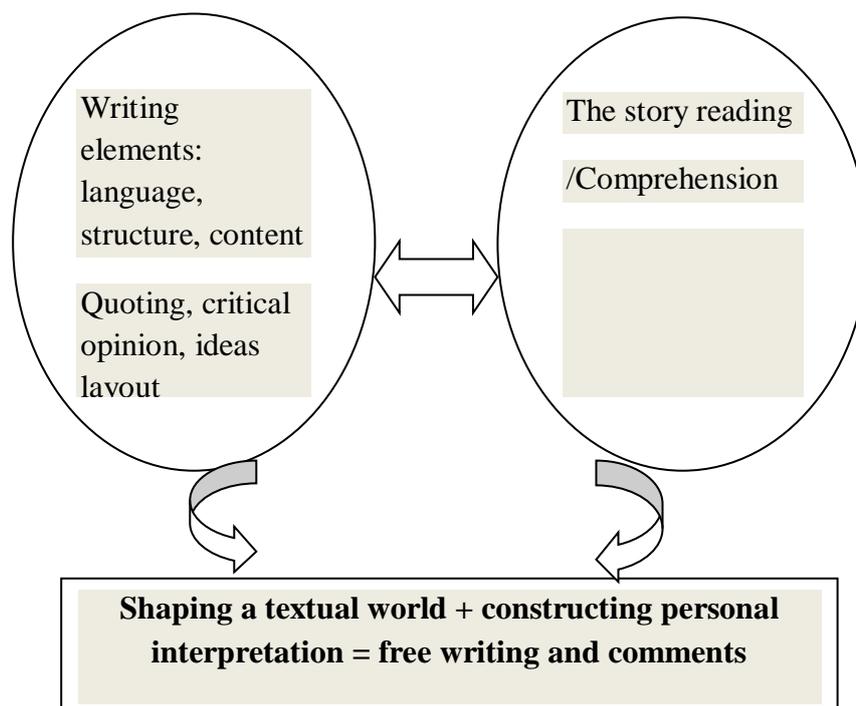


Figure 4.1 Constructing Writing Elements

4.6. Post-Treatment Interview Results

As stated earlier, the interview is used as a qualitative procedure to establish a deeper insight about how the literary texts were used in the treatment procedure. The informants of

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the experimental group were invited to answer as freely as they can. The different selection of the literary genres was appreciated by the informants. The respondents stated that choosing different texts help them to raise their interest in reading. So diversity is a crucial point when dealing with literature as learners have different tastes and interests. It has been generated that students at third year undergraduate level would rather prefer to work with simple texts that vehicle simple themes, they pointed out that working with short stories for example was quite motivational and valuable with regards to other literary genres.

The researcher wanted to report the extent to which students liked the literary reading experience and the oral exchanges and debates about the texts. Students generally stated that they enjoyed the kind of discussion they had during the literary sessions. One of the important elements of the learners' reactions in the reading sessions was the slight improvement from one session to another in their reading enjoyment. The common question at the post discussion stage was about whether learners enjoyed reading. It was indicated that at the beginning reading was not very much enjoyable. Some of the interviewees' answers are: *"...When I started reading story for the first time__ I found it hard and boring __ but when reading and discussing together in each story __So I find that there are lots of ideas that come to my mind which I never thought of in my first readings "*.

General overviews about the class discussion were generated, the students indicated in the interview that discussion along the reading was quite helpful and helped them to grasp the meaning if the reading text. A participant indicated:

"... After the discussions in class__I understand that there are different ways that a literary text can develop and it is related to the reader's imagination". Another participant indicated *"...I liked the fact of imagining myself as if I am one of the characters in the story__ this helped me to express myself without feeling the fear for my opinion to be not accepted".*

So as it is indicated in the above mentioned answers, it can be deduced that the involvement of the students with the reading text was a quite effective way to get the students to comprehend and enjoy the story. Moreover, the interview answers shed light on the stories' themes and content; they indicated that the topic of the story played a role in making them interested to read more about it. One of the students' interviewees said: *"...I liked how the*

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idea of love is presented in the stories __the paralysis of love relations which seems close to our society...”

When asked about the challenges or obstacles found during the reading sessions, one of the participants stated that it was difficult to cope with some texts like “Of Mice and Men” and drama texts. Another respondent stated that they need texts that suit their level of language proficiency and level. So as indicated by the interview answers comprehension seems to be the main obstacle lying behind learners’ demotivation in reading.

When the interviewees were asked about the opportunities they were given to explain and express their opinions, they agreed that studying literature in a lecture sessions with a large number of students prevent them to express themselves freely. Indeed, reading with a large number of students seems to be challenging, it is not easy to pave the way to most of learners to be integrated in participation. Only few students cab have the courage to speak and thus to be given this opportunity, because in a literature lecture, talk is much more devoted to the lecturer.

Additionally, the results of the interview about the potential relevance of using literary texts in the reading sessions indicated three elements; providing an authentic context for cultural learning, a source of linguistic input and an encounter for discussion.

- **Providing an Authentic Context For Cultural Learning**

All of the informants mentioned that the literary reading in the literary sessions helped them to learn some foreign cultural aspects like their beliefs, norms and social traditions. For them, talking about a cultural issue helped them to explore the life of others and compare it to their own lives. Some respondents stated this;

“When we were reading and discussing at the same time__ we learned lot of things about culture like “eve “and Christmas day “, which means that __I discovered somehow things that I didn’t know before”

Analyzing this answer demonstrated that the learners’ knowledge about cultures depends on the way the literary text is approached and the degree of freedom given to students to criticize, analyze, agree or disagree. Thus, it is important to say that literary texts vehicle cultural knowledge and motivates students to learn new cultural along the literature reading process.

- **A Source of Linguistic Input**

From the interview, most respondents claimed that the literary texts contain different words, sentences, metaphors and dialogues. Some of the students' quotes are;

"...Sometimes when I read the story with my mates, I learned some words that I haven't used before, even the way of speaking in their dialogues__ or some metaphorical expressions. Yes, it is true that it is difficult to learn all the words in the stories__ but learning some words __is a plus by itself to my baggage ..."

As a result of analyzing the students responses on their interview about the role literary texts and reading may affect or enrich their linguistic repertoire, the students seem to acknowledge the reading experience they had with the research, they come to deduce that literary reading enriches their vocabulary input owing to the fact that literary texts contain conversations, dialogues and different sentence structures.

Nearly most of the respondents in the interview appreciated the reading experience in collaboration and the discussion opportunities that push them to be aware of the vocabulary they read and use to react to the text. One of the respondents indicated:

"when I read, I imagine things and I feel like putting myself inside the dialogue or a conversation I read...this pushes me to think about__ when and where I can use similar sentences..."

So, analyzing this answer can indicate that the contextualization of the language through reading literature is an interesting factor. It is because the literary text when is read permits learners to think about the use of words and sentences and wonder the aesthetic manner used by the authors to lay out their writing style.

4.7.Discussion and Analysis

The didactics of foreign languages has always focused on the exploration of the linguistic features and the syntactic forms, however since the twentieth century, educationalists started to advocate a new notion which is the didactics of the foreign culture. Generally, the main question to be asked by literature teachers is what to read, how to read and which culture to teach. Reading the works that have examined the question, it is noted that the choice of the literary text is made according to several criteria. Any literary text

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serves as a support document like in the EFL classroom , and as such, it is part of a course which aims at the acquisition of different aspects amongst which the social and cultural ones . The selection of the literary text or genre will depend initially on the objective of the course. Thus, if the teacher wishes to develop the learner's ability to describe a society, he may choose a text in which the author portrays a particular social community.

The main question asked when dealing with any literary genre “What are the features that make a literary text the suitable choice for a class activity?” After working with the previously selected texts, points have been raised that justify the choice and the texts suitability. The drawn features are linguistic, cultural and aesthetic.

Linguistically, the chosen texts do not present a very complicated linguistic input in terms of lexis, grammar and syntax, though difficulties are found by learners due to their level and skills. So for students of undergraduate level the chosen texts do not seem hindering the learners’ comprehension and bother their analysis and interpretation tasks.

Culturally, they implicate different points about the social status portrayed in the story, beliefs, and vision about life, practicing religion and establishing the human relations. The learners for instance in James Joyce works will question the man-woman relation and how society plays an important role in drawing the destiny of these relations. These kinds of topics touch the learners as they make them reflect to themselves. This reflection is realized through a simplified language without being so uploaded with figurative style.

Aesthetically, these texts contain dialogues and instances of life conversations, these instances make learners taste the authenticity of the material they have in hand. Choosing extracts from these texts or having learners demonstrate their comprehension through these extracts lead to explore the world of fiction and make the distinction between the real and the fictional.

From the results of the literary sessions, one can deduce that teaching literature with the aim of enhancing undergraduate students’ motivation and cultural competence was influential in activating their interest to comprehend the literary text they read and enjoy the reading experience. Yet, this may not confirm to the research that the efficiency of teaching literature this way is an end by itself. It should be considered then that other variables of the research can be examined to discover new angles.

In the light of the aforementioned results, it turns out to be apparent that the fourth hypothesis establishes how culture cannot be the only obstacle by itself. It illustrates that that students’ dislikes is not necessarily related to the cultural differences, but rather the way

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theses cultural features are presented and discussed. The results obtained from the pretests show that students did not have the ability to interpret the underlying meaning in the literary texts because they find it complex to comprehend the meaning that the story embodies. The time allocated to literary course is not enough to encourage students envy to read, also the type of questions addressed to students about the story events play an important role in shaping their comprehension. On the reverse, after dealing with the reading sessions, the reactions come to change which is due to the technique of facilitating the literary experience and viewing it as a source of motivation to the level of undergraduate learners.

Speaking about the time limitations, it would have been better if more sessions were devoted to some literary genres like drama and novellas. This could have been more effective and would have allowed students to shape a deeper understanding than they have shaped. Encouraging discussion skills and activating students' confidence in reading, making mistakes, telling their opinions freely without judgment was of remarkable importance in involving them in the discussion of the themes and mainly cultural bound topics. Besides, students' preferences of a genre over another are a fact that shows that students at the level of third year prefer texts that are not very complex and not very long. This was observed after the reading of the novella and drama stories. Further, the use of some visual aids like pictures, videos is technique that motivates students in reading and stimulating their curiosity to follow up the story events. It was a method that pushes them to interact within the themes of the texts and enjoy the class discussion.

So far, the students' reactions during the literary discussion have been accomplished through their efforts to comprehend the stories by making connection with the self. A call to engage their personal knowledge and self-experiences, opinions was made to shape the meaning of the text. These connections helped students engage themselves with the characters' image and making it possible to relate the textual world to their real one.

The students of the experimental group in this proposed literary course indicated how much they were eager to involve themselves in the text comprehension. They expressed their own opinions, and made their own reasoning to establish connections between themselves and the text. Specifically, in a discussion atmosphere, the students appeared to be motivated to learn about others. The classes' free discussion is an activity that permits students to build and share these connections.

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The comprehension was shaped by the construction of different information at each time of reading. The researcher tried to make students relate their reflection to the text and their own world. They also used ideas from their own world and human experiences. Opinions, examples and predictions were made about the story. Moreover, students paid attention to the historical/social knowledge of the text so as to relate it with the cultural savoir they had from other contexts.

Working with different genres should be considered to raise learners' motivation and interest in reading. Diversifying in literary genre selection can be helpful to students as they have different interests and tastes. Yet, it should be considered that most students at undergraduate level prefer to work with short stories as an initial literary genre. It has been observed that short fiction is the most preferred genre.

Short stories do not represent a detailed description of events; they are interesting tools for helping the EFL learner to think about their own social features as well as the others' norms in order to construct spheres of intercultural exchange. Moreover, they do not require too much time to be read and interpreted. In fact, Scholars who favor the implementation of short stories in the EFL rate many benefits like motivation, cultural and higher critical thinking competences they raise in readers.

Therefore, these features make short stories to be nominated as an effective motivational tool in the literature teaching process. Further, these aspects facilitate the process of comprehension and connection to one's native social realities. The more the short story's events are clear the more students can creatively generate new bridges of meaning. Presumably, literary texts which are not long and complex is much more preferred above other genres as its audience are undergraduate learners in this study and the short stories are written in a way adapted for their proficiency level .

As far as drama is concerned, it was somehow difficult to accomplish role play in the class. The work which was accomplished in the sessions where drama works were presented was used as an activity to stimulate students' familiarity with drama in general. Learners seemed to enjoy gradually the short moments of performance even though they found some difficulties when reading and performing with intonation. Learners appeared to be spontaneous when acting out the dialogue passages and exposed their action easily in front of the audience.

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Additionally, dealing with literature should be associated with the pleasure of reading; the different proposed approaches should favor the relation of the text with the reader/learner through personal questioning, expressing ideas spontaneously, and exchanging his own experiences of reading with his classmates. More importantly, there must be pedagogy of aesthetic writing which makes the learner a curious reader by stimulating their analytical abilities, reflection on the text and their mastery of writing.

In doing so, the fact of performing pushes learners to grasp the meaning of the text, they interact and ask questions about what seems obscure to them. A case in point is dividing the students into small groups, students start to perform, it should be borne in mind that students must have an overview about the text so as to be able to play the role.

The tasks devoted to the texts before, while and after reading favors the acquisition of the different competences along the reading of the text: comprehension, oral expression, written comprehension and production, cultural understanding. Some instances of the proposed activities are imagining the situation of one of the characters and proposing a behavior, imagining an end to a story, as the teacher can work on their interpretational skills.

Therefore, EFL students' reactions on reading the selected literary texts seemed to suggest that the comprehension of the reading text as already indicated by (Lazar, 1993; Duff, 2001) is shaped by the comprehension of some cultural features surrounding the text. Students in this experimentation appeared to face some challenges in deciphering the cultural implications vehicle within the text. So, it is worth indicating that participants could not fully shaped an overall understanding of all the notions provided in the text, yet their motivation and interest in the story played an interesting role in capturing their attention to understand the crucial element that shape their interpretation.

What is more is that the results from the reading sessions can be summarized as follows: First, most students who participated in the experimental study held mixed attitudes towards the literary works read in the sessions, most of them preferred all of short stories, poems and drama works. Second, they supported literary works when they are presented in form of important extracts, this motivated their reading desire. Third, supporting students with videos, films and images seem a quite appreciative method. More importantly, students like to read works that touches directly or indirectly their lives, feelings and attitudes.

4.7.1. The EFL Literature Teacher as a Cultural Mediator

The study has demonstrated that whatever the literary genre, the author, the level or the length of the text, the literary text appears interesting to acquire some competences and tackle certain issues. Even if the teacher opts for a short story, a poem or any other genre, he can integrate his learners if the activities are adapted according to the text and his students' level. The experimental study demonstrates that learners at the undergraduate level can appreciate explanations on the context if the teachers do not push them to know too many details about the author, the literary movement of the text and the complex themes. They need a repetitive reading and activities that shape details of the literary text. One should mention that these details imply the vocabulary exploitation, culture and the underlying messages of the text.

As to the readers' reaction to the cultural aspects, the degree of acceptance varies from one student to another. Despite the fact that students refer to the same social background, their reactions to the story events and characters' behavior differ. Some of them interact very well with the topics of the texts; a case in point is the idea of love, sexual desire in the selected stories and Larkin's poem. Further, five students from the experimental groups were highly interactive, and only three of them expressed neither their acceptance nor their rejection. In fact, most students seem to be empathetic towards the target culture of the stories. This is observed in their answers during the class discussion and the written assignments.

Moreover, an important aspect to intercultural learning in foreign languages is the teacher as Intercultural mediator. He is supposed to use a negotiating strategy between the learner and the target culture on the other side, and then with the aim of achieving an identity balance, the primary role of a foreign language teacher is to stimulate Intercultural thinking among learners. The teacher should train his learners to explore the hidden messages and to react to them appropriately. In fact, this will help them to reflect on their own reactions and construct their own understandings about the text (Kramsch, 1998).

An important point to be considered is that students free themselves during the literary discussion. Through literary discussion, students work collaboratively, discuss issues, explore the culture of others and add to their literal understanding of the text. A case in point is when the participants of the experimental group accomplish the reading activity with the help of the researcher acting as a peer, they report their own ideas some parts. As noticed from the comments they gave in the reading sessions, each student assisted others in understanding different aspects to different levels.

The results may suggest that when students do not read the important parts of the story, they cannot achieve a solid comprehension of the text; their degree of participation during the discussion appeared to be low as compared to when they read at home. Different aspects can be drawn from the obstacles remarked. Reading difficulty which can be an important factor hindering their participation. When students find difficulties understanding some text parts, the discussion cannot be fruitful in providing any benefit to them. So, the more they read, the more their discussion becomes focused.

Further, Algerian learners have mental representations, stereotype images about the foreign culture; they are confronted to some representations about cultural realities and the diversity vehicle in the literary text. In doing so, the teacher finds himself confronting the lack of cultural knowledge in class; he is not only supposed to develop a certain savoir but also finding an attitude of tolerance, open mindedness and negotiations among learners. He can help learners better comprehend and deconstruct these stereotypes by teaching them how to associate a foreign behaviour to their own through discussions.

These discussions can stimulate an attitude of questioning in them to understand and tolerate the why of things. In her book *Context and Culture in Language Teaching*, Kramsch (1993) focuses on the teaching of literary text in a whole chapter entitled "*Teaching the literary text*" (pp.130-176). She claims that creating pedagogy of dialogue and conversation among learners helps to enhance diversity and awareness about the differences that exist between people. (p.131).

Hence, the use of literary readings undergoes different inquiries. From the treatment sessions, one can say that learners can show a feeling of illegitimacy with the literature class in general. In one hand; they are sometimes confused in picturing the literary text reading for (linguistic and communicative goals). On the other hand, they are so bothered with the objectives that are purely literary; they consider these literary objectives as being disconnected of their needs. Hence, the status of the cultural dimension is far from being neglected. Teachers in fact when they use the literary text they are examining its anthropology and interculturality.

In this perspective, learners are required to detach themselves from their own cultural practices, and to construct a critical and objective view about their own culture. In this regard, adapting an intercultural vision when treating a literary text, leads the learners to be

more conscious about their cultural identity. The learner will explore another perception of the world through what he already has in his culture.

4.7.2. Open-mindedness to FL Culture through Literary Texts Comprehension

In general terms, reading is not an easy task for a non-native learner; it requires a concentration and more importantly the comprehension of the text. The vocabulary comprehension is the primary difficulty that learners face; they do not fully master the English language, adding to this the text structure and the complexity of the themes. The study revealed that third year students are not enough linguistically competent to understand the expressions and thoughts carried in the literary texts.

Discussing the characters' lifestyle, thoughts and principles by questioning implies the questioning about society through the facts depicted in the text. In fact, the literary reading as an activity seeks to establish the link between what is read and what is gained from reading, as pointed by Byram (2008) that the reader reacts interculturally when he makes in connection two or more cultures. This in fact is inherent to literary text readings, as it implies a kind of swing from the reader to the text.

Further, imagination and reflection can be developed, reasoning on D.H Lawrence short story "The White Stocking" for instance will be characterized by a critical analysis about cultural aspects like men –women relation, sex relations and many other issues. It reveals culture and enhances the contact between the self and the other. Through this story reading, the teacher and the learner can play on both the text and the social or cultural image provided within it. The white stocking offered to Elsie for instance, can signal many things to the mind of the reader, Ted Elsie's relation; Elsie was portrayed as an independent woman who is not afraid of sharing her emotions and many other examples.

Here, there is no search for a moral lesson but rather a literature to portray the reality of things and how to confront it. This reading clashes the social, ethical and cultural values of the learners, and here a consciousness of accepting the different behaviours should be developed through a diverse literary reading to examine the stereotype representations, the value judgment, and come up with a cultural adaptation.

Also, the students' personal experiences were an element that students used to understand the story events and characters. By integrating their own experience, students

found it easier to involve themselves to the stories. For instance, students liked to use their own experience or to propose what they would do, when they discussed George and Lennie's character in "Of Mice and Men" the human nature in this story was highlighted.

In addition, the cultural features specifically related to the stories were often questioned on how it could work in another cultural context; a case in point is men and women relationship in Joyce short stories or D.H.Lawrence. Therefore, students could trace back to James Joyce writing female characters, and compare it to other female characters in the other story. Elsie for example was portrayed as an independent woman who is not afraid of sharing her emotions, also students were able to show sympathy for the love relations in the stories, and then, comparing them to the love stories in their own socio-cultural background.

Further, it has been stated in the theoretical chapter of the current study the virtues that literature can bring in shaping students language and cultural knowledge. The exploration of cultural feature of a literary work should be vehicle with tolerance towards the target culture. Henceforth, the need to develop a tolerant reader who understands that difference exists. The literary sessions revealed the importance of mutuality between the reader and the foreign culture. So, the FL literature teaching should consider literary reading as a mediating task that makes students meet the foreign language speaker. One should mention that these results are in conformity with the recent literature teaching tendencies that focus on the acquisition of linguistic and cultural competences.

4.8.Conclusion

The experimentation was realized to expose students to literary and cultural aspects of literary texts. The main interest is to vary the literary supports in order to pick up the obstacles that hinder learners' reading vis-à-vis English literary texts. Therefore, it is not easy to work on a literary text with undergraduate students, mainly when their mastery of the language is not well accomplished. The literary text comprehension is not limited to a fixed methodology, it needs flexibility, and the teacher should adapt a coherent and selective approach. It is therefore necessary to visualize the pleasure of the literary text reading by both teachers and learners.

A collective reading in a classroom is an opportunity to share and exchange perceptions. It is recommended by the literature teacher to privilege the relation text-learner, to make the

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learner work on the particularities of the text by a diversified approach. Thus, based on the results gained, the next chapter will be devoted to suggestions and recommendations which are generated to contribute in the development of students' reading of literary texts.

CHAPTER FIVE
PEDAGOGICAL IMPLICATIONS AND
SUGGESTIONS

5.1.Introduction

The data collected in the previous research revealed that there are aspects and elements that affect students reading envy and interest in literature. They face a number of obstacles such as lack of motivation, linguistic and cultural challenges and lack of confidence that affect their progress in literary reading. The current chapter presents the different deductions from the previously discussed investigation. It also highlights some pedagogical implications about the integration of literature readings and culture learning. This section suggests techniques to help learners to comprehend literary texts interpret meanings and construct their own opinions. The chapter is concluded with some session samples providing some ideas to EFL literature practitioners and learners.

5.2.Relating Results to Past Research

This study attempted to reach some intended purposes. One of these purposes was to explore the effect of literary works on activating students' cultural competences and developing their tolerance towards the foreign culture. In other terms, it partly attempted to shed light on students' attitudes towards the notion of "otherness". Another aim was to analyse the effect of freeing students minds when analyzing a literary work on enhancing their motivation of reading and enjoying the literary reading experience. In fact, the literary reading experience of the learner is created subconsciously through reading as a task, discussing topics, emotional and intellectual interaction. And thus all these elements are born from a crucial starting point which is in this case the text's comprehension.

At first glance, one could observe different factors about the significance of incorporating literary knowledge to enhance students' analytical skills and intercultural thinking. The early theories were manifested by new tendencies that call for the importation of reading literature to explore cultures in a world of globalization. Many scholars defended this idea and emphasize that language is a means of conducting people's social lives and individuals' common experiences (Kramersch, 1998). To this end, learning a language is highly related to its culture and thus literary works are a suitable vehicle that has a considerable effect on shaping students' cultural knowledge.

The former empirical studies have shown that a literary text is one of the tools to discover the life of a nation or different nations, especially for learners who do not have the opportunity to visit these places. Collie and Slater (2004) confirm that working on literature in

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general permits the learner to comprehend the text and to be integrated in the author world and context, even though this context is foreign and not familiar to the reader's context.

In addition, the literature class should focus on the comprehensive skills of the learners; support their understanding of identity and make them aware of the flexibility and the diversity of the literary text. These characteristics teach open-mindedness and tolerance towards the target culture. If the learner comprehends the literary text, he will be able to interpret it; he will start questioning his own vision which is governed by his own cultural norms and social background. The comprehension of literary readings leads learners to express their opinions and discuss their suggestions. This is manifested through a conversation among learners upon the text of the FC. In doing so, the learner can enlarge his cultural perspectives, by tolerating and adapting others' thoughts, norms and cultural conventions.

Further, openness to cultural diversity should be highly related to intercultural thinking, because literature can be invested in a mission of shaping the person, building his thought and integrating the reader in a social collectivity. Literary texts are a vehicle to moral issues, mixed feelings and mutual understanding. Understanding a text and further interpreting it lead the reader or the EFL learner to better understand the source of their prejudices, they will be able to tolerate and avoid misunderstanding the notion of otherness. Therefore, it is important to think that teaching culture would pave the way to reconciliation among people.

Being a critical literature reader consists of focusing our own practices and bringing them along when confronting another culture and here the learner will better understand their own behavior and construct a consciousness about their own cultural identity. The role that literature can play is to make learners understand and recognize the different facts of their society and also to express by themselves with a conscious, measured and a pertinent manner. Studying literature for a intercultural exchange teach them that in a literary text, that emotions are diverse and at the same time unique to each person and so they could review their own perceptions as humans.

Therefore, learners are associated to their own culture, their ethnicity and origins but remain humans. Yet, they are invited to take a distance with their cultural practices, and to shape a critical and objective view about them. In fact, to dialogue a culture is to view it with the eye of its people. In doing so, the cultural discourses found in a literary text seek to

highlight this notion of humanity and favor the idea of exchange with the other and discussions about the difference.

5.3. The Significance of Literature Reading in EFL Context

It has been analysed in the theoretical part of the current work that literature gains a fluctuation of attitudes from appreciation to rejection. Mainly, for an appreciation of the reading experience learners should be made conscious that literature is relatively related to EFL aspects. One implication highlights the importance of integrating the literary knowledge that makes use of any genre. The following points might be relevant:

- The work on literary texts boosts up students comprehensive skills; discover the author universe even if this universe is foreign to that of the learner.
- Reading literary texts leads the learner to compare two different cultural backgrounds. This comparison is drawn from literary and cultural angles. The differences that learners observe raise his consciousness about the characteristics of his own world.
- The cultural bridge found when reading is not an end but it should be the inspirational starting point that favors the learners' cultural and linguistic comprehension of the text.

5.4. Pedagogical Implications of the Study

Based on the aim of the current research and the findings discussed on the third and fourth chapters, the following aspects are to be recommended in the teaching of literary texts in the department of English. To decrease the obstacles of literary works reading, and push students to explore appreciate the reading experience, teachers had better consider the following aspects:

5.4.1. Teaching Culture through Literature Reading

Considering culture as one of the important aspects in a literature class necessitates the consideration of the students' different opinions and view about the targeted culture. In fact, it is difficult to approach a literary text without being coupled with its culture. The cultural knowledge is considered then as a pedagogical tool that allow learners to contextualize their language acquisition. Teaching culture through literature can constitute a motivational aspect for learners to discover what is new and different. A literary text is a material of observation, analysis and reflection.

Approaching a literary text in the EFL classroom can be a vehicle for learners to move from one reality to another and from one culture to another. Moving from the idea of

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uniformity to diversity permits the learner to know “*the other*”. Indeed, the cultural diversity found in the literary text can help to raise awareness of tolerating idea of otherness.

Accordingly, when teachers use literary texts for reading and analysis and fostering cultural savoir, and this is the case of the current study, including extracts, short stories, poems and drama works, they ought to present them with comprehension questions and all the necessary reading elements, such as the author background, glossaries of the complex terms, videos when possible etc., to enhance the readers’ interpretive skills.

EFL learners cannot be taught a competence which is identical to a native learner. He should only be taught how to decode some cultural behaviours and understand them. It is important to focus the culture of the learner and give him the opportunity to generalize the past experiences. Yet, meeting stereotypes cannot be avoided but overcome. The following steps can be undertaken to do so:

- Providing learners with information about the target culture, the teacher can ask them to do a research about the country of the story events, customs of its people and beliefs. Here, learners will gain insights and thus explore the differences with their own culture.
- Giving examples about behaviours in the target culture from the reading text. For instance, the teacher can ask learners to select a passage in which they find a cultural practice different to their own practices and discuss it in class (men/women relationship, religion, love ...etc.)
- Pretending nativity seems to be a good activity that makes learners imagine or answer the question “what if “. This allows learners to analyse the behaviour from their own angle and thus they will be involved actively within the story events and characters.
- Pushing students to make their own deductions about the differences that exist between their own behavioral feature and the target behavioral ones. They need to observe, reflect on and thus shape their own thinking.
- The teacher should make learners aware that tolerating differences is a must in a literature class otherwise students will feel uneasy and uninterested to read or discuss a foreign behavior found in literary text.

- Chiefly, literature teaching and learning need to follow the recent trends that seek to prepare the EFL learner for effective encounters with the native culture. Therefore, a literature teacher can train his students in efficient ways of viewing the cultural gap after being introduced to the literary text.

5.4.2. Tips for Dealing with a Literary Text

One possible implication points out the need to boost up students' reading habits. In fact, adopting a literature course based on free discussion can lead to significant results in fostering students reading envy and interpretational skills. Indeed, class free discussion has proved, in this study, to be quite workable in achieving this aim.

At the outset of a literature reading class, teachers should set some guidelines for the discussion. When opening reading, he or she can discuss and identify figurative language, characters and use of description.

Discussions upon any story should be interactive. The teacher should not impose on his students a particular meaning. He should bear in mind that any literary text has a different meaning for each student, and each supported opinion can be validated. The role of the literature teacher, here, is to facilitate and guide, as necessary, a lively discussion of the previous reading assignment.

Discussion upon a cultural issue in a literary text is easy to rise and does not require much planning for its implementation. Two sessions are quite enough, especially that EFL undergraduate students are in need of these kinds of practices. Yet, it should be considered that reading in the class should be consolidated with prior reading at home either by shaping an overview about the story or through a proof reading.

Besides, an important activity that helps students to follow along the reading session is to ask them to cite quotes and reading passages when discussing the story. The activity of allowing students to choose passages and comment upon them represent a window from where students can explore their tastes and the type of writing they enjoy reading. The so called window can be displayed in class and expanded as the literary reading continues.

The literature teacher should bear in mind that there is no "correct" or "set" answer in literature, and that every opinion should be accepted and validated. For example, when asked, "Who is the most important character in *Of Mice and Men*?" There may be several valid

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responses. Another instance is that we can unravel in the texts of Joyce an implicit criticism of the social values of the Irish society.¹

The literature teacher should bear in mind that some learners do not appreciate teachers who scan through the text quickly. They need time to understand. Others do not appreciate literature courses or a story reading that takes a long time. Also teachers should not focus on only one aspect of the text like the author's biography or the text themes and movement. Learners prefer some specific activities like loud reading, questions that focus on summarising the text events and whole class discussions. Taking notes during the literary class discussions should be also considered as one of the important elements during any discussion.

Next, Focusing only on the themes when analysing literary texts cannot be an end by itself. Highlighting the different physical and moral features of the story characters; shapes students understanding of a particular cultural group and thus they will be able to construct the text themes from their own angle.

It is essential to deal with a literary text that suit the learners' needs and level. The literature teacher can start with short texts with simple themes. The goal should set on making learners able to read and enhance their reading process so that they would choose more challenging texts in their future readings.

Time constraints seem to be a remarkable aspect among literature teachers and EFL learners. It is generally acknowledged by them that the time is short and more sessions are needed to deal with literary texts. Therefore, texts extracts are more used in the teaching of literature than the whole text body.

Diversifying texts promotes learners' reading envy and interest. Each text or genre can push the reader to explore his reading taste and thus determine what text to be read, the writing mode of the poem for example, allows the reader to be sensitive to the aspects of his discourse, to feel integrated within it.

Further, different theories that approach a literary text have been developed. Scholars like Carter & Long (1991) have elaborated some teaching models to be adopted in a literature reading class. These models involve all of the language-based, cultural and personal-growth models. These models help literature practitioners to establish literature reading techniques.

¹See more : <http://sits.sjsu.edu/teacher-support/lesson-plans/of-mice-and-men/omam-downloadable-plans/discussion-by-section/>

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As contemporary literature teaching models focus on developing learners' autonomy and communicative skills, the literature teacher should make a blending of models to ensure the learners progress and enhance personal responses to literary texts, as stated by Savvidou (2004) who sees the necessity to adapt an integrated model which consider all the aspects of the three models.

If we speak about any of the models, it should be related to the teacher's aim from the literary reading. The cultural model for instance would be efficient as learners can appreciate the text through shaping their own cultural knowledge. So any model can work when interesting literature is taught and when students have the opportunity to read and discuss by themselves. In doing so, students' attention will be caught.

As far as the approaching of literary texts is concerned, it is better for a literature class to bridge the gap between the themes and the students' personal experiences. Designing tasks that allow learners to comment freely on the text would activate their critical thinking and promote their independence from the teacher in the literary text comprehension and interpretation.

The teacher should facilitate the reading task for students, so that they consider it as an everyday activity as he should choose texts that stimulate students' desire to read. Allowing students to express themselves freely and comment on the text is an activity that enhances their communicative skills. The literature teacher should give the learners the responsibility to expose their opinions and engage in discussions about different topics.

The learner should be prepared to read for writing and write for reading. All of the learners' ideas in their writings should be accepted without being judged. The fact of reading and listening to their writing helps them to enrich their linguistic and vocabulary repertoire, so the teacher should examine the linguistic aspects of their writing as well as cohesive features.

5.4.3. Pedagogical Implications on Reading Techniques

The results of the study indicated that reading can be a demanding activity for students and sometimes boring and uninteresting. Different aspects should be taken into consideration before starting reading. Literature teachers can explore the literary text in different ways. Working with a text can vehicle pre-reading activities, interactive tasks while reading, and post reading activities (oral and written assignments).Learners should be invited to integrate

themselves in knowing details about the writer, they should know that they can modify, add or omit from the reading text.

5.4.3.1. Considering the Exploratory Aspect of the Literary Text

The literary text can be explored as an authentic source for the reading task in an EFL context, text comprehension and vocabulary exploitation, syntactical structures and verbal interactions. It can be also used as an activity for writing, creativity and imagination. Familiarizing students with the positive aspects of a literary text as an initial stage of the literature course seem to be a motivational strategy.

The students will appreciate the reading of literary text and the literature module if they are familiarized with the aims of dealing with literature. Several students ask the question “Why are we studying literature?” unless this question is answered from the beginning of the literary course, their interest won’t be gained.

Other questions can be addressed at the outset of a literary course like “what is literature?” Generally, students may find this question without any aim, but it is important as it can bring a discussion into how it functions. Students’ answers should be accepted and reflected on, the fact of giving or demonstrating the question with a title of a novel, poem or a short story can signal their readiness of answering or at least reflecting upon the question.

Teachers, therefore, are required to integrate learners in class and group participation; they should manage to activate their learning style by encouraging communication, pair and group work, and class interaction through grouping. Devoting few talk in in a literary sessions to students is not a strategy that will make them autonomous and active performers (Mayer, 2004; Griffiee, 1995; Little, 1991).

5.4.3.2. Reading and Competence Progress

In fact, the reader can develop different competences from reading. The literary text is a linguistic, communicative, sociolinguistic, cultural and intercultural medium. Considering the targeted objectives from EFL teaching, reading literature seems to suit these objectives. So, each reading should be set to develop a certain competence. A case in point is the different genres that were used in the experimental study, the short story with its characteristics can be motivational, poetry can develop the aesthetic reading capacities of learners and their imaginative skills through writing, and drama seems to develop a certain

degree of communicative competence and oral performances skills. The overall interpretation guided through readings develops students' cultural and intercultural savoir.

The reading process should seek more than comprehension and identifying meaning; it should imply the reconstruction of this meaning and engage the reader in his personal, logical, emotional and physical characteristics. That is why the reception of literary text has been analysed by many scholars; as different aspects other than language are incorporated within the literary material.

5.4.3.3. Appropriating the Text

As stated in the previous chapters, the challenges faced while dealing with literary texts is one of the motifs that led to this investigation. Hence, EFL practitioners should be aware of these challenges. Speaking of the text appropriateness, the literature teacher has to choose texts that suit the students' level and capacities. Texts that can be linguistically understood can help learners to feel confident when dealing with literary text. Therefore, at the level of undergraduate studies it would be better to select texts that do not vehicle a complex deviated language.

Speaking about the literary genres selection, the generated data indicated that students feel at ease when dealing with short stories more than the other literary genres. Yet, this does not prevent the literature teacher to diversify the selection by integrating his students in choosing a genre so that they feel responsible of their selection. Therefore, from the experience of the literary sessions, a literary text can bring with it difficulties for both the teacher and the learner:

- **Considering the genre:** prose, poetry, drama
- **The linguistic complexity:** the literary text must be adapted according to the students' level of comprehension. If we consider old classic texts, they may lead students to encounter linguistic and cultural complexities.
- **The length of the reading text:** short texts tend to be easier than long texts, however it should be stated that even long texts provide more contextual details about characters and events. Novels might be too long for EFL students at undergraduate level.
- **Using a complete text or extract:** it is a crucial point that determines time constraints, students' ability to follow up reading and their motivation.

- **Cultural complexity:** the cultural density of the text is one of the major obstacles that lead to the reading paralysis. Texts that are culturally charged, lead readers to feel excluded and detached from the essential comprehension. So the following overall aspects that vehicle culture in a literary text reading should be considered:
 - Norms, traditions and social values
 - History and civilization
 - Stereotypes
 - Religion
 - Beliefs(how to think, react and view things)
 - Students background, age, interests
 - Socio-political aspect

So an appropriate choice of the text is crucial mainly at the outset of a literature course. As the starting phase of the literary sessions will determine whether students will be involved within the text or simply attend a literature class. As already stated, the language complexity is an important aspect. In this Perspective, Carter and Long (1991) states that choosing literary text from very early period may appear inappropriate for learners because of the difference between the languages used in these old texts. They further add that despite the fact that early text are appealing and may represent an interesting cultural knowledge , the focus should be rather on texts that lead learners to communicate and improve their expression competences. The following figure demonstrates the interrelationship of the aforementioned elements:

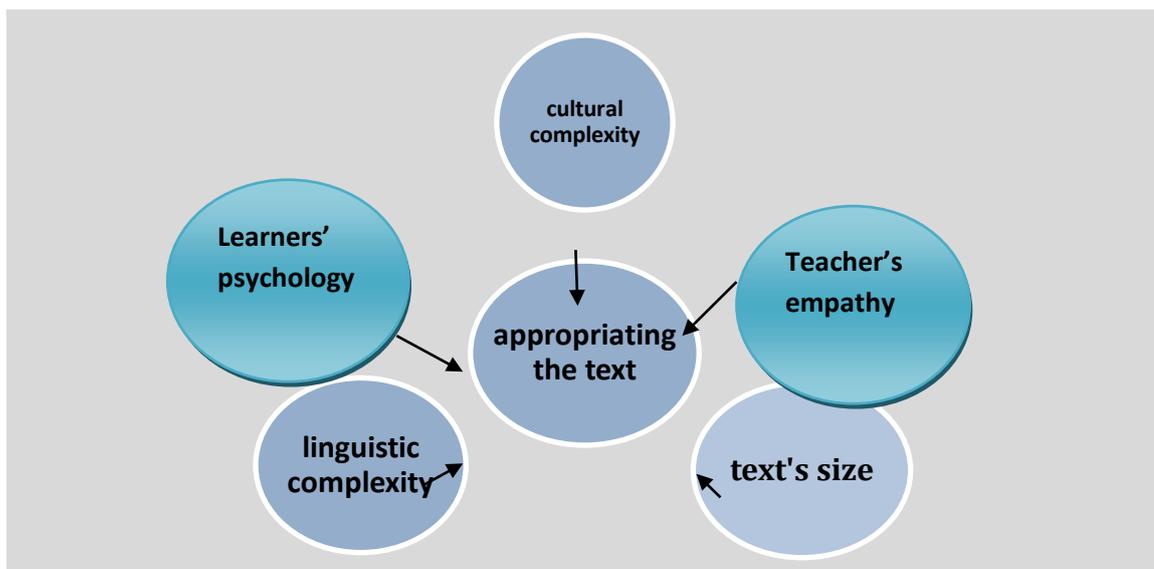


Figure 5.1 Criteria for Text Selection

So, as shown in the diagram above, all of the elements lead to the selection of a suitable text that would capture students' attention.

5.4.3.4. Presenting the Text

The literature teacher should expose students to the nature of literature and the features of a literary text. One of the main elements to consider before dealing with literature is the knowledge about the difference of the literary language and its deviational aspects from the normal readings. This knowledge helps learners to read, comprehend and thus interpret a literary text. In order for the learner to appreciate the selected text, he should be provided with some basic information about the context in which the text is written.

Before asking students to read a literary text, teachers may help their learners to have an overall insight about the text's author, the literary genre and the context of the text. These features may help learners to generate their ideas and prepare themselves for further reading. The story can be presented in its original form; copies can be presented as it is important to provide learners with a glossary of some complex words that might be helpful to their comprehension.

Moreover, the presentation of the text as a starting phase can be realized through exposing the literary material in its original form. Having students see the form of the short story or novella for example, can motivate them to buy the book or look for its original form.

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The teacher having at hand the novel, novella or short stories in front of students help them to visualize the prestige of owning a literary book. A case in point: is providing learners with the pictures of Dubliners and even a presentation or a kind of geographical description of “Dublin”. The table below can be useful, if the teacher is not sure that learners know about the country of the literary text or the author:

The country of the reading text:	
Information about the country	
The country geographic situation
The spoken language
Religion
Lifestyles

Table 5.1 Information about the Country of the Reading Text

As pointed out by students through discussions, they sometimes find it difficult to know about the town or the place where events are taking place. So, it is important to include this information when presenting the text to make students grasp the country they are travelling to through reading. Here, the use of ICTs can be an effective technique to gain students interest. Djafri and Aisset (2012) in their seminal contribution Towards Technology Integration invite literature teachers to use technology. They point out that the integration of ICTs would not only boost up the leaning of literature, motivate learners but also provide elements that ensure an efficient teaching.

5.4.3.5.Diversifying Reading activities

The main important phase in a literature class is the reading of the text. This phase consists of relating the reader’s mind with the text and the writer as well. Literary Reading seems to be a demanding task to learners and in order to remedy this obstacle some reading techniques are suggested:

- **Individual Reading:** this activity can be much more accomplished at home. if students are assigned with pre reading questions , they will at least read or scan through the reading text to have an overall idea about it
- **Collaborative Reading:** assigning students with collaborative reading activities in the literature class can be a motivating technique. Forming groups to read selected passages and comment on them will help them to communicate with the language and enhance their motivation and confidence in reading. Moreover, reading loudly in the class will raise students' competence and minimize their reading mistakes. As stated by Vandrich (2003) that learners will explore the language structure i.e.how sentences and paragraphs are joined in a coherent manner. Grouping allows students to observe collaboratively as well as feeling confident to participate. They can debate, agree, disagree, compare, ask questions, comprehend and thus explore their own interpretations and other interpretations.
- **Intensive and Extensive Reading:** Previous research indicates that extensive reading strategies in literature seeks to boost learners' interest in reading the full version of a literary texts , if they are suitably adopted by literature teachers, it will enhance their language acquisition, and maintain their motivation in reading all parts of the literary text in hand and help them to avoid frustration of dealing with texts' length .When it comes to reading strategies, there are two reading types that teachers should consider when dealing with any literary genres: intensive reading and extensive reading. Intensive reading strategies require readers to examine the text, explore its key vocabulary and ideas, respond to questions and interpret the authors message (Zhenyu, 1997). Reading extensively on the other hand, is a procedure where students are required to read the overall parts of the text with the aim of tasting and enjoying the author's aesthetic writing (Hedge, 2000).This strategy does not imply asking inquiries about the reading text . This type of reading for example can be realized outside the classroom or inside the classroom when the text is not long (poetry, drama, short stories). Al-Hamoud and Schmitt (2009) argue that extensive reading tasks in the classroom facilitate students' comprehension, their vocabulary exploration, it also foster their fluency through talk exchange and thus stimulate their motivation. From this perspective, the results of the experiments propose extensive reading strategies for students at undergraduate levels. Regarding this strategy, the students of the experimental group were exposed to:

- Reading that suits their level.
 - Reading a literary work to get information and enjoy the task of reading.
 - Discussion upon the text is more students centered.
 - The talk of the teacher is minimized as much as possible.
 - Focusing students' critical analytical skills.
- **Acting out Dialogues:** dialogues can be found in almost every literary text. Assigning students to act out dialogues can enhance their reading envy. Meanwhile, they emphasise on practicing reading during the literature class, i.e. strengthen their memory about the story events.
 - **Using visual media:** presenting a text in its visual form can be an effective way in enhancing students envy to explore the written mode of the story. Reading a literary text, watching a film of the story and discussing it at the same time will help learners develop both the linguistic and the cultural awareness of the FL language.
 - **Quoting:** asking students to demonstrate with quotes or extracts from the text seem to be one of the reading techniques that push the student reader to focus the reading aspect and consider it as a tool that reflects his understanding about chronological processing of events.
 - **Highlighting the Striking passages:** As a strategy to avoid the readers' boredom when the text is long or complex is asking students to highlight a passage or an extract that seems signalling things in their thoughts.

5.4.4. Involving Learners with the Text

If the reader is not interested in the literary text he is reading, he will not be able to understand it and to question the events, themes and characters of the story. So involving students with the reading text is a good technique to boost up their reading skills. Here are ^{some} techniques:

- **Imagination as an Active Skill:** Inviting student readers to imagine and have deductions about the text before and after they read can develop their creativity. The teacher can ask the students to stop reading the story in its plot then imagine what could happen after. This technique leads students to explore their imagination and express it either orally or in a written mode.
- **Read to write activity:** Written activities seem to serve in developing students written essays, enhance their vocabulary creativity and analytical skills. The teacher's

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feedback is very important in piloting their writing skills. Therefore, teachers ought to motivate their learners to write even small passages commenting on what they have read.

- **Creating a Motivational Reading Atmosphere:** the study revealed that motivation is a key element that leads to the success of a literary class. Students have different reading and learning styles, so managing the literary discussion according to their reading is of worth importance. Motivating techniques can be applied for example by narrating the teacher's own experience within the text, or presenting the text through pictures or videos as well as selecting texts that deal with themes that might seem flashy to the reader's own background.
- **Enhancing learners' enjoyment:** the enjoyment of the literary reading experience should be related to the way the story is narrated in the literary class. The teacher should create a clear description without going deeper in details in order not for his learners to feel boredom.

Additionally, literature teachers can organize together feedback sessions to establish a unified literature course and examine the different aspects that lie behind the students demotivation. These meetings help to set unified goals of the literature class and propose activities that boost up students reading envy and comprehension obstacles. Aspects like literary materials, time management, literature course setting and students profile should be discussed and treated as well. The table below demonstrates the overall features that can be considered in designing the literary session:

<u>Literary tasks</u>	<u>Required competences</u>	<u>Students' role</u>	<u>Teachers' role</u>
Literary text comprehension	*Silent/loud reading *understand the characters *explore the features of the literary genre	<ul style="list-style-type: none"> • Reading • Listening • Articulating • Exploring vocabulary 	<ul style="list-style-type: none"> • Motivating • Explain when necessary • Initiating the reading experience

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Literary text discussion	*Communicative *discursive	<ul style="list-style-type: none"> • Listening and speaking • Arguing • Expressing opinions • Answering questions • Quoting , demonstrating • Analyzing • Studying the psychological aspects of the characters 	<ul style="list-style-type: none"> • Asking questions • Directing students attention towards cultural aspects • Argue and explain • Organize students talk
Literary interpretation	*Cultural *intercultural	<ul style="list-style-type: none"> • Commenting from their own angle • Evaluating their thinking • Criticizing without judging 	<ul style="list-style-type: none"> • Accepting different interpretation • Familiarizing learners with the notion of prejudices • Openness
Written essays	*mastery of writing skills * reinvest the knowledge acquired in the literature course	<ul style="list-style-type: none"> • Ameliorate the criteria of writing. • Produce • Demonstrate, quote and argue • Check their writings • Autocorrect their mistakes 	<ul style="list-style-type: none"> • Assess • Correct mistakes • Evaluate • Direct the students' writing techniques • Explore the students understanding. • Help

Table 5.2 Organizing the Literature Reading Course elements

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Of course it should be noted that the activities in this table are not in chronological ordering, the activities are mixed together because reading, discussing and writing are interrelated. So, the teacher must provide a balance between them, creating a moment of reading, performing, listening, debating and exchanging and thus at a final stage producing.

What is more, students can be assigned with group activities where they can observe the use of expressions, characters' features, and behaviour of the text's society. In the previous literary sessions, students were asked for example to observe and comment on questions about the men women relation in the *Dubliners* and the *White Stocking*, the conception of marriage, the social paralysis, and vision about life and death. These types of topics and tasks can enhance learners' propensity to speak and write and raise their awareness about the difference that lay on cultural identities.

As far as literary reading is concerned, it does not stick the reader to decode the textual features of the text, but rather it makes the reader the driver of his own understanding. The literary reading gives life to the literary text because without reading the text becomes a thrown letter with dead content.

The literary text for the case of undergraduate FL learners might be a complicated task. Yet, this complexity can be minimized when students' motivation and curiosity to know more about the narrative events are raised. So considering the gap that exists the learners' literary reading capacities and the text features, it is the role of the literature teacher to establish the balance between them through exploration.

One way of fostering learners' understanding of the text's meaning is by explaining to them that the process of reading an FL literary text imposes the exposure to a new culture and different people. To be clearer, the tie with the foreign world can not only be established orally but through written medium too.

The text exploration of course should cover the explicit and the implicit of the text. The explicit aspects lie on the form and the stylistic features whereas the implicit aspects require the exploitation of the characters, the overall messages and the interpretations. The following table demonstrates the elements surrounding the exploratory aspect of the literary reading experience:

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	<u>Explicit aspects</u>	<u>Implicit aspects</u>
The Textual Features	<p>Language</p> <ul style="list-style-type: none"> ✓ Vocabulary: checkup the difficult structures and ambiguity. ✓ Connotations: metaphorical expressions and their relation to the text's social and religious context. ✓ Reference: how does the type of language used reflect the description of the society and the character? ✓ Genre features: fiction (novel, novellas, and short stories), prose (poetry), Drama. 	<p>The text's context</p> <ul style="list-style-type: none"> ✓ The Setting : ask the when and where of texts(historical background , the author's biography) ✓ The characters: what is their status in the story (protagonist, antagonist...etc.)? How do they appear (personality, character)? How do they behave? What picture they represent? Analyze the conversations and what they implicate. ✓ The Themes: the social issues that the author portrays? The author's hidden messages and symbolic features of the text. Check the learner's understanding and interpretation through his opinion about the story. The

		social and cultural sphere. ✓ What behavior characters perform you think the author is favoring or denouncing?
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Table 5.3 Considering the Reading Aspects of the Text

As shown in the table above. Reading a text does not imply one aspect only but it rather requires the consideration of different elements that shape the reader's understanding and that makes sense of the text.

5.4.5. Addressing The Emotional Aspect of the Learner

The results of the reading sessions have revealed that reading which does not touch the emotions of learners and their affection will bring them into boredom. For this reason, even if the reading experience seems to be a dull activity to learners, questions that push them to integrate personally within the characters and the events would be helpful to elicit their personal feelings and emotions. Instances about these questions are:

- ✓ What do you think about the story?
- ✓ How do the characters' mind work in the text?
- ✓ Do you think that this behavior would be acceptable in your own family?
- ✓ How do you find the character's' reaction in a particular situation?
- ✓ Can you demonstrate this theme from your own world?
- ✓ How do you feel towards the character?
- ✓ If you were him, how would you behave? And why?
- ✓ Do you think that the love relations portrayed in the literary work are similar to the love stories in your own context?
- ✓ Suppose you were the author of the text, what would you change and why?
- ✓ Choose the characters that you liked most and give me adjectives that you think are appropriate to describe his attitude, personality and behaviour?
- ✓ What mood does the reading of the text create in you?

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So, these kinds of questions will enhance the learners' emotional interaction that requires the work of his mental and affective capacities. Moreover, questioning his likes and dislikes after reading would make him feel responsible about his own reading.

Additionally, scholars admit the aesthetic value of the literary text. For them, these aesthetic features cannot be seen only if the reader experiences reading. Thus, the interpretation of the text is not born within the text itself but rather it is the readers' minds that give birth to it. That is why the literary reading does not require only comprehension, though comprehension is at an initial phase of the reading experience, interpretation is essential too.

Arguably, when students read to identify themselves and compare it to others in terms of culture, social background, behaviours and lifestyle, they are exploring the cultural features of the FL community. Kramersch (1993) states that the cultural and human aspects are examined through the literary text analysis and this help learners to shape flexible interpretations and perceptions from the reading experience.

Teachers and learners should bear in mind that the work of interpretation does not require only the context in which they meet. Rosenblatt (1994) the reading experience required the link between the reader and the text, yet the focus is more positioned towards the reader who conceives his ideas.

The freedom of interpretation is another important aspect to be considered. The experienced literary sessions indicate that student's interaction within the text increases when learners are already informed that they are free to express any opinion whether positive or negative about the text. Overall, teachers can design tasks and activities that push them to externalize their internal thoughts and reflections about the text. As mentioned before tasks based on whole class discussions and grouping will be efficient in helping them to master the swimming skill in the ocean of the author's world and ideas.

This interpretation will certainly require students to make cultural comparisons either before or after it. From this perspective, literary reading to establish comparison is an essential aspect in FL teaching. Kramersch (1993) that learners are acquainted to a kind of clash in their minds that generate thoughts. Therefore, in order to make this intercultural sphere works, students are invented to reflect on their readings; a deduction that culminates the students' reaction in the literary sessions and to which students respond to different cultural elements found while reading.

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All of these factors contribute to the success of the literary reading experience. So, in order to make teachers and learners determine the difference between the elements that decide the success and the failure of the reading experience, the following table is drawn to demonstrate the features:

	<u>Efficient Literary Reading experience</u>	<u>Less efficient Literary Reading experience</u>
-The Language of the text	-Not complex -Adapted according to the readers' level and profile.	-The language is too deviated. -complex structures
The topic of the text	-The topic is interesting to learners. -it deals with topic that stimulates their thoughts (social issues, love...)	-The topic of the text is so far from what they need. Very difficult to relate it to the knowledge they already have.
Reading focus	- The reading focuses on the main parts of the text if the text is long. - Reading is made for discussion.	-Reading is made for reading, extracting summaries, relating the text to movements. -The text is used to elaborate purely linguistic questions.
Vocabulary exploration	-Both teachers and learners are aware that comprehending all the text is not a must. -The complex vocabulary or a word can be grasped through the previous or the next parts of the text.	-The teacher frustrates learners with the issue of comprehension. -the learners become so frustrated with this issue that they lose the taste of reading and discussing.

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Interpretation	<ul style="list-style-type: none"> -The work of interpretation is realized through having students able to express their opinions and feeling freely. -The work of comprehension is the initial phase to interpretation. -Interpretation is a crucial element in the literary class. 	<ul style="list-style-type: none"> -The work of interpretation is given no importance. - The learners' interpretation is limited with the teacher's own interpretation. - No opportunity is given to discussion, and open debates and thus learners won't make efforts to switch on their minds.
One to One Culture	<ul style="list-style-type: none"> -The learner blends the cultural features of the literary text with his own Cultural aspects and produces an intercultural knowledge that mediates the two. - The literature reader should not be square minded so as not to fall in the trap of stereotypes. -The teacher is aware that it is his job to make learners aware of the issue of tolerance and that reading anything will not touch their identity. 	<ul style="list-style-type: none"> - The gap is so far between the learner's mind and the culture of the text. -The teacher avoids speaking about these cultural issues that may create infinite debate.

Table 5.4 Features of Positive and Negative Literary Reading Experience

Analyzing this table, it is presumed in this study that the aim of the reading practice is to establish a follow up of the text content, events, characters and the cultural representations that are portrayed through the text. Thus, exposing learners to literary texts requires the teacher to remedy the stereotype toward the act of reading and then the content of reading. Checking students' interpretations can be fulfilled through different tasks:

- For example choosing an extract that contain metaphorical expressions and asking students to decipher its meaning and hat they have understood from it.
- **Choosing a quote from the text** and ask students to discuss it in written form
- **Invite them to speak about issues that appear prevented to talk about.** Issues like religion, love relations for instance can be discussed in the literary class. Asking them to react to a certain event in the story by imagining themselves one of the characters.
- **The story completion tasks** by asking them to imagine an end to the story or asking them: “if you were the author of the story, what end can you accord to it? “
- **Ask questions that reflect their interpretation like:** which character you think is the most influential in the story? Do you think that the author has succeeded in addressing your thought and feeling? If yes, tell me how?
- The “What ifs” task: Asking students what if deepens their interpretation competence.
- **Pair work:** Pick out the most fascinating conversation or a scene if it is a drama work or a stanza and perform it orally using facial gestures and body language.

5.5. The Class Talk as a Strategy

The literary work is the talk indicator in the literary class, learners and the teachers are the generators of this talk. This collaborative exchange can serve as an effective strategy when the individual or silent reading is not sufficient by its own. This can be realized through group interaction and face to face discussion. Familiarizing students with this idea “The talk of Readers “can motivate them to engage themselves and take part of this interaction. Both literature teachers and learners should bear in mind that the Talk does not only imply the teacher delivering. If we decipher the idea of talk in a literary class, one can say that it includes all of speaking, saying, telling, asking, answering, responding, accepting, refusing, admitting and most importantly sharing.

The collection of the research and the literary course has led the researcher to suggest the strategy of “Literature Reading circles” that can contribute to the realization of the literary *Talk*. Literature Circles is a reading technique that help learners to engage in cooperative exchange and discussions. In this perspective, Daniels (2002) states that literature circles imply the reading by forming small groups which provide students with the opportunity of having a real interaction and discussion about their literary reading. In other words, literature

circles can be motivating and appreciable at the same time, as it leads learners to show their competences. He goes further to add that effective literary circles require participating students in choosing the reading text, grouping them according to the text features , allowing them to open discussion and questions .

5.6. Teacher's Empathy with the Text

Literary texts provide chances for an enjoyable classroom experience. This joy is influenced by the teacher's selection of the literary reading and thus this selection refers to a great extent to his empathy with both the author and the text itself. Though the teacher's empathy is a crucial element, questions around students' interest, their level, the cultural offensiveness, and the cultural and literary background of the learner should be addressed (Duff and Maley, 2007).

Reading a literary work can be an opportunity not only for reading itself but also for making students appreciate, empathize or at least accept the foreign culture. Teachers should remind their learners that as human beings we represent the chess pieces of a culture. After this phase, students might feel their interest in reading.

The way teachers view the text, read it and present it to learners will decide the students' involvement and gain effective goals in this direction. To what regards empathy definition, the ancient Greek scholars have explained empathy as the fact of joining the emotional and spiritual experiences of others .It derives from the term "empathia".(Tuncayand Il, 2009, p.40).

Regarding the teacher's transmission of his feelings toward the text Miliani (2003) affirms that “ the literary course is a medium of passing the teacher's perceptions, feelings and reactions to the learner about what he read, it is not only an “ intellectual exercise” fulfilled by the learner himself. In fact, most literary reading courses are concerned with finding out the thematic features without necessarily experiencing and feeling the reading. In short, a literary text is an artistic material that needs to be seen by the learner and the teacher.

The literary sessions have revealed that the teacher's empathy with the text, its author and culture leaves a positive touch on building the cohesion of the literary class. Yet, it should be used as a tool to address students' feelings and needs. The literary teacher should expose his

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empathy to bridge the gap between the learner and the text. When presenting the literary text, he ought to speak about how the characters of the story, the events and the culture of the story touch his mind as a reader.

Besides, paving the way for students to relate the teacher's empathy will improve their comprehension of the story and motivation in reading. When the teachers react to a particular situation in the story with acceptance, his learners will be able to react with approximately the same way or at least with a certain ease. Relating empathy to the literary reading experience has an effect on the students' appreciation. Yet, the empathy feature should not be an end by itself; it is one of the features that contribute to the success of the reading experience.

The aspect of the teacher's empathy is mainly related to the literary text's aesthetic features. The way the text is written can reveal a strong emotional impact on the reader which is in case the teacher. In fact, the teacher's emotions, feeling about the text and his reaction are important factors to gain students attention. Their motivation will be stimulated; Zoltan(2001) sees motivation as a crucial element in language learning. It seems that the teacher's way of showing his empathy appears as a key motivational method to affect students' empathy.

5.7.Suggested Literary Sessions Procedures

This section will provide examples of the literary session's plans and that could give some helpful insights to both learners and teachers using the texts mentioned in the previous chapters. The experimental study has revealed that in order to reach literary class successfulness, the teacher should be well prepared so that they can provide their students with an adequate understanding about the literary work.

Moreover, planning the literary course helps to provide students with the background information about the author of the text, the society structure in the text and the lifestyle depicted in the literary work. Throughout the literature reading sessions, the researcher tested the students reading skills; the students' answers were almost oral, and sometimes written at the final stage to measure their understanding. The reading of the literary sessions might consider the following phases:

- Pre-reading phase: highlighting an overview of the reading sessions and raising the elements that introduce the reading experience.
- The while-reading phase: establish the relation between the reading activity and students thoughts through planning of questions, debates and discussions.
- The post-reading phase: plan a question or an activity that summaries students' deductions and conclusions.

Their written assignments were not assessed by their length; a brief paragraph is enough to respond to a particular question. The course plan is presented as follows:

Sample Literature Session01

Level: L3

Title: The Boarding House (Short story)

The author: James Joyce

• **Objectives:**

- Familiarizing students with the features of Joyce's writings
- Improving their discussion skills.
- Exploring the Irish society.
- Training students on criticizing, debating and exchanging opinions.

• **Session Procedures:**

- **Pre-reading:** At this stage, the teachers with students go through where the learners are exposed to a biography about the author, his cultural background and a geographical card of "Dublin".
- A quick presentation of the short stories collection booklet is provided (presenting the book in its original form).
- **While-reading:** At this stage, the teacher opens the reading session. Discussions are made and students are asked to comments. Loud reading is to be assigned in the reading session. The following questions can be asked while discussing:
 - What does the opening paragraph track?
 - What qualities that title "The Madam" had earned Mrs. Mooney?
 - If Mrs. Mooney's behaviour was similar to a chess player, what would be her main chess piece?
 - How do you find the behavior of Mrs. Mooney, and why do you think she was behaving so?
 - How do you find the behavior of Mrs. Mooney, and why do you think she was behaving so?
 - What made Mr Doran paralysed?
 - How can this paralysis depicted in our society?
- **Post-reading:** At this stage, students are asked to comment on the following question:
 - The story by James Joyce is a clear and powerful portrayal of moral paralysis of the citizens in Dublin. Discuss then make reference to your own society by giving illustrations. How do you think the story is going to end?

Sample Lesson 02

Level: L3

Title: Eveline (Short story)

The author: James Joyce

• **Objectives:**

- Reinforce students' input about Joyce's writing.
- Motivating students for the reading task.
- Extending more discussion about Joyce's writing style and motifs.
- Debating and arguing

• **Session Procedures:**

- **Pre-reading:** At this stage, an overview of the story is highlighted.
- As a pre-session task ask students to skim through the story at home.
- Reinforce the discussion about the story background.
- **While-reading:**
- Loud reading is also done in class. While discussing students can be asked the following :
 - Why do you think has the author used the name "Eveline"?
 - What does the name Eveline mean for you?
 - How does Eveline see Frank?
 - Ask students to elicit the flash back in the story.
 - Comment on Eveline's decision to leave "was that wise?"
 - How would our society see Eveline's escape?
- **Post-reading :**
- If you were Eveline, would you have made the same decision? Why or why not?

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Sample Literature Session 03

Level: L3

Title: The White Stocking

The author: D.H Lawrence

- **Estimated sessions:**2 class time periods
- **Objectives :**
- Reading this text can take than one session up to 3 sessions
- Discussing cultural issues(love, sex, social relations)
- Raising the students' reading comprehension level.
- Giving opinion, analyzing and interacting, illustrating a theme through extracts.
- **Pre-reading:**
- A pre-session phase: Ask students to skim through the story in their free time.
- Present a historical background of the author. (PowerPoint slides).
- Presenting the text in its original form.
- **While-reading:**At this stage the following procedures can be done:
- Read aloud the opening passages.
- Discuss the prevailing image of the opening passage.
- What do you know about Valentine's Day and what do you think of it?
- What does the opening passage reveal to you?Why do you think ted's spirit glow?
- Why do you think that Elsie tells ted about her Valentines?
- Pick out the passages that reveal Ted's jealousy and Elsie's intelligence.
- What do you think of her answers?
- What do you think of Ted's sexual attraction towards Elsie? Is it governed by love or something else?
- If Elsie was belonging to an Algerian family, how would her husband perceive this?
- Discussing Lawrence's freedom of expression.
- **Post-reading:**
- Ask students to give adjectives to each character in the story.
- Ask females the following: What do you think of Elsie's character and how would you behave if you had the same situation?
- Ask males the following: If you were Elsie's husband what would you do, and how would you manage your actions?

Sample Literature Session 04

Level: L3

Title: Of Mice and Men

The author: John Steinbeck

- **The estimated sessions:** 3 class time periods
- **Objectives :**
 - Foster students' analytical skills.
 - Fostering their cultural background knowledge about the American culture.
- **Pre-reading :**
 - Present a PowerPoint to explore the life of Steinbeck.
 - Familiarize students with the cultural context of the story.
 - Present briefly the main characters, the setting and the story theme.
 - Introduce students to the "American Dream" and how it affects the characters' life.
- **While-reading :**
 - As a pre-session you can propose your students with the movie version of the story and ask them to watch it.
 - **Group work:** dividing students into groups and ask each group to read a section.
 - Select brief passages and ask students to read them.
 - Acting out Petet and George's dialogues.
 - Asking the following questions:
 - What type of relation do George and Lennie have?
 - Pick out passages that describe Lennie's personality.
 - Pick out passages that describe George's personality.
 - Discuss the dreams of Lennie and George in the story.
 - Detect some metaphors and figurative language.
 - In the final section ask students whether they agree with George's decision.
 - **Post-reading:**
 - Do you agree with Steinbecks' vision of the human nature and dreams?

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Sample Literature Session 5

Level: L3

Title: The Zoo Story

The author: Edward Albee

- **Estimated Sessions:**2 class time periods
- **Objectives:**
 - Discussing cultural issues
 - Developing students' tolerance towards cultural discussion.
 - Autonomy through role play.
- **Procedures:**
- **Pre-reading:**
 - Introduce students to Drama as a literary genre.
 - Discussing the form of the drama work.
 - Presenting the cultural background of the work, setting and characters.
- **While-reading:**
- **Choose play extracts**
 - Group work.
 - Pair performance: Performing peter and jerry talk.
- **Questions to ask:**
 - What happened at the zoo?
 - Who is the savage character in the story and why? Did Jerry plan this or not?
 - Make students reflect on the scene setting “the zoo”.
 - Discussing sex explicitly in the play.
 - Discussing the psychological aspect of Jerry, his loneliness and social failure.
- **Post-reading :**
 - Do you think that the title of the work signals something? If yes, discuss.
 - Get students perform and act role play.

Sample Literature Session 6

Level: L3

Title: The Room

The author: Harold Pinter

- **Estimated sessions:**2 class time periods
- **Objectives:**
 - Fostering students autonomy
 - Oral expression(acting)
 - Culture discussion
- **Procedures:**
 - **Pre-session:** ask students to skim through the play.
 - Prepare a PowerPoint presentation about the story and the author.
 - **While-reading:**
 - **Generate questions:**what is the play about? Who are the characters? Where are they?
 - Present an overview of the story through a video.
 - Discuss the main characters “Rose” and “Bert”.
 - Exploring the psychological aspect in the play by asking :
 - What do you notice in Rose?
 - Ask females to perform Rose’s questions?
 - Why do you think she asks too many questions?
 - Ask students to find specific information through the play extracts.
 - Discuss the notions of “love, family, husband wife relation” and how they affect the couples attitude and life.
 - **Post-reading:**
 - Ask students to select freely an extract that touches their feeling and perform it with their partners (pair works).
 - Discuss the students’ opinions about the play.

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Sample Literature Session 7

Level: L3

Title: At Grass

The author: Philip Larkin

- **Estimated sessions:** 1 class time period
- **Objectives:**
 - Make learners read and perform aesthetically.
 - Familiarize students with the pleasure of poem reading.
 - Launch a conversational class.
 - Create discussions that push learners to construct a message from a poem
 - Discussing youth, adulthood, life...etc.
- **Materials:**
 - the poem extract
 - PowerPoint presentation about the author
 - glossary of difficult words
- **Procedures:**
- **Pre-reading:**
 - Present a general overview about poetry as a genre.
 - Present a historical background of the poet.
- **While-reading:**
 - Read the poem loudly.
 - Identify its stanzas.
 - Study the poem's rhyme.
 - Choose some expressions like "the eyes can hardly pick" to reflect on the meaning.
 - What does the poet mean by it?
 - Pick up from the poem expressions that reflect the state of joy and misery.
 - How is the irony of life portrayed through his stanzas?
 - Does this poem bring optimism for the future? If yes how that?
- **After-reading:**
 - Ask students "what message can you draw from the poem"
 - Written assignment: write the same poem with different words. (check students' creative writing styles)

• Sample Literature Session 8	Level: L3
• Title: Reasons for Attendance	The author: Philip Larkin

- **Estimated sessions:** 1 class time period.
- **Objectives :**
 - Make learners read and perform aesthetically.
 - Familiarize students with the pleasure of poem reading.
 - Launch a conversational class.
 - Create discussions that push learners to construct a message from a poem
 - Discussing love, happiness, jealousy, excitement, desire ...etc.
- **Pre-reading:**
 - **Pre-session:** ask learners to read the poem before.
 - Discuss the students' first impression.
- **While-reading:**
 - Loud reading of the poem.
 - How does the poet start the poem?
 - Pick up from each stanza expressions that seem flashy to you.
 - Discuss the speaker's feeling about "smoke and sweet ", what does it indicate?
 - How are dancers described in the poem? Are they happy or sad?
 - What is the significance of the word "believing" in the last stanza?
- **Post-reading: "Group work"**
 - Ask students to produce a poem about women and men (love, jealousy, desire); feel free to produce a rhymed or an unrhymed poem.

5.8. Conclusion

The present chapter has highlighted the pedagogical implications of this research. It has also suggested some activities that can be realized and questions that can be asked for the selected literary works. Accordingly, has proposed some procedures among a wide range of procedures to treat a literary text for attaining communicative and cultural goals by inviting learners to reflect and think deeper on the on the underlined messages and offering tools to verbalize their thoughts and discover the other thoughts. The results suggest the need for a free discussion literary class that stimulates learners' appreciation and enjoyment of the reading experience. The status of the learner have changes from being a passive actor to an active one who decides about his own learning and an efficient element in creating a relaxed reading environment free of frustration and boredom.

GENERAL CONCLUSION

GENERAL CONCLUSION

The main interest in this dissertation has been positioned towards the significant relevance that literature courses can bring into EFL teaching and learning. The study was realised on an EFL important aspect, and which has dismissed its interest among our learners. The current research has allowed the opportunity to examine the fact of encouraging students to read and discuss freely their perceptions on the text and the impact of this on the way they respond to the literary reading experience. It is important to state that the data gathered through the current research instruments are in conformity with one another. Besides, the triangulation procedure has helped the researcher to come up with the same deductions, and to describe the relevance of literary readings in developing students' linguistic, cultural capacities. This study has answered the four principal inquiries and confirmed the hypotheses stated by the researcher.

To begin with the the first inquiry, it addressed the attitudes that EFL students have towards literature. The hypothesis that has been addressed to this question was that learners have mixed attitudes towards reading. The results obtained from the students' questionnaires proved the mixed attitudes about literature reading. Some of them appreciate it and others though they know its potentiality but they encounter cultural and linguistic obstacles that affect their appreciation. Both teachers and learners' answers to the surveys revealed the different aspects that shape these mixed attitudes i.e., language, culture and methodology of realizing the literary lecture to undergraduate students.

The second question of this study has been formulated to address the challenges encountered by teachers and learners while dealing with literary readings in the Algerian EFL classrooms. The study has suggested that all of linguistic, cultural and methodology teaching aspects present a challenge to both of them. In the aim of addressing this question thoroughly, the questionnaires were followed by a set of experimental literary sessions realized by the research with a sample group of EFL students. These sessions have examined the relevance that the reading experience brings and the aspects' that are borne out through students' exposure to literary reading. The results indicated that reading literature is influenced by the type of language the text vehicle and students' proficiency level. Besides, it has been deduced that the way these texts are presented and the way cultural features are discussed is a quite challenging aspect that lead to the efficiency or inefficiency of the reading experience.

The third question in this investigation has been stated to address the literary genres appreciated by the Algerian EFL learner? It has been supposed that not all genres of literary

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texts can be appreciated by EFL learners. The Questionnaire results have initially addressed the aim of this question, it has been generated that learners have the propensity to prefer certain genres over others. Short stories for instance are appreciated by the majority of the respondents. Teachers' have also indicated that their students prefer simple and not very long. The Treatment procedure has proved that students keep their follow up when the text is short and when the language is adaptable.

As far as the fourth question is concerned, it seeks to answer whether the cultural differences found in the literary texts are responsible for the learners' uneasiness to deal with literary texts. The research supposed that learners' uneasiness is not only culturally bound but also related to the way these features are taught and discussed. The experimental sessions have addressed this question and pushed the researcher to deduce that the difference between the two cultures can create the gap and this gap can be expanded if they are inappropriately examined. More importantly, participants in this research arrive at indicating the relation between literature reading and the cultural elements of the text.

The current study is expected to be useful to the categories below:

- Applied linguists and literature practitioners within the field EFL as the investigation examines aspects and challenges of teaching literary texts, with the ultimate aim of enhancing students' cultural and communicative skills and enhancing their literature reading envy.
- Literary teaching assessment owing to the research inclusion of some assessment strategies, which can be both enhancive and useful.
- EFL university students owing to the literature input offered by the study and some literary analysis strategies which are likely to serve as a motivational and a diversified resource.
- EFL university literature teachers as the study offers some tips and strategies to overcome the challenges faced in the literary text examination (language and cultural clashes).

Different types of data collection procedures were carefully selected. Questionnaires and experiments were designed to EFL students, in addition to interviews for the experimental study participants. The triangulation method was used to mix between the different methods, and to gain the possible amount of information. Besides, selecting the three complementary

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instruments helped the researcher to view the same contextual situation with similar conclusions.

The findings of the study have revealed that reading a literary text does not only imply reading as an isolated activity, but also reflecting consciously on its content and the cultural differences that exist between the Algerian EFL reader and the target language culture. Literary texts provide a rich input; the more FL learners learn how to read and enjoy their reading, the more their negative perceptions towards literature can be changed. Eventually, if they are accustomed to read, comprehend, question, interpret and discuss cultural issues, they will be able to shape their own skills in literary reading. In later stages, they will be no more frustrated from the reading experience; they will feel responsible of their own reading and interpretation based on their own comprehensive abilities.

The analysis of the treatment sessions and observation is another indicator of the relevance brought through reading and the way learners establish their understanding about the meaning the text vehicles. The qualitative analysis explains the reading techniques and the way learners respond to the text and discuss a cultural issue of the FL culture. The sessions revealed students motivational aspect when they read about issues that can be found or reflected in their own society, their discussion about these issues raise and they feel concerned to express their own state of mind.

However, since different perceptions and attitudes have been shaped towards literature use, various aspects related to the teaching of literary text have appeared. Our readers face obstacles in connecting their ideas to the literary text, and interpret the text in a cohesive manner. So, the ability to read foreign language literary texts is becoming widely considered as a key element and a challenge for EFL teaching and learning purposes. The study has also indicated that literature reading activities that are too linear and technical bring learners into boredom and rejection.

As seen in the study, the focus was not in highlighting the lack of the literary knowledge of the learner. The techniques proposed in the literary courses helps learners to maintain their thoughts with some of the knowledge provided in literary texts (linguistic/cultural), and extract their perceptions that swim in their own cultural pool. To what concerns comprehension, teachers of literature should also enhance their students' personal background

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which requires readers of literary texts to integrate their own feelings and impressions to achieve an adequate appreciation and not only comprehension.

The current research argues that reading discussions as an important element that leads students to develop their intellectual and cognitive development. The reading of literature should be seen as an encounter for appreciation, and not a punishing task. The teacher is required to vehicle each learner in a road where he can express his opinion, interpret his feeling about a situation that touches his thought. The creation of this atmosphere is relevant in bridging the gap between the essential elements of the classroom i.e. the learner, the teacher and the reading material which is the literary text. All these exchanges make the cultural facts closer to the learner, and learners will learn from each other more than learning from the teacher.

In fact, the layout of these aspects would accelerate the students' verbal responses the text and thus the recognition of the difference of identities. Meanwhile, what is important for the current study is the will to raise FL undergraduate students' personal and cultural competences without necessarily acquiring the literary knowledge. As long as the student acquires these competences, he will develop a personal progress and cultural identity.

As far as collaborative reading is concerned, each learner should take advantage of it. Yet, it should be beard in mind that reading a literary text does not only imply reading collectively, but also reflecting on the text and being able to distinguish between the singularity and the plurality in dealing with it as well as laying out the ideas extracted from the reading experience. Moreover, texts are not a holy book, students at undergraduate levels don't have to deal with the whole text, and important parts of it can be used and rearranged as the main focus is language and culture.

To what regards literary writing analysis, it enhances the learners' creativity and freedom in expressing opinions. Interestingly, the examination of the students' writing along the experimental sessions revealed that the studentcan integrate his knowledge and expose it in his own manner. Any written essay no matter its length should be considered as a pure reflection of the learner's thought competences and abilities. The aim of examining students' writings in this investigation was to shed light on their analytical, linguistic, cultural skills and their writing analysis techniques. Thanks to writing, that the learners can learn how to play with words and utterances and rearrange their ideas. Moreover, teachers don't need to require

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their students to interpret the literary work in a particular limited way; rather the text should be a mediating material to stimulate their motivation. The literary analysis techniques require students to demonstrate their writing through quoting from the text; this technique was taught to students in order to reinforce their analytical skills.

The findings of the study point to another crucial point which is the evaluation or more precisely the assessment of their responses to the text reading. The learners' reading skills are examined through their responses to reading (written/ oral). Yet, it must be noted that the students' written essays should not be taken for evaluation purposes only for undergraduate students who are still wavering to find themselves in a literary course. Their written assignments serve as a continuous testing and examination of their literary analysis progress. As far as this research is concerned, if students are informed of the aim of the written essays and assignments, they will not be afraid of raising their thoughts on their papers. Collective writing activities through grouping are another technique used to measure students' ability to layout their ideas collectively and rearranges them in a form of a paragraph.

Further, planning a literary reading course and setting questions that address the themes is a key factor that the literature teacher should consider for an effective reading experience. Presenting the literary lesson with planned objectives and aims contribute to the flow of the course. Moreover, teachers should be familiar and master some basics of the literary jargon and analysis techniques to present their course. Unless these notions are present in the teacher's talk, the virtues of the literary reading experience will be not tasted. Thus, throughout the previous proposed literary sessions, the knowledge about literature features, language particularity, comprehension and reading strategies have been focused.

Therefore, it is high time literary reading restored its appreciation in our EFL university classrooms and students should become aware that getting in touch with a literature material is not a punishing task, aimless activity but, one of the important elements that develop their cultural awareness, without necessarily visiting their countries. Besides, the negative perceptions about reading should be vanished and reading as an activity should be reconsidered, and learners should bear in mind that they will face a certain clash when they are connected directly with the target culture for better cultural understanding.

So, in order to deal with literature successfully, teachers should elaborate selective methods and strategies that suit their learners' level, needs and interests. Among the

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objectives of teaching literature is the development of the students communicative skills, cultural knowledge and paving the way to them to discuss cultural issues freely and openly. The consideration of these objectives requires the adaptation of selective methods that are related to a set of linguistic, literary, thematic, cultural and personal topics.

- The literary text contains an interesting amount of knowledge related to culture, persons, their behavior and experiences.
- Discussions about cultural aspects open an exchange about the notion of difference and otherness and hence this develops the learners' sympathy and open-mindedness towards foreigners.

The literary reading experience for EFL undergraduate students should be used as an encounter for enjoyment and freedom to touch the learners' feeling. In the FL teaching/learning situation, the aim of using literature is not only making students know about the work's title or its thematic content but rather use this literature to enrich their language and cultural repertoire.

The literature module should make learners aware of the idea that reading is not an instructional frustrating task, but a lifelong activity that can bring pleasure and feed the mind of the learner. In doing so, establishing a relation between the learner as a reader and the literary text as an entertaining material will pave the way to develop his reading strategies and give him the chance to taste the flavorings of the different genres. The learner will be able to discover the notion of "otherness" and how the other's behavior, thoughts and life aspects can be familiar to his own aspect of life.

For a better literary text exploration at the level of EFL undergraduate studies, it is advisable to consider the literary text as a starting point in the classroom and focus the reading motivation as an initial target. Then, the teacher can explore the text by opting for an analytical approach that can respond to the objectives of his literary text. This progression can be realized by asking the following question: What do I want from my Readers-learners? What do I want them to know or explore? Were they good readers? "

Therefore, in the light of this study, it is indicated that in order to ensure the success of the literary class, motivations should be targeted as a crucial factor. The teacher can reach this factor by clicking on the cultural and the intercultural button; this button will switch on the interaction of the learners and animate their thoughts and opinions. In fact, when

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the texts are intelligently explored by the teacher and the learner, it becomes the open door to the world and the foreign culture. The acquisition of a foreign language is highly related to examination of its culture, so communicating this with this culture necessarily needs products that vehicle the learner to it amongst which the literary text.

Overall, according to this study, the teaching of literature should consist of the following elements:

- Teach learners communicative skills and linguistic competences (vocabulary, language form) and the artistic use of language.
- Teach them to express their thoughts either through oral interaction or written expressions.
- Expose learners to the aesthetic feature of the literary world.
- Develop the learners' imagination and reflections about a type of thinking, a behavior to construct their own conception and exercise their critical abilities.
- Teach culture as a central aspect of literature through developing their awareness about the differences that exist between their own world and the foreign world (avoiding all types of prejudices, stereotypes and judgments, developing an intercultural attitude).
- Create a literature class that focuses the reading for pleasure and enjoyment and thus raise the love of reading.
- Teach students tolerance and empathy.

This humble study would provide learners and teachers with the opportunity to take advantage from its feedback and assess the teaching learning of literature and to raise the idea that the teaching of EFL Algerian learners should not be a frustrating task ;overloaded with the study of literary movements and old classics with a highly deviated language genres, but rather being efficient and motivating with simple texts, interesting topics, culturally bound themes and an entertaining reading environment.

As far as EFL learners are concerned, this research addresses them with a wakeup call that reading is not a task of the elite or for those who have too much spare time but rather it can be a cool task when it is resorted from its purely literary context and put in their own context that corresponds the aspect of their daily ordinary lives. Reading things they like can open the door to the appreciation of literature reading. Additionally, the research suggested

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some activities that can be accompanied with reading hoping the future investigations would be on how these implications can be brought to experiment and validate or invalidate their efficiency.

The research came to conclusion that students hold positive attitudes towards texts that are simple and that directly address their internal thoughts, and manifested a number of signs that indicate their willingness to actively engage in literary reading sessions and learn cultural aspects if they are given the freedom to express themselves and if the literature course is set on a crucial objective which is the enjoyment of the literary reading experience. The literary text in general is a tool that offers the possibility to question the world, to view it with the others' eyes. So, advocating the integration of literature to learn about culture, means tolerating differences, the more we read literary texts, the better we comprehend, the better we comprehend, the more we nourish and open our minds. So, the data collected in this investigation are in line with the studies advocating the integration of literature in EFL context.

All the characteristics raised in the current study invite teachers and learners to consider the literary text as an interesting didactic element that enhances students' vocabulary and cultural awareness. In fact, the way this study have dealt with literary reading can help EFL undergraduate students to develop at a first stage their reading comprehension strategies by observing, commenting and interpreting. Moreover, the EFL learner will be able to observe his own behaviour and develop his creativity.

Yet, this conclusion might need to be extended; it needs to deepen the study of more strategies to develop students reading and interpretation skills. It is required to develop different learning tasks to establish a balance between the cultural aspects and the literary reading in the EFL context. The present study has been examining the relevance of literature in enhancing language and culture. Further research is certainly required to disentangle the complexities found in our universities to teach culture through literature and to raise students' motivation in reading by focusing on further techniques and strategies to make them long life readers.

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APPENDICES

Appendix 1 : Students' Questionnaire

Dear students:

This questionnaire concerns a study about the teaching and learning of literature in EFL context. I would appreciate if you could find time to answer all the questions of the present questionnaire. So, please, have the kindness to provide us with the necessary answers either by ticking the appropriate boxes or by making full statements whenever necessary.

Thank you for your collaboration.

Section one: students' background knowledge

Before you answer the questionnaire, could you please give some information about yourself?

1. Sex: Male Female
2. Age:

Section Two: Literature Reading Situation

Part one: Students' Attitudes towards Literature

Guidelines: For each item, please tick the right box or write in the space provided.

1. How would you define literature or a literary text?

.....
.....

2. Do you think that reading literature is important in EFL learning?

- a) very important
b) less important
c) not important
d) Don't know

3. How do you find the literature module?

- a) I find it interesting
b) I find it a boring
c) I find it complicated
d) I find it easy

4. Why do you read a literary work?

- a) Entertainment
b) Exploring new vocabulary
c) A hobby
d) Learning new ideas

5. What is the most preferred literary genre to you? Would you explain why please?

- a- Short stories
b- Novellas and novels
c- poetry
d- drama

.....
.....

Appendix 1 : Students' Questionnaire

Part two: Students' Obstacles in Literature

6. What difficulty can you find in a literature reading class?

- a) Identifying the themes because of their ambiguity
- b) grasping the vocabulary
- c) Inability to grasp the teacher's explanation method

7. What hinders your comprehension of the text?

- a) Unfamiliar meaning found in the literary text
- b) The plot of the story
- c) interpreting themes and motifs of the story

8. Do you understand the expressions (metaphors, figures of speech, and proverbs) found in literary texts?

- a) Yes,
- b) Some of them
- c) No, not at all

If *some of them* or *no*, please, explain why:

- a) It is difficult to find the equivalent in your language
- b) It is difficult to understand them because they contain difficult vocabulary
- c) The social context in which they are used is totally different from yours , and they are meaningless to you

9. In order to get specific information from the literary text, do you?

- a) You read the whole literary text
- b) You read the summary on internet
- c) You quickly skim through the text to find the information

Part three: Relating Literature to Culture

10. In your opinion, is there any relationship between learning literature and learning about cultures?

- a) Yes
- b) No

If *yes*, please, explain:

.....
.....

11. Before reading a literary text, do you think that having cultural background knowledge about the target culture of the literary writing is?

- a) very important
- b) important
- c) Not important

12. How do you find the cultural practices that you read in a literary text?

- a) It is a way of exploring knowledge about others' cultural practices and religious beliefs
- b) They disturb you because they do not suit your religious beliefs
- c) They are meaningless for you and they lead to nothing

13. How do you react when your literature teacher explains religious and cultural elements which are different from your own social context?

- a) You do not pay attention to the teacher's listening passage
- b) You show great interest in listening
- c) You totally disagree with the cultural and religious ideas of the listening passage and ask him or her to change the story

Thank you for your feedback

Appendix 2 : Teacher's Questionnaire

Dear teachers,

This questionnaire concerns a study about the teaching of literature in EFL context. I would appreciate if you could find time to answer all the questions of the present questionnaire. So, please, have the kindness to provide us with the necessary answers either by ticking the appropriate boxes or by making full statements whenever necessary.

Thank you for your collaboration.

Part one: Background Information

Please, tick the right box or write in the space provided.

1. Gender: Male male

2. Degree (s) held:

a- BA (licence).

b- MA (magister/ master).

c- PhD (Doctorate).

3. Work Experience (number of years).....

4. Subjects taught.....

Part two: Teachers' Attitudes and Preferences

1. How do you find the integration of literary texts in foreign language teaching?

.....
.....
.....

2. Do you design your own syllabus of English in teaching literature?

a- Yes b- No

3. Do you select the literary texts according to your preference?

a- Yes b- No

4. When teaching a literary text, do you use extracts or complete works?

.....

5. Which of the following types of literary texts do you prefer to use in EFL classrooms?

Please order the following in terms of your preference: 1 (most preferred) to 5 (least preferred).

a- Short stories

b- Novellas

c- drama

d- Poems

e- Novels and novel extracts

Part three : The Literature Class Situation

6. What is the literary genre that your students prefer most?

f- Short stories

g- drama

h- Poems

i- Novels and novellas

7. Do you find your students motivated in the literature classes?

a- Yes. b- No.

Appendix 2 : Teacher's Questionnaire

If yes, are they?

- a- Very motivated
- b- Motivated
- c- less motivated

8. Which approach do you follow in the teaching of literary texts? Please tick the appropriate box.

- a- language based approach
- b- Cultural enrichment approach
- c- Personal growth approach
- d- The stylistic approach.
- e- Reader response approach

Others, specify or explain why

.....
.....

9. Do you face obstacles when dealing with literary texts in the teaching of literature? if yes please explain :

- a- Yes
- b- No

.....
.....

10. What are the aspects behind the lack of communication in a literature class?

- a. linguistic aspects.
- b. cultural asps
- c. b.

Other. Please elaborate.

.....
.....

11. Do you think that the literary text can be an effective vehicle to culture? If yes please explain:

- a- Yes
- b- No

12. Do you encourage students to understand cultures and beliefs different from their own that are reflected in the literary texts?

- a. Yes
- b. no

Please feel free to add any further comments

.....
.....

n your literature class:

- a- You do activities; analyze the language of literary texts in order to draw students' attention to how language is used to convey meaning in the literary texts.
- b- You encourage students to evaluate the literary texts and choose the text they want to study.
- c- You encourage students to relate the topics and themes of the literary text they read to their own personal experience, feelings and opinions and accept the other cultures.

Appendix 2 : Teacher's Questionnaire

Please feel free to add any further comments.

.....
.....
.....

Thank you for your feedback

Appendix 3 : Post Treatment Interview

The purpose of the interview is to value the teaching methods which were used in the proposed courses; we want your own ideas and impressions.

1/ How did you find the teaching process used in the treatment class?

2/ How would you describe your overall impressions about the literature courses?

3/ Did you feel motivated to respond orally, if yes say why?

4/ Do you think that the kind of questions asked by the teacher helped you to understand the meaning in the literary texts?

5/ Which literary genre did you prefer?

6/How did you find the cultural practices found in the literary texts? Could you give me an example?

7/ Do you think that the literary text can affect your language acquisition and intercultural competence?

8/Most of you will be destined to teach English, do you think that English literature is important in foreign language learning?

9/Do you have any suggestions?

Pre-test:

Read Oscar Wilde's short story and answer the following questions:

1. What are the steps the nightingale takes to help the boy solve his problem?
2. At which point does the story reach its plot?
3. Describe the main characters of the story?
4. Describe the atmosphere of the story?
5. In your opinion, what do you think the color of the rose might symbolize?
6. How would you describe the student's behaviour? If you were the student, how would you behave?
7. What are the moral lessons in the story?

Appendix 6: "The Nightingale and the Rose" Short story (Test-text)

"She promised she'd dance with me if I brought her a red rose," cried a young heart-broken student. "But there's not one in this whole garden."

From her nest in the oak tree, the Nightingale heard him, and she looked out through the leaves, and wondered.

"Not a single red rose anywhere!" he cried, and his eyes filled with tears. "It's amazing how happiness depends on such little things. I've read all that the wise men have written, and all the secrets of philosophy, but my life is wretched because of a red rose."

"Here at last is a true romantic," said the Nightingale. "Night after night I have sung of him, though I didn't realize it. Night after night I have told his story to the stars, and now I see him."

"The Prince gives a ball tomorrow night," murmured the young student, "and my love will be there. If I bring her a red rose, she'll dance with me till dawn. If I bring her a red rose, I'll get to hold her in my arms, and she'll lean her head on my shoulder, and her hand will be clasped in mine. But there's no red rose in the garden, and so instead, I'll sit by myself while she passes me by. She'll pay no attention to me, and my heart will break."

"Here indeed is a true romantic," said the Nightingale. "Surely love is a wonderful thing. It's more precious than emeralds and diamonds and gold." "The musicians will play their instruments," said the student. "And my love will dance to the sound of the violin. But she won't dance with me, because I have no red rose to give her." And he flung himself down on the grass, buried his face in his hands, and wept.

"Why is he weeping?" asked a butterfly, who was fluttering about after a sunbeam.

"He's weeping for a red rose," said the Nightingale.

"For a red rose?" cried the butterfly. "How ridiculous!"

But the Nightingale understood the secret of the student's sorrow, and she sat silently in the oak tree, and thought about the mystery of love. Suddenly, she spread her brown wings and soared into the air. She passed through the grove like a shadow, and sailed across the garden. In the center of the grass stood a beautiful rose tree, and when she saw it, she flew over and landed on a branch. "Give me a red rose," she cried, "and I'll sing you my sweetest song."

But the tree shook its head. "My roses are white," it said. "But go to my brother who grows near the fountain, and perhaps he'll give you what you want." So the Nightingale flew over to the rose tree by the fountain.

"Give me a red rose," she cried, "and I will sing you my sweetest song." But the tree shook its head. "My roses are yellow," it answered. "But go to my brother who grows beneath the student's window, and perhaps he'll give you what you want."

So the Nightingale flew over to the rose tree that was growing beneath the student's window and repeated her request for the rose. But this tree also shook its head.

"My roses are red," it answered. "But the winter has chilled my veins and the frost has nipped my buds, and the storm has broken my branches, and I'll have no roses at all this year."

"One red rose is all I want," cried the Nightingale. "Is there no way I can get it?"

"There is a way," answered the tree. "But it's so terrible, I can't tell you."

Appendix 6: "The Nightingale and the Rose" Short story (Test-text)

"Tell me," said the Nightingale, "I'm not afraid."

"If you want a red rose," said the tree, "you must build it out of music by moonlight, and make it red with your own heart's blood. You must sing to me with your breast against a thorn, and your blood must flow into my veins, and become mine."

"Death is a great price to pay for a red rose," cried the Nightingale. "Yet love is better than life, and what is the heart of the bird compared to the heart of a man?"

So she spread her brown wings and soared into the air. She swept over the garden like a shadow, and like a shadow she sailed through the grove. The young student was lying on the grass where she had left him, and the tears were not yet dry in his eyes.

"Be happy," cried the Nightingale. "You shall have your red rose. I'll build it out of music by moonlight and stain it with my own heart's blood. All that I ask of you in return is that you will be a true romantic, for love is wiser than philosophy."

The student looked up from the grass and listened, but he could not understand what the Nightingale was saying, for he only knew the things that are written in books. But the oak tree understood, and felt sad, for he was very fond of the little Nightingale who had built her nest in his branches. "Sing me one last song," he whispered. "I'll be lonely when you're gone." So the Nightingale sang to the oak tree, and her voice was like water bubbling from a silver jar.

When she had finished her song the student got up, and went to his room and began to think of his love. After a time, he fell asleep. And when the moon shone in the heavens, the Nightingale flew to the rose tree and set her breast against a thorn. All night long, she sang against the thorn, and the cold moon leaned down and listened.

She sang of the birth of love in the heart of a boy and a girl. And on the top branch of the rose tree, there blossomed a marvelous rose, petal after petal, as song followed song. It was pale at first, but grew darker as the bird sang louder, and a delicate flush of pink came over the leaves. But the thorn had not yet reached her heart, and so the rose's heart remained white, for only a Nightingale's blood can make the heart of a rose red.

Her song grew wilder as she sang of love, and the marvelous rose became crimson, like an eastern sky. But the Nightingale's voice grew fainter, and her little wings began to beat fast. Then she gave one last burst of music. The white moon heard it, and she forgot the dawn, and lingered on in the sky. The red rose heard it, and it trembled all over with ecstasy, and opened its petals to the cold morning air.

"Look!" cried the tree. "The rose is finished now." But the Nightingale made no answer, for she was lying dead in the long grass, with the thorn in her heart. And at noon, the student opened his window and looked out. "Why, what a wonderful piece of luck," he cried. "Here is a red rose! I've never seen a rose like this in all my life. It's so beautiful!" And he leaned down and plucked it. Then he put on his hat, and ran up to his professor's house with the rose in his hand. The daughter of the professor was sitting in the doorway, and her little dog was lying at her feet.

"You said that you would dance with me if I brought you a red rose," cried the student. "Here's the reddest rose in all the world. You'll wear it tonight next to your heart, and as we dance together, it will tell you how much I love you." But the girl frowned. "I'm afraid it won't go with my dress," she answered. "And the prince's nephew has sent me some jewels, which cost far more than flowers."

Appendix 6: "The Nightingale and the Rose" Short story (Test-text)

"How ungrateful," said the student angrily, and he threw the rose into the street, where it fell into the gutter.

"What a silly thing love is," he thought, as he walked away. "It's not half as useful as logic, and in fact, is quite unpractical. I shall go back to philosophy." And so he returned to his room and pulled out a dusty book, and began to read.

Appendix 7: The Short Story "The Boarding House"

MRS. MOONEY was a butcher's daughter. She was a woman who was quite able to keep things to herself: a determined woman. She had married her father's foreman and opened a butcher's shop near Spring Gardens. But as soon as his father-in-law was dead Mr. Mooney began to go to the devil. He drank, plundered the till, ran headlong into debt. It was no use making him take the pledge: he was sure to break out again a few days after. By fighting his wife in the presence of customers and by buying bad meat he ruined his business. One night he went for his wife with the cleaver and she had to sleep a neighbour's house.

After that they lived apart. She went to the priest and got a separation from him with care of the children. She would give him neither money nor food nor house-room; and so he was obliged to enlist himself as a sheriff's man. He was a shabby stooped little drunkard with a white face and a white moustache white eyebrows, pencilled above his little eyes, which were veined and raw; and all day long he sat in the bailiff's room, waiting to be put on a job. Mrs. Mooney, who had taken what remained of her money out of the butcher business and set up a boarding house in Hardwicke Street, was a big imposing woman. Her house had a floating population made up of tourists from Liverpool and the Isle of Man and, occasionally, artistes from the music halls. Its resident population was made up of clerks from the city. She governed the house cunningly and firmly, knew when to give credit, when to be stern and when to let things pass. All the resident young men spoke of her as The Madam.

Mrs. Mooney's young men paid fifteen shillings a week for board and lodgings (beer or stout at dinner excluded). They shared in common tastes and occupations and for this reason they were very chummy with one another. They discussed with one another the chances of favourites and outsiders. Jack Mooney, the Madam's son, who was clerk to a commission agent in Fleet Street, had the reputation of being a hard case. He was fond of using soldiers' obscenities: usually he came home in the small hours. When he met his friends he had always a good one to tell them and he was always sure to be on to a good thing-that is to say, a likely horse or a likely artiste. He was also handy with the mits and sang comic songs. On Sunday nights there would often be a reunion in Mrs. Mooney's front drawing-room. The music-hall artistes would oblige; and Sheridan played waltzes and polkas and vamped accompaniments. Polly Mooney, the Madam's daughter, would also sing. She sang:

I'm a ... naughty girl.
You needn't sham:
You know I am.

Polly was a slim girl of nineteen; she had light soft hair and a small full mouth. Her eyes, which were grey with a shade of green through them, had a habit of glancing upwards when she spoke with anyone, which made her look like a little perverse madonna. Mrs. Mooney had first sent her daughter to be a typist in a corn-factor's office but, as a disreputable sheriff's man used to come every other day to the office, asking to be allowed to say a word to his daughter, she had taken her daughter home again and set her to do housework. As Polly was very lively the intention was to give her the run of the

Appendix 7: The Short Story "The Boarding House"

young men. Besides young men like to feel that there is a young woman not very far away. Polly, of course, flirted with the young men but Mrs. Mooney, who was a shrewd judge, knew that the young men were only passing the time away: none of them meant business. Things went on so for a long time and Mrs. Mooney began to think of sending Polly back to typewriting when she noticed that something was going on between Polly and one of the young men. She watched the pair and kept her own counsel.

Polly knew that she was being watched, but still her mother's persistent silence could not be misunderstood. There had been no open complicity between mother and daughter, no open understanding but, though people in the house began to talk of the affair, still Mrs. Mooney did not intervene. Polly began to grow a little strange in her manner and the young man was evidently perturbed. At last, when she judged it to be the right moment, Mrs. Mooney intervened. She dealt with moral problems as a cleaver deals with meat: and in this case she had made up her mind.

It was a bright Sunday morning of early summer, promising heat, but with a fresh breeze blowing. All the windows of the boarding house were open and the lace curtains ballooned gently towards the street beneath the raised sashes. The belfry of George's Church sent out constant peals and worshippers, singly or in groups, traversed the little circus before the church, revealing their purpose by their self-contained demeanour no less than by the little volumes in their gloved hands. Breakfast was over in the boarding house and the table of the breakfast-room was covered with plates on which lay yellow streaks of eggs with morsels of bacon-fat and bacon-rind. Mrs. Mooney sat in the straw arm-chair and watched the servant Mary remove the breakfast things. She had Mary collect the crusts and pieces of broken bread to help to make Tuesday's bread-pudding. When the table was cleared, the broken bread collected, the sugar and butter safe under lock and key, she began to reconstruct the interview which she had had the night before with Polly. Things were as she had suspected: she had been frank in her questions and Polly had been frank in her answers. Both had been somewhat awkward, of course. She had been made awkward by her not wishing to receive the news in too cavalier a fashion or to seem to have connived and Polly had been made awkward not merely because allusions of that kind always made her awkward but also because she did not wish it to be thought that in her wise innocence she had divined the intention behind her mother's tolerance.

Mrs. Mooney glanced instinctively at the little gilt clock on the mantelpiece as soon as she had become aware through her reverie that the bells of George's Church had stopped ringing. It was seventeen minutes past eleven: she would have lots of time to have the matter out with Mr. Doran and then catch short twelve at Marlborough Street. She was sure she would win. To begin with she had all the weight of social opinion on her side: she was an outraged mother. She had allowed him to live beneath her roof, assuming that he was a man of honour and he had simply abused her hospitality. He was thirty-four or thirty-five years of age, so that youth could not be pleaded as his excuse; nor could ignorance be his excuse since he was a man who had seen something of the world. He had simply taken advantage of Polly's youth and inexperience: that was evident. The question was: What reparation would he make?

Appendix 7: The Short Story "The Boarding House"

There must be reparation made in such case. It is all very well for the man: he can go his ways as if nothing had happened, having had his moment of pleasure, but the girl has to bear the brunt. Some mothers would be content to patch up such an affair for a sum of money; she had known cases of it. But she would not do so. For her only one reparation could make up for the loss of her daughter's honour: marriage.

She counted all her cards again before sending Mary up to Doran's room to say that she wished to speak with him. She felt sure she would win. He was a serious young man, not rakish or loud-voiced like the others. If it had been Mr. Sheridan or Mr. Meade or Bantam Lyons her task would have been much harder. She did not think he would face publicity. All the lodgers in the house knew something of the affair; details had been invented by some. Besides, he had been employed for thirteen years in a great Catholic wine-merchant's office and publicity would mean for him, perhaps, the loss of his job. Whereas if he agreed all might be well. She knew he had a good screw for one thing and she suspected he had a bit of stuff put by.

Nearly the half-hour! She stood up and surveyed herself in the pier-glass. The decisive expression of her great florid face satisfied her and she thought of some mothers she knew who could not get their daughters off their hands.

Mr. Doran was very anxious indeed this Sunday morning. He had made two attempts to shave but his hand had been so unsteady that he had been obliged to desist. Three days' reddish beard fringed his jaws and every two or three minutes a mist gathered on his glasses so that he had to take them off and polish them with his pocket-handkerchief. The recollection of his confession of the night before was a cause of acute pain to him; the priest had drawn out every ridiculous detail of the affair and in the end had so magnified his sin that he was almost thankful at being afforded a loophole of reparation. The harm was done. What could he do now but marry her or run away? He could not brazen it out. The affair would be sure to be talked of and his employer would be certain to hear of it. Dublin is such a small city: everyone knows everyone else's business. He felt his heart leap warmly in his throat as he heard in his excited imagination old Mr. Leonard calling out in his rasping voice: "Send Mr. Doran here, please."

All his long years of service gone for nothing! All his industry and diligence thrown away! As a young man he had sown his wild oats, of course; he had boasted of his free-thinking and denied the existence of God to his companions in public-houses. But that was all passed and done with... nearly. He still bought a copy of Reynolds's Newspaper every week but he attended to his religious duties and for nine-tenths of the year lived a regular life. He had money enough to settle down on; it was not that. But the family would look down on her. First of all there was her disreputable father and then her mother's boarding house was beginning to get a certain fame. He had a notion that he was being had. He could imagine his friends talking of the affair and laughing. She was a little vulgar; some times she said "I seen" and "If I had've known." But what would grammar matter if he really loved her? He could not make up his mind whether to like her or despise her for what she had done. Of course he had done it too. His instinct urged him to remain free, not to marry. Once you are married you are done for, it said.

Appendix 7: The Short Story "The Boarding House"

While he was sitting helplessly on the side of the bed in shirt and trousers she tapped lightly at his door and entered. She told him all, that she had made a clean breast of it to her mother and that her mother would speak with him that morning. She cried and threw her arms round his neck, saying:

"O Bob! Bob! What am I to do? What am I to do at all?"

She would put an end to herself, she said.

He comforted her feebly, telling her not to cry, that it would be all right, never fear. He felt against his shirt the agitation of her bosom.

It was not altogether his fault that it had happened. He remembered well, with the curious patient memory of the celibate, the first casual caresses her dress, her breath, her fingers had given him. Then late one night as he was undressing for she had tapped at his door, timidly. She wanted to relight her candle at his for hers had been blown out by a gust. It was her bath night. She wore a loose open combing- jacket of printed flannel. Her white instep shone in the opening of her furry slippers and the blood glowed warmly behind her perfumed skin. From her hands and wrists too as she lit and steadied her candle a faint perfume arose.

On nights when he came in very late it was she who warmed up his dinner. He scarcely knew what he was eating feeling her beside him alone, at night, in the sleeping house. And her thoughtfulness! If the night was anyway cold or wet or windy there was sure to be a little tumbler of punch ready for him. Perhaps they could be happy together....

They used to go upstairs together on tiptoe, each with a candle, and on the third landing exchange reluctant goodnights. They used to kiss. He remembered well her eyes, the touch of her hand and his delirium....

But delirium passes. He echoed her phrase, applying it to himself: "What am I to do?" The instinct of the celibate warned him to hold back. But the sin was there; even his sense of honour told him that reparation must be made for such a sin.

While he was sitting with her on the side of the bed Mary came to the door and said that the missus wanted to see him in the parlour. He stood up to put on his coat and waistcoat, more helpless than ever. When he was dressed he went over to her to comfort her. It would be all right, never fear. He left her crying on the bed and moaning softly: "O my God!"

Going down the stairs his glasses became so dimmed with moisture that he had to take them off and polish them. He longed to ascend through the roof and fly away to another country where he would never hear again of his trouble, and yet a force pushed him downstairs step by step. The implacable faces of his employer and of the Madam stared upon his discomfiture. On the last flight of stairs he passed Jack Mooney who was coming up from the pantry nursing two bottles of Bass. They saluted coldly; and the

Appendix 7: The Short Story "The Boarding House"

lover's eyes rested for a second or two on a thick bulldog face and a pair of thick short arms. When he reached the foot of the staircase he glanced up and saw Jack regarding him from the door of the return-room.

Suddenly he remembered the night when one of the musichall artistes, a little blond Londoner, had made a rather free allusion to Polly. The reunion had been almost broken up on account of Jack's violence. Everyone tried to quiet him. The music-hall artiste, a little paler than usual, kept smiling and saying that there was no harm meant: but Jack kept shouting at him that if any fellow tried that sort of a game on with his sister he'd bloody well put his teeth down his throat, so he would.

Polly sat for a little time on the side of the bed, crying. Then she dried her eyes and went over to the looking-glass. She dipped the end of the towel in the water-jug and refreshed her eyes with the cool water. She looked at herself in profile and readjusted a hairpin above her ear. Then she went back to the bed again and sat at the foot. She regarded the pillows for a long time and the sight of them awakened in her mind secret, amiable memories. She rested the nape of her neck against the cool iron bed-rail and fell into a reverie. There was no longer any perturbation visible on her face.

She waited on patiently, almost cheerfully, without alarm. her memories gradually giving place to hopes and visions of the future. Her hopes and visions were so intricate that she no longer saw the white pillows on which her gaze was fixed or remembered that she was waiting for anything.

At last she heard her mother calling. She started to her feet and ran to the banisters.

"Polly! Polly!"

"Yes, mamma?"

"Come down, dear. Mr. Doran wants to speak to you."

Then she remembered what she had been waiting for.

Appendix 8: *The Short Story "Eveline"*

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne. She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it—not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field—the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in and out of the field with his blackthorn stick; but usually little Keogh used to keep nix and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided. And yet during all those years she had never found out the name of the priest whose yellowing photograph hung on the wall above the broken harmonium beside the coloured print of the promises made to Blessed Margaret Mary Alacoque. He had been a school friend of her father. Whenever he showed the photograph to a visitor her father used to pass it with a casual word:

“He is in Melbourne now.”

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. O course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

“Miss Hill, don't you see these ladies are waiting?”

“Look lively, Miss Hill, please.”

She would not cry many tears at leaving the Stores.

Appendix 8: *The Short Story "Eveline"*

But in her new home, in a distant unknown country, it would not be like that. Then she would be married—she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations. When they were growing up he had never gone for her like he used to go for Harry and Ernest, because she was a girl; but latterly he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably. She always gave her entire wages—seven shillings—and Harry always sent up what he could but the trouble was to get any money from her father. He said she used to squander the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday's dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work—a hard life—but now that she was about to leave it she did not find it a wholly undesirable life.

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres where he had a home waiting for her. How well she remembered the first time she had seen him; he was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her to see *The Bohemian Girl* and she felt elated as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little. People knew that they were courting and, when he sang about the lass that loves a sailor, she always felt pleasantly confused. He used to call her Poppens out of fun. First of all it had been an excitement for her to have a fellow and then she had begun to like him. He had tales of distant countries. He had started as a deck boy at a pound a month on a ship of the Allan Line going out to Canada. He told her the names of the ships he had been on and the names of the different services. He had sailed through the Straits of Magellan and he told her stories of the terrible Patagonians. He had fallen on his feet in Buenos Ayres, he said, and had come over to the old country just for a holiday. Of course, her father had found out the affair and had forbidden her to have anything to say to him.

“I know these sailor chaps,” he said.

One day he had quarrelled with Frank and after that she had to meet her lover secretly.

Appendix 8: *The Short Story "Eveline"*

The evening deepened in the avenue. The white of two letters in her lap grew indistinct. One was to Harry; the other was to her father. Ernest had been her favourite but she liked Harry too. Her father was becoming old lately, she noticed; he would miss her. Sometimes he could be very nice. Not long before, when she had been laid up for a day, he had read her out a ghost story and made toast for her at the fire. Another day, when their mother was alive, they had all gone for a picnic to the Hill of Howth. She remembered her father putting on her mother's bonnet to make the children laugh.

Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a street organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close dark room at the other side of the hall and outside she heard a melancholy air of Italy. The organ-player had been ordered to go away and given sixpence. She remembered her father strutting back into the sickroom saying:

"Damned Italians! coming over here!"

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being—that life of commonplace sacrifices closing in final craziness. She trembled as she heard again her mother's voice saying constantly with foolish insistence:

"Derevaun Seraun! Derevaun Seraun!"

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the black mass of the boat, lying in beside the quay wall,

Appendix 8: *The Short Story "Eveline"*

with illumined portholes. She answered nothing. She felt her cheek pale and cold and, out of a maze of distress, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming towards Buenos Ayres. Their passage had been booked. Could she still draw back after all he had done for her? Her distress awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell clanged upon her heart. She felt him seize her hand:

“Come!”

All the seas of the world tumbled about her heart. He was drawing her into them: he would drown her. She gripped with both hands at the iron railing.

“Come!”

No! No! No! It was impossible. Her hands clutched the iron in frenzy. Amid the seas she sent a cry of anguish.

“Eveline! Evvy!”

He rushed beyond the barrier and called to her to follow. He was shouted at to go on but he still called to her. She set her white face to him, passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition.

Appendix 9: “Of Mice and Men” Summary

Section one

This section presents the setting, the friendship that exists between Lennie and George. Lennie has mental disorders; George is Lennie’s best friend. They moved to Soledad for a ranch job (as barley buckers). They have spent the night outside in a clearing before starting their new jobs in the morning.

Section Two

Here, George and Lennie arrived to the ranch and met Candy the swamper. George was not satisfied with the working conditions in the bunkhouse. When meeting the ranch owner, George insisted on Lennie to keep silent when talking to the boss. The boss commented on their late coming and observed suspiciously George’s silence. In this section, all of the characters: Slim, Curley, and Curley’s wife are presented. George ordered Lennie to stay away from Curley’s wife.

Section Three

Lennie wanted a puppy and Slim accepted to give him a puppy. George and Slim had their first talk, and George explained the type of his relationship with Lennie and told Slim about what happened with them in their last job. Carlson is another a ranch hand complains about the old dog of Candy. Candy had the same dream as Lennie and George in buying their own ranch. After discussing this, Lennie was blissful as Curley entered. He was attacked by him. Lennie was not able to back but stopped Curley’s fist and crushed it in his grasp. Slim convinced Curley to tell the workers that his hand got caught in a machine.

Section Four

Crooks, another character, he isolated himself from the others. Lennie talked to him about his dream of founding a ranch full of rabbits, and Crooks talked about his isolated childhood, being a member of the only black family for miles. Crooks began to tell Lennie that George would leave him and that no one had achieved his dreams. Lennie felt morally tortured of hearing this. Candy also discussed the dream, and Crooks was slightly interested in pursuing the dream. Curley’s wife entered shouting on them and threatened Crooks with a lynching.

Section Five

In this section, Both of Curly and Lennie’s puppy died. These dramatic events happened unexpectedly. Lennie was in the barn and was remarkably upset and felt the comfort he

Appendix 9: "Of Mice and Men" Summary

needed with Curley's wife. They mutually comforted each other by discussing their dreams. Curley's wife's asked Lennie to touch her hair; he began to pet it. Suddenly, he lost control when she told him to stop, and he eventually broke her neck. Candy came across and found his wife dead.

Section Six

This section presents the final portion of the story. Lennie, was told by George earlier (to avoid troubles). George wanted to stop these troubles caused by Lennie, so he calmly told him about their dream, including rabbits. As the mob approached, George shot Lennie in the back of the head. Only Slim understood what has happened.

Appendix 10: The Zoo Story Summary

Peter, a successful upper-middle-class man who works in the publishing business, is reading on a bench in Central Park in New York City on a sunny summer afternoon. Another man, Jerry, an aimless, rootless outsider who describes himself as a “permanent transient,” declares that he has come from the zoo and insists on talking to Peter. Peter does not want to be bothered. He tries to brush off Jerry and get on with his reading, but Jerry confronts him to examine his life. In the course of their conversation, the audience discovers that Peter is married; has two daughters, two parakeets, and two television sets; lives in a nice neighborhood; and has an executive position in textbook publishing. When Peter questions Jerry about his life, Jerry accuses him of trying to make sense out of things and bring order to a chaotic world. Although these two men are nearly the same age, one in his late thirties and the other in his early forties, they seem to have very little in common, at least on the surface.

Jerry tells Peter that he has had only short-term relationships with women. After discussing the difference between fantasy and reality, Jerry abruptly brings the conversation back to the reason for his trip to the zoo. He proceeds to tell Peter a long, detailed story about his landlady and her dog, who are the gatekeepers of his dwelling. Jerry lives in a rooming house, and the landlady’s dog attacks him every time he comes in. He is fascinated with and challenged by the dog’s hatred and wants to find a way to make contact with the animal. He tells Peter that he decided that he would first try to kill the dog with kindness, and if that did not work, he would simply kill it. He fed the dog hamburgers, but the dog’s hatred did not diminish. He then decided to give the dog a poisoned hamburger, but still nothing happened. The dog did not die, nor did it come to love Jerry. For a brief moment, Jerry and the dog looked at each other, but then the dog withdrew from contact with him. Even its hatred seemed gone forever.

Not able to make contact with people, Jerry had tried to make contact with a dog, but even this had failed and proved nothing. Now, whenever he and the dog meet, Jerry tells Peter, they regard each other “with a mixture of sadness and suspicion, and then we feign indifference.” An “understanding” has been reached: The dog no longer rushes Jerry, and Jerry no longer feeds or poisons the dog. Jerry then announces, “The Story of Jerry and the Dog, the end,” bringing to an effective and dramatic close the important second part of the play.

Upon hearing this story, Peter shouts that he does not understand and does not want to hear any more. Jerry tells Peter that he will explain what happened to him at the zoo, but first he must explain the reason for his visit. Jerry went to the zoo to find out about the way people exist with animals and the way animals exist with one another and with people. After telling Peter that in the zoo everyone is separated from everyone else, Jerry begins to punch Peter and move him off the park bench. Jerry tells Peter that he is crazy and wants the bench on which Peter is sitting. Peter screams furiously for the police and yells at Jerry to get away from his bench. Jerry says that he needs the bench, calls Peter a vegetable, and prods him to defend the bench. They begin to fight for the bench. Jerry takes out a knife and throws it at Peter’s feet. Peter picks up the knife to defend himself. Jerry then charges Peter and impales himself on the knife. Although Jerry is dying, he thanks Peter for not going away and leaving him, and for giving him comfort. With his dying breath, Jerry tells Peter that he has been dispossessed, as he has lost his bench, but he has defended his honor. Jerry has made contact with another human being, even if it has cost him his life. Jerry says that Peter is really not a vegetable but an animal. The entire human condition for Jerry is a zoo story of people.

From: <https://www.enotes.com/topics/zoo-story>

Appendix 11: At Grass by Philip Larkin

The eye can hardly pick them out
From the cold shade they shelter in,
Till wind distresses tail and main;
Then one crops grass, and moves about
- The other seeming to look on -
And stands anonymous again

Yet fifteen years ago, perhaps
Two dozen distances surficed
To fable them: faint afternoons
Of Cups and Stakes and Handicaps,
Whereby their names were artificed
To inlay faded, classic Junes -

Silks at the start: against the sky
Numbers and parasols: outside,
Squadrons of empty cars, and heat,
And littered grass : then the long cry
Hanging unhusht till it subside
To stop-press columns on the street.

Do memories plague their ears like flies?
They shake their heads. Dusk brims the shadows.
Summer by summer all stole away,
The starting-gates, the crowd and cries -
All but the unmolesting meadows.
Almanacked, their names live; they

Have slipped their names, and stand at ease,
Or gallop for what must be joy,
And not a field glass sees them home,
Or curious stop-watch prophesies:
Only the grooms, and the grooms boy,
With bridles in the evening come.

Appendix 12 : Reasons For Attendance

The trumpet's voice, loud and authoritative,
Draws me a moment to the lighted glass
To watch the dancers - all under twenty-five -
Solemnly on the beat of happiness.

- Or so I fancy, sensing the smoke and sweat,
the wonderful feel of girls. Why be out there?
But then, why be in there? Sex, yes, but what
is sex? Surely to think the lion's share
of happiness is found by couples - sheer

Inaccuracy, as far as I'm concerned.
What calls me is that lifted, rough-tongued bell
(Art, if you like) whose individual sound
Insists I too am individual.
It speaks; I hear; others may hear as well,

But not for me, nor I for them; and so
With happiness. Therefor I stay outside,
Believing this, and they maul to and fro,
Believing that; and both are satisfied,
If no one has misjudged himself. Or lied.

Appendix 13 : Students Rating Scale

<u>Students</u>	<u>Linguistic competence</u>					<u>Cultural competence</u>					<u>Analytical skills</u>					<u>Writing techniques</u>					<u>To tal average</u>				
	0	1	2	3	4	5	0	1	2	3	4	5	0	1	2	3	4	5	0	1		2	3	4	5
																									20
Participant 1																									10
Participant 2																									06
Participant 3																									11
Participant 4																									11
Participant 5																									11
Participant 6																									12
Participant 7																									09
Participant 8																									08
Participant 9																									12
Participant 10																									12
Participant 11																									13

0= poor

1=average

2=acceptable

3=good

4= very good

5=Excellent

Appendix 14: Pretest Answer Sample

In this story Oscar Wilde narrate a sad Romantic story and tells about the student's love with the professor's daughter who gave him a condition that she will dance with him if he caught her a red rose.

So, the student in order to realise this condition he asked the nightingale to help him and this later moved through steps. First he went to the tree and asked her to give him a red rose. Unfortunately, there were only red roses.

The main characters are, the student, the Nightingale, the professor's daughter, butterfly and tree.

The story reached its plot when the tree asked the nightingale to build the rose out of music and make it red with his blood.

The moral lesson is that not all people deserve our sacrifice.

Appendix 14: Pretest Answer Sample

1. The steps are: 1. while the bird attempting to find a red rose by looking around but he couldn't reach anyone's and further he decide to change the colour of a white rose by using his blood and during the process he died.
2. The story's plot is set in motion when a nightingale overhears a young student express his fears about losing the young woman he loves forever. The young woman then agrees to abandon the student unless he gives her a red rose. Taking pity on the student, the nightingale sacrifices her life in order to produce a red rose for the young woman. However, the bird's sacrifice proves to be in vain.
3. The main characters of the story are: The nightingale, the student, and the girl.
5. In my opinion, I think that colour of the rose might symbolize by the sacrifice.
6. The student was very selfish and offensive. If I were the student, I would not have been thrown the flower and.
7. The moral of "The Nightingale and the Rose" is that true love involves sacrifice and selflessness.

Appendix 15: Post Test Answer Sample

Read Oscar Wilde's short story and discuss the following questions:

Using examples from the story, how can you treat the sacrifice of the nightingale? How is the truth about love portrayed through the story?

In "The Nightingale and the Rose" by Oscar Wilde, the Nightingale gives a helping hand to a desperate student who is in need for just a simple red rose to make his dream come true. In fact, he is in love with a girl. But the latter promises him to offer him a dance at a ball on the condition he offers her this red rose as a symbol of his love. So, the Nightingale takes several steps to help solve love between two youngsters. First of all, it starts searching for it. It flies from tree to tree, passing its sweet voice in exchange for a red rose, but the quest is unfruitful. Eventually, it hears from one rose tree that it is possible to get the red rose, however, this will require a great sacrifice. The Nightingale must not only offer its sweet voice or songs, but also its blood. "You must build it out of music by moonlight, and make it red with your own heart's blood." It can be said that the story reaches its climax at this point. In other words, what is the Nightingale going to do? Will it accept to go through death to help the young desperate student? Here, the reader may certainly feel eager to know the unfolding of the rest of the story. The Nightingale and the student are the two main characters of this sad and pathetic story. The former truly believes in the power and value of love. It thus accepts the sacrifice because love is what it is, so beautiful, but true love seems to be threatened by restrictions. This can be interpreted through the following paragon: "Here in deed is a true romantic" - "Silly love is wonderful thing. It's more precious than emeralds and diamonds and gold." The latter, on the contrary, is not a true romantic. Though the Nightingale had this impression when the student was crying his eyes out. He seems to be beginner, his first experience of love. When the daughter of the professor refused the red rose, the student threw the flowers in the street. Obviously, the student did not understand that love hurts sometimes. It requires sacrifice, it makes the lover's heart bleed. The colour of the rose in a sense symbolizes the state of affairs. The student's behaviour is deplorable. He just does not have this wisdom about love as mentioned just above. He calls love a silly thing, but he's wrong because he thinks the girl is what love is. While it is the red rose that represents love. In other words, if it is the girl that represents love, then it is silly and ungrateful. But if it is rather the rose, then it is beautiful and noble because the Nightingale died because of it, in order to help the student. In his place, I would have kept the red rose with me and faded it with true tears of sorrow and broken heart. As lessons, I can retain that love sometimes requires sacrifice, hurt the heart of the lover, and that true love is becoming rare, therefore, we should not be surprised to be hurt nowadays. However, one should also retain that we cannot live without love. Philosophy itself is defined as the love of wisdom, thus should help us understand love more and more.

Appendix 15: Post Test Answer Sample

Read Oscar Wilde's short story and discuss the following questions:

Using examples from the story, how can you treat the sacrifice of the nightingale? How is the truth about love portrayed through the story?

the nightingale had done more than a simple bird or any creature would and could do. she sacrificed her life in mission helping the miserable heartbroken young student having the opportunity to dance with his girl friend and reaching the happiness he was dreaming of. she sacrificed her heart is blood and soul seeking "Red rose" which the other garden's inhabitants thought it was something "ridiculous" to cry for, but to the nightingale it was more than just an ordinary "Red Rose".

"Red Rose" symbolized the true love usually, when we want to give flowers to our beloved persons, we give them Red flowers. maybe we want to say to that person that your love is running into veins, just like the blood does.

yet, the nightingale's aim was achieved and the little student got his "Red Rose" trotting to his beloved young lady giving her the "Red Rose" with eyes full of love the boy was disappointed, he anxiously threw the rose into the street "where it fell into gutter" and to the most logical and was place philosophy.

the girl was selfish, arrogant and heartless.

the student was sensitive, dramatic.

the nightingale was innocent and naive.

The moral lesson that can be drawn from the story is that love is something that makes you feel as you were born again, but actually you discover that it is a huge lie you tell to yourself and people make you believe it, love is just a short time happiness that costs you a life time sadness.

true pure love can never exist with no sacrifices and appreciation.

ملخص

لقد كشفت الدراسات السابقة عن الدور المؤثر للأدب في تعلم اللغة الإنجليزية كلغة أجنبية. مع هذا فإن تدريس الأدب لا يزال يواجه تحديات بسبب الاختلاف في اهتمام الطلبة وطرق التدريس. على هذا الأساس، تحاول هذه الدراسة استكشاف كيف ينظر طلبة اللغة الإنجليزية الجزائريون إلى القراءة الأدبية وكيف أن التعرض لأنواع أدبية مختلفة يثري مرجعهم اللغوي وفهمهم الثقافي كما تسعى هذه الدراسة للحصول على معلومات حول العقبات التي يواجهها كل من الأساتذة وطلبة اللغة الإنجليزية عند التعامل مع النصوص الأدبية والجوانب التي تعترض قراءة النصوص الأدبية والتي تتسبب في عرقلة القراءة الأدبية. يسلط هذا البحث أيضا الضوء على فضائل استخدام النصوص الأدبية وأخيرا تقدم الدراسة بعض التوصيات والاستراتيجيات لتعزيز تحفيز الطلبة وتوعيتهم بثقافة التسامح.

الكلمات المفتاحية: الأدب - النصوص الأدبية - الأنواع الأدبية - القراءة الأدبية - الكفاءة - الثقافة - اللغة - الوعي الثقافي

Résumé

Les études précédentes ont révélé le rôle important de la littérature dans l'apprentissage de l'anglais comme langue étrangère; cependant, l'enseignement de la littérature fait toujours face aux défis, en raison d'une certaine disparité entre les intérêts des étudiants et les méthodes d'enseignement. Sur cette base, cette étude a enquêté sur la manière dont les étudiants et les enseignants de l'anglais perçoivent les opportunités de la lecture littéraire et comment l'exposition aux différents genres littéraires enrichit leur répertoire linguistique et leur compétence culturelle. Cette étude a également obtenu des informations sur les obstacles rencontrés par les enseignants et les apprenants dans le traitement des textes littéraires et sur les aspects qui sous-tendent la négligence et la démotivation des étudiants envers les cours de littérature. En bref, cette étude met en évidence les vertus de l'utilisation des textes littéraires dans les études de l'anglais langue étrangère, dans les universités algériennes. Elle propose également certaines recommandations et stratégies pour stimuler la motivation et la réussite des apprenants dans les cours de la littérature et améliorer leur éveil culturel ainsi que leur tolérance envers la diversité des cultures.

Mots-clés : littérature- textes littéraires- genres littéraires -lecture littéraire - compétence - langue-culture-conscience culturelle.

Summary:

Previous research has revealed the influential role of literature in learning English as a foreign language; however, the teaching of literature still faces challenges due to the variation in students' interests and teaching methods. On this basis, this dissertation investigates how the Algerian EFL students and teachers perceive literary reading opportunities and how exposure to different literary genres enriches the learners' linguistic repertoire and cultural competence. This study also tried to examine the obstacles encountered by both teachers and learners when dealing with literary texts and the aspects lying behind the students' carelessness towards literature courses. This research, in short, highlights the virtues of using literary texts in the EFL Algerian University. It also offers some implications and strategies to boost learners' motivation and achievement in literature courses, develop their cultural awareness and tolerance towards cultural diversity.

Keywords: literature- literary texts -literary genres- literary reading-competence- language-culture- cultural awareness.