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Investigating the Status of Literary Texts in Algerian Secondary Schools: The Case of First Year Syllabus

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DEDICATION

To our beloved and parents for their unconditional support throughout our lives.

Thank you for giving the strength to chase our dreams.

To our sisters and brothers, aunties and uncles who deserve our wholehearted thanks too.

To all our friends, thank you for sharing with us the good and bad moments; thank you for your encouragement and support. Your friendship made a wonderful journey of our lives.

We cannot list names but you are always in our minds.

To all those who love us.

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ABSTRACT

The present research is an attempt to examine the status of literature in teaching English in the Algerian secondary schools. It attempts to find whether first year secondary school English syllabus includes literature in the Teaching / Learning of EFL, and whether the way literature is used, fulfills its role in promoting the learning of EFL. Throughout the study, this issue is examined with reference to the relevant theoretical background, the first year secondary school textbook "At the Crossroads" analysis, and the teachers' working experience. The evaluation of "At the Crossroads" and the data gathered from the teachers' interview demonstrate that literature is not adequately covered within the textbook nor properly invested as teaching/ learning tool. That is, the study shows that literature content represents only twenty percent (20%) of the whole textbook, and it is compressed in one single unit *"Once Upon Time"*. Besides, this literary content is devoted only to literature and philosophy stream. As for the literary works used in the textbook, the interviewed teachers emphasized that they are beyond learners' level and interests.

Keywords: Literature, EFL, textbook, secondary school, first year.

LIST OF ABBREVIATION

EFL: English as Foreign Language.

GTM: Grammar Translation Method.

IBA: Information-Based Approach.

L2: Second Language.

LBA: Language-Based Approach.

MPA: Moral-Philosophical Approach.

PA: Paraphrastic Approach.

RRA: Reader-response Approach.

SA: Stylistic Approach.

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General Introduction

General Introduction

English imposed itself as an international language. Since its teaching is becoming a vital part of education all over the world. Further research has been done to promote the teaching/learning of EFL, where researchers' main concern was and is still how to make the teaching of English more affective. Consequently, new methods and approaches were introduced, among which the use of literature in the English classroom was introduced.

The use of literature in different EFL teaching areas has proved to demonstrate positive results (Kramsch, 2013). Therefore, many researchers favored the use of literature in EFL classrooms. They emphasized its role in meeting the needs of language learning. Since, it gives value to the form and the meaning; as well as, it communicates with the feelings and the minds of the readers (Goeff Hall,14) . Besides, Reading Literature helps learners to develop their reading and writing skills. In addition, literary works provide the most valuable source to access worthwhile culture of the speech community. Having said that, the use of literature in the teaching of English as a foreign language (EFL) is just like any other teaching technique. If the theory is not met with the proper application, the technique is doomed to fail.

The primary aim of this research dissertation is to investigate the place of literature in the first year secondary school English syllabus. This enables us to highlight how literature is utilized in the Algerian EFL classroom, including what and how to be taught. Researchers are also interested in shedding light on the weaknesses in the use of literature in English classrooms and how to make the process more affective.

Thus, through this research, we will try to answer the following questions:

1- Does the first year secondary school English syllabus include literature in the Teaching/Learning of EFL?.
2- What is the role of literature teaching in the first year secondary school English syllabus?

To precede this research, it is hypothesized:

1- The teaching of literature in the Algerian context is somewhat marginalized. It is regarded as an extra teaching material to be included in the classroom. Though it is not clearly introduced in the syllabus.

2- The first year English syllabus includes part of literature but the latter does not fulfill the role of literature in promoting teaching/learning of EFL.

As far as the methodology is concerned, this study was conducted to explore the status of literature in the first year secondary school English syllabus. The instruments to be used in data collection are evaluation of a first year textbook (At The Cross Roads) and an interview to beadministered to secondary school English teachers.

This research paper comprises three chapters. The first chapter provides a cursory review of literature and literature in EFL classrooms. It mainly provides the definition of what literature is, its key elements and its characteristics. It also deals with literature and EFL learning. The latter mainly aims to cover the reasons behind using literature as a teaching material, as well as strategies and approaches to teaching it in EFL classrooms. Chapter two covers the evaluation of literature integration in Algerian EFL classrooms. It investigates the teaching of literature in middle school, secondary school and university. Finally, it deals with the objective of teaching literature to first year secondary school classes. The last chapter is devoted to data presentation, discussion of the findings and possible pedagogical recommendations about how to promote the function of literature in EFL classrooms. It starts with research methodology, data analysis and discussion. To end up with some recommendations which seem important to be taken into account by both EFL teachers and students.

Chapter One

Table Content:

Introduction:

The last two decades have witnessed further research on the relationship between literature , language and education. Consequently, there has been a strong inclination toward the study of literature and its integration into the curriculum. Since, many researchers have emphasised the use of literature in the second language (L2) curriculum. (Bobkina, 2014).

In view of that, the present chapter aims to acquaint the reader with the present research theoretical part. It provides a review of literature and its relation with EFL Teaching/ Learning. It starts by defining the concept of literature. Then, it displays its key elements and genres. This chapter and more particularly deals with the use of literature in EFL setting including reasons, strategies and approaches to teach it in the EFL classroom.

1.1.1 Literature Definition:

Even though the concept literature has been excised for so many years and has been a subject to study as well. Still, there is vagueness surrounding its usage, also no clear substance to remove the ambiguity of the concept itself. That is what Marry. kennady emphasised: "Even though the literature review is a widely recognized genre of scholarly writing, there is no clear understanding of what constitutes a body of literature". (Kennedy, 2007 p 139)

Kennady, M (2007) also added that entomological definition provides no help in defining literature. Therefore, they should be viewed as historical and social phenomena, and focus should shift toward the investigation of circumstances and condition of their production and reception.

Mrio Klarer (2004) in his book *introduction to literature* stated the concept of literature can be used to refer to anything written. However, not every written expression is literary work. The definition includes one key element that distinguishes literary works from non-literary works that is "Aesthetic" or "Artistic".

Although updhayay (2015) in his study *Concepts In Literature* emphasised the absence of consensus or real embracing definition of the term literature, he sees literature as a representation of life through language. Not an exact representation, but rather life as it is shaped in the eyes and the mind of the writer. He also views literature as a source of pleasure.

Since, it continues to appeal to readers' interest in its subject matter significance. Rees (as cited in Upadhyay, 2015) somehow holds a similar view about literature; he defines literature as a permanent expression of some thoughts and feelings about life and the world in ideas.

Whereas, Bullton (as cited in Upadhyay, 2015) highlighted the functional aspects of literature. He views literature as an imaginative production that gives four Rs: Recreation, Recognition, Revelation and Redemption.

Thus, pinning down a clear-cut definition has proven to be quite difficult. However, the analysis of different definitions showed that most of them admit some common elements. Abhisek Upadhyay (2015, p.04) in his per cue of gathering definition highlighted five elements:

1- Literature is imaginative
2- Literature expresses thoughts and feelings.
3- Literature deal with life Experiences.
4- Literature uses words in powerful and effective yet captivating manner.
5- Literature promotes recreation , revelation of hidden facts.

1.1.2 Key Elements of Literature:

Literary elements are the component that all literary works – whether it is an article, book, or poem-have to have. They are the essential building blocks of literary work. As they help in writing, reading and comprehending the literary work (Robinson, 2019). The following literary elements are the most common ones:

1.1.2.1 Plot:

Plot is the way events are created and organised by the author in a narrative. Typically, it is sequenced in a specific pattern which is called "*arc*". It begins with introducing the setting and the characters; this stage is known as the *exposition phase*. The next stage is the *catalyst,* wherein an inciting accident takes place to set the story in motion. Then the story starts to witness gradual change in events, in what is known as *Rising Action,* till it reaches the turning point or *the climax*. The latter is usually the most vivid and exciting phase of the plot. After that, the *falling action*, the events of the story start to come to an end. This part of the story may be brief and tense. The plots end with *the final resolution* of the story. (Udemy, 2020)

1.1.2.2 Setting:

Setting is a literary element used to inform the readers when and where the story takes place. It is usually introduced during the exposition stage of the story. To illustrate, time and place can indicate setting in different ways. Time can cover different scopes, such as: the character's life time, a specific day, year or period of time, etc. Place can also be in different locations. For instance, it can be in a certain building, room, country, city, beach, vehicle, etc. Besides, the setting of the story can be dynamic as it can change throughout the story. (Literay term, n.d, para. 02)

1.1.2.3 Characters:

The world of prose is not only made of well sewed plot and set of locations organized into setting. To make a story, characterization is of equal importance. Character refers to the story world actors. Characters are most often individuals. They can also be non-human such as animals, things who act like humans. (Ribo, 2019)

Moreover, at the core of great stories lies a compelling set of character types. If characters are categorised according to their function, seven types can be highlighted. To start with, the main character of the prose is called the protagonist, who the whole story revolves around. Second in order is the antagonist. The latter is the villain in the story. Moreover, the protagonist object of desire is known as the love interest. The like of this character is Daisy Buchman in *the Great Gatsby*. In addition, the confidant is the main character's best friend. Through this character, the reader gets an insight about the goal of the protagonist-though not every story needs one. Furthermore, the Deutergonists are the second main character of the prose after the protagonist. It may support or oppose the main character. Its function depends on the plot. Tertiary character does not link to the mainline of the story. However, this character serves different functions, including filling the world of the story. Finally, the foil, this character exists to bring the qualities of the protagonist into the light as it is completely opposite of the main character. (Masterclass, 2020)

1.1.2.4 Theme:

The theme is the underlying meaning of the literary work. Themes can be seen from an interpretive perspective. They are most often implied explicitly in the literary work by the author. On the other hand, themes may be introduced implicitly. This might be because of the author's desire not to make an explicit comment on a specific topic. The short story *Hills like*

White Elephant , for instance, the theme of the moral ambiguity of abortion is not clearly expressed by the narrator, but rather it was derived out of the readers' interpretation of the words and gesture of the couple in the train station. .(Ignasi Ribo, 2019, p 95)

1.1.2.5 Conflict:

The essence of the story is the conflict. This literay devise is marked by the struggle between two forces. This struggle adds crucial tension to the story (masreclass, 2020). This tension incites rising action, as it stimulates other events (element of fiction). Conflict can be classified into two types. Internal conflict is when a character is opposed by his own desires and beliefs. On the other hand, external conflict where character is set against someone, or against something such as nature and society (Masterclass, 2020).

1.1.2.6 Symbols :

Symbols, as defined in the dictionary of literature, is an association of something with something else (often an idea or quality). Such symbols exist by convention and tradition (Gray, 1992, 282 as cited Mihkelev, A. (2018), p 368). Symbols are presented explicitly, as they can be expressed implicitly. They are clearly linked with specific meanings. For instance, the letter A in the story *The Scarlet Letter* which adulterous women are forced to wear symbolises their crime*.* But there are some symbols which are open to different interpretations, such as the night in Elie Wiesel's novel "*Night".* It could represent among others narcism, despair and the loss of faith. (Ribo, 2019, p 89)

1.1.2.7 Mood:

Mood refers to the dominant feeling in a literary work. It helps the author to bring their work to life by pinning the language with emotion. Every literary element, including setting, imagery, tone diction, plot and genre, plays a significant role in shaping the mood and showing its evolvement throughout the story. (Bergman, Bennet, 2017)

1.2 Literatary Genres:

Genres are the agreed upon classification of literary text that is based on specific features. They are often classified into genres and subgenres. This classification dates back to ancient times. Genre does not cease to evolve through various dimensions such as style, form, etc. (Ribo, 2019, p 4).Therefore, understanding literature requires understanding the difference between various types of literature. There are four major types or genres:

1.2.1 Fiction :

Fiction refers to literary works based on the author's imagination, including: short stories, novels, myths, legends, and fairy tales. However fiction is not purely imaginative. Since settings, plots, and characters are sometimes based on real life events or people. (Matt Grant, 2021)

1.2.2 Non-Fiction:

Unlike fiction, it refers to literature which is a factual report of real life events. This literary genre includes: histories, biographies, journalism, and essays. Nonfiction works are just like fiction written in a creative way to make it more enjoyable and appealing. . (Matt Grant, 2021)

1.2.3 Drama:

The word drama is drawn from the Greek word "Draeim", which means "to do, to act". Therefore, it refers to the actor's performance and presentation. Drama is a theatrical performance, composed in verse or prose. It is inspired either by reality or imagination. It represents a combination of verbal and non-verbal means such as: stage, tone, facial expression, body language, scene sequencing and lighting.. (Klauer, 2004, p43)

1.2.4 Poetry:

Poetry is among the oldest genres in the history of literature. Its first examples date back to the ancient Greek literature. Despite its long presence, it is harder to pin down a clear definition than any other genre. The term poetry is derived from the Greek word "Poieo", which means "to make or to produce". Besides, poetry is closely related to the term lyric. The latter is derived from the Greek musical instrument "*Lyra*" which used to be played when reciting poetry. Although entomology highlighted some aspects related to poetry, such as poetic, lyric, it can not provide satisfactory definition.. (Klauer, 2004, p28-29)

One of the attempts used to define poetry was through juxtaposing poetry with prose. The majority of definitions included only the significant elements that distinguish poetry from, encompassing:

1.2.4.1   Metre:

Metre refers to the placements of the stress in poems. Poets seek to construct regular stress pattern. Therefore, they usually employ stress patterns that occurs naturally in language utterance. (Lethbridge, S & Mildorf, J. (n.d), 146)

1.2.4.2   Rhyme:

Rhyme is the repetition of similar sounds in two words or more. In poetry the most common position is at the ends of the lines. This repeated pattern forms what is known as rhythm. (NPC,2012) . Rhyme in poetry is one of the elements that makes poems persistent in the memories. In the sense that, words are arranged in a way to trigger one another in our minds. (Rainsford , 2014, p 25)

1.2.4.3   Verse Form:

Verse form is a general term for poems with different structures. Poems can be arranged in lines or groups of lines and, if so, how many lines compasses?. How a poem is structured can be more obviously seen from a visual dimension than when read aloud. (Rainsford. 2014, p24)

1.3 Literature and EFL learning:

Literature –be it English or American-has been the constituent of non-English speaking countries' curriculum for more than a century (Stern 1985 as cited in Bobkina 2014:3). In the early part of the twentieth century, literature was the key component of the Grammar Translation Method (GTM). Back then, literary texts in the EFL classroom were used as good writing examples as well as an indication of grammatical structure (Kramsch,2000). But with the failure of GTM, literature was overlooked. There was an inclination toward conversations and dialogues which provided more real life situations (Mustakim, (n.d). In fact, the absence of literature from the language learning curriculum lasted from the 40s to the 60s (Carter, 2007 as cited by Keshavarzi, 2012). This paved the way for linguistics to become the main focus of language programs (widdwson, 1982 as cited by Keshavarzi, 2012).

The last part of the 60s represents a turning point in the history of literature in the teaching / learning process; the king's conference on education held in Cambridge in 1963 brought to light the importance of literary texts as a useful tool to promote language teaching / learning process, as well as , the traditional method was questioned for its failure in developing communicative skills (Keshavarzi, A. 2012). In spite of all the efforts made, literature use in language classroom remained neglected for a number of years.

In 1980s, some changes took place after public opinion was stirred up by the inadequacy of basic content knowledge as well as by the poor language ascertained among language students (Stern 1985 as cited by Keshavarzi, A. 2012). This dilemma created the

need to present learners with basic literary text to provide them with the needed reading requirements (Gilray-Scott, 1981, p. 01 as cited by Keshavarzi, A. 2012). Therefore, the necessity of rehabilitation and reintegration of literature as fundamental part of communicative language programs was plainly expressed (Keshavarzi, A. 2012).

Nowadays, the use of literature in different EFL teaching areas has proved to demonstrate positive results. Thus , further research is done to restate the role of literature and culture in language learning to develop suitable language materials such as syllabi and curriculum, as well as to provide an effective means of interaction between language learners and the target language literature.(Kramsch, 2013 as cited Keshavarzi, A. 2012)

1.3.1 Reason behind using literature as teaching materials:

Many attempts have been made to provide justification for the use of literature as a foreign language tool. Not in vain, researchers have identified many advantages. The latter can be narrowed down under four headings. Carter and Long (1991) provided three models to explain why teachers use literature: cultural model, language model and personal growth model.

1.3.1.1 Cultural Model:

Literature is a valuable means to enhance learners' knowledge of the culture and society of the target language. This type of knowledge is hard to acquire from other sources (Keshavarzi, A. 2012). Literature is culture *way in* (Scott, 1964 as cited by Bibby,S & McIlroy, T,2013). it can be seen as a product of social and cultural circumstances and their manifestation in an artistic way. Literary texts thus can be used to involve and inspire deeper connection with target culture (Laser,1993 as cited by Bibby,S & McIlroy, T,2013) .

1.3.1.2 Language Model:

This model argue for the significance of literature as a source of genuine authentic material that supplement learners with wide range of styles, text, types and registers (Bobkina, 2014). Literary text may be used to carter examples for grammatical items or lexical points. Teacher also may use literary text analysis to promote language skills,

though this should be reserved for more advance learners (Bibby,S & McIlroy, T .2013) . Moreover, according to Collie and Slater, literature provides many features of language including " the formation and function of sentences, variety of possible structures, and different way of correcting ideas" (1987, p.55) with different levels of difficulty(Keshavarzi, A. 2012). In addition, as pointed by Van (2009 as cited by Keshavarzi, A. 2012) literature encompasses wide range of vocabulary, dialogues, and prose. Thus, literature exposes students to real life language, this to familiarize them with the target linguistic forms and communicative functions.

1.3.1.3 Personal Growth Model:

This model proposes more learners-centered approach to the study of literature. To illustrate, literature is used as a vehicle to conduct and promote higher thinking skills including assessment, evaluation and discussion of issues and problems within the text and stimulated by the text.(Bibby,S & McIlroy, T ,2013). Besides, tasks could include readers' response activity which would personalize the learning experience and help connecting it to students lives(roseblatt, 1938 as cited by Bibby,S & McIlroy, T ,2013). This model is also used in different contexts, but it is carefully selected to meet the developing language learners (Bibby,S & McIlroy, 2013).

Similar intentions brought Duff and Maley to consider the importance of literature in the Teaching/ Learning process. They highlighted the role of literature as source of motivation.

1.3.1.4 Motivational Criterion:

Motivational criterion indicates the capacity of literary texts to explore students' feelings and to enhance their motivation, which is supplemented by the authenticity and the meaningful context (Van,2009. Ghosn, 2002 as sited in Keshavarzi, A. 2012). Literature helps in activating learners imagination, improving critical thinking and raising learners emotional awareness (Laxar, 1993, p.19). Besides, decoding meaning and acquiring new vocabulary do not seem the main focus of learning; students are usually appealed by the plot of the story , and get attached to their favourate characters. This stimulating engagement produce positive effect on the learning process (Keshavarzi, A. 2012)

1.3.2   Approaches to Teach Literature in EFL classroom:

Carter and Long's (1991) demonstrated in the cultural model , personal growth and language model, are extensively applied for second language Literature teaching. These models provided the corner stone for various teaching approaches (Adin,2013 as cited in Ling,S & al, 2016). There are several approaches that can be applied to teach literature; the following are frequently discussed approaches: Language-Based Approach, Reader-response Approach, Paraphrastic Approach, Information-Based Approach, Moral-Philosophical Approach, and Stylistic approach,

1.3.2.1 Language-Based Approach (LBA):

This approach is highly inspired by the language model provided by Carter and Long (1991). the where literary texts seems as fundamental means in improving language proficiency. This done mainly through exposing the learners to the target language, as well as, familiarizing them with specific vocabulary and other aspects (Radzuwan, A.R.2010). In Addition, LBA necessitate various language instructions activities, including –among others- brainstorming to trigger back ground knowledge, speculate prediction, and summarizing tasks. This what Maley and Duff (1990) considered to be the primary aim of BLA: "quite simply to use literary texts as a resource for stimulating language activities". Thus this approach is a valuable vehicle for classroom language teaching methods that develop language skills via interaction , collaboration, discussion and group works (Choudhary, 2016).

In Language-Based approach, teaching / learning setting is more learners-Centered. As LBA aims at raising learners awareness about the language (Too Wei keong, 2007 as cited in Radzuwan, A.R.2010). Moreover, it meets learners' needs in studying literature: learners obtain the required skills and techniques to facilitate texts accessibility and increase awareness about different genres, so that they may enjoy the piece of literature and may even relate it to their lives. On the other hand teacher's role is not the imposer of interpretation but rather to clarify difficulty, to guide and to motivate (Choudhary, 2016).

1.3.2.2 Reader-response Approach (RRA):

This approach is closely related to personal growth approach proposed by Carter and Long (1991). As it main focus is to evoke personal response and promote learners personal development (Choudhary, S. (2016). Hirvala 1996 pointed out that Reader-

Response Approach concentrates on the response of the learners to the authors text. In the sense that, learners are in position to interpret the author's intentions and the possible meaning they can derive from the text (Radzuwan, A.R.2010). Besides, Rosli 1995 stated that this approach can be considered as source of motivation for learners to read by relating the theme of the texts studied to their personal experience (Radzuwan, A.R.2010).

1.3.2.3 Paraphrastic Approach (PA):

Diana Hwang and Amin Embi 2002 claimed that this approach focus on the surface meaning of the text. It allows the teachers to modify and change words and sentences structure in the literary texts and use simpler ones to meet learners' level (Rosli, 1995 as cited in Radzuwan, A.R.2010). Moreover, this approach is Teacher-Centered and does not provide interesting activities that serve the learning process (Hwang & Embi, 2007 as cited in Ling,S & al, 2016). Rosli 1995 argued that this approach is more appropriate for beginners of the first language.

1.3.2.4 Information-Based Approach (IBA):

Information based approach focuses on new information that learners are going to acquire (Thunnithet, 2011 as cited in Ling,S & al, 2016). it is teacher centered approach as it requires a lot of input to be given by the instructor about the literary text including: social, cultural, political, and historical background (Rachich, vethamani& Rahman, 2010 as cited by Ling,S & al, 2016). Carter and long further claimed it comprises crucial concepts, literary tradition, and Metalanguage that learner should acquire and learn to use properly in talking and writing (Ling,S & al, 2016).

1.3.2.5 Moral-Philosophical Approach (MPA):

In this approach, learners are in quest after values and moral lesson that they can derive from particular literary texts while reading it (Ling,S & al, 2016). Moral-Philosophical Approach aims at integrating moral values across the curriculum (Diana Hwang &Amin Embi, 2007 as cited in Radzuwan, A.R.2010) . Besides , this approach pushes learners to surpass the text for moral and philosophical deduction (Divsar, 2014 as cited in Ling,S & al, 2016). Teacher's role in MPA is to guide learners through to

process to reach self-realization as well as self-understanding while dealing with the literary work. (Lim & Omar, 2007 as cited in Ling,S & al, 2016).

1.3.2.6 Stylistic Approach (SA):

Stylistic approach focuses on language analysis prior to literary texts elements (Aydin,2018 as cited in Ling,S & al, 2016)). The aim of this approach is to develop interpretive ability, rather than being dependant on the told meaning (Rankhambe , k.V. 2016). As Widdoson has stated:"stylistics provides a basis of aesthetic appreciation by bringing it to the level of conscious awareness, features of the text otherwise will be assessable only to trained individuals" (Rankhambe , k.V,2016).

1.3.3   Strategies to Teach Literature in EFL Classroom.

In education, the knowledge about teaching methodology and how to put it into practice, is of a paramount importance. As it helps in making teaching/ learning in classroom more meaningful, especially for literary teaching. So, it is likely easy to state that teaching will fail to obtain its targeted aim unless the teacher masters the teaching methodology especially in the instruction of literary genres: poetry, prose, and drama (Zhen, 2012).

Teacher needs to develop a variety of teaching strategies, not only to deliver input, but also to foster the involvement of the learners. The following sets of strategies are the most recommended ones by scholars:

1.3.3.1 Combination of Language Learning and Literature Appreciation:

Unlike the native context, literature in language classroom has two functions to accomplish. As double-task course, it should fulfil both duties (Zhen,C. (2012). On one hand, although not directly stated, it is argues that aesthetic appreciation in one of the reason of teaching literature in language classroom. This is could be easily detected through having close look on the learning outcomes set by the ministry of education; within which learners should be able to discuss literary elements found in the text such as plot , setting and author's point of view (Gana Kumaran, 2003 as cited in Radzuwan A. R, 2010). On the other hand, literature is considered a rich source of genuine authentic texts that supply students with wide range of language forms, including styles, text types, and registers (Bobkina, J. 2014). This what Vethamani (2004 as cited in Radzuwan A. R.(2010) emphasised, he stated that among the aims of integration of literature in English

language programme is " to help students improve their language skills (especially reading) and also to experience both education and pleasure when reading the text". Therefore, in such learning environment , teacher should respect the feature of duality and try to balance the two target aims and should not overvalue one over the other (Zhen,C. (2012).

1.3.3.2 Utilization of Modern Technology and Equipments:

In literary teaching classroom, technology can be seen as a mean to to facilitate teaching / learning process (Zhen,C. (2012). Laser (1993 as cited in Radzuwan A. R.2010) argues that listening to recorded literary materials can promote learners' listening skill. Besides, Langer emphasised its role in enhancing and complementing lesson phases to develop literary understanding. To illustrate, as presentation system, multimedia can pave the way to enter literary work. This can be accomplished when materials used provide visual / aural information. Multimedia can also create literary work experience. It can contribute in stimulating interaction and sharing experience though the use of sounds and the texts. Moreover, the use of technology can play role of backup system for the learners. As it helps in exploring, expanding, clarifying, and modifying their comprehension. In addition, use of technology can encourage learners to make connection between what they read and discuss and their own experience (Carla,M).

1.3.3.3 Step By Step Principle and Sequence Task:

Literature learning takes time and language learning is gradual process. Therefore, teaching literature in language classroom should go through different stages. When planning the lesson the teacher should consider of the best task sequence that can be applied to guarantee better results (Zhen,C. (2012). There are various possibilities to follow when planning activities for short stories . Lazer 1993 as cited in (Febriana,R.B & al . 2018) suggested three phases. To start with, before reading stage where teacher exposes learners to the cultural background of the literary work, try to stimulate their attention as well as introduces the vocabulary related to the literary work. Second in order is while reading stage, in this stage learners are guided to understand the literary work elements including plot, characters, etc. Last but not least, after reading stage, teacher ends the process by helping learners making interpretation of the text, understanding author's point of view, then teacher may assign learners to do a writing task, proceeded by frequency task.

Obrien (1999 as cited in Savvidou, 2004) suggested that teaching literature in language classroom can be divided into six steps. First of all, preparation and interpretation phase, learners are introduced to the cultural background of the theme. Secondly, focusing phase, learners are exposed to the literary work by listening or reading, and the focus is drawn to specific content in the text. Thirdly, preliminary response phase, where learners are suppose to give response to the text either in spoken or written form. Fourthly, working at it phase, learners are guided to understand meaning through intensive reading, and then they are set to deeper analysis of the text and exploring the conveyed meaning. Finally, the focal point of the last step is to increase comprehension as well as stimulate enjoyment of the process by enabling learners to come to their personalized interpretation of the text. Under what is called interpretation and personal response phase.

1.3.3.4 Proper Evaluation & Assessment:

Since literature is a part of the curriculum, assessment and evaluation are vital factors in learning process. Setting proper assessment and evaluation is the key element in literature teaching as in any other module (Zhen,C. (2012:24). For instance, when assessing compression, teacher may use novel test to promote sub-skills of the written form, such as spelling, grammar, and pronunciation. Essays tests can also be used to help learners develop their written productions (Hismanoglu, M. 2005 p46). Helton and al (1998) also emphasised that the test should not only be composed of fact based question, but should also include-open ended questions to promote higher thinking skills (Hismanoglu, M. (2005).

1.3.3.5 Suiting Teaching to Students of Different Abilities:

Teacher should take students' needs into consideration and cater different ways of teaching to meet the needs of different students, as famous Chinese saying goes " teach students according to their aptitude"(Zhen,C. 2012) . The novel selected, for instance, should have an compelling plot and memorable one. The content also should meet learners' cognitive and emotional level. Moreover, the targeted themes and concept being developed in class should be included in the novel (Hismanoglu, M. (2005).

Conclusion:

Literature in EFL classroom has been the subject of study for more than a century; therefore the present chapter aims at giving an insight about these two concepts: literature and literature in EFL classroom. This chapter starts with providing an explanation to what is literature. Then, it highlights some key element of literature and its most tackled genres. Finally, the chapter deals with the use of literature in EFL Teaching / Learning process including reasons, strategies and approaches to teach it in EFL classroom

Chapter Two

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Introduction

The present chapter provides cursory review about the status of literature in the Algerian educational system. More specifically, it aims at highlighting and discussing how literature is used and taught from middle school to university. The chapter begins with a brief description of the context. Researchers tackle the meaning of textbook and syllabus, and provide review about place of English in Algerian educational system. Then, researchers go into detail about teaching literature at the middle, secondary school, and university. Last but not least, this chapter highlights the objectives of teaching literature in first year secondary school English classes.

2.1 Description of the area of context:

2.1.1 Textbook:

Textbook is an official material designed to serve both teachers and learner, inside and outside the classroom throughout the teaching / learning process. It is also considered as a source for teacher to select from what is suitable for l's requirement during the process (Mohammadi, M. 2014) . Textbook aims at giving cohesion to Teaching / Learning of the language by providing guidance , reinforcing and specific language based activities intended to offer classroom practice for learners . (March ,2003 p 190 _216).

Moreover, Textbook is regarded time saver, as it spares the teacher the trouble to think about what to teach and how to teach it . It also provides him with variety of tasks to fulfil the targeted objectives (Edge & warton , 1998 as cited in Mohammadi, M. 2014) However , the overreliance on the text books might enslave the teacher and strict his creativity ,as it might make teaching / learning process static and boring (Mcgrath , 2002 as cited in Mohammadi, M. 2014)

In addition, Cortazzi and Jin (1999 as cited in BILJANA, B & al. (2016) view textbook "as a teacher, a map, a resource, a trainer, and an authority". As a teacher, textbook provides learners with all what they need to know as far as grammar and vocabulary, as well as, it provides an insight about English-speaking countries and their cultures. It serves as a map, as it provides an outline of linguistic and cultural elements to be tackled through the academic year, guiding both students and teachers to know what to do and how to do it. A textbook is considered a resource, since it provides a variety of teaching and learning materials and activities which the teacher can select from. As it can be valuable source for

novice teachers to use for instruction, support and guidance. Textbook is regarded as an authority, since it is written by experts, and endorsed by major publishers or education ministries this makes it valid, credible.

Last but not least, Cunningsworth (1995, p. 7) highlighted different functions of the textbook:

− An effective resource for self-directed learning and self-study

− A valuable resource for presentation material (written and spoken);

− A source of ideas and activities for learner practice and communicative interaction;

− A student reference source;

− A syllabus.

− A resource to help less experienced teachers gain confidence and demonstrate new methods.

2.1.2 The Syllabus:

There are as many definitions to the term syllabus as there are writers in the field. The terminology used by North American scholars differs significantly from that used by their British counterparts. For Americans, curriculum and syllabus are interchangeable, but the British distinguish between the two terms; syllabus and curriculum are not the same (Bader,2018).

Syllabus is generally identified as a plan that set exactly the elements should be learned in particular subject by student at school or university. Well structured syllabus fulfills a variety of functions: As an agreement between teacher and learners about what should be studies and why; As a mean for communicating seriousness and anticipation; As a course overall plan and also as cognitive plan to share with learners (Matejka & Kurke,1994 as cited in Tokatlı, A. & Keúli, Y .2009 : 1492).

How the syllabus is designed determines the success or the failure of the course. To illustrate, a carefully planned syllabus is one of the valuable document that can be provided to the learners. It may ward off misunderstanding in terms what should be studied and why, including reading selections and activities, standards of assessments and evaluation, and policies followed in grading (Slattery & Carlson, 2005 as cited in Tokatlı, A. & Keúli, Y .2009 : 1492).

2.1.3   The Status of the English Language in Algeria:

English imposed itself as an international language, and since its teaching is becoming a vital part of education in all over the world, the Algerian educational system is no exception. By time Algeria got its independence in 1960s, English was introduced as the second mandatory foreign language after French, starting from 2nd year middle school, through Grammar Translation Method (GTM). (Lakehal-Ayat-Benmati, k, 2008, p.226-239)

The 2001 educational reforms announced a considerable change. As far as English is concerned, an increasing attention was devoted to the teaching of EFL. It becomes a compulsory second foreign language, starting from first year middle school, to third year in secondary school (Lakehal-Ayat-Benmati, k, 2008, p.226- 239). In middle school learners are supposed to study English three hours per week. Whereas in secondary school, the number of hours devoted to English depends on the studying stream : scientific stream are supposed to have three hours a week; whereas, literary stream and foreign languages study it four times per a week.

Moreover, in 2003, to make the teaching / learning process more effective , competency Based Approach was adapted at all levels. This reformation portrayed the designing of new syllabus and textbook. It main objective is to form productive citizens who would be able to face the universal evolution without letting go of the principles and values of the society. The reform seeks to know more about sciences, universal culture, foreign languages and international cooperation. As well as , it aims at developing the component of the national identity (Benzeroug, S. 2020).

As far as universities are concerned, LMD the European educational system was implemented in the Algerian universities in 2003. Where the openness to the world of globalization, and the respond to the changing demands of the twenty first century is its main objective (Bouhdiba,2013 cited in Othmane, M.. & Bouyakoub, N. 2020 : 449). LMD system brought to the ground of teaching forward looking teaching and assessment conventions, as it cause drastic change in teachers- learners role (Sarno,& al, 2012 as cited in Othmane, M.. & Bouyakoub, N. 2020).

As far as its structure is concerned, the LMD is organized into three levels:

Bachelor: three years of essential learning, six semesters (180 credits)

Master: two years, four semesters (120 credits)

Doctorate: after the completion of

research for at least three years, six semesters and presenting a

thesis. (180 credits) (Othmane, M.. & Bouyakoub, N. (2020).p, 450)

2.2   The Teaching of Literature in Algeria:

In respect to the significance of literature in EFL classroom, a myriad of reason has been found by scholars and educationalists to support the teaching of literature in language classroom. Lazar (2000 as cited in Kheladi, M.2020) states that literature is a source of pleasure and emotion purification. It has the ability to develop higher thinking skills such as deepening one's insight and experience and provoke intellectual productivity. Through any literary work, be it prose, poem, or play, It has the ability to take away the learners to completely different places, time periods, beliefs and cultures (Kramch,1993).

Moreover, literature is also considered as a source of motivation, due to its authenticity. It exposes learners to various stylistic varieties of the target language (Collie & Slater, 1987 as cited Kheladi, M.2020).

Therefore, this part of this chapter aims to cover how literature is integrated in Algerian EFL classroom in the three levels: middle schools, secondary schools and universities.

2.2.1   Teaching of Literature in Middle school:

The overall goals of teaching English in Algerian middle schools are organized around the three key goals: linguistic, methodological and cultural. First of all, the linguistic ones entail the development of language in order to assist the learner in completing his learning cycle and preparing for the next ones. Second, learning strategies, as well as, the reinforcement of working and thinking processes are emphasized in the methodological objectives. Finally, the cultural objectives are included to assist learners to develop an open mind to different civilization contexts and Anglophone. (Douad,K. 2009)

As far as culture is concerned, it can be seen from two different angles. To illustrate, the micro level culture, macro level culture, and international and intercultural concerns are all referred to as cultural dimensions. The everyday lives, habits, actions, feelings, everyday

discussions, situations of interaction, and so on of the British people are referred to as micro level culture. Macro-level culture encompasses a wide range of issues, including the country's history, geography, key historical events, arts, literature and so on. While, issues such as famine, pollution, charity, international relations, situations of intercultural encounters etc. are represented as International and intercultural relations. (Dahda, 2020, p. 2055)

In Algerian middle school textbooks, the macro-level dimension of culture is completely absent in years one and two. Both textbooks focus on themes pertaining to everyday living rather than large cultural and national subjects such as the country's history and foreign affairs. Year three has the largest representation of the macro-level dimension of British culture including literature and art, but year four has relatively little representation of that dimension. To sum up, the micro-level dimension of British culture is significantly prevalent, but the macro-level as well as international/intercultural dimensions are notably absent. (Dahda, 2020, p. 2055).

The following table represents how literature is distributed throughout the first year middle school textbook:

	Short Story	*Poem*	*Novel*	*Song*	*Biography*	*Drama*
Sequence I: Me & My Friends	/	/	/	/	/	/
Sequence II: Me & My Family	/	/	/	*Parents* p 67	/	/
Sequence III: Me & My Daily Activities	/		/	*Birds* p 94	/	/
Sequence IV: : Me & My School	/	*My Ideal School* p 116 *Thank You My School* p 123	/	/	/	/
Sequence V: Me & my country	/	*A Word From My Heart* p 147	/	/	/	/

Table 2.1: Literature Content in First Year Middle School.

As seen in the table above, we can notice that literature in first year textbook is restricted to contemporary songs and poems written by course book authors. Whereas, no other literary genre is used.

As far as literature in the second year middle school textbook is concerned, only two songs are used " let's go shopping " and The healthy habits song for kids. The two songs are tackled under the rubric I *play and enjoy* by the end of the second and third sequences; where learners are invited to sing together till they learn the songs.

Moreover, The following table represents how literature is distributed throughout the third year middle school textbook:

	Short Story	Poem	Novel	Song	Biography	Drama
Sequence I: Me, my abilities, my interest and my personality.	/	*If* by Rudyard Kipling p 43	/	I Can by Ron Brown p 42	/	/
Sequence II: Me and Lifestyles.	/	/	*Scenes in the Sunny South* by C. S. Verenker p 73. *A search After Sunshine* by Lady Herbert p 74.	/	/	/
Sequence III: Me and the Scientific world.	/	/	/	/	/	/
Sequence IV: Me and My Environment	/	/	/	*What a Wonderful world* by Louis Armstrong	/	/

Table 2.2: Literature Content in Third Year Middle School.

As seen in the table above, it can be clearly noticed that third year textbook contains different literature genres including poem, novels, and a song. As far as the two songs and the poem are concern, they are programmed to be read for pleasure. Whereas, the two excerpts adapted from *Scenes In the Sunny South* and *a Search After the Sunshine* are used in read and do rubric, where learners are supposed to read the text and answer the question that follow.

Last but not least, the following table shows how literature is distributed throughout the fourth year middle school textbook:

	Short Story	*Poem*	*Novel*	*Song*	*Biography*	*Drama*
Sequence I: Me Universal Landmarks and Outstanding Figures in History, Literature and Art	/	*The Long March* by Malek Hadad p 50.	/	/	*Mohammed Dib* by Thinley Kalsang Bhutia p 40. *Malek Haddad* p51.	*Plays of William Shakespeare* by 50.
Sequence II: Me, My Personality and Life Experiences.	/	/	/	/	*Inside The Battle of Algiers: Mirror of a woman Freedom Fighter* by Zohra Drif p 82	/
Sequence III: Me, My community and Citizenship	/	/	/	/		/

Table 2.3: Literature Content in Fourth Year Middle School.

As seen in the table above, the literature used in the textbook is either English or Algerian works, where most the literary works used are a part of the first sequence. the excerpts from *Mohammed Dib* by Thinley Kalsang Bhutia and *Inside The Battle of Algiers: Mirror of a woman Freedom Fighter* by Zohra Drif and are programmed to be tacked in reading sessions, , where learners are set to read the text and answer the questions that follow. As for the poem and the play, they are used to be read for pleasure.

To sum up, it can easily stated the course designer of first year and second year middle school gave no importance to the use of literature in the teaching of English. Unlike, third and fourth year where different literary genres were used.

2.2.2   Teaching of Literature in Secondary school:

Grazib (2013) in his study "Corpora and Textbook Design the case of middle and secondary school textbooks" noted that the topics in secondary school textbooks are practically evenly distributed, with a mild preponderance of health, environment, science, technology, and people. As for literature, it represent only eleven percent (11%) of the three textbooks content.

To start with, in first year textbook " *At The Crossroads*", Course designers have not revalued literary genres in language curricula, despite the fact that English is Algeria's second most important foreign language after French. Despite the fact that Algerian policymakers and decision-makers have decided to embark on a comprehensive reform of the Algerian educational system, notably in terms of teaching methods, much work remains to be done in the field of foreign language teaching techniques and methods. (Bouriguig, 2020).

Boureguig (2020) in his study of the use of the short stories in EFL teaching the case of first year secondary school textbook, ascertained that literary genres such as poetry, novel, biography, and folktale represents only twenty percent (20%) of the whole English textbook content; which is not sufficient nor it is estimated as useful tool in EFL teaching/ learning.

The following table represents how literature is distributed throughout the first year textbook:

Genres	Unit one: Getting through	Unit two: Once Upon Time	Unit three:Our findings Show	Unit four: Eureka	Unit five: Back To Nature
Sort story	/	-*The Voyages of Sindbad the Sailor* p 48. -*Lion* p 56. -*The stork and the Pitcher* p 68. -*The Oak Tree and the Reeds* p 68.	/	/	/
Song	/	/	/	/	/
Poem	/	-My Country by Drothea Mackellar.	/	/	/
Novel	/	-*Peter Pan, Treasure Island, the Adventure of Tom Sawyer* and *Dracula.* P 52 (only referred to). -*Things Fall Apart* by Chinua Achebe p 52. -*Hard Times* by Charles Dickens p 57.	/	/	/
Drama	/	/	/	/	/
Biography	/	-*William Shakespeare* P 65	/	/	/

Table 2.4: Literature Content in First Year Secondary School.

As seen in the table above, we can notice that first year textbook contains different literature genres including short stories, novels, poems and bibliography with noticeable domination of novels and short stories. Moreover, it can be clearly observed that the literature content is compress in a single unit "*Once Upon Time*".

Moreover, *"Getting Through" (* second year secondary school textbook*)* covers a wide range of subjects. The vast majority of sources are referenced, and the vast majority of texts are genuine. As for literature, it represents thirty seven percent (37%) of the content of textbook. (Lakehal Ayat Benmati, 2008, p 320)

The following table represents how literature is distributed throughout the second year textbook:

	Short story	*Poem*	*Novel*	*Folktale*	*Bio-graphy*	*Song*
Unit I: Signs of time.	/	/	/	/	/	
Unit II: Make Peace.	/	*A Nation's strength* by Ralph Waldo Amerson p55	/	/	/	*When I'm sixty four* by the Beetles p 53 -American friends p 57
Unit III Waste Not, want Not.	/	/	/	/	/	/
Unit IV: Budding Scientist.	/	/	/	/	/	/
Unit V: News and Tales.	*Little Red Riding Hood* p 104 -*Learning the Hard Way* p 114 -*The Little Girl and the Wolf* p 114	*Street Scene by* Petter Suffolk p 117.	-Brothers Grimms p 106	*Four Friends* p 106	/	/
Unit VI: No Man Is an Island	/	/	/	/	/	/

Unit VII: Science or Fiction.			-Dr Jekyll and Mr Hyde by Louis Stevenson P 140. Frankenstein by Mary Shelly p 140/155.			
Unit VIII: Business is business		*Hints on pronunciation for Foreigners* by Hornsby & Shear.				

Table 2.5: Literature Content in Second Year Secondary School.

This time in contrast to first year textbook, the above table shows that literature is used in different units in the textbook. It can be noticed that course designers used different literary genres including short stories, novels, folktales and songs with light dominance of novels and poems.

As far as third year secondary school textbook *"New Prospect"* is concerned, The textbook has a lot of Authentic reading portions from various literary works, newspapers, and publications from the United States and the United Kingdom that can help students broaden their knowledge, such as (unit 1), where they explore the history, (unit 3) where they learn about American and British educational systems, and (unit 6) where they can express and describe their feelings. However, not all of the themes are irrelevant to learners' interests; in fact, today's learners prefer to discuss issues related to everyday technologies such as social networking (Facebook), mobile phones, the internet, and telephony. (Souryana, 2019)

In addition, Boureguig in his study of literary text use in Algerian secondary school English testing found out that   Teachers aren't particularly interested in basing their assessments on literature. Some do it solely to fulfill a curriculum requirement. As a result, literature-based instruction is only seen as a one-time opportunity to address the first-year literary stream classrooms in the unit of *"Once Upon A Time"*. Despite the fact that most teachers do not employ literary texts while testing their students, they are not completely opposed; they join their colleagues who believe that literary texts are useful when testing.

He also brought to light the fact that Secondary school teachers who are uninterested in using literary texts to assess their pupils' performance can explain their positions by citing administrative requirements to combine the final exams for both literary and scientific streams. Furthermore, because literature-based teaching/learning is only done on occasion, utilizing literary works with challenging vocabulary could lead to incorrect outcomes. This does not assist in the creation of proper output.

The following table represents how literature is distributed throughout the third year textbook:

	Short story	*Poem*	*Novel*	*Song*	*Biblio-graphy*	*Drama*
Unit One: Ancient Civilization	/	-*Weary Blues* by Langston Hughes p 44. - *Percy Busshe Shelley* p 44	/		/	/
Unit Two: Ethics in Business	/	/	/	*Money* by Abba	/	/
Unit Three: Education in the World	/	/	/	*What Did You Learn in School Today* by Tom Paxton	/	/
Unit Four: Safety First	/	/	/	*Dad, Joe and the Match*	/	/
Unit Five: Astronomy and Solar System	/	/	/	*Astronomy Domine* by the Pink Floyds	/	/
Unit Six: Feelings & Emotion	*The Unicorn in the Garden* adapted by James Thurber	/	/	*Love is All* by Roger Glover & Guests	/	/

Table 2.6: Literature Content in Third Year Secondary School.

As seen in the table above, we can notice that third year textbook contains less literary works comparing to first and second year. The course designers used some songs, a poem and a fable. However, Only the *Unicorn in the Garden* adapted by James Thurber is used as main teaching tool. The other literary works included in the textbook are consider as an optional teaching element to be dealt with in leisure time.

2.2.3   Teaching of literature in Algerian universities:

The practice of teaching literature in the Algerian universities is done through Transmassive approach. According to beach & al (2011), it is an approach wherein the teacher is the source of knowledge to the learners, whereas, learners receive input and their roles are diminished to memorizing and rote learning. This approach considered learning as process of acquiring facts and knowledge about literature including coverage of various literary movement, historical backgrounds, and characteristics of different literary genres.

Beach's explanation of this approach provides adequate description to the practice of teaching literature applied in Algerian universities. In simpler words, literature classrooms are more teacher centered settings, wherein the teacher is viewed as the custodian of knowledge. In the sense, the teacher talks and explains all the way. On the other hand, learners' participation is reduced to the minimum (Kheladi, 2020).

Empirical studies undertaken; by Bouhend (2008) and Khaldi (2013), about the attitude towards the teaching methods of literature at graduate level revealed the short coming of the applied teaching methods. According to khaldi (2013 as cited Kheladi, 2020) teachers of literature dominates the classroom, as they impose their own interpretation of the literary work, giving learners small space to develop their judgment to the literary text.

Moreover, Guerroudj (2015 as cited) in her study to the practice of teaching literature in Algerian context, she come up with conclusion that literature is not properly taken advantage of in language classroom, to captivate learners engagement with literary element. According to her, the application of this approach diminished the possibilities of active learning.

2.3   The Objectives of Teaching Literature in First Year Secondary School.

The general goals and objectives of teaching English in secondary school according to curriculum developers are portrayed in employing textbooks to allow teachers to present each lesson with little preparation time in order to complete the syllabus on time. Second, they attempt to promote learners' autonomy while also making it easier for them to use English to cope with the changing environment. Third they want to improve students' awareness of English-speaking cultures while also combing it with Algerian culture. (Walid, p.80).

As for literature used in first year secondary school textbook, it aims at familiarizing learners with different literary genres, promoting the four skills, as well as, enriching learners' knowledge about language structure. These learning objectives are portrayed by course designers as follow:

> **Students will be able to (SWBA To):**
>
> *listen and respond to a tale
>
> *read and respond to a short narrative
>
> * illustrate the importance of a blurb
>
> * read and interpret a literary portrait
>
> *describe people's physical appearance and personality features
>
> *read/write about literary figures
>
> * read and interpret a poem/a folktale
>
> *express literary preferences.
>
> * write:
>
> - a book review
>
> - a biography
>
> - the summary of a story
>
> - a personal narrative/a short story/ a folktale/a poem.

The targeted language structures:

> **Grammar:**
>
> Past simple and past continuous using "when" ,"while"
>
> *Relative pronouns "who", "which"
>
> **Lexis:**
>
> - "Beside", "Besides"

- Use adjectives to describe people

Phonology:

*Pronunciation of final "ed".

(First Year Progression 2020 Final Version)

As we can see from the objectives listed above, course designers target different literary genres including poetry, folktale, short story and biography. These literary works are used either as a reading/ listening material or as writing model. Moreover, it can be clearly noticed that the majority of the learning objectives focus on promoting the four skills (Listening, speaking, reading and writing), where each objective focuses on one or two skills over the others.

Conclusion:

The present chapter has provided a review about the teaching literature in Algerian educational system. The researchers started the chapter by the description of the context of the study, where they tackled the meaning of textbook and syllabus, and the status of English in Algerian educational system. Then, researchers review the status of literature in middle school, secondary school, and university. Finally, they concluded this chapter by covering the objectives of teaching literature in first year secondary school syllabus.

Chapter Three

Table of Content

Introduction

This chapter is devoted to the investigation of the problematic of this research which is whether first year secondary school English syllabus includes literature in the Teaching / Learning of EFL, and what is the role of literature teaching in the first year secondary school English syllabus. The investigation is started by introducing the research design, the hypotheses, the population of the study and the data collection and analysis tools. Then, describing, analyzing the textbook and the teachers' interviews results. After that, researchers discuss the gathered data which will help to confirm or disconfirm the hypotheses about the status of literature in first year secondary school English syllabus. Finally, researcher intends to close the chapter with pedagogical recommendation to promote the role of literature in EFL classroom.

3.1 Research Design

The researcher has followed a quantitative and qualitative study in investigating the status of literature in first year secondary school syllabus in which data collection and analysis techniques from both methodologies were implemented; this methodology helps and enables the researcher to draw on all the possibilities and provides a broader perspective to the study as the qualitative data helps describe aspects, and opinions that the quantitative data cannot address. Using both forms of data allow researchers to generalize results from a sample to a population, to gain a deeper understanding of the study and to confirm or disconfirm the research hypotheses.

3.2 The Sample

For this study, a quantitative and qualitative data are gathered through interview designed for teachers of English in secondary school. What is worth being mentioned is that the reason behind opting for teachers with more than five year work experience is that they would have enough knowledge about first year syllabus and how to implement it.

3.3 Teachers' profile

To accomplish the objectives of this research, eight teachers were selected from three different secondary schools. In Tissemsilt, Two teachers were selected from Mohamed Mallak secondary school, three teachers were from Bou-Naama secondary school and the last three teachers were from Relizane, Said Si Tarek secondary school. The selected teachers have considerable teaching experience of English in secondary school. The reason behind

such a choice is that the teachers' working experience can help get more accurate answers of the research questions. As far as the gender and age of the population are concerned, all the interviewed teachers were above thirty, three women and five men.

3.4 Description of the Data Collection Tool:

For the sake of hunting compelling evidences that supply a good provision for testing the research hypotheses and lay a solid foundation for the current research; two research instruments have been practically utilized, the researcher opted for textbook evaluation and devised an interview for teachers. The tools selected aim at exploring the place of literature in first year secondary school syllabus and whether it serves its purpose in promoting learning of EFL.

3.4.1 Evaluation of "At the Crossroads" textbook:

The descriptive analytical approach will be used in this study. That is, the evaluation of "At the Crossroads" will focus on the treatment of the literary content included in it. It is also intended to examine whether literature is adequately incorporated in first year textbooks used in Algerian secondary schools.

3.4.1.1 Evaluation of the place of culture in "at the crossroads"

At the Crossroads is a textbook basically designed for first year learners who have studied English for four years in the middle school. It asserts to comply with the educational reform introduced by the National Ministry of Education in January 2005. Its primary focus is to embrace Competency-Based Approach in teaching the second language to all streams.

The textbook is composed of five units dispensed on the basis of 20 hour per unit. Though one unit "Once Upon Time" is devoted mainly to the literary stream. Each unit consists of four sequences and each sequence is divided into rubrics. In addition, book designers devoted a section for the clarification of some language aspects that learners come across in the process of learning including: grammar, spelling, sound system, under the title "Stop & Consider".

Units are organized as the following:

Units	Sequences: Rubrics
Unit I: Getting Through	**Sequence I: Listening & Speaking:** • Anticipate. • Listen & Check.
Unit II: Once Upon Time	• Say It Clear. • It Your Turn.
Unit III: Our Findings Show	**Sequence II: Reading &Writing:** • Anticipate. • Read & Check.
Unit IV: Eureka	• Discover the Language. • Write it Right. **Sequence III: Developing Skills:** **Stop & Consider section:**
Unit V: Back to Nature	**Sequence IV: Consolidation & Extension:** • Write it Out • Work it Out.

Table 3.1: Unit Organization in the Textbook.

Riche, B., Ameziane, H., Louaddj, K., Arab, S., & Hami, H. (2008). *At the crossroads*, Secondary Education.

Literature-Based units:

Among the five units which constructs the textbook; *Once Upon Time* is the only unit devoted to the use of literature in EFL teaching.

Figure 01: Literature-Based content in the Textbook

- liternature-Based content
- The rest of the content
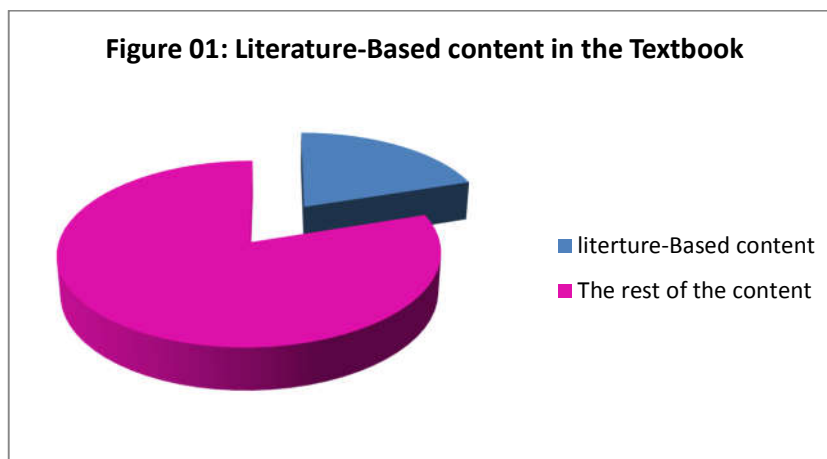
Unit two: Once Upon Time.

Sequence One: listening & speaking.

In the first rubric of the sequence, anticipate, learners are provided with pictures that represent the tale of the *Arabian Night, Voyages of Sindbad* to comment on. While the second rubric , listening and speaking , learners are given the opportunity to listen to the story of Sindbad and do some literature-based tasks such as reordering events according to their chronological order and retelling the story to their classmates. After that, in Say It Clear section, learners are supposed to deal with some pronunciation tasks. Finally, it is your turn rubric,learners are set to write a dialogue where they respond, either favourably or unfavourably, to one of the following books: The Adventure of Tom Sawyer , Dracula, Peter Pan, and Treasure Island. Then, learners are supposed to write a review of a book or a film of their choice.

Sequence Two: Reading & writing.

In the first rubric, a book cover blurb of *Things Fall Apart* by Chinua Achebe is given to learners to interpret. Then, they are guided to answer a chain of questions about the blurb. In read and check rubric, learners are provided with three paragraphs passage extracted from the novel "*Thing Fall Apart*" to read and discuss the main characters trait including physical appearance, personality, likes and dislikes of Okonkwo and Unoka. After that, a

section is devoted to dealing with some grammar notions. In discovering the language, learners are introduced to now grammar notions in this section.

Sequence three: Developing Skills.

To start with, in guided storytelling, learners practice writing short story in guided activity to enhance their writing skills. Then, a short story of *the lion* is presented to the students as a sample. After that, another book cover is used, "Hard times" by Charles Dickens, to be examined. Besides, an adapted text from this novel is discussed. Moreover, an adaptation from *Alice in Wander Lands* novel is presented to learners in four paragraphs.

Sequence Four: Consolidation & Extension.

In this sequence, a different form of literary texts are presented including Shakespeare's Biography and other very short stories (folktales) for further reading and extension (Fables adaptation) .In write It Out section, learners are assigned to complete bibliography by filling in the blanks. Whereas in work it out, learners are devised to read very short folktales, and as final objective of the sequence learners are invented to write well-known folktale from their own culture.

Project Workshop:

As final objective of the unit, learners are assigned to write book review, it does not matter whether the book is in English or any other language. Learners are provided with what the review should include.

The last element presented in the unit is the poem of *My Country* by Dorothea Mackellar. The thing to be noted is that no task is assigned with this poem nor there is an indication to it in any form.

The following circle diagram show the number of literary works mentioned or used in the unit:

Genres	Novels	Poems	Short stories	Bibliographies
How many time this literary genres are used	6	1	2	1

Table 3.1: Unit Organization in the Textbook. (*At the crossroads*)
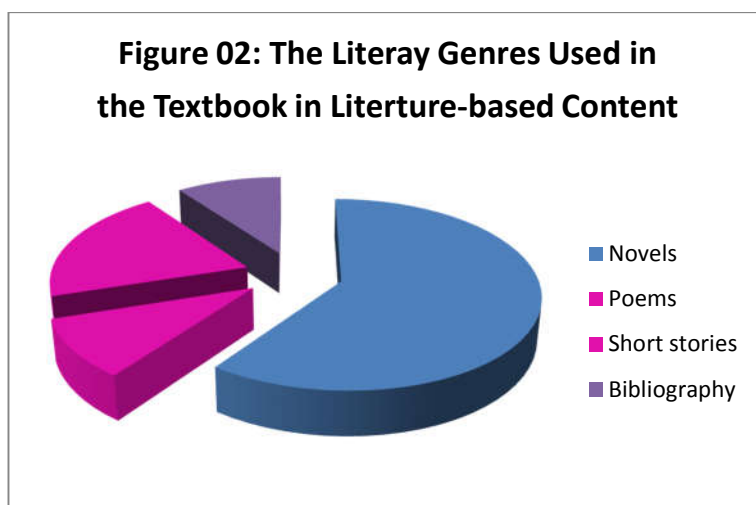
3.4.2 The Teachers' interview:

Interview is data collection tool that involves stimuli and reply both in oral-verbal form. This method can be conducted through personal interview (face to face interview) or through phone interview (Kothari,C.R,2004 , p97). Number of different interviews can be used to gather data for qualitative research. Structured interview bears resemblance to open-ended questionnaire. More flexible form is Semi-structured interview, in which researcher uses list of questions as a guide. But the interviewer can adapt the question according to the need. In unstructured interview, on the other hand, no questions are preset but rather the interviewer develops question during the interview to help the interviewee open up. (Mackey & Gass,*2005*).

In this research, semi-structured interview has been used as data collection instrument. The researcher prepared set of questions; they planned to ask during the interview. However, the researcher was more flexible in conducting the interview. They have changed the wording

of the question when they were asked for clarification by the interviewees, at times; they added questions to get more accurate information.

The interviews have been designed for Secondary School teachers of English. The interviews took period of four (4) days, they were conducted from April, 25th – April 29th, 2021. Three English teachers were interviewed individually through video call, and the medium   was English. The other participants were interviewed individually in their classrooms. After I had briefly introduced myself and the purpose of the study, I started the interview questions. Each interview lasted between 20 and 30 minutes. The interviews were recorded with the respondents' permission and some notes were taken during and following the interview. All teachers were asked the same questions; the flexibility of the semi-structured interviews format enabled the researcher to probe beyond the teachers' initial answers to gain further clarification or elaboration, and a greater depth of information.

3.4.2.1 Data Analysis of the Teachers' Interview:

The current semi-structured interview was conducted with seven EFL teachers from different secondary school. Its essential goal is to map out how literature is ingratiated in first year secondary school EFL teaching. It is composed of seven questions. In the following analysis, questions and responses are discussed independently and in details.

1. **Have you taught first year student before? If yes, how many times?**

The responses of this question revealed that all selected teachers have taught first year , both literary and scientific streams, more than five year

2. **Do you include literary text in your teaching of English? if yes what are they? What are your objectives of using them?**

All the interviewees confirmed that they use literary texts in their teaching of English. But only with literary stream since it is part of their syllabus in the unit under the title *"Once Upon Time"*.

Three out of seven said that they use Texts like Poems, short stories, extracts from novels, fiction, etc. The objective is to encourage students to appreciate literature, explore the literary aspect of the language, learn new vocabulary within context, realize how the

language functions through authentic texts, and more importantly to develop a critical thinking that leads, in the end, to a creative writing.

The remaining five (5) interviewees indicated that the only literary text they have used was a passage from the novel *Thing Falls Apart*, which is used in the textbook. The main objective for the use of this passage is to get learners to read and interpret a blurb and a literary portrait.

3. Do you think literature is useful for promoting the learning of EFL? If Yes how?

All of them stand for the role of literature in promoting EFL learning. According to them when studying literature, students can improve not only their language such as vocabulary, reading and writing skills, but also helps students learn about their creativity and imagination, interacting with the text themselves, and playing different literary roles. Literature must be presented as an authentic task, so the students can get through the texts discovering their different learning styles and immersing in a different time and into different characters.

4. Do you think that time devoted to literature in first year syllabus is sufficient? Justify.

The entire sample consents on the deficiency of time devoted to literature in first year syllabus. For their part, the focus is rather on the language structures and grammar. Little time is devoted to deal with literature-based tasks which will not allow the learners to fully develop their understanding of the literary concepts and conceive at least some basic understanding. They also highlighted another fact that though *"Once Upon Time"* unit is second in order in the textbook, it is the last unit teacher should tackle according to the syllabus. Since, the school syllabi are too long and teachers usually cannot finish the textbook content, this unit most of the time is subject to slimming down or omission.

5. Do you devote time for introducing the major concepts related to literature? If yes how?

Three out eight respondents state that they don't do that due to the severe lack of vocabulary and basic language elements of most first-year secondary school students. Literary concepts are utterly hard to grasp based on the on the lack of vocabulary and mental cognitive abilities of their learners. On the other hand, the rest of the population

asserts that this can be done when they have extra time during class, or by giving students assignments such as summarizing a short story, making poem variation, writing a book review, or simply writing one's own impression after reading the literary text.

6. Do you think the way literature is integrated in first year syllabus helps in promoting the learning of EFL? If no, Justify?

Two interviewees see that it does. Yet it is not enough. More literary content should be integrated. On the other hand, the rest of the interviewees do not share the same view. Because the texts that are included in the syllabus are not well-selected; most of them are beyond the learners' level and interests, not to say boring. So, the teacher had better provide more enjoyable, motivating and engaging texts.

7. What do suggest for promoting the role of literature in Teaching of EFL for first year students?

As far as the recommendations are concerned, the eight interviewees suggested that the teacher should encourage his students to develop the habit of reading. They must know that reading is the key to language learning. Then, gradually introduce literary texts that meet their needs and tastes and train them to appreciate these texts through a range of activities that stimulate their thinking and imagination. For example, students can be asked to imagine another ending to a story.

3.5 Discussion of Findings:

Based on the findings obtained from the evaluation of the textbook and the findings of the interview devoted to teachers, several important concluding remarks can be drawn.

Data gathered has revealed that literature is integrated in first year secondary education syllabus. However, it is not properly integrated. Literature-based content represents only twenty (20%) of the textbook. Besides, it is all compressed in one unit " Once Upon Time". In addition, literary-based content is devoted only to literary stream, whereas scientific classes are not concerned with this unit. Moreover, literature based unit is the last unit to be taught. Because of the length of the syllabus and time inadequacy, it can be omitted or slimmed down.

In fact, literature used in the textbook is not restricted only to one literary genre. Textbook includes extracts from novels, short stories, bibliography, folktales, and poems. Though there is focus on one genre over the genres (novels and short stories). This can hinder the fulfillment of the final goal set by course designer that aims at familiarizing learners with all forms and genres of literature. In addition, the teacher's interview results highlighted the fact that the literary text included in the text book are not well selected. Since, most of them are beyond learners' level and interest.

Moreover, it is noticed that the literary text used in the textbook are utilized as supporting material to promote the four skills, while little –if no - attention is given to the study of literature as subject of interest or as source of cultural aspects. To illustrate, the *Voyaged of Sindbad (the Arabian Night Tales)* is used to teach listening and speaking. Another example to be illustrated, *Things Fall Apart* novel is also used as supporting material in reading and writing session, where learners are supposed to read an extract from the novel. In addition, the interviewed teachers confessed that they rarely devote time to introduce the major concepts related to literature or provide information about literary work to be studied except when having an extra time because of the overloaded syllabus and time inadequacy.

To sum up, the gathered data from textbook evaluation and teachers' interviews results helped in answering the main research question set by the researchers:

1- Does first year secondary school English syllabus include literature in the Teaching / Learning of EFL?.

2- What is the role of literature teaching in the first year secondary school English syllabus?

Consequently, what have been found confirms the validity of researchers' hypotheses that the teaching of literature in the Algerian context is somewhat marginalized. It is regarded as an extra teaching material to be included in the classroom. Though it is not clearly introduced in the in the syllabus, and that First year English syllabus includes literature but the latter does not fully fulfill the role of literature in promoting teaching/ learning of EFL.

3. 6 Pedagogical Suggestions and Recommendations:

Broadly speaking the problem of inappropriate use of literature in EFL classroom can be addressed not only by course designers but also can be fixed by teachers. For this reason, this section is devoted to useful suggestions and recommendation to make the use of literature in language classroom more effective. The research comes up with the following suggestions to be implemented:

3.6.1 Criteria to be taken into consideration in the selection of literary text:

- Selecting the appropriate text to be used is of paramount importance. As the success of the use literature in the classroom depends heavily on the selected texts for the lesson (Karaka, H. & al, 2011).
  Lazar (1993: 56) states that for an appropriate literary texts selection, the following criteria should be taken into consideration:

Type of course	*Type of students*	*Other text-related factors*
• Level of learners • why students are learning English? • kinds of English needed • Length\ intensity of course	• Age • Intellectual maturity • Emotional understanding • Interests and hobbies • Cultural background • Linguistic proficiency • Literary background	• Availability\ length of text • How it can be exploited? • Does it fit with syllabus?

3.6.2 Criteria to be taken into account in teaching EFL through literature:

- Literary texts should drag interest, represent the author, genre and literary movement, supplement materials with variety of activities and be of relevance to the learners'

own interests (Hernández,P.S .2011) , this what Brumfit and Carter emphasized (1986:33 as cited Hernández,P.S .2011): "what is important for the students is to be able to relate the topic discussed with situations easily recognizable by the learners, rooted in their own existence or of special interest for them" .

- Dynamic student-centered approach should be adopted by the teacher toward the comprehension of the literary work. In reading lesson, discussion starts at literal level with direct question inquiry about facts regarding literature elements such as setting, characters, and plot which can be answered from the text. When students master the literal comprehension, they move to the next level "Inferential level" where they are supposed to make evaluation and elucidation concerning the characters, setting and themes and where they bring forth the authors point of view. After accomplishing literal and inferential comprehension, at this stage they are ready to take a part in collaborative work. Learners can share their examination of the literary work and their comments on the literary text characters, themes, author's point of view, etc. in the final stage, question discussion is used as foundation for oral and written tasks, where it incites learners to the think imaginatively about the literary work and stimulate their problem solving abilities (Stern, 1991 as cited in Rai, 2012).

- Pulverness (2003 as cited Karaka, H. & al,2011 :492) is in favour of maximizing the use of literary text in the classroom. For him, at first, the theme of the text and the necessary vocabulary should be introduced by the teacher through prediction tasks to arouse learners' curiosity. Then, language teacher should reduce the length of the text. Secondly, teacher may draw learners' attention to the targeted linguistic and grammatical structures used by the author. Finally, teacher should support learners to come up with creative reviews and engage them to adjust and to the text.

3.6.3 Suggested Tasks to Be Implemented to Promote the Four Skills:

- Listening is an active action, although it is twice as difficult as speaking. According to Mckay (2001), literature is an ideal setting for improving listening skills since it exposes students to a wide range of voice qualities and dialects. Jacobs (1990) suggested that learners should be given opportunities to listen to literary works in order to become more engaged - both intellectually and emotionally. Reading aloud to students on a regular basis in an EFL classroom is more effective than other language learning methods (Hall & Williams, 2000). Moreover, Stories and children's books

encourage learners to visualize the events of the story, characters, and sequence in their minds, allowing them to recall the story's events, characters, and sequence with pinpoint accuracy (Miles, 2002 as cited in khan,2018:170). As a result, read-alouds, listening guides, readers' theater, and listening logs encourage students to become more engaged with reading. Storytelling is an excellent way to improve students' listening abilities. The students tell stories to their peers after the listening session, and each learner has a chance to listen to each one (Paley, 1990; Jalongo, 1995; Hoag, 1996). (as cited in khan,2018:170)

- Question-and-answer, debate, and role play are some of the most successful ways to improve students' speaking abilities in literature class. since there are stimulations activities in the classroom for inspiring the learners, they obtain the self-confidence of being a part of the classroom, including answering the question, sharing the idea, and also presenting," Harmer (1984 as cited in Khan,2018:171) .

- Literature can play significant source to promote **writing skill** when used as a model or as subject matter. The former occurs when learners writing becomes nearly the same as the original work or clearly imitates the literary work elements. Literature as subject matter occurs when the written production is the result of analysis, interpretation or creative writing stimulated by reading the literary work (Rai, 2012) . There are three models can be suggested to promote writing:

1. Controlled Writing: this model is implemented in beginning-level writing. It aims at practicing specific grammatical structures by rewriting passages in arbitrary ways. For instance, learners can be asked to rewrite a third person passage into first person from a character's point of view.

2. Guided Writing: this model is more suitable for intermediate level learners. Its task; among other, includes: responding to a series of question, completing sentences retell or sum up specific element of the text.

3. Reproducing the Model: This model includes techniques such as paraphrase, summary, and adaptation. These techniques are very beneficial ESL / EFL writing exercises. In paraphrasing, students are required to restate the things that they see in print or hear aloud in their own words their own words to rephrase. Paraphrasing is a strikingly useful tool with poetry, as paraphrasing coincides with the students' trying to grasp the story of the poem,. Summary fits well with realistic short stories and plays, where events normally organized chronologically

and have detailed description of elements like plot, setting, etc. Adaptation can be used to raise learners' awareness about the variations between written and spoken English. It demands rewriting literary work to change its form, for instance, prose fiction into dialog or, reversely, rewriting a play or a scene into narrative. (Stern, 1991 as cited Rai, 2012).

3.6.4 Suggested Tasks to Be Implemented According to Literary Genres Used:

- Using short stories does not only provide grammar rules, syntax, and phonology but also improve creativity and develop cognitive analytical abilities (Sage, 1987: 43 as cited Karaka, H. & al. 2011).

While using short stories in the lesson teacher can use the following activities:

- Teacher asks learners to make perdition about what will happen next.
- Learners guess words meaning from the context before using dictionaries.
- Write description about one of the literary text characters.
- Pick from the text the targeted structures of grammar, morphology, syntax.
- "Imagine yourself in X character shoes" activity and ask them whether they have different stand against the events of the story.

- Arnold (1999 as cited Karaka, H. & al. (2011) claimed that use of poetry in language classroom creates opportunities for learners to exercise their imaginative and cognitive abilities, while creative, biased and collaborative use of texts is very invaluable to develop their overall language and discourse competence. the following activities can be used While using poetry in the lesson:
  - Learners can be asked to read the poem loudly to check their pronunciation and the same could be done for the rest of the class.
  - Rewrite the poem using the same rhyme but not keeping the same meaning.
  - Learners make prediction about the story behind the poem.

- The use of drama in language classroom is valuable medium to develop receptive and productive skills. Since, students are exposed to daily expression of the target language and they are offered the opportunity to use them. Drama can be used as follows (Karaka, H. & al. (2011) :
  - Rewrite new version of the play using frequently used expressions.
  - Ask learners to read aloud the dialogue but give the characters different accent.

3.7. Limitation of the study:

Despite the number of research investigating the status of literary texts in Algerian EFL classroom. Researchers are faces some gaps and shortcomings, while doing their study:

To start with the literature review, researchers could not find enough sources talking about teaching of literature in Algerian middle and secondary schools.

Little record is found about the objective of using literary works in EFL classroom.

Last but not least, in the practical chapter, the small number of the participants (teachers) and the time factor; this was the biggest issue of the research so that the researcher was obliged to analyze the data of only (08) teachers in addition to others who don't want to answer because of time and the new teaching reschedule which made it difficult to find teachers' available for that.

Conclusion:

We consider the third chapter as the fruit of our research. It has provided a sum up of the research design and the sample. Researchers then, tried to describe the tools and the methodology used to collect data. After that, the qualitative analysis and interpretation of the teachers' interview results and textbook evaluation have been tackled. This procedure allows researchers to explore the use of literature in first year secondary school EFL classroom. We tried to gather the maximum of theory concerning the recommendation agreed upon and suggested by scholars to promote the use of literature in language classroom. Finally, we closed the chapter with research limitation.

General Conclusion

General Conclusion

Recent studies restate the role of literature and culture in language learning to develop suitable language materials such as syllabi and curriculum, as well as, to provide an effective means of interaction between language learners and the target language literature.(Kramsch, 2013 as cited Keshavarzi, A. 2012) .That is to say, the role if literature and culture in promoting the process of teaching/learning a foreign language cannot be denied. Therefore, this study was undertaken to investigate to the place of literature in Algerian EFL classrooms, more specifically, first year secondary school English classrooms.

This paper comprises three chapters; the first chapter was devoted to literature review about literature and its relation with EFL Teaching / Learning. It mainly defined the concept of literature and its key elements and genres. Then, it dealt with the use of literature in EFL setting including reasons, strategies and approaches to teach it in EFL classroom. The second chapter provided cursory review about the status of literature in the Algerian educational system. The chapter was started with a brief description of the context. Researchers tackled the meaning of textbook and syllabus, and provide review about place of literature in Algerian educational system. Then, researchers went into detail about teaching literature at the middle, secondary school, and university. Last but not least, this chapter highlighted the objectives of teaching literature in first year secondary school English classes. Third chapter was dedicated to practical study, where researchers introduced the population of the study and the data collection and analysis tools. Then, interpretation and the analysis of the findings were presented. Finally, the researchers closed the chapter with pedagogical recommendation to promote the role of literature in EFL classroom.

The present study is built on the assumption that literature is taken into consideration into the teaching of EFL. However, the teaching of literature in the Algerian context is somewhat marginalized. It is regarded as an extra teaching material to be included in the classroom. Besides, literature is not well used to fully fulfill its role in promoting teaching/ learning of EFL.

The data gathered from textbook evaluation and teachers' interviews led researchers to provide specific recommendations and possible solutions. Respectively, the findings of the current work have confirmed the formulated hypothesis in the sense that the

Literature takes place in the teaching/ learning of first year EFL classrooms . However, it is neither adequately used nor properly implemented to fulfill its role in promoting language learning.

On this basis, researchers closed the present study by suggesting recommendation to promote the use of literature in language classroom teaching. They brought to light the criteria to be taken into consideration in the selection of literary text, as well as, the things to be taken into account in teaching EFL through literature. Moreover, they highlighted some tasks to be implemented to promote the four skills. Last but not least, they mentioned suggested tasks to be implemented according to literary genres used.

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Appendices

Appendix 01

Teachers' Interview

Dear Teacher

The following interview aims at investigating the place of literature in first year secondary school syllabus and whether it serves its purpose in promoting learning of EFL. .Would you please provide honest answers, in order to help teachers make effective use of this tool in teaching EFL.

The information provided will be kept confidential and will be only used for the sake of this research.

Thank you for your collaboration.

1. Have you taught first year student before? If yes how many times?
2. Do you include literary text in your teaching of English? if yes what are they? What are your objectives of using them?
3. Do you think literature is useful for promoting the learning of EFL? If Yes how?
4. Do you think the time devoted to literature in first year syllabus is sufficient? Justify
5. Do you devote time for introducing the major concepts related to literature? If yes how?
6. Do you think the way literature is integrated in first year syllabus helps in promoting the learning of EFL? If no, Justify?
7. What do suggest for promoting the role of literature in Teaching of EFL for first year students?

ملخص

البحث الحالي يعد محاولة لفحص مكانة الأدب في تدريس اللغة الإنجليزية في المدارس الثانوية الجزائرية. يحاول البحث عما إذا كان منهج اللغة الإنجليزية في السنة الأولى الثانوية يتضمن أدبًا في تدريس / تعلم اللغة الإنجليزية كلغة أجنبية. وما إذا كانت طريقة استخدام الأدب تفي بدورها في تعزيز تعلم اللغة الإنجليزية كلغة أجنبية . وطوال فترة الدراسة ، يجري بحث هذه المسألة بالإشارة إلى الخلفية النظرية ذات الصلة ، وتحليل الكتاب المدرسي للسنة الأولى ثانوي "عند مفترق الطرق"   ، والخبرة العملية للمدرسين. ويوضح تقييم الكتاب المدرسي والبيانات التي تم جمعها من مقابلة المعلمين أن الأدب لم يتم تغطيته بشكل كافٍ في الكتاب المدرسي ولا يتم استثماره بشكل صحيح كأداة تعليمية. أي تظهر الدراسة أن محتوى الأدب لا يمثل سوى عشرين بالمائة (20٪) من الكتاب المدرسي بأكمله ، ويتم ضغطه في وحدة واحدة*ذات مرة في الوقت المناسب* وبالإضافة إلى ذلك ، فإن هذا المحتوى الأدبي مكرس فقط لشعبة الأدب والفلسفة . أما فيما يتعلق بالأعمال الأدبية المستخدمة في الكتاب المدرسي ، فقد أكد المدرسون الذين أجريت معهم مقابلات أنهم خارج مستوى واهتمامات المتعلمين.

الكلمات المفتاحية: الأدب ، اللغة الإنجليزية كلغة أجنبية ، الكتاب المدرسي ، المدرسة الثانوية ، السنة الأولى

Résumé

La présente recherche est une tentative d'examiner le statut de la littérature dans l'enseignement de l'anglais dans les écoles secondaires en Algérie . Elle tente de déterminer si le programme d'anglais de la première année du secondaire inclut la littérature dans l'enseignement/l'apprentissage de l'EFL. Et si la façon dont la littérature est utilisée, joue son rôle dans la promotion de l'apprentissage de l'EFL. Cette étude est dirigée par l'hypothèse que l'enseignement de la littérature dans le contexte algérien est quelque peu marginalisé. Il est considéré comme un matériel pédagogique supplémentaire à inclure dans la salle de classe. Bien qu'il ne soit pas clairement introduit dans le programme, et que le programme d'anglais de première année comprenne une partie de la littérature mais cette dernière ne remplit pas pleinement son rôle de promotion enseignement/apprentissage de l'EFL. Tout au long de l'étude, cette question est examinée en référence au contexte théorique pertinent, à l'analyse du manuel de première année du secondaire « À la croisée des chemins » et à l'expérience de travail des enseignants. L'évaluation de « À la croisée des chemins » et les données recueillies lors de l'entretien avec les enseignants démontrent que la littérature n'est pas suffisamment couverte dans le manuel ni correctement investie en tant qu'outil d'enseignement/apprentissage. C'est-à-dire que l'étude montre que le contenu de la littérature ne représente que vingt pour cent (20 %) de l'ensemble du manuel et qu'il est compressé en une seule unité « Il était une fois ». Par ailleurs, ce contenu littéraire est consacré uniquement à la filière littérature et philosophie. Quant aux œuvres littéraires utilisées dans le manuel, les enseignants interrogés ont souligné qu'elles dépassent le niveau et les intérêts des apprenants.

Mots-clés : Littérature, EFL, manuel, lycée, première année.