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Investigating the Challenges of Studying Literature in an EFL Context
A case study of third-year LMD students at Tiaret University

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DECLARATION

We hereby solemnly declare that the work we are going to present in this thesis

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is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at University of Tiaret.

Date:

Signature

Miss. CHERIF HOSNI Maroua

Miss. MAMOUNI Nadjoua

DEDICATION

In the name of Allah, the most gracious the most merciful .I dedicates this work to the symbol of love tenderness and sacrifice.

To my angel in life and the secret of my success, the one who supported and stood by me throughout my life my beloved mother Fatima.

To the one who taught me generosity without expecting anything in return, to the one whose name I proudly carry my dear father Ibrahim

To my second mother dear aunt khaldia ben elhadj

To my dear brothers and sisters yousra, mouhamed. Abrar. Abd lghafour To my grandm other's and family cherif hosni and Ben elhadj

To all my friends and loved ones who has worked towards my success and shared my joy .thank you for being here for us

CHERIF HOSNI Maroua

With all love and sincerity, I dedicate this work to my Allah, the most gracious the most merciful, who granted me strength and guidance throughout this journey .

To the one who taught me that giving has no limits.

To my mother Mkadim Zohra Mobarka your sacrifices and boundless love have made this achievement possible.

To my supporter and source of security, to the one from whom I gained my strength , to my father Tayeb who was never and will never be an ordinary man.

To my beloved sisters: manel ghofran, jahida Amina and ritedj .,to my only dear brother Ahmed .

To my grandmother :you are always in my heart your support and encouragements have been the reason for my perseverance and success .

To my dear friends, thank you from my heart for being a shield and help to me throughout these years, Your friendship has been my source of strength

MAMOUNI Nadjoua

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Abstract

The current study investigates the challenges of studying literature in an EFL context in the case of third-year LMD students of English at Ibn Khaldoun University of Tiaret. it attempts.first,to identify specific obstacles and provide insights for improving literature integration in EFL classrooms. Second, it investigates how to contribute to the development of more robust literature education practices, foster a deeper appreciation and understanding of literary works among EFL learners, and support their overall language development. Third, it aims to identify EFL teachers' strategies for teaching literature. To meet the objectives of the study, a mixed-methods approach was applied. Quantitative and qualitative data collected from a questionnaire administered to third-year LMD students and an interview conducted with English teachers at Ibn Khaldoun University of Tiaret. The results from the two research instruments indicate that EFL learners face several challenges in learning literature, including linguistic difficulties, cultural disconnects, a difficult vocabulary of literary texts, and insufficient pedagogical strategies. These challenges contribute to the marginalization of literature within the curriculum and hinder its potential to enhance language learning. Additionally, EFL teachers implement various strategies to enhance learning literature, such as reading skills, engaging teaching methods to enhance comprehension and motivation, incorporating multimedia resources, promoting active class participation, and providing support for language development. As a result, the findings underscore the diverse needs and perspectives of students and highlight opportunities for teachers to address challenges and enrich the study of literature in the EFL classroom.

Keywords: *Literature, EFL context, Challenges, EFL learners, Strategies*

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

LMD: **L**icense **M**aster **D**octorate

QCA: **Q**ualitative **C**ontext **A**nalysis

TEFL : Teaching English as a Foreign Language

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GENERAL INTRODUCTION

English has established itself as a vital international language, playing a crucial role in education worldwide. Considerable research has been devoted to enhancing the teaching and learning of English as a Foreign Language (EFL), with a focus on making the process more effective and engaging. Consequently, innovative methods and approaches have been introduced, one of which is the integration of literature into EFL classrooms.

The use of literature in various EFL teaching contexts has shown promising results. Many researchers advocate for the inclusion of literature in EFL curricula, emphasizing its importance in addressing the multifaceted needs of language learners. Literature provides valuable insights into the form and meaning of language, communicates emotions and ideas, and fosters a deeper connection between readers and texts. Moreover, reading literature enhances learners' reading and writing skills, offering a rich source of cultural knowledge and access to the speech community.

Given these benefits, the use of literature in EFL education should be considered as essential as any other teaching technique. Without proper application, however, even the most well-intentioned methods can fall short.

The primary aim of this research dissertation is to investigate the challenges faced by third-year students in studying literature within an EFL context. This study focuses on highlighting the specific difficulties encountered by these students and seeks to provide insights into improving the integration of literature in EFL classrooms. By identifying weaknesses in current practices, this research aims to suggest strategies for making literature teaching more effective and engaging for EFL learners. Through this research, we will try to answer the following questions:

1. What specific challenges do third-year EFL students face when studying literature?

2. How can literature teaching in EFL contexts be improved to better support third-year students?

To proceed with this research, it is hypothesized that:

1. Although literature is part of the curriculum,it often does not effectively contribute to teaching and learning English as a Foreign language (EFL).

2. Literature education in EFL contexts is frequently inadequately integrated into the curriculum, particularly for third-year students.

Regarding methodology, this study employs both qualitative and quantitative approaches to explore the status of literature education among third-year EFL students. Data collection methods include textbook evaluations and interviews with EFL teachers.

This research paper comprises three chapters. The first chapter provides an overview of literature in EFL classrooms, defining its key elements and characteristics, and exploring its role in language learning. The second chapter evaluates the integration of literature in Algerian EFL classrooms, examining practices at different educational levels. The final chapter presents the research findings, discussing the challenges identified and offering pedagogical recommendations to enhance the teaching of literature in EFL contexts.

By addressing these issues, this study aims to contribute to more effective and engaging literature education for EFL students, ultimately fostering a greater appreciation and understanding of literary works.

Chapter One: Literature in EFL contexts

1. Introduction to Literature in EFL Contexts

1.1. Overview of English as a Foreign Language (EFL) Education

It is widely recognized that the status of the English language as an international language shapes a strong motive for people to learn that language. In the modern world, English is considered not only a means of communication but also a prerequisite for success in various domains. As a consequence, "the need for English as a foreign language (EFL) education in schools has become a priority worldwide" (Vonkova, Moore, Kralova & Lee, 2021, p. 30).

Teaching English as a foreign language has witnessed multiple changes throughout history. In recent years, the emphasis of English teaching was on how to use the language for communication as well as knowing the target culture. This latter can be achieved through various ways; one effective way is teaching literature. Paaran (2006) affirmed that the claim by defining Literature as "the mainstay of language teaching, being both its purpose and one of its main tools" (p. 1)

1.2. Importance of Studying Literature in Language Learning

In the context of English as a foreign language (EFL) education, the teaching of literature has gained a greater importance among scholars and language teachers. Several studies found that studying literature while studying the language has numerous advantages. One of the main reasons might be that literature is deemed to be an authentic resource for language learning. Thus, as stated byCollie & Slater (1987) "learners exposed to language that is as genuine and undistorted as can be managed in the classroom context" (p. 6). By the same token, studying literature is crucial to master the language skills; basically the reading skill. According to Lazar(1993), reading any piece of literary texts aloud can greatly help learners to acquire new concepts, grammar structures and diverse language elements.

In the same line of thoughts, the study of literature in EFL classes provides an opportunity to learn about the target culture and its important elements. As aptly stated by Lazer (1993), "Reading literature in English does encourage students to become broadly aware of the social, political, and historical events which form the background to a particular play or novel"(p. 17). Putting it differently, reading a piece of literary texts, such as a novel, can make the learner imagine the real context in which the English language is used and how communication takes place in the English speaking community. Furthermore, engaging with literature boosts students' vocabulary acquisition and strengthens their writing skills.

1.2.1. Definition of Literature

Literature was defined by scholars and researchers relying on various attempts. In Etymology, the word literature is derived from the Latin word "litteratura" which is, in turn, derived from "littera" (letter) (Klarer, 2005). Furthermore, literature is defined in Macmillan English dictionary as "stories, poems, and plays, especially those that are considered to have value as art and not just entertainment".By the same token, Cuddon (1976) noted that literature is "A broad term which usually denotes works which belong to the major genres: epic, drama, lyric, novel, short story, ode" (p. 404).Moreover, as aptly stated by Hirsch (1978), Literature involves the teaching of whatever type of texts that deserve to be introduced to students by teachers of literature. In essence, the concept of 'Literature' refers to the artistic works with various genres in which themes and ideas are explored in a creative way, using the language in more powerful and evocative manner.

1.2.2. Literary Texts

Literary text is an artistic piece of writing "that are valued as works of art, especially fiction, drama and poetry" (The encyclopaedic dictionary, 1994: 527). It is distinguished from other types of writing in that it involves specific artistic features and devices. According to Pradopo 1994) the literary work portrays is the world and human life. According to Lucas

(1990: as mentioned in BOUSBAI, 2009), there are two main types of texts; artistic and functional. He added, Artistic texts are recognized by certain genres consisting of novels, short stories, essays, poems, drama and plays.

In the same vein, literary texts are characterized by four fundamental features; as listed by Arab (1993, as cited in BOUSBAI, 2009):

- A literary text is a sample of language use to be read and understood.

- The illustration and expression of artistic sensibility embedded in a specific literary genres (fiction, poetry, drama) having its own history and its own formal laws.

- An artefact to be related to its socio-historical context of which the writer's biography is one element.

- A semiotic construct with a set of devices and codes which definitely marks it off as literary and which therefore amenable to interpretation and evaluation.

1.3. Theoretical Frameworks in EFL Literature Education

1.3.1. Traditional Models for Teaching Literature

When teaching literature in EFL classes, it is predominant for the teachers to effectively select the teaching method that goes with the predetermined objectives. Fundamentally, the good selection of what and how to teach literature makes the teaching and learning process successful and fruitful. Hence, three models were presented to elucidate how literature can be taught successfully. (Carter and Long, 1991. as cited in Fikray, 2022).

1.3.1.1. The Language-based Model

It is claimed that an integration of language and literature is one of the optimal methods to teach literature. Putting it differently, focusing on the linguistic side to teach literature can have several advantages. First, "This model helps EFL students enhance their knowledge of the target language by working on familiar grammar, lexical, and discourse categories, indirectly paving the way for a better understanding of a text and the formulation of

meaningful interpretations." (Yimwilai1, 2015, p.15).Equally important, the language-based model will also facilitate the process of improving learners' competency and proficiency in language learning since literature texts are considered as a channel to foster learners' linguistics skills (Hwang & Embi, 2007).By the same token, the language model plays a greater role in developing the learners' language skills through the practice of multiple activities. To elaborate, the cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing, and role play are used by EFL teachers to teach literature (Yimwilai1, 2015). The fact notwithstanding, the language model has encountered several criticisms because of "The 'disconnection' or distance between the student, the text, and the literary purpose of the text" (Healy,2010, p. 179). In simpler words, the model emphasizes the language and disregards completely the appreciation of the literary work.

1.3.1.2. The Cultural Model

The cultural model emphasises the cultural background as the heart of literature teaching. As explained by Carter and long (1991, as cited in HADJ MIMOUNE, 2017, p.13), Teaching literature within a cultural model enables the students to appreciate cultures and ideologies different from their own and space and to come to perceive tradition of thought, feeling and artistic form of within heritage literature of cultures endows". In the same fashion, the cultural model enables the learners to comprehend different cultural representation or ideologies within the text by relating it to their own perspectives. (Fikray, 2020, p. 152).Similarly, Healy (2010) believe that this model encourages "students learn about different cultures and patterns of thought, and either directly or indirectly, will compare them to their own" (p.179). In simpler words, integrating culture while teaching literature is beneficial to EFL students as it gives them the opportunity to learn about other cultures. Thus, the cultural model provides an optimal approach to successfully teach literature to EFL students.

1.3.1.3. The Personal Response Model

The third model aims basically in combinning the two aforementioned models; the language model and the cultural model, with taking into account engaging the learners linguistically and culturally through reading a given literary work. As explained by HADJ MIMOUNE (2017), "This approach insists on the need of engaging students to literature because it helps them to achieve a personal development and grow as individuals culturally and linguistically through reading those texts" (p.14). In this respect, the personal growth model to teaching literature aims at making the students more active in the learning process as they interact with the literary texts in which they will show their interest, motivation, and creativity. Hence, this model "offers a more teacher-centred approach to literature study" (Bibby & Mcllory, 2013, p. 19). Finally, it is worth noting that this model emphasises the use of the language in a particular text with taking into account its cultural context in order to make the learners use their personal, intellectual, and emotional past experiences (Yimwilail, 2015).

1.3.2. Approaches to Teach Literature in EFL Contexts

As it is agreed by the majority of scholars, integrating literature in the language teaching process is deemed to be a challenging task since it covers several themes and cultures. In this respect, it is the responsibility of the teacher to effectively choose the teaching approach that aligns with the teaching and learning goals. According to Whitehead (1968), "Teachers must have the knowledge of various approaches and techniques for making literature teaching a success"(As cited in Khan & Alasmari, 2018 p. 172).Accordingly, three major teaching approaches are identified; the Information-based approach, the Stylistic approach, and the personal response approach.

1.3.2.1. The Information-Based Approach

This approach to teach literature implies the focus on content. That is to say, the teacher is required to teach the students' knowledge about literature through representing content.

Hence, this approach is considered a teacher-centered approach as "learnersare actively receiving input directly from the teachers regarding the texts provided for them" (Fikray&Habil, 2022, p.151). Furthermore, the knowledge provided by the teacher is mainly based on political, social and cultural background of the literary work. As far as classroom activities are concerned, the teacher can select from a wide range of activities the ones that serve the goal of the information-based approach. To elaborate, lectures, explanation and reading of notes are used in this approach which serves the instrumental objectives like exams. (Carter & McRae, 1996, as cited in Hwang & Embi, 2007, p. 4)

1.3.2.2. The Stylistic Approach

Another approach used by teachers to teach literature is the stylistic approach. The fundamental principle of this approach is to make the students closely comprehend and appreciate the presented literary text by integrating the language analysis and literary critic(Lazar, 1993). Along the same line, "learners are able to create knowledge and language awareness since this approach focuses on understanding the meaning and the analysis of elements in the texts" (Thunnithet 2011, as cited in Fikray, 2020, p.152). Equally important, the stylistic approach has two major objectives; making the students able to interpret meaningfully the text so that they can comprehend the deep meaning of the text and helping them to develop their knowledge about the language (Lazar, 1993).

Besides, the stylistic approach emphasizes the description of text, analysis of language and critical interpretation of the ideas mentioned in the text. (Khan & Alasmari, 2018). the stylistic method goes extensively into the textual structure of a work, scrutinizing its linguistic and structural features in great detail. It entails a multifaceted examination that goes beyond surface-level comprehension in order to unearth the nuanced levels of meaning buried in the text.

1.3.2.3. The Personal Response Approach

The third approach to teach literature in EFL contexts is called 'The personal response approach' or 'The Reader Response Approach' which attempts to motivate the students to make connections between their personal experience and the themes of the texts in hand (Fikray, 2020). It is worth noting that this approach is based on the personal growth model of teaching literature in which it emphasizes the importance of making the students engage with the text being studied. In essence, this approach advocates that the "students are active participants rather than just information receiver who both intellectually and emotionally engage in the process of learning English and evaluating literary text" (Divsar, 2014, p. 67). Equally important, Hoag(1996) claims that teaching literature is a great opportunity for students to promote "an awareness of the beauty in the rhythm and sound of language, and how to visualize characters, settings, moods and situations while listening" (as cited in Khan&Alasmari, 2018).

1.3.2.4. The Integrated Approach

In the line of the three previous approaches, some researchers proposed that integrating the three appraoches is an effective way to teach literature in EFL classes. Savvidou (2004) stressed the idea that the integrated approach is "a potentially powerful pedagogic tool" (p. 180). She hold the view that the literary work should be studied with regarding three essentail angles; the cultural object, the linguistic analysis; a method for personal growth. Thus, Savvidou (2004, as cited in Healy, 2010, p. 180-181) proposed a six-stage scheme for the integrated approach:

Stage 1: preparation for and anticipation of the text

Stage 2: actual experience of the text

Stage 3: contributing initial responses to the text

Stage 4: focus on meaning through intensive reading of the text

Stage 5: analysing the text at a deep level from a linguistic perspective

Stage 6: exploring what the text means personally

1.4. Cognitive and Linguistic Benefits of Studying Literature in EFL Context

Studying literature in the EFL context offers numerous benefits for language learners. Two major angles can be highlighted which are the cognitive benefits and the linguistic benefits. On one side, the cognitive advantages encompass a range of mental processes that are stimulated and enhanced through the study of literary texts. On the other side, the linguistic advantages involve a broad spectrum of language-related skills and competencies that are enriched through the exploration of literary texts.

1.4.1. The Cognitive Benefits of Studying Literature in EFL Context

Studying literature in EFL classes is crucial to improve the learners' cognitive skills; from fostering their critical thinking skills to promoting cultural understanding. First, as noted by Isariyawat, Yenphech, and Intanoo (2020), "Lecture based on literature has a vital result on critical thinking development" (p. 1322). Couched differently, integrating literary texts as materials to teach the language helps the learners improve their ability to analyze, evaluate, and interpret. In fact, when students are engaged with various themes, characters, and situations, they can make connections and draw conclusions; thus, enhancing their critical thinking skills. The studying of literature can be considered a dynamic process that implies remembering, retrieving and supposing the past experiences or memories in order to shape text meanings. (Isariyawat, Yenphech, & Intanoo, 2020, p. 1323).

By the same token, studying literature offers a great opportunity for EFL learners to discover new cultures and identities. Given that learning about the target culture is deemed to be a fifth skill in the path of learning the language. As a matter of fact, literary texts reflect the cultural issues, traditions, and social norms of the societies in which they are produced. According to Fenner and his colleagues (2001), literature helps students to recognize cultures

that are present today as well as exploring cultures of the past. Furthermore, Allalami (2018) further demonstrates that "One of the advantages of using literature in the EFL context is then the transmission of culture of the different people" (p.78). In the same line of thoughts, Lazer (1993) noted that "reading literature in English does encourage students to become broadly aware of the social, political, and historical events which form the background to a particular play or novel" (p. 17). That is to say, teaching literature in the EFL context can be a great opportunity to EFL learners to discover the target culture involving the traditions, the civilisations, and the history. Similarly, Hişmanoğlu (2005) affirmed that presenting literary works to EFL learners; novels, plays, short stories, etc. would greatly help them comprehend how communication takes place in the English speaking community. As an elucidation, a short story in the English language manifests how the characters behave, feel, and think in their community. Thus, the learners will take a clear idea about their culture.

1.4.2. The Linguistic Benefits of Studying Literature in EFL Context

In addition to the cognitive advantages, studying literature in an EFL context offers learners a unique opportunity to deepen their understanding and mastery of the English language. In essence, reading literary texts as authentic materials can make the learners expand their vocabulary. As asserted by Hismanoglu (2003):

Literature is perceived to be an authentic material, because the language used in the real life context, such as timetables, newspapers, magazines and so forth, is usually found in the literary works, so if learners are exposed to such input, they will learn to cope with the language intended for the natives, such as colloquial language; eventually, they will get familiar with the linguistic forms and the communicative functions(as cited in ALLAMI, 2018,p. 81).

As a matter of fact, EFL learners can easily acquire the target language by encountering vocabulary in context, as well as develop a deeper understanding of word meanings, usage,

and connotations. Equally important, EFL learners will be able to acquire various literary devices such as the metaphor, hyperbole, irony and so forth. In addition to that, when students are asked to read aloud a piece of text, such as a poem, is deemed to be an effective way to give them opportunity to realize new vocabulary, grammar rules, and other important language elements. (Lazer, 1993).

As far as grammar is concerned, literary texts are seen as optimal materials to exemplify grammatical structures. The teachers can ask the students to select the grammar structures from the given text that were studied before or familiar for them. As asserted by Finch (2003), relying on poems as a teaching material to teach grammar is a very productive technique. Hence, the use of literature helps the students to learn the English linguistic system and how it used in real communication in order to become more proficient in English.

1.5. The Importance of Studying Literature at University

In the realm of English as a Foreign Language (EFL) education, where language acquisition is the primary focus, the study of literature often stands as an overlooked treasure trove waiting to be unearthed.According to Carter (2007), "literature has begun to assume a higher profile in contexts of second language acquisition" (p.10). It is widely believed among people, more particularly EFL teachers and learners, that literature is an extremely hard subject matter to teach and to learn. The fact notwithstanding, it is very crucial to include teaching literature in the EFL program as it plays a focal role in enhancing the EFL learners language skills, their cultural competence and awareness, as well as their creativity and interest.

In essence, it is agreed upon the majority of researchers and teachers that literature is a fundamental part in language teaching and learning. According to Farrah and his colleagues (2021), "The study of literature allows individuals to develop an extraordinary ability to think outside of the box" (p. 86). Putting it differently, studying literary texts helps students

promote their creativity and thinking skills and understanding between the lines; the symbolic meaning. Equally important, studying literature helps learners to gain a richer comprehension of other cultures and religions, as well as social, historical, and anthropological advancements, providing them with the chance to grasp and immerse themselves in alternative ways of life. (Farrah et al., 2021).

In the same fashion, teaching literature in EFL classes plays a greater role in making the students involved in the learning process; it is of a great impulse to trigger their motivation and interest. Equally important, the EFL students will find numerous opportunities to appreciate the target language and make inferences and comparisons with their real life experiences. Lazer (1993) reported that teaching literature facilitates stimulating the imagination of our students, fostering their critical abilities, and increasing their emotional awareness Furthermore, when the teacher adopts a literary text, he must take into consideration the necessity of establishing a creative relationship between the reader and the text. (Collie & Slater, 1990). Moreover, Hişmanoğlu (2005) noted that "the student becomes enthusiastic to find out what happens as events unfold via the climax; he feels close to certain characters and shares their emotional responses" (p. 55). Hence, teaching literature is extremely useful in involving the learners in language learning.

On the whole, studying literature in the tertiary level is crucial for improving the students' overall level. As a matter of fact, delving into the pages of literary works nurtures language proficiency level, critical thinking, empathy, and cultural appreciation.

1.6.The Importance of a Good Selection of Literary Texts

Selecting the appropriate literary texts for teaching literature is a hard and challenging task. In simpler words, the teacher should be highly careful in choosing the suitable themes to be taught in EFL classes. As affirmed by McRae (1997 as cited in HADJ MIMOUNE, 2017), "careful text selection is fundamental to the successful use of any kind of representational

materials" (p.17). Similarly, Hişmanoğlu (2005) suggested that the learners' needs, motivation, interests, cultural background, and the language level are crucial to be considered when the language teacher selects the literary texts to be studied.In this regard, several researchers worked on the purpose of investigating significant criteria for the appropriate nomination of literary text to be presented to EFL learners. Among them, Lazer (1993, p. 52) who suggested the ensuing criteria:

- The student's cultural background: recognizing the extent to which the learners' cultural background is helping or hindering their comprehension.

- The student's linguistic proficiency: selecting the text according to the students' proficiency level and their knowledge about the language; including rhetorical devices and metaphors.

- The student's literacy background: realizing the extent to which the students are competent enough to understand the literary work.

- The student's age and level of understanding: are very crucial when selecting the literary text that suite their age and level of comprehension.

- Interesting texts: choosing texts that make the students eager to read and not feel bored during the lesson.

- Availability and suitability of the texts: recognizing whether the texts are available for students and whether they fit with the syllabus.

In the same line of thoughts, selecting the appropriate literary texts that matches the goals and objectives of the teaching and learning process will result in making the students able to foster their language skills, creativity, cultural competence, and more importantly their critical thinking skills.

1.7. Challenges Faced by EFL Learners in Studying Literature

Literature is an integral part in the process of English language teaching and learning. It offers various advantages that aid EFL learners to master the language. The fact notwithstanding, EFL learners may encounter a multitude of challenges when studying literature that extend beyond language proficiency barriers, encompassing cultural and contextual barriers, in addition to the cognitive academic barriers which may hinder the learning process. As confirmed by Mujumdar (2010), in a non-native context, teachers and learners are more likely to encounter certain hinders whenteaching English literature because of historical, cultural, racial, and linguistic differences.

1.7.1. Language proficiency challenges

One of the serious difficulties confronted by EFL learners when studying literature is their language proficiency levels. Several studies found that many EFL students suffer from understanding literary texts due to the hard vocabulary and language used. As asserted by Alshammari and his colleagues (2020), "it would be reasonable that the EFL learner finds it difficult to study and understand deep literature texts that are mostly offered with specific requirements". (p.10). Furthermore, Yahya (2017) and Noraishah and the colleagues (2015) further elaborated that Students with low proficiency in English are likely to encounter a difficulty in comprehending the deeper message and meaning intended to be conveyed by the writer as they can onlyperceive the literal meanings of the literary texts.

1.7.2. Cultural and contextual barriers

Another serious challenge encountered by EFL learners in the study of literature is the cultural barriers. Some literary works might be perceived as culturally inappropriate to be studied in EFL classes as learners might be uncomfortable with themes, ideas, and beliefs discussed in the works. In a study conducted by Alshammari and his colleagues in 2020, they found that the majority of "EFL students misperceived English literature as inappropriate and

threatening to their own culture" (p.11).

In the same line of thoughts, Mekheimer (2011) noted that, "Among the factors that negatively impact the teaching/learning of English literature, the rigid socio-religious context, sometimes, inappropriate selection of literary texts" (as cited in Hussein & Al-Emami, 2016, p. 129). Putting it differently, EFL learners might find the social and religious context in which the literary work takes place different from the context in which they live; including cultural norms, values, traditions, beliefs, and practices. Thus, it leads to the misunderstanding and misinterpreting the literary work.

1.7.3. Cognitive and Academic Difficulties

In the academic and cognitive context, EFL students may also face several difficulties. In other words, the use of ineffective teaching methods on the part of the teacher may be a serious hinder in the process of studying literature. As aptly confirmed by Dahiru (2020), "Another problem with the teaching of literature that derived from the teachers is the use of inappropriate and ineffective teaching methods in the classrooms" (as cited in Nawi, Nurul, & Nor, 2023,p.142). In this respect, teachers have a large responsibility on making the students interested in studying literature and as well as helping them in acquiring the relevant skills needed when being exposed to literary texts such as comprehension, analysis, and interpretation. Besides, the teachers must choose the adequate teaching methods to teach the students the literary devices required such as metaphors and symbolism. Hence, selecting the appropriate teaching method to teach literature and providing a suitable studying environment is a key criterion to effectively learn the English literature.

Equally important, teachers have to select relevant literary texts to be studied in terms of the degree of difficulty, the topics and themes discussed, and the linguistic structures used. It is worth noting that students exposed to literary texts are supposed to read, understand, analyze, interpret, and discuss the topics and ideas; therefore, it is imperative for the teacher

to choose literary texts according the students' level, understanding, competency, and interest.

1.8. Impact of Language Proficiency on Literature Comprehension

Several studies are conducted on the purpose of investigating the correlation between literature and language proficiency. The majority of the studies found that studying literature influence to a great extent the learners' language proficiency (Ghosn, 2002; Collie & Slater, 1987; Maley, 1989; McKay, 1982) for the reason that it provides a motivating means for language development.As accurately asserted byDuraku and Ramadani (2023), "Through literature, students can engage in meaningful and authentic language use, which is essential for developing their language proficiency" (p. 26). In this regard, language and literature are interrelated; Literature assumes the presence of language because it is within the realm of language that the value of literature is developed, crafted, and solidified. (Armea et al, 2022). As a matter of fact, the integration of literary texts as a mean to develop the learners' language proficiency has gained a great attention among scholars and teachers due to many reasons. One fundamental reason is 'authenticity'; literary texts are considered as authentic materials since they are not created for academic purposes. As a consequence, authentic literary texts play a crucial role in enhancing language skills; hence, they have been endorsed in language classes for their provision of authentic resources. (Mart, 2017, p. 45). In essence, literary works help learners to recognize a multitude of language aspects and structures as well as the new vocabulary. By the same token, Krashen (2016) noted that "literature presents natural language to learners that expose them to a great wealth of comprehensible input" (as cited in Mart, 2017 p. 46). In the same line of thoughts, literary texts provides learners with the opportunity of not only recognizing new vocabulary, but also, how these terms are used in different contexts and how meaning varies from one context to another. Besides, the learners will be able to make connections between language form and meaning. Putting it differently, they build the ability to "combine language knowledge and language practice by working with

literary texts" (Murat, 2017, p. 48). Therefore, language learners can effectively foster their language skills; listening, speaking, reading, writing, as well as cultural awareness, through the use of literary works as learning materials.

1.9. Strategies for Improving Language Skills in the Context of Literature Studies

The integration of literary texts as materials in the EFL classes as a means to develop the learners' language skills is a challenging task. Teachers are asked to effectively adopt the significant strategies that serve the aforementioned goal. In this regard, a study conducted by Hamane and Guetatlia in 2022 manifested a set of strategies that should be followed by teachers when integrating literature in language teaching. Firstly, Teachers should successfully select the relevant literary work to use as a material; the choice based on the students' abilities and interests. (Hamane & Guetatlia, 2022).By the same token, the teacher should start with simple pieces of literary texts then gradually move to the difficult in order to facilitate reading. Secondly, learners should be advised to read the literary text twice or thrice with taking notes about main ideas such as the setting, the characters, and the events. According to Hamane and Guetatlia (2022), "The second or third readings enable the learner to move from reading to exploring the language of the work". (p.35). Equally important, the instructor should make the lesson more creative and avoid the traditional way which leads to boredom on the part of the learners. As an elucidation, "teachers should integrate new ways to motivate learners such as integrating group discussions, using videos, data-shows, academic platforms, and technology". (Hamane & Guetatlia, 2022, p. 35).As a matter of fact, the students become more interested in lectures when they are introduced in creative and unique ways. The teacher should use technology and new teaching materials that make the students enjoy the lectures. In other words, the teacher can rely on the active and cooperative learning methods; in which students are at the heart of the learning process where they search for the information and discuss with classmates in pairs or groups. Moreover, the blended learning

methods can be used in which the traditional teaching techniques can be used alongside with the modern ones such as the academic platforms, the mobile applications, and website quizzes.

1.9.1. Best Practices and Lessons Learned

Several studies were conducted on the purpose of exploring the status of literature study in the EFL context. In essence, the majority of these studies came up with fruitful results emphasizing the importance of integrating literature study in language learning.

In a study conducted by Yilmaz (2012), it was revealed that the optimal way of integrating literature in EFL classes is to incorporate the students' literature preferences into the teachers' instructional practices. In other words, taking into account the students' interests when choosing the literary works to be studied would facilitate to a great extent the learning process and helps in achieving the set goals. Furthermore, a similar study done by Bloemert and his colleagues (2019) revealed that the students are aware of the importance of literature and recognize the contribution of literary studies to their language development.

In the Algerian context, ALLAMI (2018) found that Algerian EFL students have positive attitudes towards studying literature. Besides, introducing literature to the EFL context is worth an endeavor, in spite of teaching challenges that literature has" (p. 95). As a matter of fact, EFL learners show willingness to discover English literary works; however, they may seek for certain creative and enjoying techniques to study them. For that reason, it is deemed to be a challenging task for teachers to meet these requirements.

On the whole, the studies examining the role of literature in EFL contexts have shed light on its significance, highlighting both its challenges and benefits. These findings underscore the need for further research and thoughtful integration of literature into EFL curricula to maximize its potential in enhancing language learning and cultural understanding.

1.9.2. Research Gaps and Areas for Further Investigation

After a careful review of the most significant and successful studies about the incorporation of literature in EFL classes that were mostly deal with attitudes of students and the effect of studying literary texts in language teaching. In this regard, little, if not rare, studies were about the effective techniques and methods as well as the best practices to be implemented by the teacher while integrating literature in EFL education. Couched differently, practical studies are needed to investigate how to implement literature while studying the English language.

Equally important, another type of research is recommended in this area which is exploring the optimal solutions for the difficulties and challenges encountered by the students as well as the teachers while studying literature. Going deeply, future research may focus on the problem of the limited time allocated for studying literature and the availability of literary works. Additionally, there is a need to explore the EFL teachers' attitudes towards the effectiveness of teaching literature and their preparedness to take this responsibility as well as the students' attitudes towards studying literature.

Conclusion

In a nutshell, the status of literature in the EFL context reflects its pivotal role in enhancing the learners' language proficiency and fostering critical thinking skills. In essence, three prevalent approaches to teaching literature can be used by the teacher—information-based, stylistic, and personal-response—each offer unique methods and techniques for engaging students and deepening their understanding of language. The fact notwithstanding, despite the various benefits, instructors may face several challenges such as the diverse learner backgrounds, varying levels of language proficiency, and cognitive abilities. Nonetheless, the integration of literature into EFL instruction remains imperative, as it not only enriches language learning experiences but also nurtures cultural awareness, and

linguistic competence. In fact, the study of literature serves as a bridge between language acquisition and cultural exploration, reinforcing the interconnectedness of language proficiency and literary appreciation within the EFL classroom.

Chapter Two: Literature study and LMD system

Introduction

After introducing theplace of literature study in teaching the language and the most common approaches to teach it alongside with its importance in the overall process, the ensuing chapter deals with the place of literature study in the EFL Algerian context with taking into account the challenges faced the teachers and learners in the departments of English in the Algerian universities.

2.1. LMD System Defined

The emergence of the LMD system in higher education in the Algerian universities is basically a result of Globalization. It is worth noting that the word 'LMD' stands for 'Licence, Master, and Doctorate'. It is a system of education that is originated from French model of bachelors, master, and doctoral degree. This system replaced the classical system since it "did not respond to the main challenges imposed by the changing situation of economy, of politics and of society in Algeria (Sarnou et al, 2012, p. 180).

As a matter of fact, the LMD system is composed of three phases. The first phase is called 'Licence' which corresponds to three years of study; six semesters, and ends with a BA degree. The second phase is known as 'Master' which corresponds to two years of study after the Licence; four semesters, and ends up with an MA degree. Finally, the third phase is termed 'Doctorate' which corresponds to three years of research after the Master; six semesters, and ends up with a PhD degree. (Melouk, 2013).

Concerning the context of English language teaching (ELT) at the tertiary level, Algeria took a decision to use English as the main language of study and research in some institutions.This decision helps to attain modern science and "upgrade the economic, scientific, and technological fields" (Habib, 2018, p. 16).In this regard, much attention was given to the teaching of the English language in English departments in order to train future teachers of

English and make them more qualified. Thus, the departments of English in all the Algerian universities follow a program that is based on teaching a wide range of teaching units during three years. As an elucidation, grammar, oral comprehension, writing comprehension, reading comprehension, phonetics, linguistics, civilisation, TEFL and literature are the major teaching units taught in English departments in the majority of Algerian universities.

Going deeply, the study of literature in the departments of English in the Algerian universities is deemed to be mandatory as it plays a greater role in enhancing the students' language level and skills as well as allowing them to develop the cultural competence. In general, literature as a module in the departments of English is studied in the three years of Licence. Besides, students can choose it as a separate field to study in the Master degree. As a matter of fact, the presence of literature in all the five years of the study of English in the university manifests its importance in building the identity of the future teachers of English.

2.2. Overview of ELT

As English became a Lingua Franca and an international language, there is a great demand to learn and master it in order to use it in daily life communication. In this regard, a strong emphasis was devoted to teaching English to non-native speakers. Thus, ELT was emerged. As a matter of fact, English Language Teaching (ELT) refers to the set of approaches, techniques and methods used to teach English for both native and non-native speakers.

Throughout history, several approaches and methods of teaching languages in general, and English in particular, were emerged. This proliferation mainly reflects a serious commitment to find more effective ways of teaching languages to meet the new requirements and tendencies. According to Richards & Rodgers (2014), the history of ELT manifests the evolution of a plethora of approaches and methods to accommodate the needs of English language teaching and learning. To elaborate, Grammar Translation Method (GTM), The

Audio-Lingual Method (ALM), Communicative Language Teaching (CLT), Task-based Language Teaching (TBLT) are the most common used approaches to teach English.

2.3. ELT in the University Level: The Algerian Context

In the recent years, Algeria started to give much interest to English as it is planning to place the English language as the second language in the country instead of French. In this regard, Scholars and teachers started to focus more on ELT. As declared by Miliani (2000),

In a situation where the French language has lost much of its ground in the socio-cultural and educational environments of the country; the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and educational ones. (p. 13)

Since the independence, several teaching methods were used in order to teach the English language. As a matter of fact, "The Algerian educationalists have tried several teaching methods and approaches as far as the English language teaching is concerned. The Structuralist Approach, the Communicative Approach, and the Competency-based Approach are the main approaches which have been used in ELT" (Madani, 2018, p. 14). The competency-based approach is used as the major approach to teach English in the current years.

2.4. Teaching Literature in Algeria: Middle school and Secondary school

In the Algerian EFL context, the teaching of literature in middle school and secondary school is not introduced explicitly as a separate subject. However, some activities in the textbooks were designed for the purpose of presenting some literature content to the pupils.

2.4.1. Middle School

The teaching of English in the middle school is centred on the use of one major material which is the textbook which is designed by the ministry of National Education. According to Hmaidia (2008) this textbook is designed by following the order of difficulty i.e. from easy

topics to difficult ones. In essence, it encompassesset of texts and dialogues toillustrate various uses of English alongside with the careful use of pictures, it is worth noting that the teacher is recommended to do extra efforts apart from the textbook especially when the tasks and activities need further explanation.

In the same line of thoughts, in the EFL textbooks in the middle school, the literary works are integrated to some extent including short stories, parts of novels, songs, and poems. In fact, in all four years in the middle school, there is a mixture of literary works and genres which go with themes of each unit and sequence. It is noticed that stories and poems are the most used genres in the EFL textbooks. However, the study of these literary works is not for the purpose of enjoying reading literature, rather, it is for the goal of learning new vocabulary or certain grammar rules.

2.4.2. Secondary School

In the secondary school, several analyses revealed that the literature is partly integrated in the textbook of English in all the three years. It is worthy to note that the design of the EFL texts books in the secondary school is based on the principles of Competency-Based Language Teaching approach (CBLT) which is emerged as a reaction to the teacher-centred approaches.

As far as literature elements are concerned, there is a little integration of the literary genres in the EFL textbooks in the three levels. Compared to the middle school, it is noticed that stories, poems, and songs are used less frequently. In this respect, several reasons can explain the ignorance of literature in the secondary school. The fear that pupils can lose their identity because of their sensible age, the lack of time to teach literature, as well as the focus on the final exam rather than on acquiring the target language and its culture. As a matter of fact, the final exam in the secondary level is very crucial as it allows the pupils to pass to the next level which is the university.

2.5. Historical Background of Literature Studies in Algeria: The University Level

In recent years, literature became one of the most crucial and mandatory subjects in language classes especially at university levels (Magulod,2018; Thanh Du, 2022; Malla&Touhami, 2023); this is the case in most EFL contexts and Algeria is among them. As a matter of fact, Literature is introduced to Algerian EFL learners as a subject only at the tertiary levels. (Fehaima,2014; Guerroudj,2015). It is worth noting that the study of literature in the Algerian context encountered several serious challenges and difficulties due to various reasons; among them, the students' proficiency level, the lack of library resources and the lack of training about the effective ways to teach literature. (Kheladi, 2019; Kheladi, 2020; Ghenim&Allami, 2022).However, the current orientations of the Algerian government and the focus the competency-based approach to teach the foreign language led to emphasize the integration of literature as a subject in the teaching of English as a foreign language is to use it as an authentic material that helps in developing the learners' language skills.

By the same token, Kheladi (2017) states that "because of the flexibility of the curriculum at the tertiary level, teachers are provided only by the general guidelines, and it is up to them, collectively or sometimes individually, to tailor the content of the courses, not least that of literature"(as cited in Malla&Touhami, 2023, p. 17). Putting it differently, the curriculum relied on to teach literature atthe university level is broad and open to adaptations; the EFL teachers have the right to choose the materials, the literary texts, and the methods of teaching, taking into account fulfilling the major objective of literaturestudy. Equally important, literature instruction, in the Algerian context, is centred on the Transmissive Approach that is based on "… coverage of different literary periods, historical backgrounds, and biographical information about authors, literary concepts, or genre characteristics." (Beach et al, 2011, p.7). That is to say, the study of literature includes studying about the literary periods, the history of literature, the authors and many other elements.

2.6. Assessing EFL Students in Literature

Assessment and evaluation are essential phases in the teaching and learning process. They play a greater role in providing a reliable feedback on the students' performance through tests and final examinations. As far as literature subject is concerned, the students are to be assessed in terms of their understanding of the various themes, genres, and literary devices being taught in the course.

In this regard, the teacher should rely on certain effective techniques for assessing the students on the subject of literature. One of the adequate techniques is 'the text selection'; the students are to be divided into small groups, and they are given the freedom to choose a literary work of their interests. Then, the students are asked to read their literary works, take notes, and analyse its themes in order to discuss them in the next session with the teacher and classmates. (Meddahi, 2018).As a matter of fact, group discussions are very effective in realizing the students' understanding as they express what they have learned and they share it with their classmates. Thus, the assessment will take place through the teachers' observation following a pre-determined checklist.

Another significant technique for assessing literature is the students' portfolios. By definition, the portfolios refer to:

A purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, thecriteria for judging merit, and evidence of student self- reflection. (Paulson, 1991, pp.60, 63)

In simpler words, the teacher collects each student's work in terms of their analyses, their participation, their areas of interest, their discussions, their achievements, as well as their overall performance in the literature sessions. Similarly, Venn(2000) further explained this technique by noting that it is the gathering of the student's work and connected material that

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reflects a student's activities, accomplishments, and achievements in one or more school subjects (as cited by Meddahi, 2018, p. 10).

In the EFL Algerian context, the teachers use both formative and summative assessments to evaluate the students' performance. They manage sessions of discussions and analysis activities to assess the students' understanding of the lectures being selected in the program as well as a final examination at the end of the semester to assess the overall performance of the students.

2.7. Main Challenges and ConstraintsFaced by Students Studying Literature in an EFL Context

Actually, teaching literature to undergraduate students at the university level in Algeria encounters several serious difficulties. Several studies proved that the students' grades in the modules of literature in the majority of the Algerian universities are low. In essence, "Students generally appear to lack the ability to read, proficiently comprehend or appreciate the literary works studied in theliterature studies programme" (Bouazid& Cheryl, 2014, p. 3).In other words, students find studying literature a challenging and difficult task since they do not master the reading skills and they suffer in understanding the literary works selected in the program. Additionally, the use of teacher-centred approach to teach literature hinders the process of leaning because it leads the students to be passive; consequently, the sessions become boring (Malla&Touhami, 2023, p. 13). Accordingly, Kheladi (2013) explained "literature teaching is still regretfully "chalk and talk" practice" (p.94).Therefore, there is a need to reconsider the methods of teaching literature in EFL classes in order to make the students active and interested in studying the various literary works.

In the same fashion, teaching the Algerian students foreign literature, mainly English literature, may cause some cultural misunderstandings due to cultural differences. Indeed, the students may not admit some practices from the target culture since they are not accepted in

their native culture. As a consequence, this may result instudents rejecting reading or discussing literary works or topics. Equally important, the overall system of LMD; in the case of English departments of disregard the module of literature and put it in second place as the major focus is "practical knowledge and subjects" (BELAL&Ouahmiche, 2021, p. 333).

As an elucidation, a study conducted by Bouazid and Cheryl in 2014 explored the possible constraints and challenges faced by the Algerian students in studying literature at the university level. First, one of the major hinder is the method of teaching which the students find it not effective to make them understand and engage in the lesson. Moreover, "Students lackthe confidence to participate in discussions, to share their ideas or air theiropinions and, consequently, they remain passive and rely on others – generally the lecturer –to   provide direction" (Bouazid& Cheryl, 2014, p. 10). Furthermore, the students lack the appropriate reading strategies, are unfamiliar with the language, the cultural context, as well as interpreting the deeper meaning of literary texts. Thus, the aforementioned challenges and difficulties need to be overcome to make the study of literature more fruitful.

2.8. Faculty Perspectives and Support for Studying Literature

At the university level, more particularly the departments of English, the study of literature has witnessed some changes. Whether in the classical system or the LMD system, the literature module is studied separately without being linked to the other modules. As aptly noted by Djafri(2012), literature "is conveyed as a series of texts, be they novels or short stories or even poems, for the sake of language improvement. In most cases, these texts are approached thematically" (p. 60).Thus, the faculties' perspectives towards the study of literature are basically to fulfil the goal of improving the students' language skills.

As a matter of fact, literature was not given yet much importance in the Algerian departments of English. In the Licence level, the literature module is studied in all three years; six semesters. In each semester, students tackle different topics, themes, literary genres, and

literary terms. The main objective learning literature in the licence level is to make the students able to read, understand, analyse the literary texts alongside with identifying the various literary devices such as metaphors, allusion, and allegory. In the Master level, literature is studied as a separate branch in which the students who choose this field of study will go deeply in the literature studies. Putting it differently, the students tackle variousliterary theories and movements, the different historical periods, and both the British and the American literature.

In this regard, Algerian faculties does not seem to provide the efficient support for the integration of literature in the EFL program in terms of the needed materials, the necessary time, and the effective techniques. In simpler words, the lack of materials needed in teaching and learning literature at the level of the university libraries bufferthe students' motivation to study it. Moreover, the limited time allocated for the literature module makes it hard to practice the necessary activities that help in improving the understanding, analysing, and interpreting the literary works and discussing them with classmates. Furthermore, the lack of teachers training on how to effectively teacher literature and choose the appropriate materials and activities in order to achieve the learning goals is deemed a serious problem that needs to be overcame by the faculty members.

2.9. The Target Department: Description of Literature study in Licence degree

As far as the department of English in the University of Tiaret is concerned, the study of literature as a teaching unit is included in five semesters out of six semesters of the Licence degree. According to the TRAINING OFFER guide established by the department of English, University of Tiaret for the academic year 2014-2015, the ensuing table demonstrates the description of the literature module in each semester:

Table 2.1: Description of the Literature Module Semester One

1- First year L1: Semester 1
- Fundamental teaching unit.
- Module label: Introduction to literary texts
- Coefficient 1
- Timetable: 1h:30 per week/22h:30per semester
- Assessment: 40% continuous assessment / 60% exam
- Objective: The objective of this course is to equip the students with tools that enable them to understand, analyse, and interpret literary texts in relation to the author and the reader, as well as in relation to society and history. By the end of their training, the students will have developed critical thinking skills, acquired a solid general education, assimilated theoretical knowledge and analytical methods that allow for better reading and understanding of texts of all kinds, and developed the writing skills necessary for producing relatively complex and nuanced texts.

As it is manifested in the table, the objective of learning literature in the first semester LMD is to develop the students' critical thinking skills, reading skills as well as writing skills. In this regard, the syllabus of literatureas a teaching unit includes introducing literature and its types, fictional and non-fictional literature, the characteristics and elements of fictional of literature, introducing short story, drama, and poetry and how to analyse them.

Table 2.2: Description of the Literature Module Semester Two

2- First year L1: Semester 2
- Fundamental teaching unit.
- Module label: Introduction to literary texts

- Coefficient 1

- Timetable: 1h:30 per week/22h:30per semester

- Assessment: 40% continuous assessment / 60% exam

- Objective: The objective of this course is to equip the student with tools that enable them to understand, analyse, and interpret literary texts in relation to the author and the reader, as well as in relation to society and history. By the end of their training, student will have developed critical thinking skills, acquired a solid general education, assimilated theoretical knowledge and analytical methods that allow for better reading and understanding of texts of all kinds, and developed the writing skills necessary for producing relatively complex and nuanced texts.

In the second semester of the First year, the same objectives are carried in which they continue in developing the critical thinking skills, the reading skills, and the writing skills. Basically, the students are taught how to write and analyse about literature.

Table 2.3: Description of the Literature Module Semester Three

3- Second year L2: Semester 3

- Fundamental teaching unit.

- Module label: Introduction to British Literature.

- Coefficient 1

- Timetable: 1h:30 per week/22h:30per semester

- Assessment: 40% continuous assessment / 60% exam

- Objective: The objective of this course is to equip students with tools that enable them to understand, analyse, and interpret literary texts in relation to the author and the reader, as well as in relation to society and history. By the end of their training, students will have developed critical thinking skills, acquired a solid general

education, assimilated theoretical knowledge and analytical methods that allow for better reading and understanding of texts of all kinds, and developed the writing skills necessary for producing relatively complex and nuanced texts.

In the second year first semester, British literature is introduced to students. In essence, the focus is on introducing the novel with refereeing to the major theories of literature namely;Romanticism, the Realistic Literature, and the Modern Literature.

Table 2.4: Description of the Literature Module Semester Four

4- Second year L2: Semester 4
- Fundamental teaching unit.   - Teaching unit label: Introduction to American Literature.   - Coefficient 1   - Timetable: 1h:30 per week/22h:30per semester   - Assessment: 40% continuous assessment / 60% exam   - Objective: The objective of this course is to equip students with tools that enable them to understand, analyse, and interpret literary texts in relation to the author and the reader, as well as in relation to society and history. By the end of their training, students will have developed critical thinking skills, acquired a solid general education, assimilated theoretical knowledge and analytical methods that allow for better reading and understanding of texts of all kinds, and developed the writing skills necessary for producing relatively complex and nuanced texts.

In the second semester, the focus shifts to the American literature in which they will tackle the Colonial Period Literature 1650-1765,the Rise of a National Literature, Regionalism Literature, Realistic Literature, and the Modern Literature.

Table 2.5: Description of the Literature Module Semester Six

5- Third year L3: Semester 6
- Fundamental teaching unit.
- Module label: African Literature
- Coefficient 2
- Timetable: 1h:30 per week/22h:30per semester
- Assessment: 40% continuous assessment / 60% exam
- Objective: This course aims to introduce students to African literature written in English. It also seeks to broaden their literary and cultural knowledge of African writings. The expectations are:
- Identify the distinctive characteristics of African literature written in English.
- Explain the historical, political, and social context of African literature.
- Identify the literary genres and themes of this literature.
- Attempt to critique this literature in terms of its content, language, and aesthetics.

In the last semester in the Licence degree, the students are taught the African literature for the purpose of broadening their literary and cultural knowledge of African writings with referring to the historical, political, and social context of African literature and identifying the literary genres and themes of this literature. The major aim of the course is to enable students to critique this literature in terms of its content, language, and aesthetics.

As far as the syllabus is concerned, students are taught the different characteristics of the African literature; Colonialism, Slavery, Suffering, Revolt, Hope, and Commitment. Moreover, they will view Africa from the eyes of western writers;Joseph Conrad: *The Heart of Darkness*, and Joyce Cary: *Mister Johnson*. Furthermore, students will tackle works of African writers such as; Achebe Chinua: Things Fall Apart, Ferdinand Oyono: *Road to Europe*, Nuruddin Farah: From A.*Crooked Rib*, and Mernissi Fatima: *Behind the Veil*.

Overall, the study of literature in the department of English at the University of Tiaretis based on the objective of improving the students' critical thinking skills, the reading skills and the writing skills. In fact, the students are introduced to different types of literature from Britain, America, and Africa in which it helps them to discover different themes, genres, and literary devices.

2.10. The Inter-displinary Approaches to Literature Learning

Incorporating literature into language classroom allows several opportunities for learners to express, defend, and reflect their own perspectives. Additionally, a dynamic perspective for examining literary works is provided by the Interdisciplinary Approaches to Literature Learning. Through the integration of many disciplines, including psychology, sociology, and history, learners' comprehension of texts and their cultural settings is enhanced. This method provided students to think critically and draw connections outside of the dynamic of conventional literary analysis. It encourages a comprehensive understanding of literature and its social implications.

According to Lazar (1993) claims that "Exposing students to literature from other cultures is an enriching and exciting way of increasing their awareness of different values, beliefs, social structures and so on" (p.62).This means that, literature is an important process that has a large relation with different areas. Therefore, literature is constituted by language and it represents one of the recurrent uses of language teaching in foreign classroom.

Additionally, through exposing learners to a wide range of literary genres and styles, literature education acts as a catalyst for the development of reading abilities. Students can develop their reading comprehension skills by being exposed to a variety of written works, including essays, poetry, and novels. Indeed, students will gain knowledge of critical text analysis, theme identification, and sophisticated narrative interpretation. At this point, Guthrie et al (2004) emphasize that how crucial it is to give students meaningful reading experiences

in order to enhance their motivation and comprehension. Students gain more vocabulary, improve their comprehension of linguistic subtleties, and eventually become adept readers by studying a variety of literary works. Moreover, literature education is vital in helping pupils develop their writing talents while also promoting reading capabilities.

In the same context, Miliani (2003) argues,"One should not forget that if we are to establish relationships with literature, it is through reading. Unfortunately, this skill has been and is still given rough handling by the educational system, society at large and the learner himself" (p.46).From this, students learn about successful writing strategies, such character development, story structure, and the use of figurative language, by examining well-written literature.

Accordingly, through writing, they develop their ability to express themselves creatively and logically. Reading literature exposes students to models of excellent writing, which motivates them to hone their own writing voice and style (Roe, 2013). In other words, EFL students use their organizational, argumentative, and clarity of expression abilities by applying the knowledge they learn from literary analysis to their own compositions through writing assignments and analytical essays.

Furthermore, literature could be used in different kinds of classes while learning according to the level. In addition to that, we consider that using literature in the classroom helping the students to improve the English language.One source of motivation is literature, reading and analyzing English literature may provide for an intriguing contrast because literature is often highly regarded and students should be conversant with literature in their own language. Therefore, learning literature became a familiar technique in foreign language courses that lead students more active in their learning process.

Indeed, reading literature encourages students to explore a variety of characters, settings, and ideas, which fosters their inventive abilities, as well as, students are encouraged to look

beyond the confines of their own experiences and take into account different viewpoints by engaging with imaginative literature. Hence, students may gain empathy and broaden their understanding of human emotions and motives by immersing themselves in fictional stories.

According to Mar and Oatley (2008), reading narrative fiction helps people think more creatively and develops cognitive flexibility, which improves their capacity to deal with challenging social circumstances. In addition, students improve their imagination and creativity via the study of literary texts, two qualities that are critical for success in a variety of academic and professional activities.

In the same context,Lazar (1993)adds that "rejecting the idea of the existence of a specific literary language and claim that the competence of the learners and keep a lasting impact on their mind. Such a class can enhance the critical thinking abilities of the learners and at the same time maintain a learner center environment." (p.10)

As a result, literature education introduces students to a range of cultural viewpoints, developing their appreciation of international literature and advancing their intercultural competency. Students learn about the values, customs, and beliefs of many civilizations via studying works from various eras and places. Reading works by authors from different cultural origins inspires students to question preconceptions, extend their perspectives, and get a more nuanced knowledge of cultural diversity. It is highly recommended to develop an appropriate pedagogy that will assume a place for the teacher to lead the students towards an independent ability to read and appreciate literary texts as well as to enhance their language skills and cultural awareness about the target language in order to reconsider the effective role of literature in TEFL classes.

Incorporating multicultural literature into the curriculum, Horner and Keaten (2014), foster tolerance and respect for cultural diversity in addition to improving students' cultural knowledge. Students have meaningful conversations about identity, social concerns, and

cultural representation in the classroom via literary study and group discussions, which promote an inclusive and fair learning environment. As well, learning literature in EFL classrooms is able to provide learners not only with all of the segments of the English language, but it also helps learners discover cultures of foreign countries whose language they are trying to acquire. For that, literature has theessential potential to teach authentic language to its readers.

In summary, the ways in which literature education intersects with other disciplines for example, encouraging reading, honing writing abilities, stimulating the imagination, and exposing students to a range of cultural viewpointshighlight the many advantages of integrating literary studies into the educational setting. Accordingly, literature allows students to enhance their critical thinking, creativity, empathy, and cultural awareness in addition to developing their language skills. In addition, EFL teachers may enable students to become critical readers, proficient writers, and culturally aware individuals who are ready to interact with the complexity of the world around them by incorporating these components into their teaching approaches.

Conclusion

To sum up, integrating literature in the EFL Algerian context is of utmost importance and needs serious efforts in order to guarantee its success. The aforementioned information revealed that literature as a subject is not very familiar in the Algerian educational system in both middle and secondary school. Rather, it is introduced as a separate subject in the university level. Yet, there are ample challenges encountered by teachers and students in the process of studying literature such as the lack of materials, time, teachers' training as well as the students' motivation and proficiency level.

In this regard, radical changes should be carried in order to improve the status of literature studying in the EFL context. The teachers have to find effective techniques which

make the students change their attitudes towards studying literature and make them more motivated and interested in recognizing the value of literature. Equally important, decision-makers have to provide the necessary materials as well as the library resources needed to teach literature. Besides, decision-makers should reconsider the time allocated for studying literature and providing enough and efficient time for it. Therefore, several studies should be conducted in the EFL Algerian context in order to point out the current issues about studying literature and finding the optimal solutions for these problems.

Chapter Three: Research Methodology and Data Analysis

Introduction

So far, we have presented in the theoretical part investigating the challenges of studying literature in EFL context in depth. The next step in any research is designing the methodology and analysing data as a practical part. Accordingly, this chapter includes the research design and methodology used in the current study in addition to data analysis. It is, hence, concerned with the methods and procedures used in data collection and analysis. Firstly, it begins by outlining of the research design that followed in the study. Secondly, it describes the qualitative and quantitative research as a mixed research methods. It also describes the population and sample. After that, it sheds light on the data collection instrument, namely the learners' questionnaire and teachers' interview. Finally, the chapter wraps up with the demonstration, analysis, and interpretation of the results obtained from research tools,as well as referring to the implications, limitations of the study and recommendations for future research.

3.1. Research Design

Research Design refers to a set of techniques and methods that are used to conduct the research study. Churchill and Lacobucci (2005) give a simple definition to research design as:" the blueprint that is followed to complete the study "(p.74). To investigate the challenges of studying literature in EFL context, a mixed-methods approach that combines quantitative and qualitative research methods is adopted to collect and analyse data. Accordingly, combining quantitative and qualitative research methods provides a deep understanding of the research topic and enhances the validity of the research findings. This method of mixing quantitative and qualitative data into individual research is known as the mixed method (O'Leary, 2017). Certain research cannot be approached using only one method because of the nature of its data varies at different stages of the study between quantitative and

qualitative. For that, using a mixed-method approach can help to avoid the biases and limits of individual approaches, while also allowing for methodological diversity in data gathering tools.

3.1.1. Qualitative Research

Qualitative research allows for a deeper understanding of the importance of research topic. Qualitative data are analyzed depending on thematic interpretation. According to Nunan (1991), "qualitative method is characterised via way of means of verbal descriptions as its statistics, it really works to find data from data-wealthy sample, and it entails frequencies of incidence of members` beliefs, opinions, attitudes and motivation which can be explored, analyzed, and interpreted via way of means of a few statistical strategies"(p55). That is to say, qualitative research is non-statistical, which is based on interpretations generated from the open-ended questions in the students' questionnaire and teachers' interview. To conclude, the qualitative strategies is an interpretative method, which tries to benefit perception into particular behaviours associated with a positive social phenomenon through the evaluation of members' subjective reports. In addition, through this method the researcher is able to construct hypotheses through addressing questions like how, why, in what why, so it helps the researcher to watch the pupils' reports and realities from the topic perspective.

3.1.2. Quantitative Research

Unlike qualitative research, Quantitative research is statistical in nature. According to Creswell (2009), quantitative research is 'a means for testing objective theories by examining the relationship among variables; these variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures'(p. 172) . That is to say, quantitative research is characterised with the aid of using numerical analysis through the sample selected by the researcher in order to explain the main issue by analysing the collected data in the form of numerical and mathematical procedures.

Quantitative research analysed the closed ended questions designed in the students'
questionnaire.

3.1.3. Mixed Research Methods

Considering that our study belongs to the field of descriptive studies that aims "to accurately
and systematically describe population, situation or phenomenon" (Mccombes, 2022, p.1), we
adopted the mixed method approach. Venkatesh et al (2013) claim that mixed methods refers
to a technique that blends quantitative and qualitative research methodologies in the same
study or enquiry. This means that the research will be using both qualitative and quantitative
research methods for the collection and analysis of data.

3.2. Population and Sample

Sampling is a very important step in any investigation, in different words, Acharya
et al (2013) stated that a sample is "a subset of the population selected so as to be
representative of the larger population." (p. 330).

Given the present study, the target population are third year LMD students of the
English department atIbn Khaldoun University of Tiaret. They consist of three hundred and
eighteen (318)students.Moreover, we have opted for random sampling, which is the most
straightforward methods of gathering data from the entire population chosen. The sample was
required to respond 16 questions designed to fulfil the aim of our research. In addition, we
dealt with a homogeneous sample composed of twenty four (24) males and females, also,six
(06) EFLteachers at Ibn Khaldoun University of Tiaret too.

Accordingly, random selection enables us to identify third year students who are
actively involved in literature, ensuring that our sample is immediately relevant to our
research issue.

3.3. Data collection Instruments

The data of the present research was collected through two main tools. The latter are defined by Griffe (2012) as "the means (physical or non-physical) of producing quantitative or qualitative data to be analyzed and interpreted"(p.128).Correspondingly, to investigate the topic, two data collection instrument are used. First a questionnaire administered to third year students and an interview conducted with EFL teachers at university of Tiaret. These instruments are employed for collecting quantitative or qualitative required data.

3.4. Analysis Procedures of the Instrument

The quantitative and qualitative analysis of the data collected tackled the close-ended and open-ended questions obtained from the questionnaire of learners. The results are interpreted in terms of numerical data manually coded in a form of percentages. Indeed, the latter is used to checkthe challenges of studying literature in EFL context. In addition ,the quantitative analysis uncovers the existing relationship between the variables, simply to verify and measure the validity of the previously stated questions and hypothesis; the results are interpreted in terms of numerical data manually coded in a Microsoft Excel document in form of percentages, then presented in form of tables and figures. The percentages are calculated by means of the Rule of three: $\times = \frac{z \times 100}{y}$. X refers to the calculated percentage. Z refers the number of answers. Y is the total number of participants under investigation.

The teachers' interview includes open ended questions which analysed using qualitative method with the aim to investigate the challenges of studying literature in EFL context.

Qualitative method used in our investigation to analyse the open ended questions. Hsieh and Shannon (2005) stated that (QCA) is "a research method for subjective interpretation of the content of text data through systematic classification process of coding and identifying themes or patterns" (p.1278). Put differently, qualitative analysis is applied in order to categorize textual data into symbols and issues, elicit meaning, and reach conclusions. Therefore, QCA

was used in order to analyze the qualitative data obtained from the open-ended question of the teachers' interview.

3.5. The Students Questionnaire

As for as questionnaire are concerned, they are defined in many ways .Accordingly, the questionnaire is a quantitative tool used to collect information and ask questions about a given topic of interest. Also, it was defined by Cohen, Manion and Morrison (2018) as 'a widely used and useful instrument for collecting survey information and for providing numerical data.' (p.471).

That is to say, a questionnaire is an uncomplicated and affordable way for collecting data. Accordingly, a questionnaire is a valuable research instrument for gathering both qualitative and quantitative data in a short period of time. This questionnaire is designed to the target population, who are third year students in the department of English at Ibn Khaldoun University of Tiaret.

3.5.1. The Aims and Description of the Learners' Questionnaire

In order to collect the relevant data to answer the research questions of the study, a quantitative and qualitative data collection instrument consisting of a questionnaire was used. A questionnaire was designed to conduct this study with third year students. The rationale behind using a questionnaire as a tool to collect data was to gather in-depth information about the participants' viewpoints and perceptions of the challenges they face in studying literature in EFL context. The questionnaire was administeredto third year LMD students on the 8th of May 2024. By the 9th of May 2024, we gathered 24 responses. Among the 30 students who answered the questionnaire, 08 students are females and 16 are males.

The questionnaire comprised sixteen (16) questions. All questions were closed-ended in which the answers are suggested and the respondents are only asked to choose the ones that

are related to them (Yes, NO, and Multiple choice). And open ended questions in which students are free to answer.

The questionnaire contained different question which attempted to gather information about the students' attitudes towards field of study, background, language proficiency, teaching methods, and suggestions as well as, concluded by if they have any additional comments or insights regarding the challenges of studying literature in English.

3.5.2. The Analysis of the Students Questionnaire Findings

The procedure of analyzing data from the questionnaire is as follows:

- Statement of the questionnaires as they appear.

- The results of the questions are presented in the form of tables and Diagrams.

-Each question will be analysed and discussed separately.

The following are the detailed results of the questionnaire presented below:

The questionnaire starts with general questions that aim to know students demographic information.

-Demographic Information

Participants Gender:

The question aims to know if our participants are males or females. The question offers 2 item about learners gender male or female, also, the aim of this item is to determine the most interested category of students answering our research question.

Gender	Number	Percentage
Male	**16**	67%
Female	**8**	33%
Total	24	100 %

Table 3.1: Students' Gender
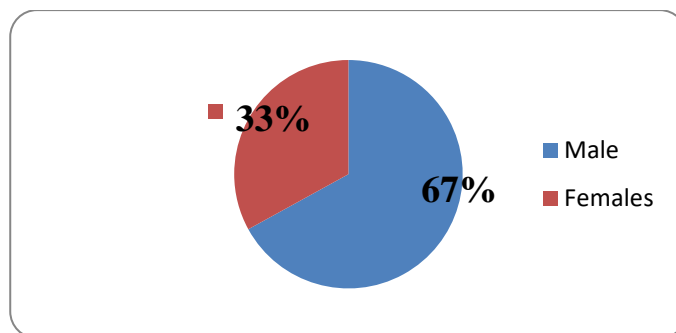
Figure 3.1: Students' Gender

The results displayed in the table above show that the majority of students are males (57%) who studythird year students at Ibn Khaldoun University of Tiaret,and only (33%) that represent females from the rest. Also as shown in the table, females (16) are about two times the number of males (8).

-Academic background:

Have you studied literature in your academic program before this academic year?

This question aims to seek information about whether third year students studied literature in their academic program before this academic year. In this question learners have to choose one of two main options "Yes or NO".

Options	Number	Percentage
Yes	**21**	87%
No	**3**	13%
Total	24	100 %

Table 3.2: Students studied literature in academic program
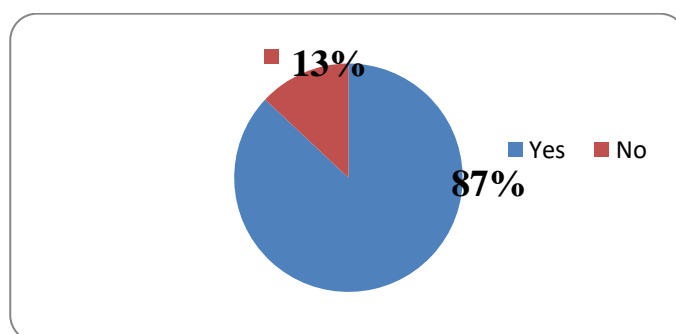
Figure 3.2:Students studied literature in academic program

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The figure reveals that the majority of students (87%) said yes that they studied literature in their academic program before this academic year. However, just (13%) answer negatively with no.

-Literature Studies:

On a scale of 1 to 5, how challenging do you find studying literature in English?

Question aims to know the students' perception about the challenging they find studying literature. The respondents are asked to give their answers by ticking one from scale of not challenging at all 1 to 5 extremely challenging

Options	Number	Percentage
1	**4**	16%
2	**3**	14%
3	**9**	38%
4	**4**	16%
5	**4**	16%
Total	24	100 %

Table 3.3: Students' challenges in studying literature
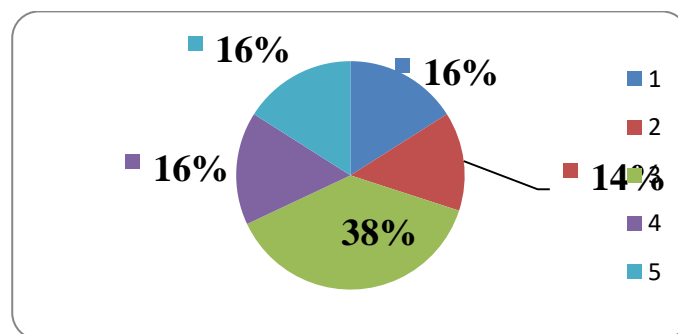
Figure 3.3:Students' challenges in studying literature

The results shown in Figure 3 reveal that the majority of the respondents (38%) claim that it is extremely challenging in studying literature. In addition, (16%for each 1,4,5) of the students also are various from not challenging at all to extremely challenging. Also, (14%)of the rest select 2.

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Field of Study:

How would you rate your overall proficiency in English?

This question enquires about the respondents' opinions about the overall proficiency in English. Three options were offered to select from the lowest degree to the highest to select.

Options	Number	Percentage
Beginner	3	12%
Intermediate	**17**	71%
Advanced	4	17%
Total	24	100%

Table 3.4:The Students ' Consideration of their proficiency in English
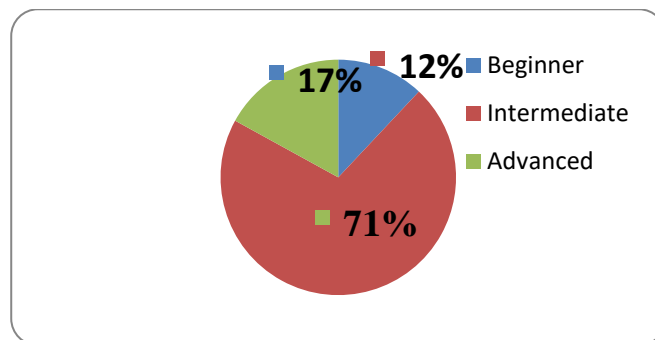
Figure 3.4: Students' The students' Consideration of their proficiency in English

It is noticeable from the results contained in the table and figure that a considerable number of subjects (71%) claim that their proficiency in English is "intermediate". Others (17%) show that they are advancedin English. However just (12%) few students choose beginner.

-What specific challenges do you face when studying literature in English?

Students mention various challenges such as struggles with understanding due to language barriers and complex terms, as well as issues related to the antiquity of themes and teaching methods. Students express a sense of disconnect from older material, finding it less engaging and challenging to relate to. Moreover, the complexity of literary texts, particularly in poetry and intricate narratives, presents hurdles in comprehension. Cultural context emerges as another significant factor influencing understanding and meaning extraction. Overall, the

challenges span from linguistic to cultural realms, encompassing difficulties in comprehension, engagement, and relevance with the material being studied.

-Language Proficiency:

How confident do you feel in your English language proficiency for studying literature?

This question seeks to know students' views about the confident do they feel in their English language proficiency for studying literature. The participants are expected to express the confident by ticking one of the four options.

Options	Number	Percentage
Very confident	**02**	8%
Neutral	**16**	67%
Not very confident	**05**	21%
Not confident at all	**1**	4%
Total	24	100 %

Table 3.5:Students' confident for studying literature
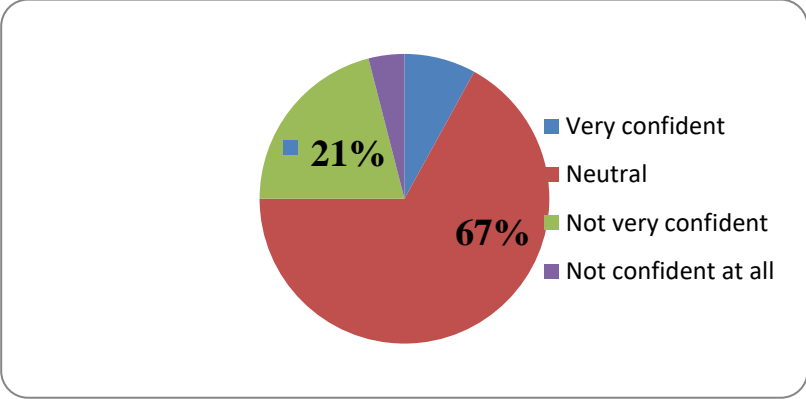
Figure 3.5: Students' confident for studying literature

The results reveal that more than half of the students (67%) are neutral aboutthe confident do they feel in their English language proficiency for studying literature. and (21%) said not very confident. However, just (8%) for " very confident" and (4%) for "not confident at all".

-Do you believe your language proficiency affects your understanding of literary texts?

This question aims to determine students' views regarding whether language proficiency affects their understanding of literary texts or not. More specifically, the question consists of three main choice answers.

Options	Number	Percentage
Yes	**14**	58%
No	**01**	4%
Not sure	**09**	38%
Total	24	100 %

Table 3.6: Students' Views about the effect of language proficiency on understanding of literary texts
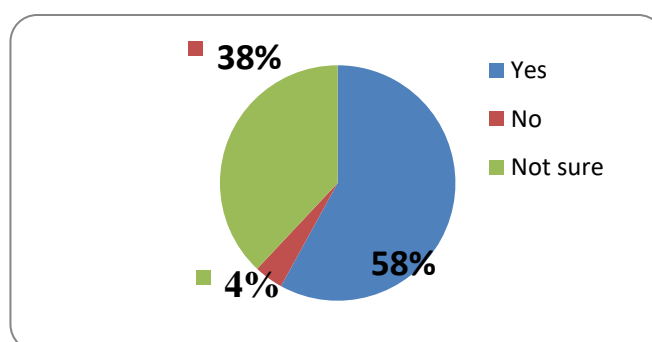
Figure 3.6 :Students' Views about the effect of language proficiency on understanding of literary texts

The data presented reveal that the majority of the students, that is a percentage of (58%), gave an affirmative answer that language proficiency affects the understanding of literary text, others (38%)said not sure. However, (4%) of the students answered the question negatively.

-Teaching Methods:

-How effective do you find the current teaching methods for literature in your EFL classes?

This question aims to have extra information about students' attitudes towards the topic of

investigation,which is about the effectiveness do they find the current teaching methods for literature in their EFL classes.Here, the participants have five options to select.

Options	Number	Percentage
Very effective	**01**	4%
Effective	**08**	33%
Neutral	**10**	42%
Ineffective	**03**	13%
Very ineffective	**02**	8%
Total	**24**	100 %

Table 3.7: Students' view about the effectiveness of teaching methods for literature
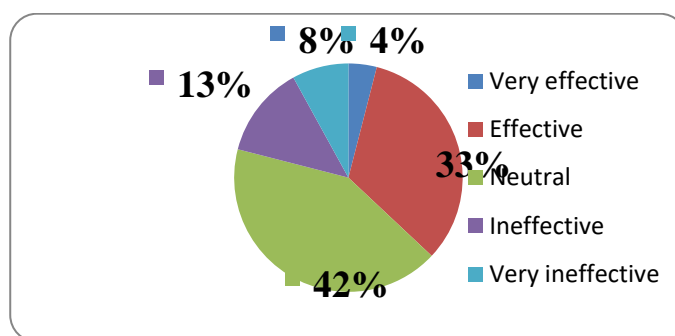
Figure 3.7: Students' view about the effectiveness of teaching methods for literature

It can be seen from the statistics provided that students claim that they are neutral with the effectiveness of the current teaching methods for literature in their EFL classes, which was mentioned by (42%) of them. Effective, selected by (33%) of the students. The third option is ineffective, with a percentage of (13%). Also, very ineffective selected by (8%)However, the least percentage (4%) represented students who selected the option 'very effective '.

-Are there specific teaching methods or materials that you find particularly helpful or challenging in studying literature in English?

In the study of literature in English, employing multimedia tools such as videos and audios to simplify complex narratives greatly enhances comprehension and engagement. Close reading exercises are another method that proves effective, albeit challenging, as they require a deep

dive into textual nuances, ultimately enriching students understanding of the material. Additionally, incorporating discussions into the curriculum fosters diverse perspectives and deeper insights into themes and characters. However, it is sometimes found reliance on overhead projectors to oversimplify ideas, detracting from the depth of the text. Moreover, while studying cultural aspects surrounding literary works offers valuable context, navigating the complexities of different cultural backgrounds and historical periods can be both enlightening and overwhelming.

Moreover, EFL students claim that using data to show stories of novels is important to illustrate the themes, characters, or plotlines of novels can be helpful in understanding literature. It implies a structured and analytical approach to literary analysis, which could appeal to students who prefer concrete evidence and analysis. In addition, they emphasize the importance of high-quality teaching materials in studying literature. It suggests that the effectiveness of teaching methods is closely tied to the quality of the materials used. This insight highlights the significance of selecting engaging and informative resources to enhance learning experiences. As well as, using overhead projectors, videos, audios to simplify the stories in literature, so, the use of multimedia tools to simplify complex literary concepts and narratives. Visual and auditory aids can cater to different learning styles and enhance comprehension by providing additional context or visual representations of abstract ideas.

Furthermore, reading books, discussion, close reading exercises, and analytical writing assignments, these traditional teaching methods are deemed effective by students. Reading books forms the foundation of studying literature, while discussion, close reading exercises, and analytical writing assignments encourage critical thinking and deeper engagement with the text. These activities promote active learning and foster a deeper understanding of literary works. Indeed, records, letters, diaries, studying cultural aspects are effective for learning literature. Therefore, the importance of exploring supplementary materials such as historical

records, letters, and diaries to contextualize literary works within their cultural and historical settings, also, understanding the cultural aspects surrounding a literary work can enrich students' interpretations and deepen their appreciation of the text.

The results show that the students emphasize the importance of a multifaceted approach to teaching literature, incorporating various methods and materials to cater to different learning styles and enhance comprehension and engagement with literary texts.

-How does the availability of literary resources impact the study of literature in an EFL context?

The finding of this question reveals that in English as a Foreign Language (EFL) context, the availability of literary resources profoundly shapes the study of literature. Access to a diverse array of texts, including novels, poems, critical essays, and books, not only expands students' knowledge but also broadens their horizons. These resources serve as catalysts for communication, fostering interaction and dialogue among students as they engage with the material. Furthermore, consistent exposure to a variety of literary works cultivates a habit of reading and contributes to the development of language skills. The significance of abundant resources for practice cannot be overstated, as they offer ample opportunities for students to refine their language proficiency. Therefore, the availability of literary resources in an EFL context plays a pivotal role in enriching the learning experience and empowering students to navigate the complexities of language and literature with confidence.

-What factors influence students' motivation to engage with literary texts in an EFL context?

The data collected indicates that students' motivation to engage with literary texts in an EFL context appears to be influenced by several factors. Firstly, the perceived monotony of sessions solely focused on reading without accompanying activities or exercises seems to deter engagement, prompting a desire for more interactive and stimulating learning

experiences. Secondly, texts that strike a balance between being neither too easy nor too difficult are highlighted as conducive to motivation, suggesting that appropriate challenge levels are essential for sustained interest. Additionally, effective teaching methods play a significant role in fostering motivation, indicating that engaging instructional approaches can enhance students' enthusiasm for literature. Lastly, having a background in literature stories and novels emerges as a motivating factor, suggesting that prior familiarity and understanding of literary concepts can contribute to a deeper engagement with texts. To sum, students underscore the importance of varied teaching strategies, appropriate text selection, and the cultivation of prior knowledge in promoting students' motivation to engage with literary texts in an EFL context.

-What types of literary texts do students in EFL environments tend to prefer? And how does this preference impact their learning experiences?"

From the qualitative evidence, students in EFL environments tend to prefer a variety of literary texts, including romance, short stories, scientific texts, fiction, historical texts, traditional books, prose, and short dramas. This diverse preference affects their learning experiences positively by enhancing and developing their comprehension skills, allowing them to gain exposure to new vocabulary and concepts. Exploring different genres expands their field of knowledge and fosters critical thinking as they analyze various themes and narratives. Moreover, engaging with a range of literary texts helps students develop all four-language skills reading, writing, speaking, and listening, also elevating their academic proficiency. Additionally, the exposure to diverse literary genres cultivates cultural awareness and empathy, contributing to a well-rounded education and enriching their overall learning process.

-Suggestions:

-What suggestions do you suggest to improve the learning of literature in an EFL context at Tiaret University?

EFL learners confirm that to enhance the learning of literature in an EFL context at Tiaret University, several suggestions can be adopted. Firstly, creating a specific environment that houses a variety of resources such as books, data shows, and pictures can provide students with rich materials to engage with during their studies. This can include establishing a well-equipped library or resource center tailored to literature studies. Secondly, encouraging creativity through multimedia tools such as audio recordings and visual presentations can make the learning experience more dynamic and interactive. Using technology and multimedia resources can help to cater to different learning styles and preferences among students. Additionally, motivating students help them with new opportunities to share information, express their thoughts, and practice language skills through discussions, presentations, and writing assignments can foster active participation and deeper understanding of literary concepts. By implementing these procedures, EFL learners can effectively improve the learning of literature in an EFL context, creating a more engaging and enriching educational experience for students.

Conclusion:

-Any additional comments or insights you would like to share regarding the challenges of studying literature in English?

 EFL students demonstrate that one challenge in studying literature in English, particularly in an EFL context, is the complexity of language and cultural nuances present in literary texts. Students may encounter unfamiliar vocabulary, idiomatic expressions, and cultural references that can hinder comprehension and appreciation of the material. Additionally, the vastness of English literature and its diverse range of genres, styles, and historical contexts can be

overwhelming for learners. Another challenge is the need for critical analysis and interpretation of texts, which requires students to develop higher-order thinking skills such as analysis, synthesis, and evaluation. Furthermore, the subjective nature of literary interpretation can sometimes lead to ambiguity and uncertainty, posing challenges for students in formulating their own perspectives and arguments.

Moreover, studying literature in English often involves grappling with complex themes, sensitive topics, and diverse perspectives that may challenge students' beliefs and values. Navigating these themes requires sensitivity, open-mindedness, and cultural awareness on the part of both students and educators. Additionally, the availability and accessibility of literary resources, especially in EFL contexts with limited access to English-language materials, can present challenges for students in accessing a diverse range of texts for study and analysis.

Despite these challenges, studying literature in English offers invaluable opportunities for language development, cultural enrichment, and personal growth. By addressing these challenges through effective teaching strategies, access to resources, and fostering a supportive learning environment, educators can help students overcome barriers and fully engage with the rich world of English literature.

-Incorporating specific materials in literature that resonate with students' interests and experiences can significantly enhance motivation and engagement.

-Selecting texts that reflect diverse perspectives, themes, and genres, educators can cater to the varied preferences of students and make the learning experience more relevant and enjoyable.

-Integrating entertaining literature, such as captivating stories, humorous anecdotes, or thought-provoking narratives, can further stimulate interest and encourage active participation in the classroom.

-Studying literature in relation to Algerian culture offers a unique opportunity for students to explore their own cultural identity while also gaining insights into the broader human experience. By analyzing how themes, motifs, and characters in English literature intersect with Algerian culture, students can develop a deeper understanding of both their own cultural heritage and the global context in which literature operates. This comparative approach not only enriches students' appreciation of literature but also fosters cross-cultural understanding and empathy.

-Incorporating multimedia resources such as videos, audio recordings, and digital archives can complement traditional text-based learning and cater to diverse learning styles. Utilizing technology allows for interactive and immersive experiences, enabling students to explore literature in dynamic and innovative ways. Through using these strategies, teachers can create a vibrant and inclusive learning environment that inspires curiosity, critical thinking, and lifelong appreciation for literature.

3.5.3. Discussion of the Students Questionnaire Results

This part provides a discussion of the main results obtained from the students' questionnaire addressed to EFL third year students at Ibn Khaldoun University of Tiaret. Moreover, it seeks to answer the research questions formulated in the general introduction and check the validity of the advanced hypotheses as well as it discussed the interpretation of the findings addressing the second research tool.

On the basis of the results reached from the learners' questionnaire offer valuable insights into various aspects of studying literature in English as a Foreign Language (EFL) context and the main challenges students encounter in literature at Ibn Khaldoun University of Tiaret. Demographically, the majority of participants were male, indicating a potential gender disparity in literature studies. Despite this, a significant proportion of students had prior exposure to literature in their academic programs, suggesting a strong foundation for further

exploration. However, challenges abound, with many students perceiving literature studies in English as extremely challenging, particularly due to language barriers and the complexities of old themes and lessons.

Regarding students' views, it has been clearly demonstrated that, while a considerable number of students rated their English proficiency as intermediate, there remains a notable level of uncertainty regarding its impact on understanding literary texts. This uncertainty underscores the need for targeted language support in literature courses. Regarding teaching methods, students expressed neutrality towards the effectiveness of current approaches, signalling a potential opportunity for innovation and adaptation to better suit students' needs and preferences. Importantly, students highlighted the significance of multimedia tools, discussions, and close reading exercises in enhancing comprehension and engagement with literary texts.

Beside, motivating students to engage with literature was found to be influenced by various factors such as interactive learning experiences and appropriate challenge levels, suggesting that tailored pedagogical strategies can enhance students' enthusiasm for the subject. Preferred literary texts varied widely, reflecting students' diverse interests and cultural backgrounds, highlighting the importance of incorporating a broad range of materials to cater to individual preferences.

To sum up, teachers can leverage these insights to create a more inclusive and stimulating learning environment, integrating innovative teaching methods, diverse resources, and culturally relevant content to foster a deeper appreciation for literature and enhance language proficiency among EFL students.

3.6. The Teachers interview

In social research, an interview is a qualitative tool. It is a useful data gathering strategy. There are various types of interviews, among which are the semi-structured,

structured and unstructured interviews. According to Cohen, L., Manion, L., & Morrison, K. (2018) define the interview as a method 'used between two persons, with the interviewer aiming to collect views and attitudes of the interviewees concerning a specific topic.As it is known in social research, the interview is an important and essential data collection method that is widely used by researchers. In the present study, the researcher adopted a structured interview to collect teachers' perception about investigating the challenges of studying literature in EFL context.

In this study, this tool is adopted as a follow up to the questionnaire response, and to test the stated hypotheses. "Structured interviews involve a predetermined set of questions asked in a standardized manner, ensuring all interviewees are asked the same questions in the same order. This method enhances reliability and allows for systematic comparison of responses" (Cohen, L., Manion, L., & Morrison, K. 2018,p.55). That is to say, a structured interview is a standardized questioning method where all participants are asked the same set of questions in the same order, ensuring consistency and facilitating comparison of responses. Thus, the interview can be a good step for checking, investigating, and analysing the data gathered about the subject.

3.6.1. The Aims and Description of the Interview

The present study involved an interview that is based on what was dealt within the theoretical part of this research. The interview was conducted with six (6) EFL teachers atIbn Khaldoun University of Tiaret. The interviewees were random sampling technique. Also, we gave sufficient time for the respondents to express their opinions, share their views and make comments on the topic under investigation. The interviewed teachers contributedto our study by answering the questions, reporting experiences, commenting, and giving suggestions. The interview consists of eleven (11) questions, which are either directly or indirectly related to the research. The questions are open-ended, which provides the freedom of responses as to

gain more detailed answers and to gather information on our subject.

3.6.2. The Analysis of the Teachers Interview Findings

<u>**Background:**</u>

1. Can you provide a brief overview of your experience in teaching literature in an EFL context at Tiaret University?

The purpose of this question was to discover the teachers experience in teaching literature in an EFL context at Tiaret University through giving the number of the years. Teachers' responses indicate thattheir EFL teaching careers are different. The first teacher affirms that he teaches literature over two semesters,focusing on both English and American literature, whereas, the second teacher has been teaching starting from 2013. This timeframe gives a sense of their tenure and experience in the role.

Other teacher claim that, claims for the enjoyable aspect of teaching literature, suggesting a passion for the subject matter, he highlights the insights it offers into different civilizations and cultures, indicating a broader educational perspective beyond just language acquisition.One notable challenge mentioned is students' lack of reading habits and poor relationship with libraries and books. This demonstrates an awareness of the obstacles faced in promoting literary engagement among students.

Two teachers acknowledge that they teach literature for five years, they claim that the difficulty in explaining literary concepts and the challenge students' face in understanding them, potentially due to language proficiency issues or unfamiliarity with literary analysis. Furthermore, the response underscores the importance of English language proficiency in engaging with literary works. This indicates an understanding of the language skills necessary for comprehending and analyzing literature effectively. To sum, the teacher's response displays a breadth of experience, a passion for the subject, awareness of challenges faced by students, and an emphasis on the importance of language proficiency in studying literature.

These qualities are essential for effective teaching in an EFL context.

2. How would you describe the overall proficiency in English among third year LMD students in your classes?

This question constitutes the primary aim of this investigation. It targeted to obtain information about the teachers assessment of the overall proficiency in English among third-year LMD (Licence, Master, Doctorate) students in their classes.Indeed, all the interviewees affirm thatthe proficiency level is "the worst ever," indicating a significant concern regarding the students' English language abilities. This frankness suggests a willingness to address challenges head-on and potentially implement strategies for improvement.Despite this overall low proficiency, the teachers acknowledge a spectrum of abilities among students. They note that while many students face numerous issues, there are also average and some good performers. This recognition of diversity within the students' reflects an understanding of the varying needs and capabilities of learners.

Moreover, the teachers highlight a concerning trend of decreasing proficiency levels over time. This observation suggests a need for reflection on teaching methods, curriculum effectiveness, and potential external factors impacting students' language development.Despite the challenges, the response also acknowledges the presence of brilliant students within the cohort. This recognition of exceptional talent amidst broader difficulties suggests an appreciation for individual achievements and potential avenues for peer learning or differentiation within the classroom.

Furthermore, the teacher identifies specific language skills that students struggle with, such as speaking English fluently and organizing their thoughts, indicating areas for targeted instruction and support. So, the teachers' response provides a nuanced assessment of English proficiency among third-year LMD students, acknowledging both overarching concerns and individual strengths. This holistic understanding is crucial for implementing tailored teaching

approaches to address the diverse needs of students in the classroom.

<u>Challenges in teaching literature:</u>

1. What, in your opinion, are the main challenges students face when studying literature in an EFL context ?

This question was asked in order to know teachers opinion about the main challenges students face when studying literature. Here, the first two teachers reported that studying literature in English as a Foreign Language (EFL) context presents students with a myriad of challenges. Firstly, there's often a notable reluctance to engage with literary texts, stemming from disinterest or difficulty in comprehending the language complexity inherent in literature. This complexity extends to understanding symbols and themes within texts, compounded by students' struggle to relate the material to their personal interests or cultural backgrounds. Moreover, the linguistic barrier poses a significant hurdle, with students grappling to comprehend difficult words and phrases, hindering overall comprehension. Additionally, cognitive challenges arise as students must maintain focus during analysis, particularly in decoding symbolism and contextual nuances. Structural challenges within the LMD system further compound these issues, such as the volume of work, including poetry and contextual analysis, within a limited timeframe. Finally, grasping the historical and cultural context of literary works adds another layer of complexity, demanding students to not only navigate language intricacies, but also societal and historical nuances embedded within the texts. Addressing these multifaceted challenges requires tailored instructional strategies, support mechanisms, and recognition of the unique needs and backgrounds of EFL learners.

2. Are there any specific literary concepts or types of texts that students find particularly challenging?if yes , could you elaborate examples?

In addressing the question of specific literary concepts or types of texts that students find particularly challenging, the teachers highlight a broad spectrum of difficulties. Firstly,

students encounter challenges across all literary forms, from simple paragraphs to complex novels. Within poetry, students struggle with understanding old sonnets and grasping poetry terms, including metaphors and similes, which are not always easy for them to decipher. Novels and short stories are consistently cited as areas of difficulty, suggesting that longer narrative forms pose significant comprehension hurdles for students. The teachers' response underscores the pervasive nature of these challenges, spanning various literary genres and concepts, and emphasizes the need for targeted support and instruction in navigating them effectively**.**

<u>Teaching methods:</u>

1. What teaching methods do you use to facilitate the understanding and analysis of literary texts and fostering participation among EFL students?

This question was asked with the purpose of identifying the teachers' view about teaching method used to facilitate literary understanding, the teachers responses indicate that theyemploy a diverse range of teaching methods to facilitate understanding, analysis, and participation among EFL students when studying literary texts.

Firstly, they utilize a variety of textual materials, including short stories, poems, and both short and long books, to cater to different learning preferences and abilities. Additionally, they incorporate multimedia elements such as audios and videos to enhance comprehension and engagement.To guide students through the process of understanding and analyzing literary texts, the teacher employs techniques such as scanning for hints and context clues, which helpstudents, navigate complex language and themes. Group work and projects foster collaborative learning, allowing students to exchange ideas and perspectives while honing their analytical skills.

Moreover, the indicative method is utilized to streamline the process of understanding and analyzing novels, complemented by activities like watching corresponding movies to

deep comprehension. The teacher also employs both inductive and deductive approaches to text analysis, adapting their teaching methodology to suit the specific needs of the students and encourage active participation.Furthermore, class discussions and written assignments provide opportunities for students to engage critically with the material, express their interpretations, and develop their analytical and communication skills. By incorporating a mix of interactive, multimedia, and collaborative strategies, the teacher creates a dynamic learning environment that caters to the diverse needs of EFL students and fosters their engagement with literary texts.

2. According to your experience, have you noticed any particular teaching methods or materials that have been more effective or less effective in the EFL literature classroom?

This question intended to inquire about teachers' perception concerning any particular teaching methods or materials that have been more effective or less effective in the EFL literature classroom. Based on the teachers' experience, certain teaching methods and materials have demonstrated varying levels of effectiveness in the EFL literature classroom. Firstly, while selecting topics aligned with students' interests can enhance engagement and motivation, simplifying versions of literary texts with easier vocabulary aids comprehension, particularly for students with lower language proficiency levels. However, despite employing these strategies, the teachers note that only a small percentage of students demonstrate seriousness in mastering the language, suggesting that these methods may not be universally effective for all students.

Moreover, the effectiveness of teaching methods and materials can vary depending on individual teachers' approaches and classroom management styles. While asking students to read specific literary texts and using data to support learning can be beneficial, the teacher emphasizes the importance of balancing theoretical explanations with practical application to avoid ineffectiveness. Encouraging note-taking and recommending additional readings are

additional strategies aimed at enhancing students' understanding and engagement with the material.

To conclude, the teachers claim that no single teaching method or material guarantees success in the EFL literature classroom. Instead, a combination of approaches tailored to students' interests, language proficiency levels, and individual learning needs is essential for fostering meaningful engagement and mastery of the English language in the context of literature.

<u>Adaptations and strategies:</u>

1. How do you adapt your teaching strategies to address the challenges faced by EFL students in studying literature?

To address the challenges encountered by EFL students in studying literature, the teachers employ a variety of adaptive teaching strategies. Firstly, they prioritize regular motivation sessions, providing summaries of class content or related materials every two weeks to sustain student engagement. Additionally, they incorporate audio materials into lessons, encouraging students to listen and summarize, thereby enhancing listening skills and comprehension. Accordingly, the teacher demonstrates attentiveness to students' individual needs by focusing on their prepositions, ensuring that instructional content is adapted to their comprehension levels. They also adapt their teaching style as necessary, simplifying complex concepts and language to facilitate understanding. Introducing challenge themes and vocabulary activities prompts students to actively engage with the material and expand their language proficiency.Furthermore, the teacher assesses students' abilities through individual or collective reflection during class, allowing for targeted support and adjustments to teaching strategies as needed. Therefore, these adaptive approaches reflect a commitment to addressing the unique challenges faced by EFL students in studying literature, promoting active participation, comprehension, and overall language proficiency.

2. Are there specific strategies or recourses you find particularly helpful in fostering a better understanding of literary concepts among EFL students?

The goal of this question was to probe into teachers specific strategies in fostering a better understanding of literary concepts among EFL students, teachers rely on several strategies and resources. Teachers reported that,they emphasize the importance of extensive reading, encouraging students to understand that regular reading leads to improved language proficiency and comprehension. Also, having students undertake projects related to the historical era or literary piece provides contextual understanding, enriching their appreciation and analysis of the text.

Indeed, the teachers use film adaptations as supplementary resources, enabling students to visualize and better comprehend the narrative and themes of the literature. Simplifying and providing examples of complex literary concepts aids in clarifying abstract ideas, enhancing students' grasp of critical elements within the text.Moreover, incorporating discussions on literary terms and theories within the curriculum deepens students' understanding of literary analysis and enhances their analytical skills. The teacher's commitment to ongoing research and curriculum development ensures the incorporation of relevant and engaging materials.

Teachers confirm that motivating students to engage in extensive reading and providing contextual understanding through projects and supplementary resources like film adaptations, alongside simplifying complex concepts and fostering discussions on literary theory, the teacher creates a comprehensive learning environment conducive to a better understanding of literary concepts among EFL students.

Institutional support:

Are there any resources, training or support you believe would enhance your ability to address the challenges faced by students in studying literature in English ?

This question was asked with the purpose of identifying the teachers' view aboutenhancing teachers ability to address the challenges faced by students in studying literature in English, teachers can benefit from various resources, training, and support systems. All the EFL teachers claim that, fostering a culture of seriousness among students is crucial, as without dedication and commitment to learning, educational efforts may fall short. Providing resources such as adaptations and utilizing online platforms like YouTube channels and Instagram pages can offer supplementary materials to engage students and enhance their understanding of literary concepts.

Accordingly, empowering students through creative projects, such as creating poems, collages, or short movies related to literature, can promote active learning and deeper engagement with the subject matter. Establishing literature clubs and encouraging students to read independently fosters a supportive learning community and cultivates a passion for literature. In addition, continuous training and professional development opportunities for teachers are essential to stay abreast of developments in the field of literature education. This includes learning about new teaching methodologies, incorporating technology into instruction, and staying updated on relevant research and pedagogical practices.

Additionally, teachers confirm that,building students' confidence through study days and presentation opportunities allows them to highlight their understanding of literary concepts and develop their communication skills. Teachers themselves can benefit from resources on how to enhance student engagement and create enriching learning experiences, further equipping them to address the challenges encountered in teaching literature in English effectively.

<u>Suggestions and recommendations:</u>

Based on your experience, what suggestions or recommendations do you have to improve the teaching and learning of literature in an EFL context at Tiaret University?

This question aims to have extra information about teachers'suggestion and recommendations to improve the teaching and learning of literature in an English as a Foreign Language (EFL) context at Tiaret University, here, not all teachers answer this question; some of them added the following:

-Teachers should implement strategies to encourage students to read regularly and critically engage with literary texts. This can include assigning weekly readings across modules and requiring students to present their analyses without relying on paraphrasing tools, fostering deeper understanding and original thought.

-Embrace eclectic teaching approaches to cater to diverse learning styles and interests. Incorporate interactive activities such as group discussions, debates, and role-plays to encourage active participation and deeper comprehension of literature.

-Encourage students to cultivate a habit of independent reading outside of class. Advise them to explore a wide range of literary genres and authors to broaden their perspectives and enhance their language skills.

-Motivated teachers can inspire students to develop a deeper appreciation for literature. Encourage teachers to stay passionate about their subject matter and employ innovative teaching methods to make literature engaging and relevant to students' lives.

-Establish a dedicated library within the English department to provide students with easy access to literary resources. Ensure that the library is well-stocked with a variety of texts, both classic and contemporary, to support students' academic endeavours.

-Encourage teachers to engage in continuous professional development to stay updated on best practices in literature education. Encourage them to read important resources related to

literary context and pedagogy to enhance their teaching effectiveness.

These recommendations is important for Tiaret University to create a more dynamic and enriching learning environment for students studying literature in an EFL context, fostering their love for reading and deepening their understanding of literary concepts.

Conclusion:

Any additional comments or insights you would like to share regarding the challenges of teaching literature in English.

This part is devotedfor any additional comments or insights teachers like to share regarding the challenges of teaching literature in EFL classes, teachers add the following:

-The importance of reading cannot be overstated when it comes to teaching literature in English. Reading extensively not only improves language proficiency but also exposes students to various literary styles, themes, and cultural contexts. Encouraging students to develop a habit of reading beyond the classroom is essential for their holistic growth as language learners and literary enthusiasts.

-Addressing the perception that literature is not as important as other modules requires a concerted effort from both teachers and educational institutions. Teachers play a crucial role in making literature engaging and relevant to students by employing innovative teaching methods, leveraging technology, and fostering a passion for reading and literary analysis. Additionally, establishing literary clubs or extracurricular activities can provide students with opportunities to explore literature in a more interactive and enjoyable way.

-Mastery of the English language is indeed fundamental for studying literature effectively. Teachers should prioritize language development alongside literary analysis to ensure that students have the necessary skills to engage with and comprehend complex texts.

-Teaching literature in English presents unique challenges, but with dedication, creativity, and a focus on the importance of reading, educators can create a vibrant learning environment

where students can appreciate and enjoy the rich world of literature.

3.6.3. Discussion of the Teachers Interview Results

This part is devoted to the discussion of the findings presented in the teachers' interview in relation to the research questions and the theoretical framework. It aims at discussing and interpreting the main results derived from an interview conducted with six teachers at Tiaret University. The interview was designed in order to achieve the objectives of the study and answer the research questions raised in the general introduction. In addition, the interview questions were analysed qualitatively using Content Analysis.

To begin with, the finding several a multifaceted landscape marked by both challenges and opportunities. Central to the discourse is the paramount importance of reading, echoed throughout various insights. It emerges as the cornerstone of language proficiency development and a gateway to understanding diverse literary styles, themes, and cultural nuances. However, a critical obstacle lies in the perception that literature holds lesser importance compared to other academic modules, a belief perpetuated by both students and, at times, educators themselves. To counter this notion, innovative teaching approaches are imperative, with a call for educators to infuse literature lessons with creativity, technology, and interactive engagements. Yet, bridging the gap between language proficiency and literary analysis remains a fundamental challenge, emphasizing the need for a holistic approach that prioritizes both language development and literary exploration. Additionally, recommendations for establishing literary clubs, encouraging extensive reading, and fostering a deeper understanding of literary concepts underscore the multifaceted nature of addressing these challenges. Finally, the discourse highlights the interconnectedness of language proficiency, pedagogical innovation, and a passion for literature in shaping a dynamic and enriching learning experience for EFL students.

3.7. Implications, Limitations, and Recommendations

Implications

The main finding of the two research tools demonstrated the critical importance of reading in teaching literature in EFL context. It serves as the cornerstone for language proficiency development and facilitates understanding of diverse literary styles and themes. To address challenges such as the perception of literature's importance and the need for bridging language proficiency with literary analysis, educators must adopt innovative teaching approaches that integrate technology, creativity, and interactive engagements. Accordingly, establishing literary clubs, encouraging extensive reading, and prioritizing both language development and literary exploration are vital steps in creating a vibrant learning environment conducive to fostering a deep appreciation for literature among EFL students.

Limitations

The limitations are uncontrollable weaknesses in the study. As in any other research work, we have encountered some limitations that might have affected the quality of our study. The limitations that should be highlighted are listed below:

- Undoubtedly, it is worth mentioning that the present study has confronted some limitations during the process of data collection, which made the research process a bit challenging. The first limitation was to find appropriate sources and references that would contribute to our research (lack of sources) from the faculty library since challenges in teaching and learning literature in EFL context, is not widely investigated in Algeria, which led the researcher to use the electronic sources.

- The second limitation is that the study was limited to third year students atIbn Khaldoun University of Tiaret. Consequently, the findings of the study cannot be generalized to other levels.

- The third limitation is related tothe students' questionnaire. Some students might be hesitant to cooperate fully.

- The fourth limitation is the time factor in our research. Time is one of the most challenging issues that stood against a more elaborated research work.

- Finally, there were very few responses obtained from the part of EFL teachers' at Ibn Khaldoun University of Tiaret.More detailed data could have been obtained if more teachers had cooperated and answered the interview questions.

Recommendations

To conclude the present study, some recommendation that will be helpful and practical for both EFL students and teachers are suggested below:

1. Recommendations for EFL teachers at Ibn Khaldoun University of Tiaret:

-Teachers should explore diverse teaching approaches such as multimedia presentations, interactive activities, and project-based learning to make literature lessons engaging and relevant to students.

-Teachers should participate in workshops, seminars, and training programs to stay updated on best practices in literature education, language teaching methodologies, and technology integration.

-Teachers should actively promote reading culture in the classroom by recommending diverse literary works, organizing book clubs, and incorporating reading-related activities into lesson plans.

-Teachers have to recognize and address the unique needs and learning styles of students by offering personalized feedback, additional resources, and guidance to enhance their understanding and appreciation of literature.

Teachers have to encourage peer collaboration, discussions, and group projects to foster a

sense of community and promote collective learning experiences among students.

2. Recommendations for EFL learners at Ibn Khaldoun University of Tiaret:

-Students should dedicate time to reading regularly, both inside and outside the classroom, to improve language skills, expand vocabulary, and deepen understanding of literary concepts.

-Students have to participate in class discussions, ask questions, and contribute their perspectives to enrich learning experiences and gain insights into diverse literary themes and interpretations.

-Students have to explore supplementary materials such as audio books, podcasts, online articles, and literary analyses to enhance comprehension and gain deeper insights into literary texts.

-Students should work collaboratively with classmates on group projects, discussions, and study sessions to exchange ideas, share interpretations, and support each other's learning journey.

-Students have to reflect on their learning progress, identify areas for improvement, and practice critical analysis, writing, and communication skills to strengthen their ability to engage with literary texts effectively.

Conclusion

This third chapter has presented the findings obtained from the analysis of the students' questionnaire and teachers' interview. Thereon, it presents a detailed discussion and interpretation of the findings. The finding highlights teaching literature in an EFL context at Tiaret University presents challenges like students' disengagement and language barriers. Innovative teaching methods, a focus on reading culture, and personalized support can enhance student comprehension and foster a deeper appreciation for literature among EFL learners and educators.

GENERAL CONCLUSION

is concerned, a brief introduction to literature as a field of study is tackled with referring to its historical background and the common approaches to teach it in the EFL context. Besides, the main challenges of teaching literature to EFL learners were worth to mention alongside with the factors that have a relation with literature study; most commonly language proficiency. Furthermore, the second chapter delves into explaining the status of literature study in the Algerian context including all levels with more focus on the tertiary level. Equally important, the chapter introduced the status of literature study in the department of English at Ibn Khaldoun University of Tiaret

In order to attain the research objectives, provide answers to the research questions raised in the general introduction, and confirm or refute the proposed hypotheses, we have discussed the challenges of studying literature in EFL context among (24) third year EFL students. A mixed method approach was adopted; to be more precise, data were collected using questionnaire for (24) third year EFL students at Ibn Khaldoun University of Tiaret. Sixteen (16) questions were addressed to the participants. The obtained data were analyzed using quantitative and qualitative data analysis technique. In addition, an interview was carried out with six EFL teachers; the interview was analyzed using the qualitative method since it includes open-ended questions.

Based on the results displayed in this chapter and the discussion provided, the research questions can be answered. First, the students' questionnaire findings reveal a varied landscape of attitudes and experiences towards studying literature in an EFL context at Tiaret University. While some students express challenges such as disinterest, language complexity, and difficulty in relating to the material, others highlight the enjoyment of exploring different cultures and civilizations through literary works. Therefore, the finding answered the first research question which is, what are the major challenges faced by third year students at

Tiaret University.

Regarding students' views, it has been clearly demonstrated that, while a considerable number of students rated their English proficiency as intermediate, there remains a notable level of uncertainty regarding its impact on understanding literary texts. This uncertainty underscores the need for targeted language support in literature courses. This answered the second research question which is how do language proficiency levels impact the understanding and interpretation of literary texts among EFL students.

A common theme emerges regarding the importance of reading and the need for engaging teaching methods to enhance comprehension and motivation. Additionally, suggestions for improving the learning experience include incorporating multimedia resources, promoting active class participation, and providing support for language development. The findings underscore the diverse needs and perspectives of students and highlight opportunities for educators to address challenges and enrich the study of literature in the EFL classroom.

Besides, the teacher interview findings shed light on the complex landscape of teaching literature in an EFL context at Tiaret University. Teachers emphasize the joy of teaching literature for its insights into diverse cultures and civilizations, despite challenges such as students' reluctance to read, language complexity, and decreasing proficiency levels. Strategies to address these challenges include promoting extensive reading, using diverse teaching methods, and fostering a deeper understanding of literary concepts through innovative approaches. This finding answered the third research question, which is, what are the predominant teaching methods and materials currently being used in the literature curriculum for EFL students? And how do teachers use these methods to promote a smooth learning of literature?

Additionally, recommendations are made for enhancing students' motivation, incorporating

technology and providing opportunities for collaborative learning experiences. In addition, the findings underscore the importance of adapting teaching strategies to meet the diverse needs of EFL students and fostering a supportive learning environment that cultivates a passion for literature. Hence, teaching literature in English as a Foreign Language (EFL) context presents a dynamic landscape of challenges and opportunities. While language barriers and students' disengagement are prevalent obstacles, innovative teaching strategies, a focus on reading culture, and personalized support hold promise for enhancing comprehension and fostering a deeper appreciation for literature among EFL learners. Through continuous professional development, collaboration, and a commitment to student-centered approaches, educators can create vibrant learning environments where literature becomes a powerful tool for language acquisition, cultural exploration, and personal growth. Relying on the results of the two selected data collection tools that the present study provides, the findings confirmed that the hypotheses, which were previously, advanced in the general introduction is accurate and valid.

In light of this conclusion, some suggestions for further research are required. Our study hopefully contributes to the field of the challenges of studying literature in EFL context. In fact, we have dealt only with both gender of third year students, but in future studies one may deal with the difference gender (males or females) about challenges faced in studying literature. Moreover, for the future studies may use other instruments to collect data. The current study is just a starting point. To determine the challenges of studying literature in EFL context, classroom observation is a powerful tool that helps researchers to obtain more detailed and precise evidence, also usingexperimental research is beneficial.

Finally, Future studies can explore the literature with other language factors and methodologies such as intercultural aspects, language skills (reading, writing, listening, speaking to ensure the reliability and generalizability of the research findings, the study

should be repeated with a larger sample and include learners and teachers from the different

Algerian provinces.

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Appendix one: Students Questionnaire

Questionnaire for students

Introduction: Dear Participant,

Thank you for participating in this study that tends to illustrate the different challenges encountered by students and teachers in studying literature within an EFL context. Please answer the following questions honestly and to the best of your ability.

Demographic Information:

Age:

Gender:

Male

Female

Field of Study:

How would you rate your overall proficiency in English?

Beginner

Intermediate

Advanced

Academic Background:

 Have you studied literature in your academic program before this academic year?

Yes

No

Literature Studies:

On a scale of 1 to 5, how challenging do you find studying literature in English?

(1 = Not challenging at all, 5 = Extremely challenging)

What specific challenges do you face when studying literature in English? (Open-ended)

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Language Proficiency:

 How confident do you feel in your English language proficiency for studying literature?

Very confident

Confident

Neutral

Not very confident

Not confident at all

Do you believe your language proficiency affects your understanding of literary texts?

Yes

No

Not sure

Teaching Methods:

How effective do you find the current teaching methods for literature in your EFL classes?

Very effective

Effective

Neutral

Ineffective

Very ineffective

Are there specific teaching methods or materials that you find particularly helpful or challenging in studying literature in English? (Open-ended)

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How does the availability of literary resources impact the study of literature in an EFL context?

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"What factors influence students' motivation to engage with literary texts in an EFL context?"

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"What types of literary texts do students in EFL environments tend to prefer?

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And how does this preference impact their learning experiences?"

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Suggestions:

What suggestions do you suggest to improve the learning of literature in an EFL context at Tiaret University? (Open-ended)

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Conclusion:

Any additional comments or insights you would like to share regarding the challenges of studying literature in English?

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Thank you for your participation!

Appendix two: Teachers' Interview

Introduction:

Thank you for participating in this interview. Your insights are crucial in understanding the challenges faced by third-year LMD students in studying literature in an English as a Foreign Language (EFL) context at Tiaret University.

Background:

Can you provide a brief overview of your experience in teaching literature in an EFL context at Tiaret University?

How would you describe the overall proficiency in English among third-year LMD students in your classes?

Challenges in Teaching Literature:

What, in your opinion, are the main challenges students face when studying literature in an EFL context?

Are there specific literary concepts or types of texts that students find particularly challenging? If yes, could you elaborate? (example: short story)

Teaching Methods:

What teaching methods do you use to facilitate the understanding and analysis of literary texts and fostering participation among EFL students?

According to your experience, have you noticed any particular teaching methods or materials that have been more effective or less effective in the EFL literature classroom?

Adaptations and Strategies:

How do you adapt your teaching strategies to address the challenges faced by EFL students in studying literature?

Are there specific strategies or resources you find particularly helpful in fostering a better understanding of literary concepts among EFL students?

Institutional Support:

Are there any resources, training, or support you believe would enhance your ability to address the challenges faced by students in studying literature in English?

Suggestions and Recommendations:

Based on your experiences, what suggestions or recommendations do you have to improve the teaching and learning of literature in an EFL context at Tiaret University?

Conclusion:

Any additional comments or insights you would like to share regarding the challenges of teaching literature in English?

Thank you for your time and valuable input!

ملخص العربية

تبحث الدراسة الحالية في تحديات دراسة الأدب في سياق اللغة الإنجليزية كلغة أجنبية لدى طلاب السنة الثالثة الإنجليزية بجامعة ابن خلدون تيارت. أهداف الدراسة هي ثلاثة أضعاف. أولاً، يحاول تحديد عوائق محددة وتقديم رؤى لتحسين تكامل الأدب في فصول اللغة الإنجليزية كلغة أجنبية. ثانيًا، يبحث في كيفية المساهمة في تطوير ممارسات تعليم الأدب الأكثر قوة، وتعزيز التقدير والفهم الأعمق للأعمال الأدبية بين متعلمي اللغة الإنجليزية كلغة أجنبية، ودعم تطورهم اللغوي بشكل عام. ثالثاً، يهدف إلى التعرف على استراتيجيات معلمي اللغة الإنجليزية كلغة أجنبية لتدريس الأدب. ولتحقيق أهداف الدراسة، تم تطبيق نهج الأساليب المختلطة. تم جمع البيانات الكمية والنوعية من استبيان تم إجراؤه على طلاب السنة الثالثة LMD ومقابلة أجريت مع أساتذة اللغة الإنجليزية في جامعة ابن خلدون بتيارت. تشير نتائج أداتي البحث إلى أن متعلمي اللغة الإنجليزية كلغة أجنبية يواجهون العديد من التحديات في تعلم الأدب، بما في ذلك الصعوبات اللغوية، والانفصال الثقافي، وصعوبة مفردات النصوص الأدبية، والاستراتيجيات التربوية غير الكافية. وتساهم هذه التحديات في تهميش الأدب ضمن المناهج الدراسية وتعيق قدرته على تعزيز تعلم اللغة. بالإضافة إلى ذلك، يقوم معلمو اللغة الإنجليزية كلغة أجنبية بتنفيذ استراتيجيات مختلفة لتعزيز تعلم الأدب، مثل مهارات القراءة، وإشراك أساليب التدريس لتعزيز الفهم والتحفيز، ودمج موارد الوسائط المتعددة، وتعزيز المشاركة النشطة في الفصل، وتوفير الدعم لتطوير اللغة. ونتيجة لذلك، تؤكد النتائج على الاحتياجات المتنوعة ووجهات نظر الطلاب وتسلط الضوء على الفرص المتاحة للمعلمين لمواجهة التحديات وإثراء دراسة الأدب في الفصول الدراسية للغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: الأدب، سياق اللغة الإنجليزية كلغة أجنبية، التحديات، متعلمي اللغة الإنجليزية كلغة أجنبية، الاستراتيجيات

Résume

La présente étude examine les défis de l'étude de la littérature dans un contexte EFL dans le cas d'étudiants LMD de troisième année d'anglais à l'Université Ibn Khaldoun de Tiaret. Les objectifs de l'étude sont triples. Premièrement, il tente d'identifier les obstacles spécifiques et de fournir des informations pour améliorer l'intégration de la littérature dans les classes d'EFL. Deuxièmement, il étudie comment contribuer au développement de pratiques d'enseignement littéraire plus robustes, favoriser une appréciation et une compréhension plus profondes des œuvres littéraires parmi les apprenants d'EFL et soutenir leur développement linguistique global. Troisièmement, il vise à identifier les stratégies des enseignants d'EFL pour l'enseignement de la littérature. Pour atteindre les objectifs de l'étude, une approche mixte a été appliquée. Données quantitatives et qualitatives recueillies à partir d'un questionnaire administré aux étudiants de troisième année LMD et d'un entretien mené auprès de professeurs d'anglais de l'Université IbnKhaldoun de Tiaret. Les résultats des deux instruments de recherche indiquent que les apprenants d'EFL sont confrontés à plusieurs défis dans l'apprentissage de la littérature, notamment des difficultés linguistiques, des déconnexions culturelles, un vocabulaire difficile des textes littéraires et des stratégies pédagogiques insuffisantes. Ces défis contribuent à la marginalisation de la littérature au sein du programme scolaire et entravent son potentiel d'amélioration de l'apprentissage des langues. De plus, les enseignants d'EFL mettent en œuvre diverses stratégies pour améliorer l'apprentissage de la littérature, telles que les compétences en lecture, les méthodes d'enseignement engageantes pour améliorer la compréhension et la motivation, l'intégration de ressources multimédias, la promotion de la participation active en classe et le soutien au développement du langage. En conséquence, les résultats soulignent les divers besoins et perspectives des étudiants et mettent en évidence les opportunités pour les enseignants de relever les défis et d'enrichir l'étude de la littérature en classe d'EFL.

Mots clés : Littérature, contexte EFL, Défis, apprenants EFL, Stratégies