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Department of English

Investigating the Quality of Assessment of Literature In EFL Context

The Case of EFL Learners in Algeria

A Dissertation Submitted in partial fulfilment of the Requirement for the degree of Master in Didactics

Submitted by: **Supervised by:**

Djelloul Douadji Chahrazed   Dr. Toubeida Moustafa

Khenig Nesserine

Board of Examiners:

President: Dr. Lakhder Tomi Asmaa   university of Tiaret

Supervisor: Dr. Toubeida Moustafa   university of Tiaret

Examiner: Dr. Berrabah Ali   university of Tiaret

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بسم الله الرحمن الرحيم

Dedication

We dedicate our work to our parents, who have always been supportive of us, have been
our inspiration, have fulfilled all of their responsibilities to us, and have helped us become
successful persons. To every one of our families, without exception (Djelloul Daouadji
and Khenig) to our brothers (Khaled, Nadir, and Zohir) to our lovely sisters (Ikram, Aya
, and Djohaina) to our colleagues and best friends(Naouel, Aya, Rania) to ourselves

Acknowledgements

Abstract

This research aims to explore the significance of teaching literature at Algerian universities and investigate the assessment methods of literature module with regard to the challenges facing literature teachers and learner in the assessment process. To conduct this research a mixed of qualitative and quantitative methods is used. To confirm or disconfirm our hypotheses a questionnaire and a semi-structured interview are used to gather data. This study selected purposefully 50 EFL student majoring in 3rd year at Ibn Khaldoun University and 5teachers of literature module as the suitable sample for this study. The data collected are analysed both quantitatively and qualitatively. Thus, the findings of the research confirmed our hypotheses. Lastly, some suggestions and recommendations were proposed as propositions for solving our problematic.

Keywords: Assessment; teaching literature; third year EFl students; challenges.

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List of accronyms

BR: Book Report

CA: Cultural Approach

CATs: classroom assessment techniques

CBA: Competency Based Approach

EFL: English as Foreign Language

LBA: Language-Based Approach

LMD: License Master Doctorate

MCQ: Multiple Choice Questions

OP: Oral Presentation

PGA: Personal-Growth Approach

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General introduction

General introduction

The study of English literature is an important part of the larger educational scene. English language ability and a thorough knowledge of Algeria's literary legacy are becoming more and more important as the country becomes more globalized. Courses in English literature are essential to English language programs because they help students become more analytical, interpretative, and critical thinkers by exposing them to a wide range of works from different historical and cultural settings.

Traditional assessment methods like written exams, essays, and reading comprehension tests, are frequently used in Algerian institutions to gauge students' comprehension and interpretive abilities in English literature classes. The purpose of these tests is to gauge students' proficiency in text analysis, argument formulation, and cohesive insight expression. The usefulness of these conventional techniques as well as the difficulties they provide are still up for discussion.

A literature teacher's assessment quality can be measured in a number of ways, such as validity, reliability, fairness, and practicality. Validity guarantees that the tests measure the intended things, i.e., the breadth and depth of students' literary comprehension. In order to ensure that the same findings are obtained from repeated applications, assessment results must be consistent, or reliable. Fairness pertains to treating all pupils equally while accounting for their varied backgrounds and learning preferences. The viability of administering tests successfully within the limitations of the classroom is a measure of practicality.

When grading English literature classes, instructors in Algerian institutions must deal with a number of issues, such as balancing the needs of their diverse student body with their own language proficiency and preserving objectivity in their grading. Fairness and consistency are difficult to maintain because literary analysis is subjective, which adds to the assessment process's complexity. On the other hand, students have unique difficulties; a large number of them have varied language and educational backgrounds, which may affect how well they do in English literature classes. It may be detrimental to their involvement and understanding of the material for them to feel under pressure to perform well on conventional examinations. The inability to obtain additional materials and resources may also impair their capacity to comprehend and evaluate sophisticated literary texts.

statement of problem

Students in English literature courses in Algerian universities have many difficulties when it comes to evaluation. Assessments of students' understanding, interpretive skills, and critical thinking are often conducted using traditional methods including written exams, essays, and reading comprehension tests. though, is whether these approaches are effective and whether they support the objectives of teaching English literature. Furthermore, Large class numbers,

accommodating a range of student English language competence levels, and preserving objectivity in grading are challenges faced by teachers. The subjective aspect of literary analysis adds to the complexity of assessment procedures and raises questions about grading consistency and fairness.

Additionally, there are difficulties that students from different educational and linguistic backgrounds face, which affects how well they succeed in English literature programs. Among these difficulties is the pressure to perform well on conventional tests, which could impair their interest in and comprehension of literary works. Their inability to obtain additional materials and resources further limits their capacity to comprehend and evaluate complex literary works.

Thus, the main issue this dissertation attempts to solve is how well-suited traditional evaluation techniques are for assessing the learning outcomes of students taking English literature courses at Algerian universities. By investigating these topics, the study hopes to find weaknesses, obstacles, and areas for improvement in evaluation procedures that could improve the quality of instruction and learning in English literature courses.

The present study aims to address the following research questions.

1.   What assessment methods are currently employed by literature teachers in evaluating students' understanding and interpretation?

2.   What challenges do literature teachers face in assessing students' understanding and interpretation?

From these questions, the following hypotheses are generated.

1.   EFL literature teachers largely use traditional assessment methods such as exams, and essays to evaluate students' understanding.

2.   Language proficiency issues, cultural consideration, time constraints significantly contribute to the challenges faced by EFL literature teachers and learners.

Aim of study

Investigating the quality of assessment in teaching literature is the primary objective of the current study. Additionally, a number of objectives are pursued, including

1.   Exploring the significance of teaching literature in Algerian universities

2.   Investigating the approaches used to teach literature in the Algerian context

3.   Examine the assessment methods used ro teach literature

4.   Investigating the challenges faced by literature teachers and learners

The current study is significant because it sheds insight on the methods teachers employ to gauge their pupils' comprehension of literature and how this may impact their educational journey. Furthermore, to ascertain whether these methods and techniques satisfy their various requirements and preferences. Additionally, it highlighted the major difficulties that literature instructors and students encounter when completing assessments and offered solutions.

This study uses a mixed method approach with an exploratory research design, collecting and analyzing data using both quantitative and qualitative methods. A sample of Ibn Khaldoun University's third-year English students is involved in this study. In order to help them accomplish the study's objective, data were gathered from teachers through semi-structured interviews and students through online questionnaires.

Three chapters make up the work at hand; the first two are theoretical. The first chapter emphasizes a general overview about the field of study, which is literature and assessment. It highlights the approaches used to teach literature in the EFL context and focuses on the goals of teaching it, as well as the strategies, techniques, and criteria used to assess students' Comprehension of Literature. The Algerian environment in general and Ibn Khaldun University in particular, which is our context of study, are the subjects of the second chapter. By emphasizing the importance and standing of literature in the Algerian setting, as well as shedding light on the primary challenges that educators and students encounter throughout the assessment process. Additionally, It involves participants, procedures, data collection methods, and research design. However, the last chapter، outlines the results of the research along with the discussion and recommendations that follow

Chapter one: literature review

Introduction

The following chapter lays out the theoretical foundation of this research. It focuses on the main key concepts that are introduced in this research, starting with the definition of literature moving to its significance in teaching the English language. Moreover, it reveals the various approaches that are used to teach it in the EFL context. Additionally, it indicates the specific techniques are used to assess literature. To add, it includes the definitions of assessment, tests, and exams. Furthermore, it deals with the major different types, criterion, techniques and skills of assessment.

1.1 Definition of literature

The originality of the word "Literature "comes from the Latin term "Litra" which means letter or written, but it took another meaning when we come to the world of romance which is the knowledge acquired from studying or reading books. (Evan G & Piage Thomas, 2022).

Literature according to Klarer (2004) is any written work but only in the specific definition of the word. To add, literature is the human's activity that are developed from the persistent need to comprehend, communicate, and finally share what people experienced (Pickering, et al, 1981).

Furthermore, Kenneth.R(2021) states that a group of written work us known as literature. This term originally has been used to indicate creative poems and prose that are defined by writer' s goals and their perception and their works.

Lately, according to Greil Marcus and Werner Sollor in (Arthur, 2009) literature covers both what is written and what can be spoken and communicated and expressed in whatever form. Specifically, literature is all what others say in whatever performance

Wellek and Warren (1993) further elaborate on this by highlighting that literature is a holistic creation of form, expressions and feelings. That utilize language as a means to express innovative ideas. Despite this, Safrudi (2014) underscores that Literature refers to the creation of such works that are expressed through different writing styles and expressions such as plays, drama, short stories and novels). While according to wellek and Warren in (Damayanti, 2018) stated that all written works are considered as works of literature on one hand; However, on the other hand literature is also defined as a great book which are differed by their literary form regardless of their subject matter. Writers believe that people understand what they read. While (Hirch, 1978, as cited in rabu, 2016) demonstrates that literature includes all texts taught to students when those texts are not used in any other department.

To sum up , according to Boris Pasternak,he said that "Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary. ". So, I think that despite all the differences and points of view there are common points between them which is that literature refers to any written and spoken piece that helps us to see what others can see. This can include three majors' types of work poetry, drama and fiction in addition to non-fiction ones

1.2 Importance of literature

Literature takes a great and essential part in our lives because of its benefits in telling stories, teaching lessons and helping us to understand the surrounding. Literature is a step to see things from different points of view.

1.2.1 cultural enrichment

One of the major arguments that make literature important to be taught in our classes is that they are significant pieces of writing that tackle the basics of the human concern which is permanent. Its Value changes over time and never totally disappears (Joanne Collie& Stephen Slater, 1991). To put it differently, Literature serves as a means of cultural representation in the target language (Duff.&. Maley, 2007). Literature allows students to understand other cultures and collaborate with them economically, politically and even socially even though there is a huge difference between the students' culture and the target one. Since literary works are contextualised and provide concepts related to both literature and culture such as (love, pain, wars, sorrow.). To elaborate more. Literary works such as novels, poetry and short tales can be purely factual accounts of their society. I mean that those literary works can all appear to convey reality. According to Widdoson 1984 as cited in Lazar, 1993) believes that as poetry draws meaning from an attitude towards language itself, it may even be an even more obscure path to the outside world when we ask the students to read literary works in English this may help students to become aware of the social, political and historical events related to a particular society and allow them to discover how this particular society behave and interact in specific situation in a specific period of time.

Additionally, literature obliges students to think critically about how a specific member of society interprets or analyses their experience (Lazar, 1993). As a result, via literature students can learn, understand and appreciate culture. (M. Aruna, 2018).

1.2.2 Language acquisition

Vocabulary expansion is also one of the benefits of literature. To clarify more there is no doubt reading extensively boosts the   learner's ability to receive new vocabulary. Literature offers a complex framework that helps readers retain certain lexical and grammatical elements. By reading large contextualised texts of literature students become acquainted with a range of elements of written language such as sentence structure, function and variety of connections between ideas which enhances and expands their own writing abilities. For instance, reading a long play or a novel requires a lot of reading that helps students to improve their ability to extract meaning from linguistic cues. These various kinds of content. (Collie.&. Slater, 2004).

As a result, their writing skills are highly developed. So, reading a novel leads student to ask questions about how this piece is written? Why is it written like that? And other questions. Well, many writers use literature to expand their writing skill.

1.2.3 Valuable authentic and Motivation material

literary texts are authentic materials, we mean by those materials the teacher uses for the sake of teaching although they are not made for teaching. Those materials are used to keep students coping with the elements of target language. In addition to motivating them and keep them interested in their learning.

Motivation is still a challenging issue for teachers today (scheidegger.&. Freeman. 1991 as cited in Z. Dörney, 2001). In many countries all over the world, learner's achievement is related to motivation. In this respect, teachers should vary and differentiate tasks for keeping the students engaged and interested in their learning because it is a fact that using the method and tasks of every lecture decreases the level of engagement and at the same time increases the level of boredom (Schmidt, 2001).

When we are talking about motivation, we are talking about its two types. Intrinsic motivation which is created by personal involvement such as love, enjoyment, interest. On the other hand, we have extrinsic motivation. Which is the result of outside factors to achieve a certain goal. According to some educators the former is more ideal for better learning results. (Deci Koestner.&. Rayan, 1999 as cited in H. Vural, 2013, p, 2). Here we can say that motivation is merged with literature because literature offers different types of works as poems, novels, plays and short stories that are significant by tackling the main human concerns. Literature is also enjoyable and motivating. (Clanfield. & Foord, 2006 as cited in H. Vural, 2013).

To add, literature might encourage students to read since it includes sensitive, attitudinal, and experiential dimensions (McKay, 1986). Reading literature is therefore motivating because it addresses issues and ideas that the author felt were crucial to discuss as well as the content of the literary work is relevant information the learner's experience. As cited by Duff. & Maley in (H. Vural, 2013).

1.2.4 Building critical thinking

Critical thinking as one of the pillars of literature is a complex concept and due to this complexity, it still has no fixed definition even though it is defined by many researchers. Duff. & Maley in (H. Vural, 2013). Thus, the definition of this concept completes its development through time. Linda M. Murawski's studies show that critical thinking has many different definitions.

Norris. & Ennis (1986 as cited in Black, 2008.p, 2)claims that when someone thinks reflectively about what he should do or believe; he is thinking critically. To finish with Paul (19932 as cited in Black 2008,p. 2)) " to improve your thinking, you may think about what you think, this is regarded as critical thinking.

With regard to literature, it is very beneficial to build critical thinking. Where each of the different types of literary works (prose, poetry, novels, drama and short stories) has its own value in building critical thinking. To begin with prose, it contains several stories with numerous protagonists, location and conflicts. Therefore, reading prose allows students to think about the central storyline. When the teacher asks students to read a prose they are automatically going to analyse and try to make a link between the main point of the story and its end. Also, the students will extract the meaning behind the events of this tale. As a result, they practise and develop their critical thinking skills. This may be applied also for poetry since it is full of meaning, they may push the students to use their thinking skills to draw conclusions and understand the points included within this work. Finally, drama as a work that includes and interprets many language elements and structures. It also allows students to use their critical thinking when they want to apply and practise its meaning. Likewise, literature provides students with content related to real-

life which may help them to make a connection between the work and their experiences (N. K. S Widiastuti. & V. Syamsi,2023)

According to Rieken. Miller year as cited in N. K. S. Widiastuti. &V. Syamsi year) when students approach a story using their problem-solving views, they will understand, interpret meaning, evaluate works and finally develop critical thinking.

Literature and its significance are not limited to being authentic and motivating material, developing a student's language, enriching his cultural background and building the learner's critical thinking. But also, being a stress reliever; I mean that reading literature can have a wonderful impact on reducing anxiety and the heart rates and also keeping the brain healthy. In addition (Kajal, 2022,). Moreover, literature expands the student's horizon via opening their eyes to world surroundings and allows them to see this world through the character's eyes. It means that literature is the best way for learners to develop their imagination. (N. Basit, 2023). It is also working as a leap to the past, enhances personal development, and develops the skills of communication.

1.3 Approaches to teaching Literature

In the EFL context different approaches have been used by teachers to facilitate the teaching of literature that are Language-Based, cultural approach, Personal-Growth, periphrastic stylistic, moral philosophical, and finally the informational approach. Nonetheless, Carter and Long (1991) as cited in Yimwilai (2015) demonstrate that the most useful approaches in EFL classrooms are the Language-based, cultural and personal growth approach

1.3.1 Language based approach (LBA)

According to (Dir. N. V. Bise, 2010) states that the language-based approach includes the goals, objectives, techniques and procedures that allow students to improve their English language proficiency. This model has a great value in helping students to learn more about the target language from all different sides. I mean, grammar, vocabulary, sentence structure and function at the primary level, and language features and understanding the whole text meaning and also the activities used by the teacher to achieve such language goals at the highest level (Carter. & Long, 1991 as cited in A. Yimwilai, 2015)

Teaching literature via a language-based approach requires using such materials that are divided into representational materials including jokes, comics, robber, cartoons, and songs. Besides traditional materials like short stories, and novels.

The language-based approach emphasises many different types of activities that aim to develop the student's language proficiency. For instance, group work, language activities that include cloze test, puzzle, and prediction activities. Also, engaging in debates and any other activity that may show their performance(Siri Chan. 2020)

1.3.1.1 Weaknesses of the language-based approach

It is true that the LBA is beneficial in enhancing the students' proficiency in the English language at the same time teaching them all what is about a target language from the syntax or vocabulary till the comprehension and creativity of text meaning.

Nevertheless. Numerous factors lead to its criticism. Firstly, Reading is made mechanical and technical by LBA. That implies that readers will be concerned about understanding grammatical or linguistic details. Second, because the text's historical context isn't given the same priority as language learning, this method discourages creative interpretation of text context. Lastly, since reading in this approach is so mechanical and technical, language exercises do not encourage reading for enjoyment or pleasure. This is especially true if students do not understand the language, which further necessitates expanding the effort in using the language creatively(Loney Vi Balbuena, 2021)

1.3.2 The cultural approach (CA)

The cultural approach according to Yimwilai (2015) is a model that helps students connect their own culture with the target culture of the text being taught. We mean by this, that students can understand better text when they have enough background about it either socially, politically or historically. This approach is made to be teacher centred since the teacher is the only source of knowledge, in which he is supposed to stay in front of his students giving them notes and instructions that may allow them to reflect, analyse and grasp the text's meaning.

1.3.2.1weakness of the cultural approach

According to Lazar (1993) as cited in Siri Chan (2020). The main focus of the cultural approach as a traditional one is on the historical, political, and social background of the literary work. And all information provided by the teacher so the teacher is considered as the source of knowledge in the classroom. In addition, there is no specific language in those literary works. In this line, this approach was criticised and led researchers and teachers to look for an appropriate model that can involve the students and give them an active role in the learning and teaching process since they are one of its pillars.

1.3.3The Personal-Growth Approach (PGA)

The goal of this approach is to discuss both language and cultural models. by concentrating on a text's distinct linguistic usage and setting it in a particular cultural context. Students are permitted to share their thoughts and feelings and draw relationships between the book and their own personal and cultural experiences. Through a variety of themes and topics, this approach also aids in the development of students' knowledge of ideas and linguistic content as well as formal frameworks. This has a relation to the reading process. As stated by Caborah and Harris (1998) that books are made only for helping students grasp and extract meaning by their own (Caborah. & Harris (1998) as cited in S. Yimwilai (2015).

This model is learner-centred since it is made for the sake of student's motivation through selecting themes related to their lives. Students are urged to figure77 out their own reading material and identify the qualities of the works they come across.). According to Duff (1990) as cited in Siri Chan (2020)The integration of this model is Due to several reasons, as we mentioned previously, which can be categorised in three main categories that are linguistically, methodically, and motivationally. Linguistically, we expose students to a broad range of styles, registers, and text kinds at various levels by exploiting a variety of authentic texts. Ex, methodically; Literary discourse enables readers to engage in many reading processes, such as proofreading, scanning,

skimming, and so forth. I also refer to schemes and styles of reading that involve extensive and intensive reading. And finally, motivationally, literary texts place a premium on reading engagement and enjoyment.

To sum up, the language-based, cultural, and personal growth approaches are all included in today's curricula because of their significance in helping students learn all areas of the target language they are studying through literary works, as well as every facet—political, social, and even historical—that has to do with the text they are studying. We shouldn't underestimate its significance in raising students' enthusiasm for and love of literary works as well as their interest in their learning. However, none of this stops the professor from using alternative approaches when needed like the informational, stylistic, periphrastic, Personal, Response, and Moral Philosophical approach

1.4 Definition of Assessment

According to Angelo (1995) assessment is a continuous process to know and enhance learner learning. It required being clear in our expectations; selecting suitable criteria and standards for learning quality; methodically collecting, evaluating and interpreting evidence to know how well performance suite with those expectations and standards; and using the collected information to clarify and enhance performance. According to Hanna &Dettmer (2004) assessment is the process of obtaining data, more specifically, assessment is the ways teachers gain insights about their teaching and their students' learning. To sum up, according to the previous scholars, they saw assessment as the process of making judgments, gathering and analysing Information about student knowledge to infer if they have the performance and knowledge or not, also the development of learner learning, the purpose behind assessment to increase the quality of learning and improve it.

1.4.1 Definition of test

Richards et al (1985) Jabu (2008) defined the test as'' any method for assessing skills, understanding, or performance''. Another definition provided by Russel in Pabunga (2016)'' a test is formal systematic procedure to gather information about students' achievement or other cognitive skill'' (p.07). Moreover, Penny (1996) pointed that tests are used to encourage learner to study or go through particular material. According to Brown (1994), test is a tool for evaluating person' aptitude or knowledge in a certain domain. At the end from all those definitions we can say that a test is a method for measuring and gathering information about ability, performance and knowledge about students in a certain period by following a set of criteria.

1.4.2 Definition of Exam

Exam was defined from many prescriptive, konwly (2020) "the exam consists of a series of questions. They can both choice or free test questions, or a different format. In the end you want to grade the answers and assign a score to every student "(p.01). For examination is the collection of questions that will be graded at the end of instruction. In other word, based on Anuradha (2022), examination is defined as formal assessment it can be spoken or written if the student acquired knowledge either practical or theoretical in which primarily focused on achievement of learning.

In other words, an exam is a means for determining students' understanding and interpretation about a specific area in which teacher will evaluate the student's knowledge through the instruction that he gives to his student.

1.5 Purpose of Assessment

First aim of assessment is to help students determine objectives of their learning, according to Alberta ((2005) assessment facilities students' identification of their goals and frequently assesses their learning, creating significant progress in their learning direction and consciousness of themselves. In other hand Alberta (2005) said that the purpose of assessment is to distribute grades, in which grades offer an overview to the parents and administration, policy makers and other institutions in addition to post- secondary institutions about the learning of students. From the perspective of Alberta assessment plays a crucial role in guiding the learning process

.Moreover, Robin (2007)" assessment drives instruments; in which pre-test on needs assessment informs instructors what students know and don't not know at the outset, setting the direction of a course if done well, the information garnered will highlight the gap between existing knowledge and desired outcome. For further clarification the below figure represents the purpose of assessment: Administrative and Instructional and research by Cohen (1994) The figure explains the specific reason for assessment for each purpose for example the instructional purpose the main reasons behind it is to diagnose before assessment and evidence driven to the progress of learning. To sum up, the purpose of assessment is to observe learner learning and their progression.
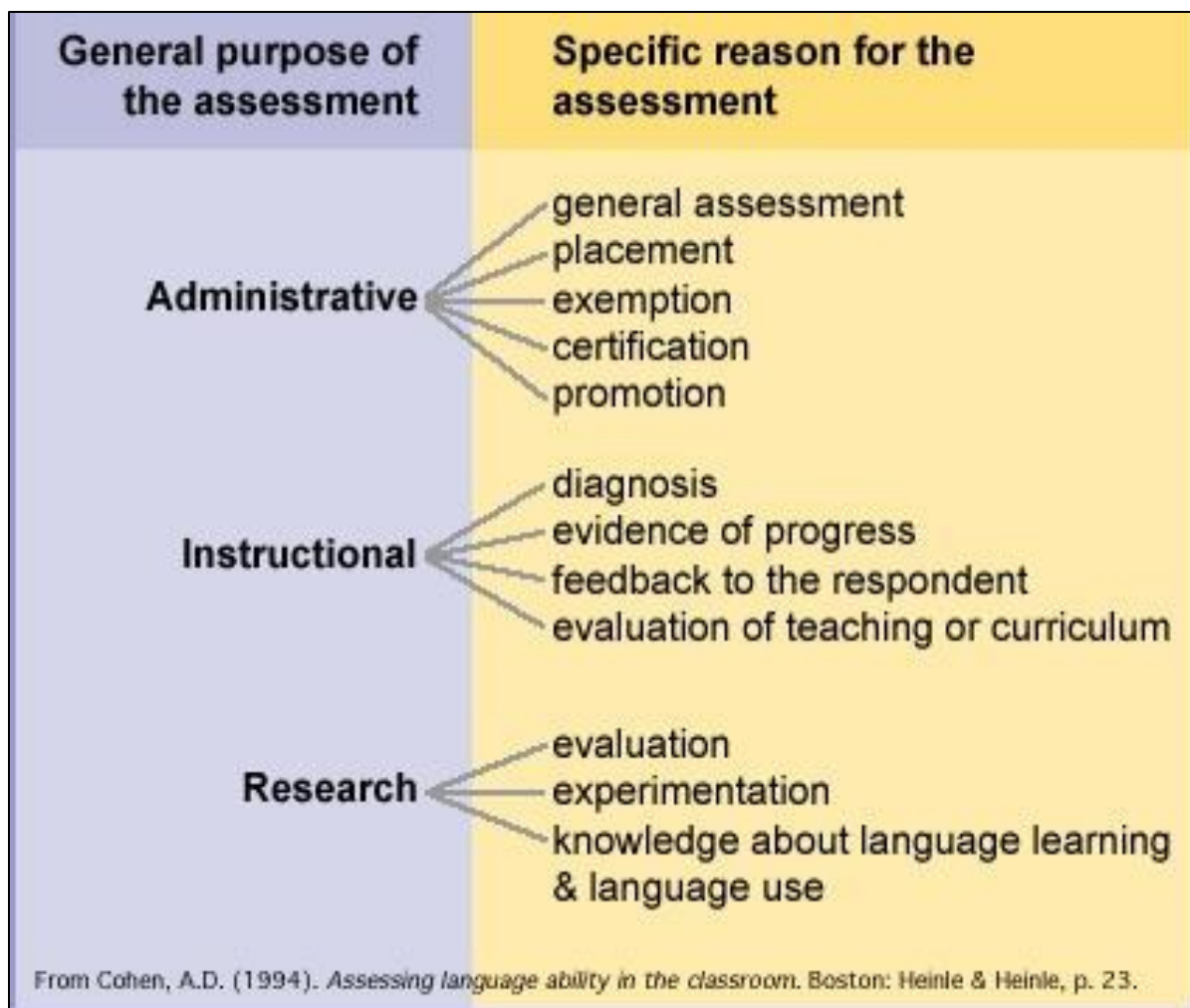
Figure 1: the purpose of assessment by Cohen, A.D. (1994)

1.6 Types of Assessment

1.6.1 Definition of Diagnostic

Many scholars had been defining the diagnostic assessment differently. We take from them the definition of Sudijono (2009) who saw diagnostic assessment as a learning test in which everything will be taken into consideration to spot weakness of learner learning and determine the reasons behind it. Meanwhile, Ahiri (2008), indicates that the assessment before learning occur either a head of and throughout the period of learning. Moreover Regier (2012) asserts that getting data regarding learner is the objective of diagnostic assessments. It takes into account the learners' demands and their points of weakness. Likewise, Ana & Jose (2016) explain this term as evaluation of student's areas of failure, in addition to their expertise and abilities inside the classroom as a way to plan the method of instruction and offer a basis to observe the learning development. In

the same way from those provided definitions, we understand that diagnostic assessment is the first thing instructors do to know weakness, strength and indicates learners' needs for prepare the appropriate ways of teaching for meet their students' needs.

1.6.2 Definition of Formative Assessment

Formative assessment based on Popham (2008)" represents evidence-based instructional decision making" (P.15). In addition, Brown (2003) as cited in Sahli (2014) state that formative assessment is the most commonly utilised form of assessment in classroom. Thus, measuring students 'skills and knowledge is continual procedure which principally works for improve their studies.

Heritage, Kim, Vendlinski, and Herman (2009) asserts that formative assessment is categorised as "a systematic process to continuously gather evidence and provide feedback about learning while instruction is under way "(p.24). Explanation offered by Glazer (2014), formative assessment is the assignment which permits students to request feedback on what they have acquired while the instruction, the instructors employ assessment as means for diagnosing when the course or unit ending in the classroom.

1.6.3 Definition of Summative assessment

Taras (2005) explained summative assessment as a kind of assessment which includes all information to certain points. Glazer (2014) claimed that, summative assessment is often used for judging student learning because they usually offer students with a numerical score in addition to no or little feedback. Summative assessment is seemed by Macias, and Fernando (2015) as a sort of summative that indicates instructors whether or not learner accomplished their learning based on numerical scale. Assessment of learning is a judgmental process required giving grades to evaluate the what students thought in such a period.

The figure below represents further clarification of the major types of assessment used in education , it begins with diagnostic assessment which serves as the first stage before learning, this type of assessment is to determine students knowledge and their previous educational experiences secondly the figure illustrates the concept of assessment for learning is the continuous process that takes place throughout the academic year, finally the figure highlights assessment of learning as the last stage in the process of assessment. This judgmental process aimed at confirming whether learning has occurs or not.
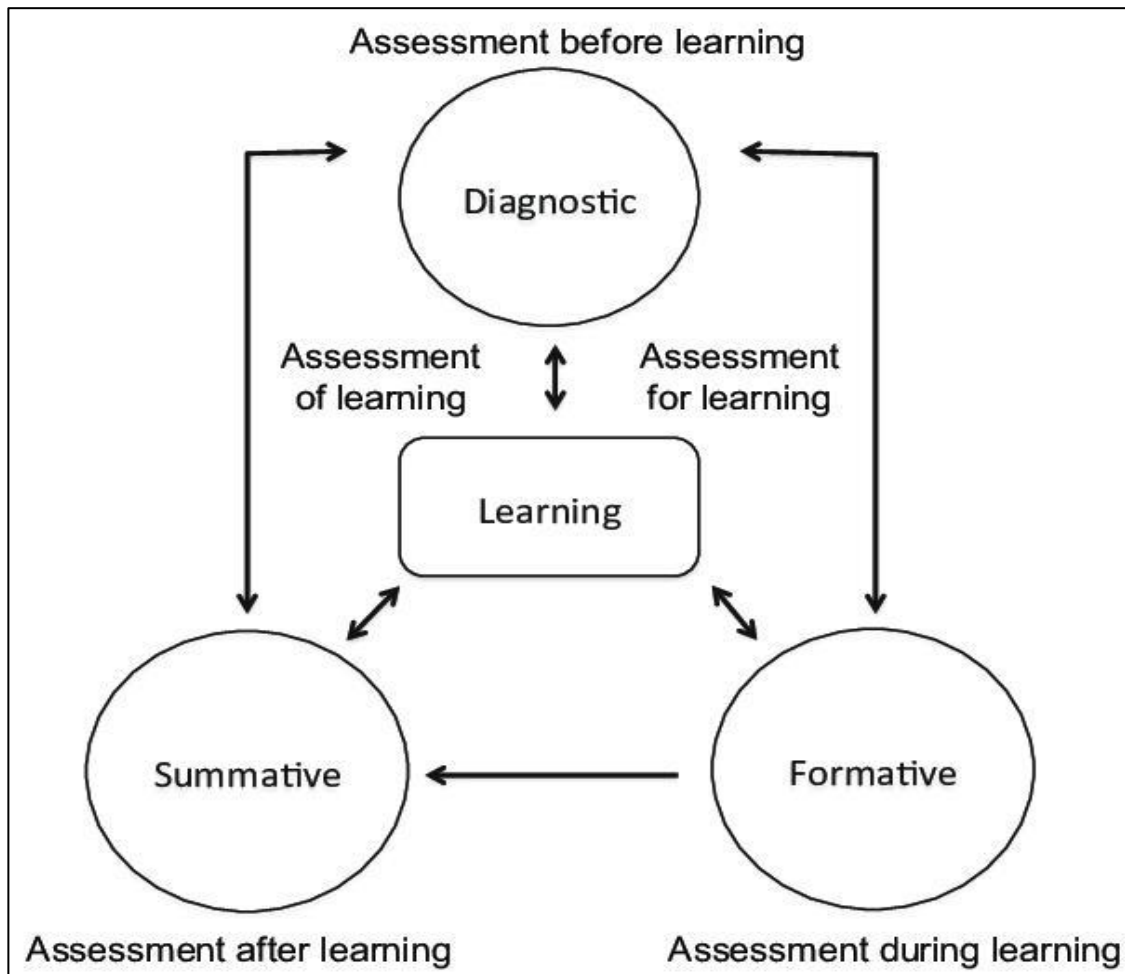
Figure 2: type of Assessment (redrawn from Crisp,2007)

1.6.4Examples of summative and formative assessment

1.6.4.1Formative assessment examples

There is lot of formative and summative assessment examples I choose two examples I explain them as follow:

1.1Quizzes and polls

According to Pheat (2024) said that quizzes and polls are low-effort strategies to check students' information while taking their courses.

1.2Class discussion and debates

Walter&scott (1968) said that class discussion is "the effort of a group of individuals who talk informally to gather in order to solve commonly recognized problems or to arrive at an understanding of values"(p.186).

1.6.4.2Summative assessment examples

2.1Portfolios

A portfolio is defined by Indeed (2023)" a portfolio can be good way to assess students' progress at the end of the course with a portfolio, students collect their best work from the school year and submit it as a single project. Before submission, they may edit their previous work to better reflect what they have learned" (p.1)

2.2Presentation

According to Gregg (2024) is means of communication which utilises visuals and written content to support each other and deliver knowledge to the target students by performing speech, PowerPoint, lessons and demonstrations.

The Vann diagram below is add as additional clarification I which is shows a comparison between formative and summative assessment which is uploaded by Malisa Maria Mahmud (2018) from here book theories into practices: Blooms' taxonomy comprehensive learning theories (CLT) and E-assessment.

She gives an example of formative assessment such as quizzes and classwork which they are activities used in classroom in order to enhance interpretation of the lesson or specific item. For the summative assessment, she provided an example like test and exams at the end of the unite or semester, so teachers prepare a test checking out what learner thought in such period and for determine the achievement of classroomobjectives.

Formative Assessment:
Is part of the instructional process.

- Quizzes
- Observations
- Creating T-Charts, Venn diagrams & other student learning evidence
- Classwork/Homework
- Writings & exit tickets
- Helps teacher modify future lesson planning based on learner needs

- Both are ways to assess
- Questioning strategies need to be addressed
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback
- Assist in future lesson planning

Summative Assessment:
Used to determine at a particular point in time what students know and do not know.

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability
- SAT or ACT-type tests

Figure 3: a comparison between formative and summative assessment

1.7 Criteria of Assessment

Ven Der (1996) views that assessment must be reproducible, valid, feasible, fair, and beneficial to learning. Moreover, having the criteria concerning the course topic in advance aiding students to clarify their grades and alert to get more assignments (Miller et al ,1998). According to James, McInnis, Devlin (2002) view that learner learn more effectively when they understand for what purpose they learn, and for comparing their work with their classmates.

1.7.1 Criteria of making Test

1.7.1.1 Practicality

Practicality is defined by Geoffery (1980) as the degree to which exams my possibly utilised by instructors who has obtained restricted resources and time accessible for them. To sum up practicality means that the test needs to be easier and more accessible for all learners.

1.7.1.2 Validity

An explanation of validity provided by Johnson (2001) the level to which a test measure what intended to be measure. Blumberg (2005) explain validity as the way that measuring tool assess what should assess. Validity is divided into 4 aspects suggested by Johnson (2001) in which they are content validity, construct validity, face validity, predictive validity and empirical validity.

1.7.1.3 Reliability

Brown (2003) state that a reliable test is consistent and dependable. Its mean when you give the same test to all your stunts, they will gain the same results. Furthermore, Blumberg (2005) a measurement is regarded reliable unless it regularly provides precisely the same results. Hence, according to Chakrabartty (2013) it measured continuity, exactness and consistency and credibility of a research.

1.7.1.4 Authenticity

From the perspective of Bachman & Plamer (1996) Authenticity is the level that are language evaluation assignments' properties match with the one of desired activities of language.

1.7.1.5 Washback

Huges (2003) explain washback as "the effect of testing on teaching and learning"(p.1). It means the effect either positive or negative and how it effects the preparation of the test for both evaluation maker and taker.

1.8 Techniques of Assessment

1.8.1 Classroom assessment techniques

Teachers utilised classroom assessment as a structured method for formative evaluation, to measure how much they learn and how effectively they learn. (Angelo & Cross, 1993. (As cited in canter for innovation in teaching and learning). Beyond that, CATs allow to get rid of the "illusion of understanding "by supplying students the option to show one's owned the amount of comprehension (Svinicki & McKeachie, 2011). In another way, CATs are possibly utilising to find student's attitudes and values or to figuring out the manner in which they are reply to certain material (Palomba & Banta, 1999).

Angelo and Cross (1993) submit fifty classroom assessment techniques as core mechanisms (instruction, techniques, activities and forms). CATs present the further benefit of letting students to take active role in their studies and are easily to make up, control and measure. The 50 classroom Assessment mechanisms are separated into 3 main kinds: way to evaluating expertise and capabilities pertinent to the course. Techniques for assessing learners' perspectives, values and recognising on self, the last form evaluates replies of students to assignments.

1.8.2 Techniques of Assessing literature

Examining literature involves exploring the depths of works of literature to determine their relevance, effect, and meaning. In order to analyse components like themes, characters, story structure, language, and symbolism, a variety of techniques must be used. Through examining all of these aspects, readers might have an improved awareness of the writer's objectives.

1.8.2.1 Traditional or classroom assessment

The most widely spread techniques are tests, quizzes, short answers, multiple choice, essays, book report, and oral presentation.

1.8.2.1.1 Tests

Conducting tests is one of the most widely utilised assessment methods in education. Above and beyond being viewed as a tool. Tests are essentially standard-setting methods that ask a series of questions in order to systematically measure a sample of behaviour. Tests are made to assess a sample's quality, aptitude, skill, or knowledge in relation to predetermined criteria. (D. Adom, et al, 2020).

 tests in education have different types that are used to measure the students ability to complete an activity which are: Oral test, Placement test, aptitude test, norm-referenced test, computer-based testing, diagnostic test, standardised test and criterion test. Each one of this has its own and specific organisation.

Language and Literature Assessment Practice Exam Questions and Answers

This resource contains 20 multiple choice questions about language and literature assessment, along with their corresponding answers. Topics covered include irony, author identification, poetic forms, literary techniques, and themes. Perfect for students preparing for language and literature exams or anyone looking to expand their knowledge in the field.

1. What is the main purpose of literary analysis?
    A. To summarize the plot of a work of literature
    B. To evaluate the author's writing style
    C. To interpret and analyze the themes and symbols used in a work of literature
    D. To make personal opinions about the characters

2. Who is the author of the famous novel "To Kill a Mockingbird"?
    A. Harper Lee
    B. William Faulkner
    C. Ernest Hemingway
    D. F. Scott Fitzgerald

3. What is the definition of "diction"?
    A. The way a character speaks or acts
    B. The use of words in a language
    C. The choice and use of words in writing or speech
    D. The rhythm or pattern of sounds in a work of literature

4. What literary technique is used when an author uses contrasting elements, such as good and evil, to create a more dramatic effect?
    A. Irony
    B. Symbolism
    C. Foreshadowing
    D. Juxtaposition

figure 03: Test paper example retried from: https://www.studocu.com/ph/document/holy-cross-of-davao-college/bachelor-of-secondary-

1.8.2.1.2 Quizzes

The word "quiz" has many definitions; it might describe a small game with a few questions or a large-scale gathering with several dozen or hundreds of participants. There can be multiple choice questions or just one topic covered in the quiz. To put it differently, A quiz is an examination in which contestants answer questions covering one or more subjects to see what they know. (S. Pai Raikar, 2024).

LITERATURE QUIZ QUESTIONS

(www.TriviaChamp.com)

1> What novelist dreamt up the TV series ER?

2> Who wrote the novel "Heart of Darkness"?

3> In Edgar Allen Poe's, "The Raven" -- what word does the raven continue to say again and again?

4> Mary Shelley is best known as the author of what literary work?

5> Mercutio is a character found in which of Shakespeare's plays?

6> Who wrote the Novel, Dr Jekyll And Mr Hyde?

7> According to the nursery rhyme, what did the third little piggy do?

8> What author said in 1891, "Nothing that is worth knowing can be taught."?

9> Sidney Carton is the hero of what Charles Dickens' novel?

10> Which playwright wrote the Crucible?

11> In the book of Genesis, how long did creation take?

12> Who wrote the 3 Musketeers?

13> What superhero was created by Bob Kane?

14> Whose biography was called "Dragon"?

15> Mark Twain was the pen name of what author?

Figure1.5:sample   quiz   question
https://www.yumpu.com/en/document/view/22823342/literature-trivia-quiz-trivia-champ

 This figure shapes how we can conduct a quiz. For example, in the figure below the teacher provides his students with a picture to reflect on, then he asks them some questions that need only one answer without any explanation or justification, they are going to answer only with yes or no.

1.8.2.1.3Short answers

 short answer tests item is written either aa direct questions requiring the learner fill in a word or phrase or as statements in which a space has been left a blank for a brief written answer. Furthermore, the question should be precise otherwise the items that are open to interpretations allow learners to fill the blank with the possible information (Simonson, et sl, 2000).

Literary Analysis Short Answer Format
(Open-Ended Responses)

Throughout your high school and college English courses, you will be asked to answer questions about literature, such as:
- Why is the setting important to the story?
- Why did the character act the way she did? What were her motivations?
- Which character changed the most?
- How is the idea of power presented in the story?
- What is the most important conflict faced by the character?
- What is a central theme in the story?

Your answer to a question like this must do things:

1. It must be **reasonable** (make sense, be possible)
2. It must be supported by **relevant details** (proof, evidence, quotes) from the story

In literary analysis questions, there is often more than one possible answer. I may have one opinion, and you may have another; however, if both answers are **reasonable** and supported by **relevant textual proof**, then they are **BOTH** right. This is why these types of questions are referred to as open-ended questions.

Follow these strategies step-by-step when responding to an open-ended question:

1. **When possible, read the question BEFORE reading the story.** This gives you a purpose for reading.
2. **Read the ENTIRE selection.** Do NOT stop reading when you think you have found the answer!
3. **Annotate!** Make notes in the margin; highlight passages you THINK might answer the question. Circle key words and phrases. If you are not allowed to write on the story, use sticky notes to mark your paper.
4. **Answer the question asked, and answer it in the topic sentence.** You would be amazed at the number of students who write wonderfully witty, insightful papers, but never answer the question that was asked. Those students are appalled when they receive an F instead of an A.

EXAMPLE:
Q. Why did Cinderella leave the ball at midnight?
Incorrect answer: Cinderella should not have left the ball at midnight. She should have told the prince about her awful stepmother and horrid stepsisters. He probably would have had them arrested and incarcerated in the nearest dungeon.

The question did not ask for your opinion on Cinderella's decision. It merely asked what HER motivations were.

1.8.2.1.4Short answer example https://studylib.net/doc/7270389/literary-analysis-short-answer-format In this figure, the teacher provides his students with some questions that may require a specific and brief answer, for example when he asks them "what is frequency?" Here students are supposed to define the concept" frequency", or when he gives them this question" why do sound waves travel more slowly in liquids than a solid?" here they may provide reasons. And they are going to follow the same process to answer all the questions.

1.8.2.1.4multiple choice answer

Multiple-choice questions, especially those with numerous correct answers, are seen to be an effective technique to assess knowledge beyond isolated facts (Bauer et al., 2011). They suggest using this strategy to evaluate how well students apply knowledge by giving them multiple choice answers, all of which they must correctly identify. This strategy asks pupils to distinguish tiny variations between correct and erroneous options, which fosters deeper comprehension and metacognitive skills.

According to (Petersen et al., 2016) more than one right answer per question "discourages guessing and provides better discrimination of student understanding" compared to single-response questions, according to Petersen et al. (2016). In contrast to single-answer questions, this style can also reward incomplete knowledge on a given topic, and research has shown that students benefit more from feedback on multiple-answer questions than single-answer questions in terms of their metacognition in those subject areas. He adds that Due to their complexities, these questions can be difficult for teachers to pose, and the fact that there are several right answers could cause confusion and a heavy cognitive load for students. Because of this, the structure works best for formative assessment. When utilised for summative assessment, these questions may not be accurate or reliable. I scaffold the process of reading texts for meaning and developed students' critical engagement with texts by combining this format with other question types in formative weekly quizzes.

Name: _____ Course/Year: _____ Date: _____ Set: D

Theoretical Foundations of Language and Literature Pre-Test

Multiple Choice
Choose the option that best completes the statement or answers the question.

1. The word "just" in the sentence below indicates ____. "She has just eaten."
   A. an action that was true in the past and is still relevant to the present
   B. an action which was completed before another past action
   C. a recently completed action
   D. an action continuing at a given point in time
2. Why do most fathers prefer a son ____ a daughter for his first-born child?
   A. over
   B. than
   C. to
   D. from
3. It is a branch of linguistics that deals with how words combine to form phrases, phrases combine to form clauses, and clauses conjoin to make sentences.
   A. semantics
   B. pragmatics
   C. syntax
   D. morphology
4. Which word has the same sound you hear at the beginning of "shark"?
   A. mash
   B. beach
   C. check
   D. crab
5. By the end of the course the students _____ the most important grammar structures.
   A. will have mastered
   B. are mastering
   C. have mastered
   D. have been mastering
6. Aspect of the verb that indicates an action has already been done is known as?
   A. perfect aspect of verb
   B. perfect progressive of verb
   C. progressive aspect of verb
   D. simple aspects of verb
7. How many are the aspects of verb?
   A. 1
   B. 4
   C. 3
   D. 2
8. This type of language is used to describe the kind of language a learner uses at a given time, that is, his version of a given language, which deviates in certain ways from the language of a mature speaker.
   A. holophrastic speech
   B. native language
   C. Dialect
   D. interlanguage

1 of 13

Figure 1.7: Multiple answer questions example
https://www.liveworksheets.com/node/6227292

1.8.2.1.5 Essay

While assays are defined as written pieces used to convince the readers of an idea using arguments (Thomas White.10. May.2020) However Fredrick. Crews define the essay as a nonfiction piece that shows a point of view. However, according to Khadidja.K (2018.2019) an essay is a tool of assessing students' knowledge about a specific topic in a well-structured form, composed of paragraphs that are connected and related to the same topic. To become a good writer is not something easy. A good author is someone who can master all the five components of an effective written piece. Because if he missed one element no one bothered to read what he wrote. The elements we talk about are responsible for making a good piece of writing and a good writer. They are summarised in this order.

First the content which contains the main idea of the work with its details, arguments, illustrations and even materials used in written work .Second, the form as another crucial element deals with the organisation of the lay out of the essay, here essays are made from three major parts that are; the introduction starting with the hook to grab the reader's attention, than the thesis statement that introduces the general idea of the topic, finally the blueprint that consists of supporting detail orderly. The body of the essay. In this part the writer goes deeper in the topic by giving more detailed information about the topic. The conclusion by which the author closes his work either through restating the thesis or making it open for further reading.

With grammar as an important component of the written piece, this one deals with the amount of knowledge the writer has about grammatical rules since they are what govern writing, such as sentences, words, conjunctions and other rules. In addition, the style, or the writer's finger print to grab the reader's intentions. Nonetheless, he should pay attention to all the essay components that make it effective. Finally, the mechanics, this includes all what is not spoken like punctuation, capitalization, spelling and so on. Because 8t so hard for readers to understand the meaning without these details. See the figure below for better understanding.
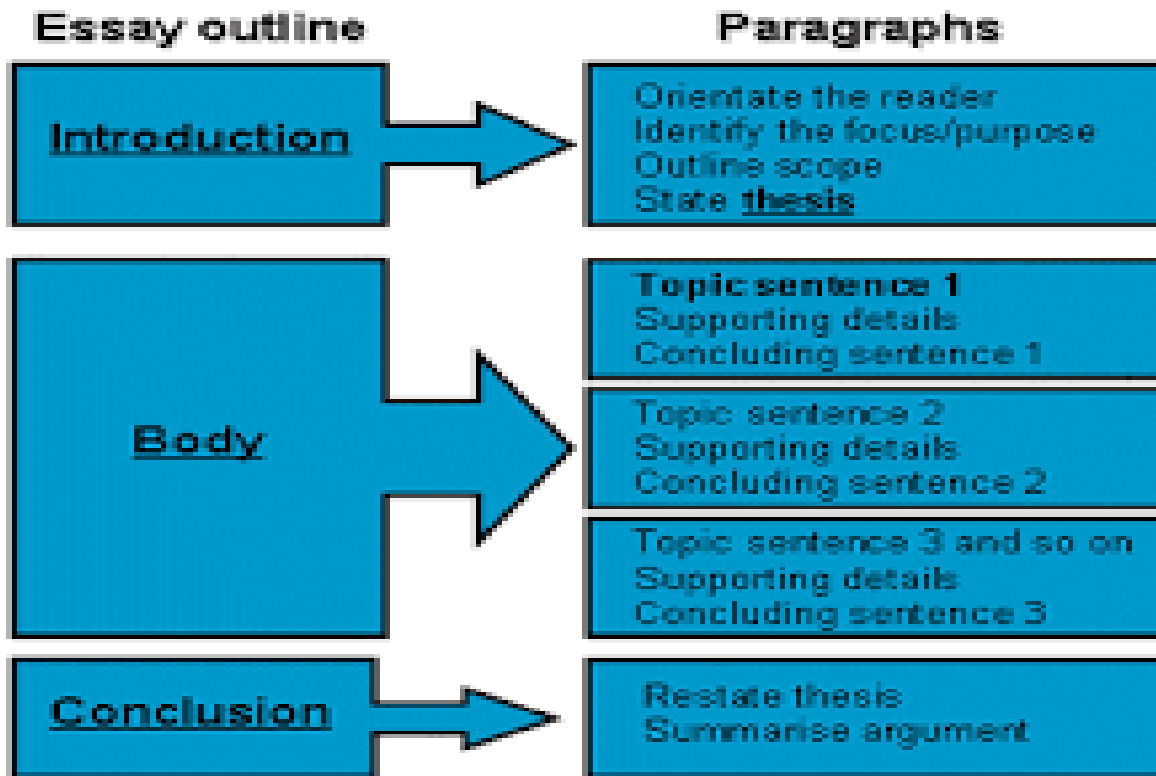
Figure 1.8:sample of the essay structure https://www.google.com/imgres?h=215&w=234&tbnh=215&tbnw=234&osm=1&lns_uv=1 &source=lens-native&usg=AI4_-kQxX8YcA- _YUT62wF8wkidwdTdYsA&imgurl=https://wr1ter.com/wp- content/uploads/2019/03/Essay-Structure.png&imgrefurl=https://wr1ter.com/essay- structure&tbnid=BkJkU-wGIQKuFM&docid=-_mIXuTIHq2IwM

1.8.2.1.6 Essay in literature

The essay has a distinguished and lengthy literary history. They started to become more and more well-liked in the early 16th century, and both original writers and ghost writers are still in demand today. This condensed version, which presents a specific thesis and attempts to support it with multiple examples, is preferred by many readers because it gives the impression that the author is speaking directly to the reader. Uncertain whether you've ever read an outstanding essay? You would be surprised at how many works of literature are essentially essays or have developed into far more complex structures from them. Take a look at this list of beloved books" Aleksandar Hemon's The Book of My Lives", "James Baldwin's Notes of a Native"," Son and Susan Sontag's Against Interpretation" (Thomas White, 2020)

1.8.2.1.7 Oral presentation

Oral presentation (OP) according to Particia Frippen. (p, 357,359) is a communication tool through which you give and deliver a specific information about a specific topic, it can be done both individually or a group work following its three steps that are the pre stage which means planning before the presentation moving to the presentation itself to the post stage which is what can be happened after the presentation. Particia thinks that the effective presentation should include crucial and clear information, and a simple style for delivering the information.

An effective Oral presentation

According to (K. Wong, 2023) delivering a presentation that is both captivating and memorable requires careful consideration of both content and delivery style. Ever wondered what goes into a strong presentation? Here are steps for a successful oral presentation

●   clear organisation: Nobody enjoys becoming lost in a sea of data. Create a coherent flow of thought that includes an introduction, key ideas, and a strong conclusion. A well-organized presentation makes it easy for your audience to follow along and leaves them feeling satisfied at the conclusion.

●   captivating beginning: Start your presentation with an attention-grabbing statement, a thought-provoking question, or perhaps even a compelling anecdote to attract the audience's interest. Prepare the audience for an amazing presentation!

●   Relevant content: Make sure your content aligns with their interests and needs. Your audience is there for a reason, and that's to get valuable insights. Avoid fluff and get straight to the point, your audience will be genuinely

●   useful visual aids: imagine this: a yawning slide filled with tiny charts and walls of text! Visual aids for presentations should serve as exactly that—aides. Select lucid and eye-catching slides, captivating pictures, and educational charts that enhance and support your content.

●   a powerful conclusion: Final thoughts linger! Give your audience a clear understanding of your important arguments by summarising them. Your presentation should come to a close with a bang, a call to action, or an idea that will inspire people long after it has ended.

1.8.2.1.8 Book report (BR)

A book report is a type of written or spoken presentation that provides an overview, analysis, and sometimes an assessment of a nonfiction or fiction work. Book reports are essentially an assignment from the classroom, as Sharon Kingen (2000) notes below: "a means of determining whether or not a student has read a book".

The book report is characterised by, first of all, the book's title and the year it has been published. Second, the book's genre (kind or category), such as fiction, autobiography, or biography, and the name of the author. Also, the book's central idea, storyline, or concept. In addition to, a brief summary of the key points or ideas treated in the book, then the reader's response to the book, identifying its apparent strengths and weaknesses. And finally, brief quotations from the book to support general observations (Richard.N,2018).

Figure 9: a sample of a book report https://daisypaper.com/book-report-template/

This shows the template of how to write a book report and what elements we should include inside of it. Those techniques are usually used to assess the required knowledge in a funny way. And because they are easy for the grading scale. However, other teachers use modern techniques such as videos, and other technological materials.

Conclusion

To conclude, in this chapter we gave the reader a view about our study which is assessment in literature in which we defined the main terms of our topic briefly then we deal with the importance of literature; its methods, techniques of teaching literature, also we mentioned the types of assessment, the criteria of making assessment, its techniques and skills that information gathered facilitate for us to narrow down to our context of study we will tackle in the next chapter.

CHAPTER 2

Chapter tow: context of study and methodology

Introduction

In this chapter, we discuss the context of our study in which we go deeper into our topic, dealing with teaching literature in the Algerian context tackling the different approaches and methods applied to teaching literature in the Algerian universities in addition to the objectives of teaching literature and challenges may face in the classroom while teaching. Then we go deeper to our context which is Ibn Khaldun University. Finally, we will describe the methodological process that we follow to conduct our research.

2.1 Teaching in the Algerian context

Recent years, the Algerian higher education system experienced a significant growth in both human and material constructions. Nevertheless, this advancement was followed by a variety of challenges and obstacles that inevitably let the teaching process get worse. Additionally, there was an important gap between the demands of the market and society on one hand and the university production on the other hand. This reality pointed out the failure of previous implemented system in the Algerian universities since the Algerian independence.

As a matter of fact, this situation led the Algerian policy makers to think about the educational system, and finally had a decision of integrating a new system that is used in most European countries which is the LMD system. (Sarnou, et al, 2012).

The license-master-doctorate (LMD) system equates to three, five, and eight years of university study, respectively. Every university in the European Union accepts these three degrees. There are 48 participant countries in all. Facilitating equivalencies and encouraging student mobility. (Hippolyte, 2021).

2.5 Objectives of teaching literature

Many teachers in Algerian universities think that literature is not important, they consider it a useless module, a waste of time, made only for fun and pointless. By contrast, other teachers see that literature is very essential for keeping students motivated and engaged in the learning process.

According to H. Hamadi (2016) the main objectives of teaching literature in the Algerian universities is not only because it is a source of motivation, or being a valuable authentic material,

but also due to its significance in developing such students competencies that are linguistic and communicative competencies, building critical thinking and cultural awareness.

2.5.1linguistic and communicative competencies

When we come to literature as a means of developing linguistic and communicative competencies unconsciously, we are taking into account the language exposure which means that reading literature offers a range of vocabulary, grammatical structures, and a variety of literary works styles. Students Language vocabulary is expanded via the different linguistic patterns and styles come across when reading literary books. Additionally, language comprehension, I mean that, through literature learners understand its complexity of ideas and themes. Students will be able to derive meaning from the context of literary texts., analyze and interpret figurative language. As a result, readers develop their communication competence via both writing through expressing their thoughts, opinions in the form of written pieces such as essays, novels and stories. That are coherent and organized works. Or via speaking in which they engage in conversations and debates in the classroom since that the English language is used only in the academic setting. (H. Hamadi, 2016)

2.5.2Building critical thinking

Critical thinking according to Paul (1992) as cited in (B.Black 2008, p.2) when someone thinks about what he thinks. Which means that we need to ask a question about anything, any time, where. Houda (2016) states that all cognitive activities and exercises such as analyzing, interpreting, synthesizing and prediction are all included within critical thinking. Reading literature is considered as a material that helps students to think critically via giving them the opportunity to use their imagination, reading and analytical skills. Additional, being aware of analyzing difficult situations which may help them to be problem solver in their real life either inside or outside classroom. (H. Houda, 2016).

2.5.3Cultural awareness

Houda (2016) states that acquiring linguistic competence including vocabulary, grammatical rules, structure, and the variety of style and literary work genres is not enough to learn and acquire a language. As a matter of fact, the inclusion of the cultural aspect is the most crucial in the target language since it is considered as a leap to the past. I mean that reading literature, especially those works that refer to history allow them to travel over time and places; consequently, they will deal

with what is related to the target language they are learning; traditions, customs and even beliefs in relation to their own. Reading literature gives learners the opportunity to see the world from the characters' eyes, and experiences.

So here are some literary books that help students to be aware of others cultures "*The Great Gatsby (Legion Scott, 1925)*", "*The Beautiful one not yet born (Kwei Armah,1939).*", and "*I think of you (Ahdaf Soueif, 2007)*".

2.6 Challenges in teaching Literature

Teaching literature in the Algerian context seems to be an obstacle for many teachers. A study by M. Kheladi (2016) at the level of University of Tlemcen shows that the main challenges teacher face in the teaching process are the mixed ability classes, student low language aptitude, teacher lack of training, lack of library sources, assessing students learning, managing student anxiety, and balancing teaching and sources.

2.6.1 Mixed ability class

Mixed ability class according to H. Kaur (2010) means that in one classroom, we have different learners with different abilities in one classroom, which is considered as a system of teaching. To elaborate more, Bowman (2008) states that this difference does not exist only with the language background or intelligence, but also in their learning styles and preferences, this why we find on the first hand auditory, visual, kinaesthetic and tactile students, and on the other hand there many students who like group study, others prefer individual work and so on.

The difference among students is a good thing; However, it creates a big challenge for teachers to deal with all of them and try to keep them motivated, and interested in their learning. Accordingly, each learner has his own learning pace which mean that there are some students who can finish the task in 10 minutes while others need more. So here, how can teachers manage activities to cope with the whole class at the same time? Moreover, students are classified into two categories; fast achievers who are those students who understand the task or the lesson from the first explanation, and the slow learners who need more than one time to explain for them.

In this situation, how can the teacher deliver the information for all of them and how can be sure that all students gain and learn well. (Kheladi, 2017).

2.6.2 Students' low language aptitude

Dealing with the issue of mixed ability class makes teachers put in their minds the point of linguistics ability of the student and its significance in the application of teaching literature in the EFL context. Indeed, year after year the level of students language is decreased especially after the latest educational reform. Many teachers of literature have stated that despite of the fact that this reform is full objective, we still complaining about the main objectives of the competency-based approach which is applied in the Algerian universities since 2003.Similarly, literature teachers are not satisfied the low level of students' language proficiency and claim that many students in the Algerian universities face a problem in both speaking and writing skills which may distract their literary studies.

Unavoidably, teachers assert that learners cannot understand the meaning of literary works since their linguistic competence is weak. (Littlewood, 1986 as cited in Kheladi, 2017). In addition, Rogers (1983) points that the main objective of the teaching and learning process should be the development of the student's linguistic and communicative competences because they are the most important to learn literature. (As cited in Kheladi, 2017 by Rogers, 1983).

2.6.3 The lack of students' interest of reading

Another problem teachers of literature face in their teaching which that students are not interested enough in reading. Today and according to the development of technology students prefer to pass their free time in the internet, chatting, watching videos, to entertain themselves rather than reading books which can be more important not only for developing the linguistic aspect of a target language but also in increasing the student's level of creativity and building the critical thinking skills. Consequently, interpreting the meaning, of literary works, understanding plots, and even decoding concepts becomes a big struggle for students due to the absence and low interest of learners in reading. (Smith, 1982.As cited in Kheladi, 2017).

2.6.4 The lack of library sources

One other issue that teachers deal with and makes the situation getting worse is the lack of library sources that are considered as an essential factor which is responsible for the decreasing level of the students interest in reading. Indeed, this problem leads the educational institutions to look for solutions. In the end they found that the best solution is the integration of technology. This allows both teachers and learners to use the internet inside the classroom for the sake of learning.

To put it differently, teachers of literature use the former to extract books from it, and also ask the students to read electronic books. Although the internet provides the students with sources and books, sometimes, the books they find are not original, and do not have the same structure of the printed one. This if they find the source because most of the time, the sites are not open access or paid. (Kheladi, 2017).

In the same line, Bachrudin (2015) asserts that the academic sources should be included in any educational program of any university in order to achieve the learning objectives. Accordingly, the use of e-books is useful and valuable for research activities but we cannot neglect that libraries are more effective since they give both student and teacher the opportunity to access abundant and relevant sources and information. (M. N. Bokoh, 2023).

2.6.5 The lack of teacher training

The teaching process is built with two major pillars that are the teacher and the learner. So, of the low level of the learner considered a problem, the level of the teacher is a dilemma. So, teachers now, focus only on the theoretical aspect which is the content should be taught and they pay no attention to the practical aspect which means how deliver the information and be sure that learning is occurred. Schowalter (2003) states "*teaching is a demanding occupation, but few of us actually have studied to do it.*" This means that the teaching process is carrying much more on the content that should be presented by teachers to learners and not about how teachers are going to present it.

The teaching and learning process needs a teacher who is skilful. To put it differently, to achieve the teaching goals we need a teacher who masters the content plus who is aware and able to create all the needed techniques and strategies to fit all his learners' needs.

2.6.6. Assessing students learning

At the level of the Algerian universities, especially the English department, the assessment process in literature focuses on passing the examination which emphasizes a specific layout that includes a text to read followed by comprehension, vocabulary, and grammar questions. And finally, a passage for writing. Instead of giving a chance for the student to perform through showing his/her creativity and critical thinking skills. Teachers in this situation concentrate on linguistics competency and neglect other learners' needs.

In this respect. (Ross, 2005) explains that formative assessment which should be taken a place during the learning-teaching process and due to its significance in providing feedback to the

students and preparing them to the final test or exam. However, is not from the literature teachers concerns. Ross (2005) adds that formative assessment is also for developing the level of motivation and gives the learner an active role in his learning by engaging them in some tasks. In the same line the feedback provided through FA is beneficial and should be focused on both the students' strength points and weaknesses (introspective feedback).

2.7.1Teaching literature in university

In Algerian universities student study literature for over three years in license degree, beyond each year literature is different in terms of the name of module, credit, coefficient And assessment tools, in addition each year students have two semesters in the whole academic year, according to English Canvas(2018) in the first year, the name of module is the study of literary text, in which the first semester main course objective is to help students distinguished literary discourse from other types and understand the major literary genres such poetic, narrative and dramatic with including their subcategories, the credit of this module is 2 and it's coefficient is 1.

Moreover, students learn everything about literature It's genres, poetry types, prosody Also figure of speech in addition to method of analysing poem and romantic poetry from English movement. for the assessment in this semester is divided equally 50% written exams and 50% continuous assessments. However, for the second semester, it seems that the course objective is the same with a previous semester, but the content taught delves deeply into a particular literary period and works. In this respect, students study old English literature such Beowulf and middle English, also Joffrey Chaucer's "the Canterbury tales", Elizabethan literature, the selected works of William Shakespeare's, without forgiving the rise of English novels and Daniel Defoe's" The life and adventures of Robinson Crusoe". Lastly the assessment method is equal between summative and formative assessment.

In their second year they study the module of the study of literary texts, in which its coefficient is 1 and the credit is 2. For third and fourth semester aims at enhancing students' reading and writing skills. In semester 3 based on the students mastery of English language and their gained knowledge from previous year they study about the various literary works and Great Britain romanticism period and Victorian age. furthermore, they tackled the romantic poetry such "Gothic novel "also "Jan Austen's pride and prejudice". Additionally, the fourth semester they learn American

literature and romanticism, literature revolution "Thomas Paine's Common Sense", short stories like "Washington Irving's Rip Van Winkle lastly about American realism. For both semesters the assessment is once again divided equally between continuous assessment and written assessment.

2.7.1Third year literature teaching syllabus

Our study was carried out in the department of English language at the faculty of letters and language in ibn khaldoun university, Tiaret. According to English Canvas (2018) In third year they have 2 semesters "semester 5 and 6 ". its credits are 4 and coefficient is 2, this course aims to enhance students' practice and knowledge of the analysis of literary elements through depending on the acquired knowledge from semester1to 4 and the mastery of English language. They study courses of theory and practice; for the semester 5 they learn about Modernism like "Joseph Conrad's Heart of Darkness". Also, they study semester 6 above the 20th century African American literature like Richard Wright "The Ethics of Living Jim Crow" and the 20th century poetry such W. B. Yeats "The Second Coming". Finally, the assessment is equal for both semesters 60% for written evaluation and 40% for continuous assessment.

2.8Methodology

This work uses an exploratory method which is a type of research used by researchers to collect data about a topic that has not been searched before and needs further explanation and investigation. (Defne Çobanoğlu. 2023). Chris Drew (2023) adds that researchers employ this study method when they have the desire to learn more about such topics, they are not familiar with. (Chris Drew. 2023).

Furthermore, exploratory design is usually qualitative; Nevertheless, when it consists of a large sample it will be quantitative. It also refers to an interpreting or grounded theory method due to its adaptability. (Tegan George. 2023)

To sum up, whenever there is an incomplete investigation, researchers use exploratory design to have a broad understanding about the topic investigated.

2.8.1 Advantages of Exploratory research

 Researchers use this type of methodology due to its flexibility in making decisions about how they will conduct their research if they do not have too much information since it allows them to gather information about the topic they search for. In addition, it allows researchers to use

secondary sources which can minimize the cost of the research. Likewise, it paves the way for other studies which help them to be more familiar with the topic should be investigated.

Additionally, and according to O. Thomas. & O. Raheem Lawal (2020) exploratory research offers an opportunity for researchers to choose a topic, understand it, well, then put predictions and hypotheses, finally gathering a large amount of information on the investigated topic, and all this through determining the best research design.

2.8.2 Disadvantages of exploratory research

Despite the positivity of the exploratory design, it has also a negative side in which the answer provided by this design is almost confused even if it directs the research. To add, ER is usually quantitative so it deals with small samples hence its results cannot be generalized for the whole population. And some information can be biased and judgmental so it needs a quantitative study. Finally, if the data are collected from a secondary source, it may be outdated. (Adi Bhat. n d.)

2.9 Research approaches

This paper involves a combination of two approaches that are qualitative when dealing with non-numerical data and qualities such as behaviour, attitude, opinion and beliefs.

A quantitative method that consists of statistics, and number as an instance grade, percentage, and scores, is almost conducted when we have a large sample. (Durney. 2007)). Durney (2007) states that it is right that we have quantitative and qualitative approaches but the data collected is generally qualitative. Otherwise, this research uses a qualitative method to gather information about the quality of assessment in teaching literature in the Algerian context exactly at Ibn khaldoun University of Tiaret via using an interview with five teachers than wee record their answers about how do they assess their students, which approaches they use to teach them and what are the challenges they may face and what do they suggest as a solution.

On the other hand, we use a questionnaire as a tool for quantitative research with fifty students. Which assessment tool they are satisfied with, how do their teachers assess them and was the feedback provided by the teacher useful or not. Even though those questions are qualitative in nature since it seeks for the opinion of students, the focus is on the number of data obtained.

2.10 Research procedure

After choosing our topic, we decided the method which is exploratory and the sampling of our study. After that the researchers thought of making tow research instruments a questionnaire for

third-year students which take two weeks for preparing the appropriate questions that guide us for specific data we need. We piloted the questionnaire with the fifty students and for finishing our 50 copies, it takes two days for gathering all the data. The other instrument is an interview with English literature teachers, after taking their permission for doing the interview each one takes from 8min to 15 min. It is done face to face and recording them.

The collected data from the questionnaire and the interview is first analyzed, interpreted and discussed into graphs and figures and discussed quantitatively.

2.11. Research instruments

For obtaining valid information, we used tow research tools: an interview for teachers and a questionnaire for learners that allows us to collect the suitable data from our participants.

2.11.1 Questionnaire for students

Many researchers used this research tool, based on Brown (2001) "Any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers'' (p.6). For Brown, questionnaire is the written tool which contain a set of questions and answers. In another way, Cohen (2013) provides an explanation of a questionnaire which is a tool for obtaining primary information.

2.11.2 Advantages of questionnaire

According to Taherdoost (2022), a questionnaire is beneficial in gaining a lot of data from a huge simple size, and saves time. Also, the questionnaire helps identify inexpensive solutions. Moreover, it gives you the capability of gathering precise data.

2.11.3 Description of student's questionnaire

In our study, the research tools used is a questionnaire which contains 14 questions that are divided into different types: open-ended questions; direct and multiple-choice questions and yes, no questions. They are administered to 3rd year English language students of the department of English at Tiaret university; Those questions are designed with the aim of checking out the quality of assessment in literature and most commonly used strategies and techniques of assessment in classroom; They are questions are categorized from easy to the complex questions. The

questionnaire is divided four sections, Section one is from question number 1 to question 4 it is about the assessment tools and instruction. Meanwhile section tow, from question 5 to 7 is include the assessments ways of checking understanding and its focused. Section three from question 8 to 12 its covers the criteria used to correct and evaluate students works, section four, from question 13 to 14 deal with students' obstacles and barriers with assessment of literature.

2.11.4 Interview for teachers

From the major explanation Brace (2008) set a definition of interview as "...the medium of communication between the researcher and the subject, albeit sometimes administered on the researchers' behalf by an interviewer" (p.4). Moreover, another explanation for the interview by Cresswell (2012) as conversation that happens between the interviewer and the interviewing face to face throughout exchanging data to researcher. To sum up, the interview is conversation done between two persons in order to transfer data to paved the way for delving deeply into questions.

2.11.5 Advantages of the interview

Some advantages of interview provided by Clements (2021), the interview permits for the interviewer to gain access to unique and original data from the source that aligns with the purpose of the study. Also, this tool helps in getting the details needed in a direct interview in which the questions can be adjusted.

2.11.6 Teachers interview description

The research tool utilized in this study is semi-structured interview that is done face to face with teachers who were specialized in literature subject. It includes 10 questions are designed for the aim to generate insights from teachers about the quality of assessing EFL learners. It is organized into. The interview questions are about their experience; ways of assessing EFL students; the criteria used to correct test and exams also the challenges and stragglers that they face in assessment of literature.

2.12. The sample

In this exploratory study the sample that we worked with were the 3rd year students of English as foreign language at the department of English at Ibn Khaldoun University in Tiaret and the teachers of English literature.

2.12.1 Students' profile

During the academic year 2023/2024, it was done with fifty students (male/female), aged between 19 to 24, they were chosen at random as sample, they were agreed to participate in this study. The target population are taken from all the 3ʳᵈ year groups because they study literature to investigate the quality of assessment of literatures in EFL context.

2.12.2. Teachers' profile

To gather a credible data, five teachers both male and female from the department of English at Ibn khaldoun university in Tiaret, took part in this study they are experienced teachers and who were teaching this module for several years. The cause of using teachers is to confirm for us students responses in order to generate quality of assessment of literature of EFL context.

2.13 Methods of data collection and analysis

In this research, we utilize an approach that relies on generating data from our sample qualitatively and quantitatively in which quantitative is defined by Burns and Grove (2005) as "quantitative research is formal, objective, systematic process in which numerical data are used to obtain information about the world. This research method is used to obtain information about the world. This research method is used to describe variables, to examine relationships among variables, and to determine cause-and-effect interaction between variables" (p.23). In other hand, qualitative research based on Bryman (2008) is a technique of gathering and analyzing information in which generally sets priorities of language about quantitative measurement. In summary, the approach used is a mixed approach in which we generate data quantitatively and we transfer it into wordiness.

Conclusion

To conclude, the second chapter we narrowed down the scope of our study in which we tackled the approaches, methods applied in the Algerian context to teach literature. Then we moved to the objectives of teaching this module and the challenges the teacher face in the classroom. Later on, we highlighted how teacher teach literature module at Ibn Khaldoun University of Tiaret mentioning how, what to teach and the program of our sample which is third year. Finally, we describe the methodology used to conduct this research, its type, procedure, and

CHAPTER 3

Chapter three: Data analysis and discussion

Introduction

This chapter aims to show the data collected from both a students' questionnaire and a teachers' interview. To investigate their attitudes towards the assessment quality in literature. Alongside, the findings obtained are presented in forms of graphs and tables.

3.1 Students' questionnaire

Response 1: Assessment tools
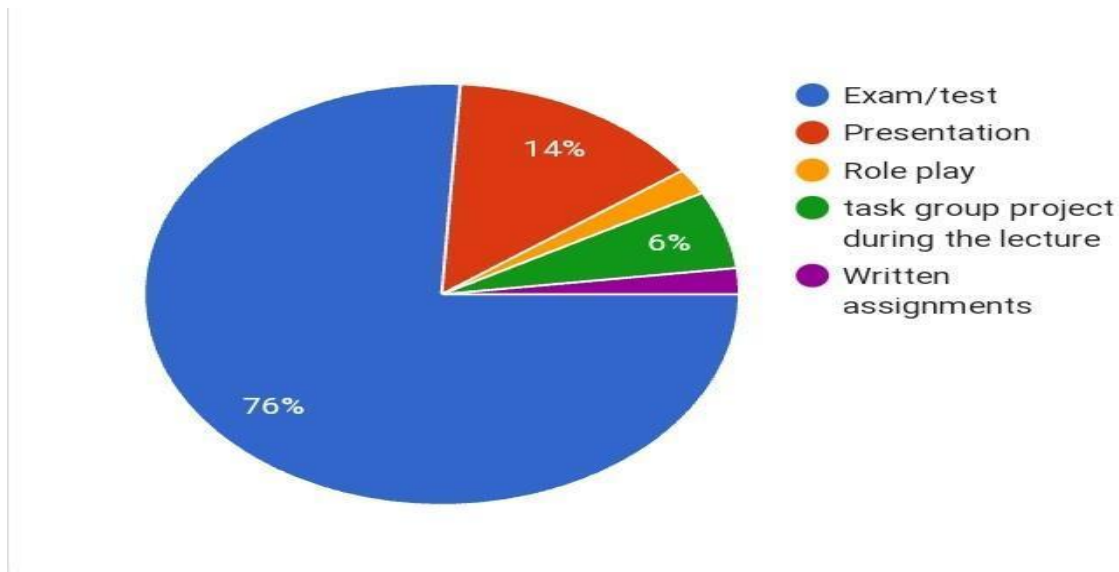
Figure 3.1: Assessment tools

In this figure participants asked about the assessment tools used by literature teachers. The majority of respondents choose exams and tests with the rate of (76%). Furthermore, there are 7 students who choose oral presentation with the rate of (14%). To add, other 3 students choose a written task project with the rate of (6%). In addition, 1 student chooses role play with the rate of

(2%), and 1 other student chooses a written assignment with the rate of (2%). This means that the dominant assessment tool is exams and tests. This shows that the assessment process at the level of the university is exams oriented.

Response 2: time management
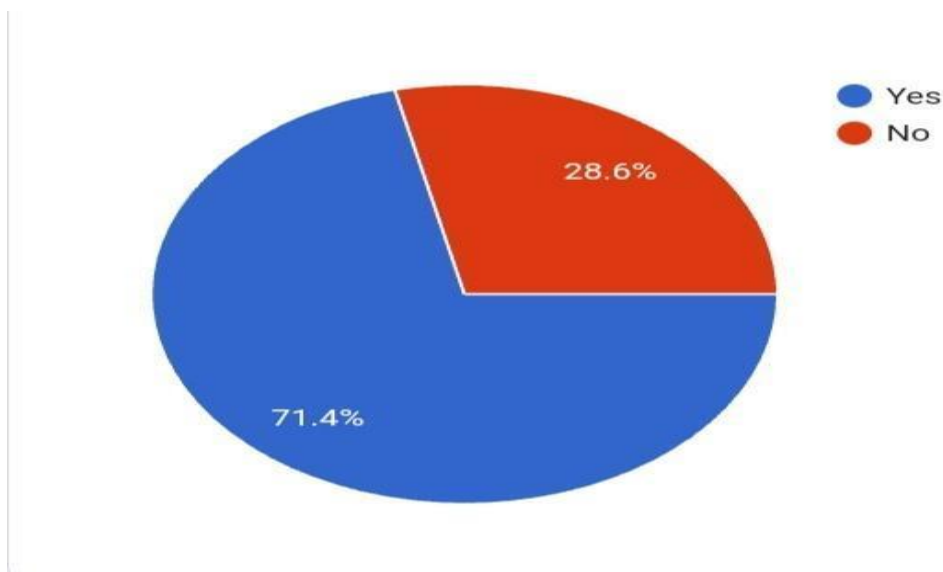
Figure 3.2: Time management

In this graph, respondents asked if they are able to manage their time during the assessment process. The majority of students (71.4%) said yes while the rest (28.6%) said no. The objective of this question is to determine whether their teacher of literature gives them enough time to do the task, and is this time sufficient for all of them with all their preferences.

Response 3: assessment instructions format
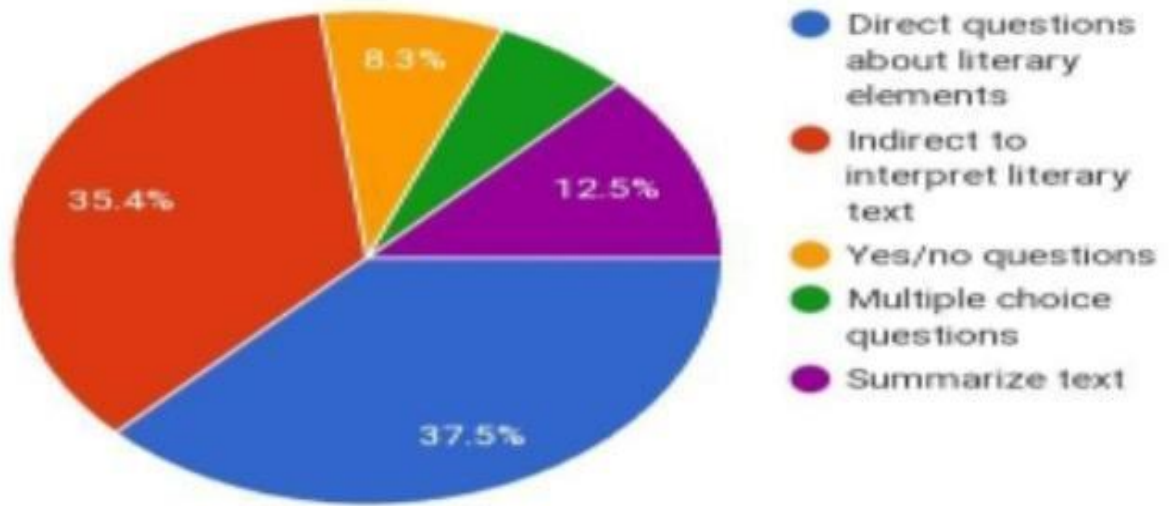
Figure 3.3: The assessment instructions format

From the graph below we notice that there are different assessment instructions used to teach literature. The results are as follows,18 students (37,5%) choose direct questions. Furthermore, 17 students (35,4%) chose indirect questions to interpret literary elements while yes/no questions were chosen by 3 students (8,3%). In addition, 6 students (12,5%) choose summarizing texts, and 2 others (6,3%) choose MCQ. Those results mean that teachers of literature use a variety of instructions for many reasons related to their learners needs

Extra information concerning the instruction format preferred by students:

- **Direct questions: ** Preferred by 10 students for being simple, easy to answer, and not time-consuming.
- **Indirect questions: ** Preferred by 7 students for promoting critical thinking, self-reflection, and engagement in discussions.
- **Summarizing texts: ** Chosen by 8 students as it helps enrich vocabulary and identify the main idea.
- **Yes/no questions: ** Favoured by 11 students for their clarity and ease of understanding.
- **Multiple choice questions: ** Selected by 7 students for providing various choices and allowing reflection; mistakes in one question do not impact others.
- **Other preferences: ** 2 students prefer free topics to speak about or a rice test.

But 5 of the total number of the respondents did not answer this question.

Response 4: creativity in assessment tasks
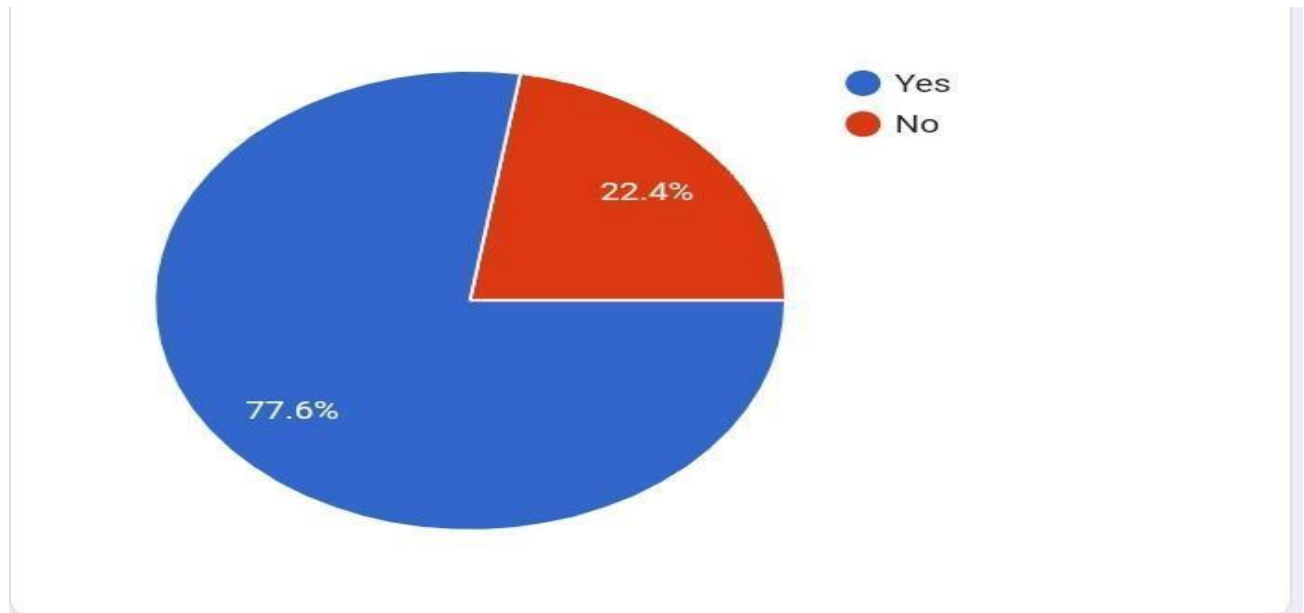
Figure 3.4: creativity in assessment tasks

  In this graph, respondents asked if creativity takes a place in the assessment tasks. In this respect, a higher percentage of respondents (77.6%) said yes while 11 participants (22.4%) said no. This question aimed to determine whether the assessment tasks give the opportunity to students to use their critical thinking skills or to show their creativity in answering tasks.

Response 5: the focus of assessment tasks
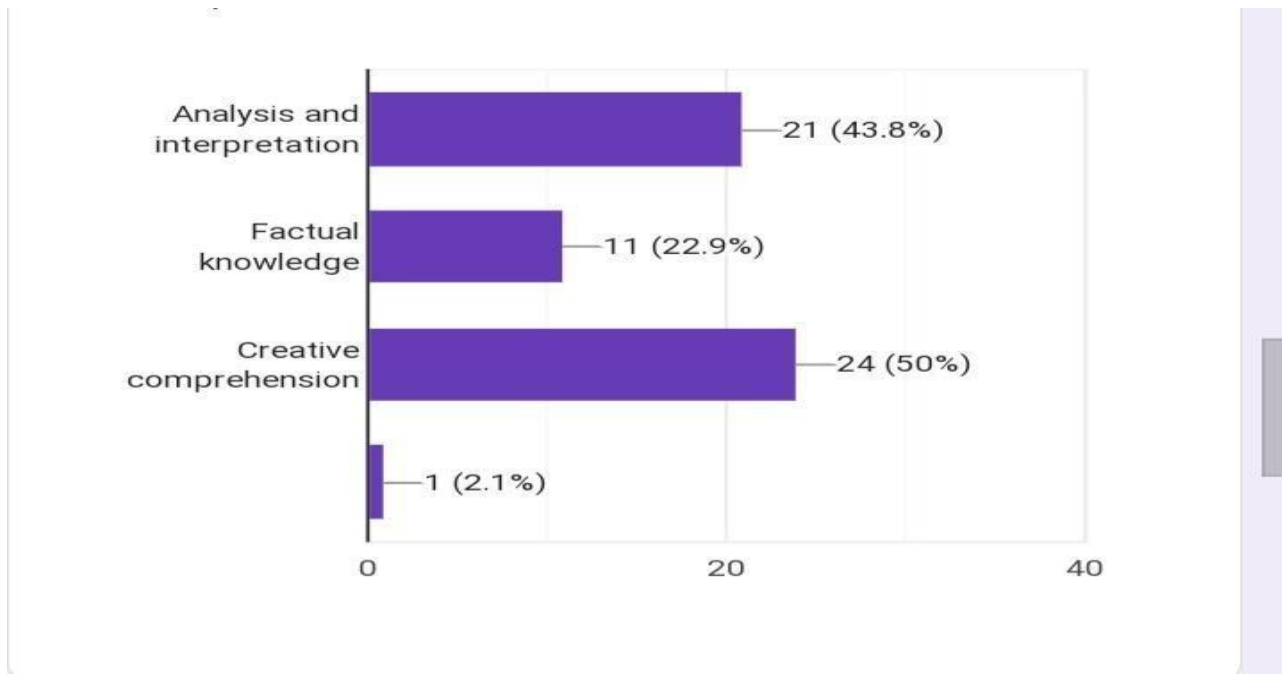
Figure 3.5: the focus of assessment task

In the figure below, we can notice that the number of participants is more than fifty, in which 11 students with the rate of (22.9%) choose factual knowledge while 24 respondents with the rate of (50%) choose creative comprehension. In addition, 21 students (43.8%) choose analysis and interpretation. Plus 2 others have their own answers. This means that teachers of literature focus on more than one aspect in their assessment tasks. As a result, each student chooses more than one option and this is why we find that the number of respondents increased but it is still fifty students.

Response 3.6: strategies of checking learner's understanding
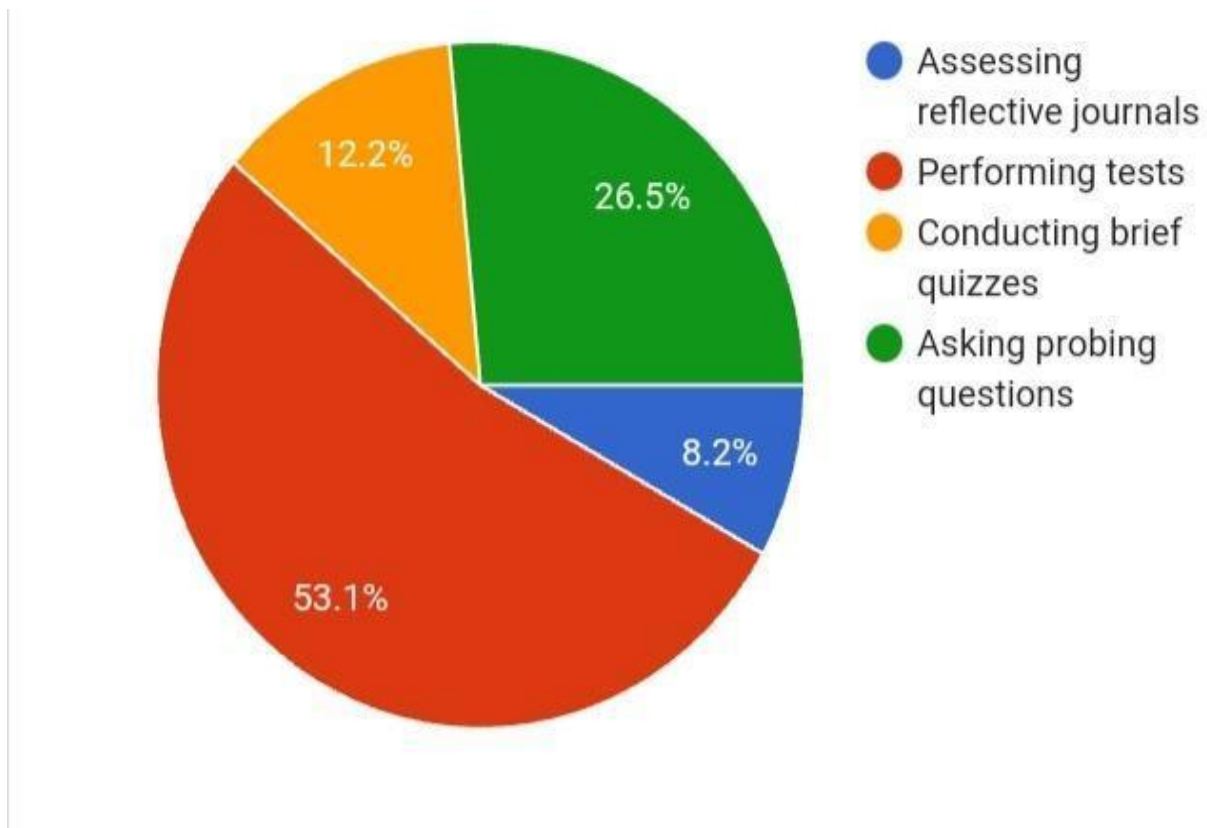
Figure 3.6: strategies of checking learner's understanding

From the evidence collected from the graph below, the result indicated that (53.1%) of which 26 respondents state that their teacher of literature uses performing tests in order to check their understanding of literature while (26.5%) of which 13 respondents agree that their teacher used to ask them probing questions. In addition, (12.2%) of which 6 respondents state that the strategy used by their teacher to check their understanding of literature is to conduct brief quizzes. Furthermore, only (8.2%) of which 4 respondents agree on the use of reflective journals.

Response 7: similarities of assessment techniques
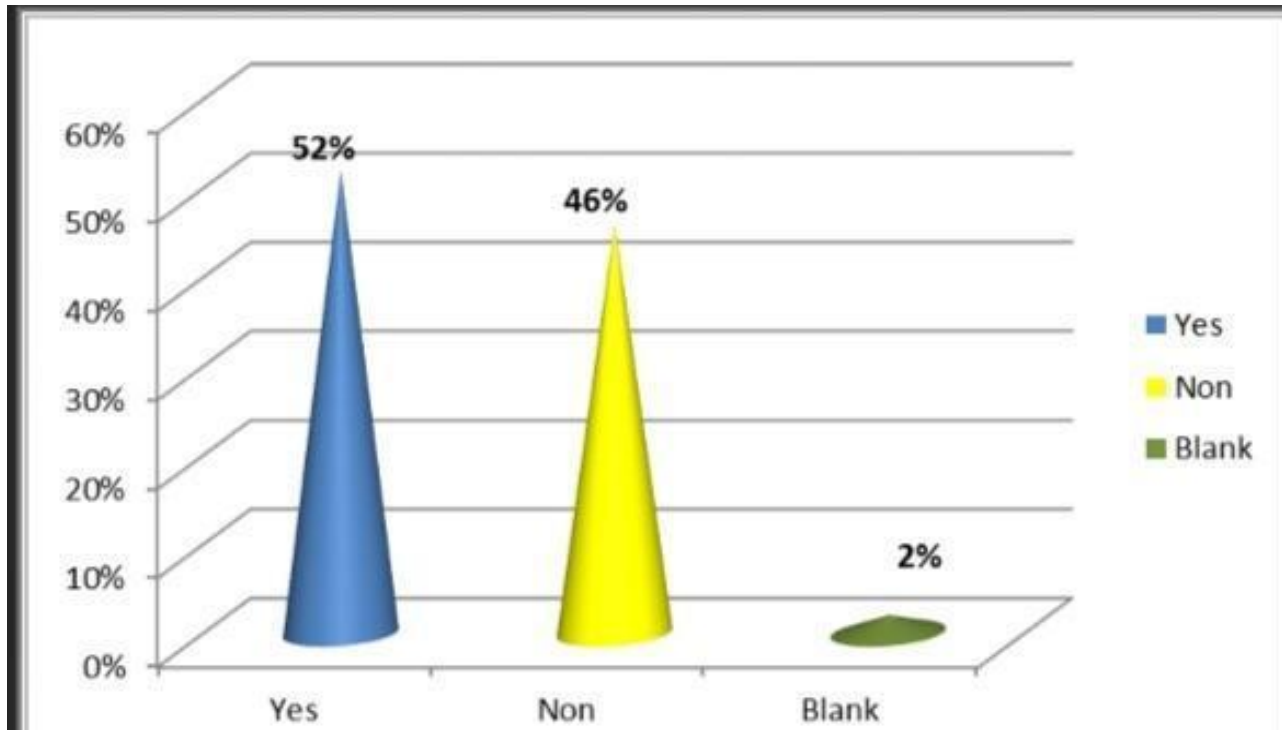
Figure 3.7: similarities of assessment techniques

The above graph shows the responses of the respondents when they were asked about the assessment techniques whether they are similar to other modules or not. The results at hands show that (52%) of which 26 respondents answered with yes., while 23 respondents with the rate of (46%) said no. However, one respondent did not answer this question. Furthermore, those who answer the questions gave a justification for their answers like

"yes, they are similar to the majority of modules since they deal with factual knowledge".

"No, because in other modules there is no creativity".

"No, because some teachers use journals to assess writing skills while others use oral assessment."

"Yes. They are similar like ESP module".

Response 8: criteria of correcting written responses

the evaluation of students written response

■ The use of literary concept
■ Connecting response to one personal life
■ Demonstrating a deep understanding of literary concept
■ Clear A –the use of L. C
■ Demo+clear articulation
■ Connecting R+use of L C
■ Connecting R+u se of L C +demo
■ Connecting R +clear A+demo
■ Blank

■ The influence of language
■ Clear articulation of ideas
■ The use of L. C+the influence of lge
■ Demonstrating –use of L. C
■ Clear A.+the use of L C
■ C. A+the use of L C –influe it lge
■ Clear A+use of L C +demo
■ Clear A+influe of lge+connecting R +use of L C

Figure 3.8: criteria of correcting written responses

The figure presents students' responses regarding the criteria used to correct their written work. The results indicate that some students choose only one criterion while others select multiple. The outcome is as follow, 28% (14 students) choose demonstrating a deep understanding of literary concepts.18% (9 respondents) choose a clear articulation of ideas.12% (6 participants) selected the use of literary concepts.10% (5 respondents) choose the influence of language.8% (4 respondents) selected connecting the response to personal life. The remaining 22% (2% per answer) combined multiple criteria such as the use of literary concepts and the influence of language, demonstrating a deep understanding of literary concepts, among others.4% left their answers blank

Response 9: students' satisfaction of assessment techniques
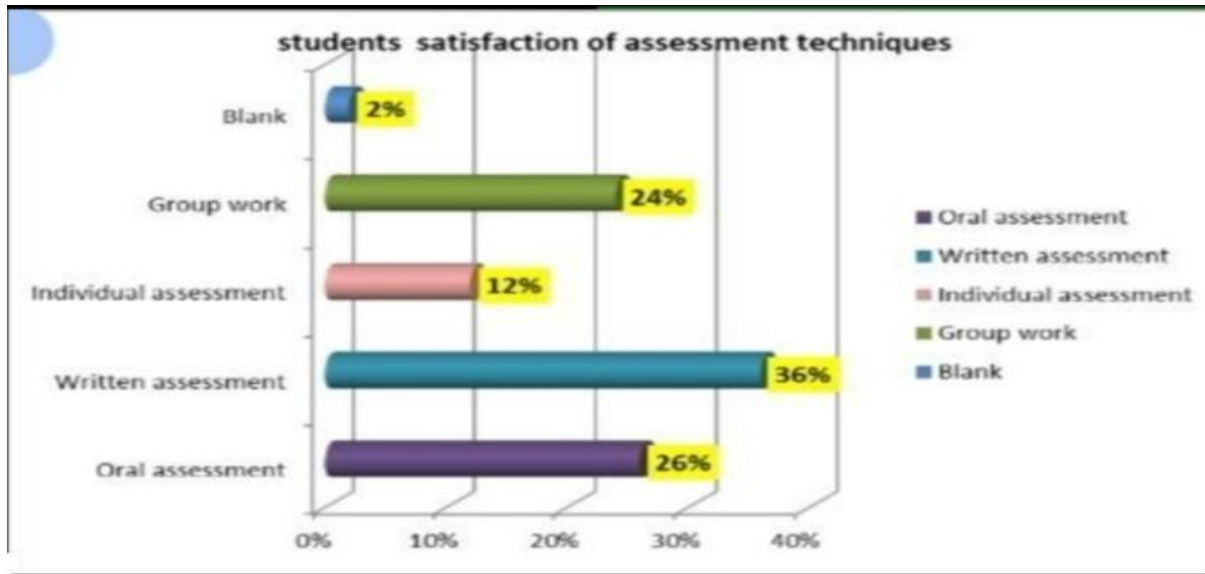
figure 3.9: students satisfaction of assessment techniques

Table 3.9: students satisfaction of assessment techniques

The figure below identifies the students satisfaction with the assessment techniques. The results show that13 respondents with the rate of (26%) prefer oral assessment whereas 18 respondents with the rate of (36%) select written assessment. Moreover, 12 participants with the rate of (24%) choose group work. In addition, 6 respondents with the rate of (12%) showed their satisfaction from the individual assessment, one student with the rate of (2%) did not answer.

Response 10: criteria of correcting coherant essays
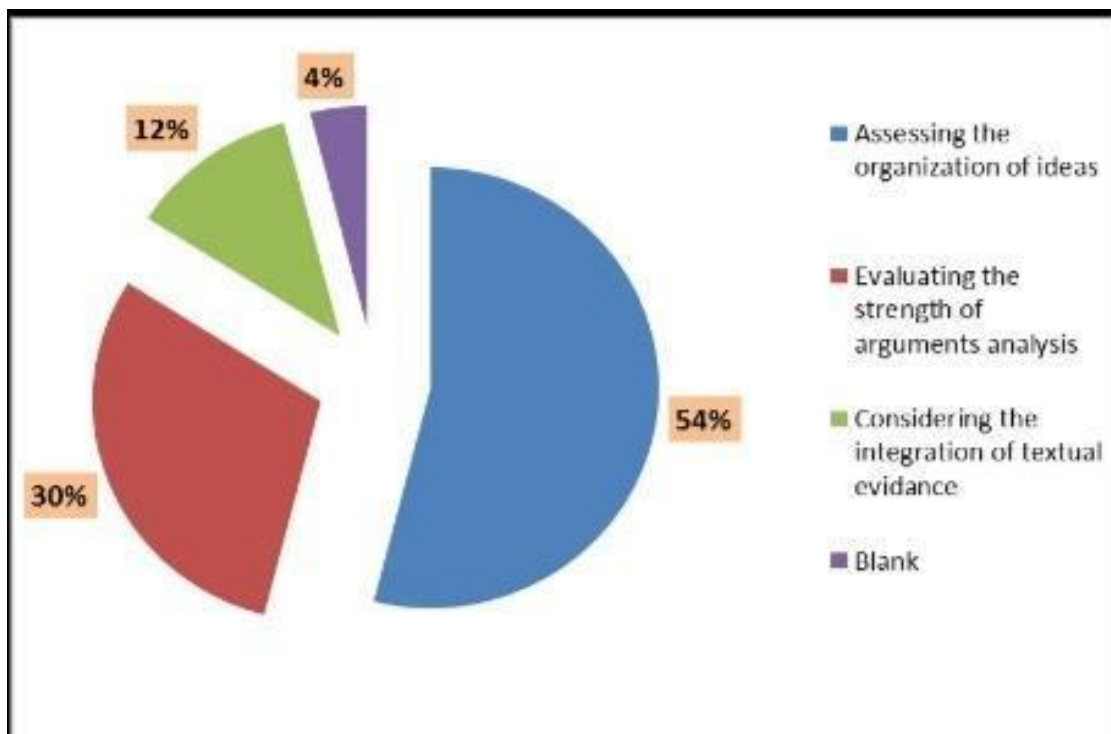
Figure 3.10: criteria of correcting coherent essays

The graph represents the criteria of correcting coherent essays. The results indicate that 27 students with a percentage of (54%) select assessing the organization of ideas. while, 15 participants with a percentage of (30%) choose evaluating the strength of arguments. Additionally, 6 participants with a percentage of (12%) choose considering the integration of textual evidence. And 2 participants with a percentage of (4%) did not answer. This means that each teacher focuses on particular aspects needed to be developed included within writing essays.

Response 11: criteria of correcting exams
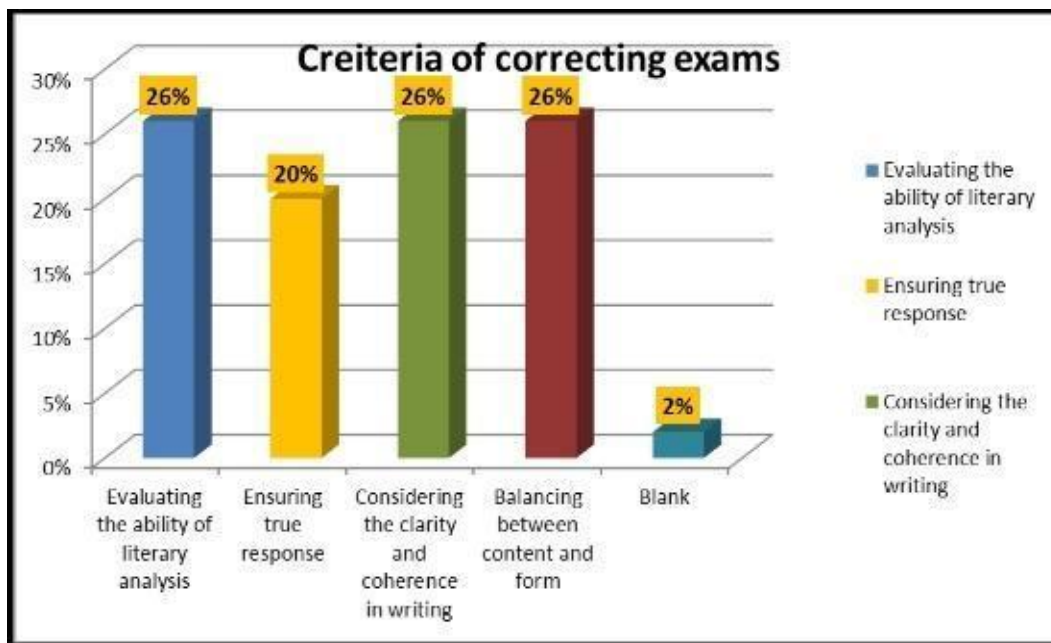
Figure 3.11: criteria of correcting exams

The results obtained from the graph below show an equivalence in three options in which we have (26% per answer) which is 13 respondents concerning evaluating the ability of literary analysis, considering the clarity and coherence in writing, and balancing between content and form. Furthermore, 10 respondents with the rate of (20%) choose ensuring true responses, and 1 participant with the rate of (2%) left it blank.

Response 12: teacher's feedback
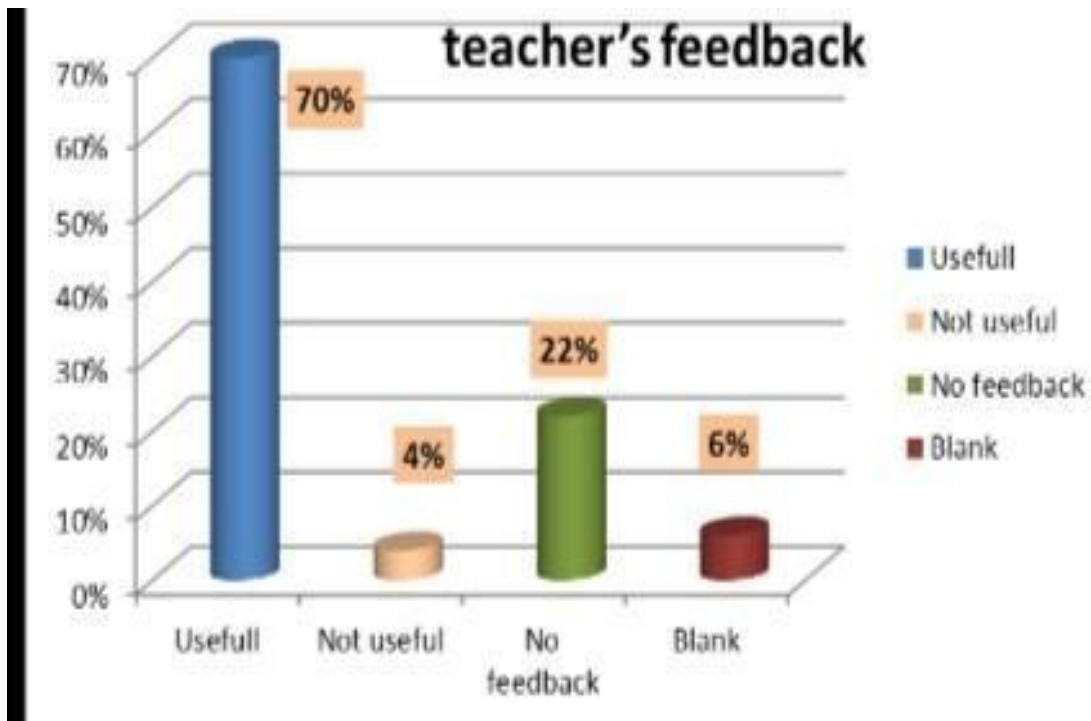
Figure 3.12: teacher's feedback

From the graph below. (68%) of the sample find their teacher's feedback useful. On the other hand, (22%) said that there is no feedback. Only (4%) find it useless. With other (6%) blank This result means that the majority provide constructive feedback because it is very useful to keep them aware of their strengths and weaknesses they should develop.

Response 13: challenges of teaching literature
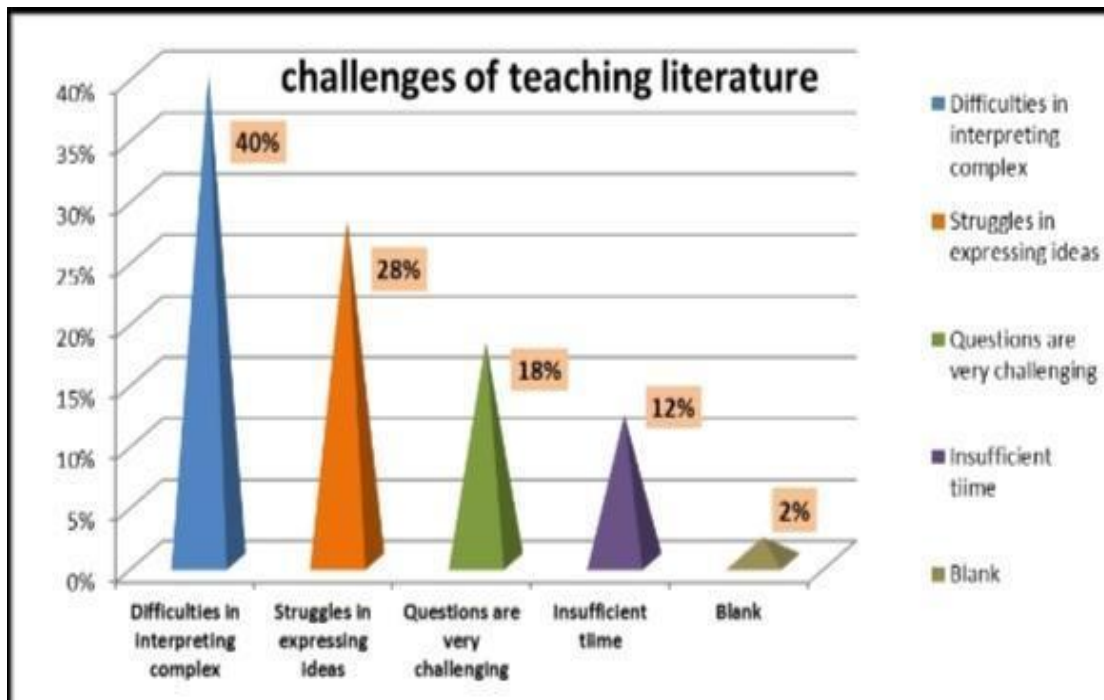
For Figure 3.13: challenges of teaching literature

This question was asked to have an idea about the challenges that teachers may face in the teaching process (40%) of the participants have difficulties in interpreting the complex texts. While, (28%) of the sample are struggling with expressing ideas. Moreover, (18%) of the sample find the questions very challenging. To add, (12%) find time insufficient. finally, (2%) is left blank.

3.2 Interpretation of the questionnaire results

First of all, this study is conducted to investigate the quality of assessment in teaching literature. Based on the questionnaire analysis, students' response to the first question, namely, the majority of students(76%)and (53%)concerning their response to question six agree that teachers use exams and perform test as a dominant tool of assessment in order to check their understanding of literature which means that the assessment process is purely exam-oriented. This suggests that the assessment process in the Algerian universities is based on traditional methods that are easy, clear and do not need too much efforts and are not time consuming which was clearly stated through the students response on the second question in which (74.1%) demonstrate that they are able to manage their time during the assessment process. To add, the responses provided by students to questions three and four show that, almost (37.5%), instructions were direct questions, and most of them were preferred for a variety of reasons, including being simple,

easy to understand, and requiring little time to complete. To illustrate, traditional methods of assessment frequently include direct questions as it is common practice with traditional exams and quizzes, they require that students simply remember and apply the material.

I According to their response to question eight, a greater proportion of students selected demonstrating a thorough comprehension of a literary concept (28%), articulating ideas clearly (18%), and using literary analysis (12%). This suggests that these criteria are simple and objective, which are characteristics of traditional assessment methods. In addition, students' choice of the influence of language (10%) and linking response to one's personal life (8%) is another factor; it might not be the main focus of the assessment methods being used. This supports the theory that many traditional assessment methods do not place much emphasis on language proficiency, are more frequently in use.

Additionally, students' answers to question elven reveal that a significant percentage of students at a similar rate (26%) select striking a balance between form and content, taking into account the coherence of arguments and assessing literary analysis proficiency—all crucial components of conventional assessment techniques that primarily measure writing. Ultimately, their response to the final question emphasises that the difficulties students encounter are directly related to language proficiency; most of them cite difficulties understanding complex texts (40%), having trouble expressing ideas (28%), and finding questions extremely difficult, which may be related to their limited language proficiency. Nonetheless, a large portion struggle with time management.

3.3. Teacher interview results

N.B: teachers are classifying as follow (T) with numbers of the participants from 1 to 5.

Q1: How long have you been teaching literature?

This question aims to check how much the interviewees have experience in teaching literature. Consequently, (T1) and (T2)affirmed that they have an experience about 8 years in teaching literature as the longest period. Also, (T4) said that she has been teaching literature for 6 years in; However, (T3) and (T5) have an experience of only 1 to 2 years in this domain. Basically, the teachers' experience played an important role in guiding their responses and answers in the coming questions of their interview.

Q2: what types of assessment tools do you typically use in your lessons?

This question was asked to the interviewees in order to determine the assessment tools they use in their classroom lessons, in which (T1, T2) responses show that most common assessment tools used in their teaching are exams and tests for the sake of evaluating students. Moreover, (T3) uses written assessment as a tool in which he gives students writing activities such as writing journals or essays but for (T4) says that she utilized oral assessment throughout direct question during the literature lessons; However (T5) tells us that homeworks and quizzes are the most used tools to assess students during their lessons.

Q3: what are your objectives in assessing literature classes?

the responses of this question differ from one teacher to another, each one sets objectives for assessing students according to his perspective and experience. (T1) and (T5) responses show that the essential objective in assessing literature classes is to check students understanding and interpretation of literary elements and assessing their knowledge about such aspects in literature and determine the suitable teaching methods. Moreover, (T3) objective is assessing students' ways of thinking and analysis in addition to their writing styles. Finally, from the view of (T2) and (T4) the principle aim for assessing students is to encourage learner to read and learn more about literature and cultivate themselves.

Q4: could you describe the assessment criteria or rubrics you use to evaluate students work?

this question results reported that The criteria of assessment are different from one teacher to another. As a result, for (T3) engaging students in classroom discussions and debates about literary periods or poems, then summarizing their understanding and interpretation in written essays are the appropriate criteria used for assessing students. He also asserted that he used oral or written exams depending on the number of students and time using direct questions. additionally, (T4)

chooses to give her students rewards such as additional marks above their new information, their pronunciation, and their pieces of writing in order to encourage them to learn more. Meanwhile, the (T1,T2, and T5) provide students with short stories to read and analyse them critically, and correct their own mistakes as criteria to assess students.

Q5: How do you provide feedback to students on their assessments?

All the teachers see that the number of students plays a significant role in providing feedback to students, all of them focus on giving verbal feedback in the exams' consultation sessions about mistakes and errors students do for making them aware of their mistakes, correct them, and take them in consideration in future.

Q.6: What strategies do you use to ensure that the feedback is constructive and helpful for students learning?

(T2) reported that at the end of a semester he used to check his students journal and see the progression of their writing in this period to take into consideration what he will do to change the way he provide feedback to students. Hence, (T3) gives his learners additional activities and quizzes to compare between their previous and the new works and check whether their feedback is constructive or not. (T1,T4, T5) highlighted that in continuous assessment they give feedback to students about their performances in the classroom and outside the classroom through homeworks and keep checking whether they take into account this feedback or not.

Q.7: How do you distribute grading for literature exams and tests?

(T1) distributes grading in literature exams and tests about 3 main criteria, they are: the structure which contains the form and cohesion, second criteria students' language skills then the last one is methodology which contains students writing styles whereas, (T2,T3) distribute grading based on critical thinking where students are not supposed to memorize yet, they should synthesis ideas and defend their arguments with evidences from what they have learned. Additionally, (T4,T5)

categorize their exams and tests into 4 parts to check students understanding throughout direct questions, true false tasks as rewards for students, providing definitions to check students' memorization, at the end writing essays or paragraphs to verifying their language skills and their writing styles.

Q8. What are the challenges you face while assessing students in literature?

At the first place, the common challenge for (T2,T3, T4) is the learners five much importance to the marks rather than their development also they prefer direct and easy assessment tools. Moreover, the students have negative attitudes toward literature module generally. From other perspective, (T1) viewed that students struggles in expressing ideas, the lack of vocabulary and language skills as the main challenges for them to assess students. Finally, (T5) biggest challenge is the overcrowded classes which make the process of assessing and giving constructive feedback to every student too hard and difficult for him.

Q9. Have you noticed that there is any particular assessment method which have proved to be more effective in literature courses?

When we asked teachers of literature about the effective assessment method, (T1,T5) said that the using of test and exams is the best and the affective tool in assessing literature classes, whereas, (T2) asserted that written exams like journals is the most effective way to evaluate students. However; (T3,T4) agreed that oral assessment and presentations have proven to be more effective in the assessment of literature classes.

Q10. Based on your experience, what do you suggest or recommend for improving the quality of assessment in literature?

 (T1) recommended to adopt all kinds of assessment methods in literature classes. In the same way

(T2) suggested to prepare sessions of reading individually or in clubs and need more cooperation between teachers of writing skills and literature to encourage learners read and practice writing. In other words (T3,T4, T5) demanded to adopt audio books or difficult books for students to start reading from the first year.

3.4 Interpretation of teacher interview

The findings of question two T(1,2) indicates that most of teachers used exams and test as primary assessment tools however; some of them mentioned that they also use direct questions to evaluate EFL students. This suggested a combination of summative and formative assessment methods in practices. Question three T(1,5) affirmed that the main objectives of assessment according to teacher responses is to check the students' understanding of literary elements. This could highlight the focus on how students grasp the fundamental components of literature. Question four T(3) affirmed that the criteria used for evaluating students' work depend on factors such as the time available and the number of classes. This implies that assessment criteria may differ depend on the classroom context and conditions. Moving to question five which reported that all teachers provide verbal feedback only during consultation sessions , this suggests a preference for personalized, face-to-face feedback over written comments. Question seven T(4,5) asserted that in literature exams the teacher distributes grades based on students' understanding and memorization of the material as well as their language skills. This indicates a balanced approach to assess both content, knowledge, and language proficiency. In question eight T(1) the results shows that some teachers identified the lack of language proficiency and vocabulary as the primary challenge when assessing students. However, most teachers struggle with students' negative attitudes toward the culture and literature of English language these challenges highlight both linguistic and attitudinal barriers in literature education. Finally, the findings of question (9) declare that the majority of teachers viewed that exams and tests are the most effective assessment tools in their lessens. This reinforce the reliance on traditional assessment methods for evaluating students' performance.

3.5 Discussion of findings

this research aims to investigate the quality of assessment in EFL literature classes. The results of our research instruments confirm the first hypotheses which is EFL literature teachers may largely use traditional assessment methods, such exams and test to evaluate students understanding. According to findings of question number two from the interview and question number one from the questionnaire , four teachers and the majority of students (76%) from them affirmed that exams tests, and direct questions as the most assessment tools used to evaluate students also for question 3 from the questionnaire it seems that (37.5%) from the participants request that major form of assessment is direct questions, those results confirm to us that teachers of literature may largely used traditional methods , with the absence of innovation and adaptation of assessment tools, In other words the results of question number (3) from the interview and 6,7 from the questionnaire indicate that literature teachers use test only for checking students' understanding throughout focusing on factual knowledge, in other meaning literature teachers in there test focuses on checking students' understanding rather than their production and development, they also focus on whether learning occurred or not. Furthermore, the results revailled from question 4 and 10 from the questionnaire and question 10 from interview indicates that learner have positive attitudes toward traditional assessment in which teachers based on students needs and satisfaction used the same assessment tools. Lastly, the findings of question 5 in the interview asserted that all teachers always give only verbal feedback about summative assessment during the consultation sessions with neglecting the feedback of formative assessment. All those findings leads to confirm our first hypothesis.

Our second hypothesis is that language proficiency issues cultural consideration and time constraints significantly contribute to the challenges faced by Elf literature teachers in assessing students' comprehension of literature, in which it is confirmed by the results of questions number 2 and 14 from the questionnaire and questions number 8 of the interview. the findings indicated that students struggles from expressing their ideas because of the lack of vocabulary and language proficiency also the negative attitudes towards culture and literature of English language which effect the assessment and comprehension of literature, however the insufficient time and number of classes plays a significant role in the way of assessment and providing feedback and students' development.

3.6 Limitation of the study

In the currents study we face some struggles while doing our research :

Limited target population specially literature teachers in the department of English language at tiaret university

Expensive and limited resources limited access to resources which effect the process of gathering necessary data for conducting our first chapter.

Unanswered questions and blank responses from teachers and students that impact the accuracy and validity of our research .

3.7 Recommendation and solutions

Here there is some recommendation to enhance the quality of assessment in literature. Therefore Rizzuto (2024) reported that to offer frequent formative assessment for the aim to enhance students' aptitude or interpretation of particular item throughout implementing assignment each week, team working tasks. Additionally, create online tests within taking into consideration include the understanding, analysis and application item within the test in which you are assess higher thinking level more then facts, you implement this suggestion throughout emphasizing the continuous assessment more then summative assessment, selecting questions and responses at random. Finally give chance for self assessment through helping students identifying the criteria of assessment used for correcting their works and showing them how to integrate it, lastly give students enough time for preparing for after self assessment.

GGI insights (2024) indicated that "access to higher- quality teaching materials and resources that aligns with the curriculum are relevant, engaging, and provide opportunities for learning beyond the classroom".

Conclusion

To conclude with, this chapter represents the main finding of our study from the two research instruments questionnaire and interview for the aim to investigating the quality of assessment of literature in EFL context. Meanwhile, in this current study we transfer the results of both research instruments into graphs and figures, for moving to the analysis of each questions findings for discussion and interpretation of them. Then we set recommendations and suggestions to solving this research problematic.

General Conclusion

General conclusion

Literature and assessment intersect in various ways, primarily focusing on how literary texts are evaluated, interpreted, and understood. This field incorporates theories and methodologies from both literary studies and educational assessment, aiming to deepen our understanding of literature while developing effective strategies for evaluating literary works

My lifelong enthusiasm for how literature enhances our awareness of human lives and civilizations is what drives my research into literature and assessment. In my experience, Literature has a significant influence on students' empathy and intellectual development. In addition, my observations of the methods teachers employ to assess students' comprehension of literary works, which I believe to be inadequate in raising the standard of education, are what further motivated me to carry out this research. As a result, I believe it is essential to develop new techniques that raise the quality of education.

Students enrolled in English literature courses at Algerian universities encounter significant challenges with assessment methods, primarily relying on traditional approaches like written exams, essays, and reading comprehension tests. There is concern over whether these methods effectively evaluate students' understanding, interpretative skills, and critical thinking abilities, essential goals of the curriculum. Large class sizes, a wide range of student English competence, and the challenge of maintaining objectivity and fairness in grading—which is further compounded by the subjective character of literary analysis—all present challenges for educators. In addition to facing pressure to perform well on standardised examinations, students from a variety of educational and linguistic backgrounds may find it difficult to interact with and comprehend literature. Their inability to fully interact with complicated literary works is further hampered by their limited access to other materials. This dissertation aims to identify deficiencies and suggest adjustments to improve the quality of teaching and learning in the field of English literature in Algeria by examining the suitability of traditional methods of assessment in evaluating learning outcome
. Following are the research questions that this study seeks to answer.

1) What challenges do literature teachers face in assessing students' understanding and interpretation?
2) What challenges do literature teachers face in assessing students' understanding and interpretation?
These questions lead to the formation of the following hypotheses.
1) EFL literature teachers largely use traditional assessment methods such as exams, and essays to evaluate students' understanding.
2) Language proficiency issues, cultural consideration, time constraints significantly contribute to the challenges faced by EFL literature teachers and learners.
The primary objective of the present study was to investigate how teachers used to assess their students' understanding of literature. A full comprehension of both students and teachers perspectives about the strategies and techniques used to improve the quality of assessment in teaching literature at the Algerian English department. In addition to,
1) Considering examining the value of literary education at Algerian institutions

2) Investigating the methods literature instructors employ in Algeria
3) Explore the techniques for assessment employed in literary instruction.
4) Examining the difficulties literature instructors and students encounter
  The work at hand is divided into three chapters, the first two of which are theoretical. The focus of the first chapter is on providing a broad overview of the subject area, which is literature and assessment. It emphasises the methods for teaching literature in an EFL context, focuses on the objectives of teaching it, and lists the methods, procedures, and standards by which students' comprehension of literature is judged. The second chapter covers the environment of Algeria in general and Ibn Khaldun University in particular, which is our study context. By highlighting the significance and status of literature in the Algerian context and illuminating the main obstacles that teachers and students face during the assessment process. It also involves procedures, research design, data collection techniques, and participants. On the other hand, the research findings are presented in the last chapter, along with a discussion and recommendations.
  The findings reveal many significant facets of the perspectives held by educators and learners on the instruction of literature in the Algerian English department. Since traditional procedures are considered the simplest ways for teachers to verify their students' comprehension of literary works, it is evident that the evaluation process is exam-oriented. The current study advances our understanding of literature by emphasising its significance and goals which influence educators' decisions to evaluate this module in our setting. Along with the approaches and methods used to teach literature,

Despite its contributions., this research is limited in a few ways, the main one being the lack of evidence about the incorporation of technology approaches that impact students' motivation and development. Another drawback was the emphasis on the final course objectives, which should be met, rather than the skills that students should be developing. Ultimately, the introduction of the

new educational system and its methods forced both educators and learners to become the wards of the ruling class, following their lead and not much else. They were also denied the chance to influence policy and decision-making.

As a result of its complete reliance on conventional methods, this dissertation has demonstrated the low quality of assessment in Algerian universities, particularly when it comes to literature. Additionally, it discussed the main goals, methods, strategies, and difficulties that educators face when instructing students in literature. The results open the door to more research and practical application in the disciplines of didactics and literature by highlighting the need for the inclusion of new methods and approaches in order to raise educational standards and improve learning quality

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Appendix

Appendix 1: students questionnaire

Dear students,

You are kindly invited to participate in this questionnaire aimed at investigating the quality of assessment in literature courses. Your feedback is valuable in helping us improve the learning experience. Please answer the following questions honestly and objectively

Q1)

Exams/test.

Presentation

Role plays

During the lecture task group project

Others: ....…………................... ....

Q2) Were you able to manage your time during the assessment

Yes.   b) no

Q3) Were the assessment instructions:

Direct questions about literary elements

Indirect to interpret literary text

Yes/no questions

Multiple choice questions

Summarise texts

Others... ....

Q4) Which of the above instruction is suitable for you?...

Why...
....
....
....

Q5) Did the assessment task provide the opportunity for creativity?

Yes

No

Q6) Did the assessment focus on?

Analysis is interpretation

Factual knowledge

Creative comprehension

Others...

Q7) How did your teacher check your understanding of literature?

Assessing reflective journal

Performing tests

Conducting brief quizzes

Asking probing questions

Others..

Q8) Were the assessment methods similar to other modules? Explain

....
....
....

Q9) what criteria did teachers use to evaluate students' written responses?

Clear articulation of ideas and arguments

Demonstrate a deep understanding of literary elements

Connecting responses to one's personal life

The influence of language

The use of literary concepts

Others...

Q10) Which assessment method were you satisfied with?

Oral assessment

Written assessment

Individual assessment

Group Work

Others...................................

Q11) how did teachers assess students' ability to write coherent essays?

Assessing the organization of ideas

Evaluating the strength of arguments analysis

Considering the integration of textual evidence

Q12) What criteria did teachers use to correct test and exams papers?

Ensuring true responses

Evaluating the ability of literary analysis

Considering the clarity and coherence writing

Balancing between content and form

Others................................

Q13) The feedback provided by your teacher was

Useful.

Not useful

No feedback

Q14) What are your problems with the assessment of literature?

Difficulties in interpreting the complex texts

Struggles in expressing ideas

Questions are very challenging

Insufficient time

Others...
....
....

<div align="right">(Dr.Toubeida)</div>

.Appendix 2: teacher's interview

Teachers interview

How long have you been teaching literature?

....

... .

What types of assessment do you typically use in your lessons?

....

....

What are your objectives in assessing literature classes?

....

....

Could you describe the assessment criteria or rubrics you use to evaluate students' work?

....

....

How do you provide feedback to students on their assessments?

....

……………………………………………………………………………

What strategies do you use to ensure that feedback is constructive and helpful for students' learning?

....
....
....

How do you distribute grading in literature exams and tests?

....
....
....

What are the challenges you face while assessing students in literature?

....
....
....

Have you noticed that there is any particular assessment method Which has proven to be more effective in literature courses?

....
....
....
....

Based on your experience, what do you suggest or recommend for improving the quality of assessment in
literature?………………………………………………………………………………………
………………………………...

Thank you for your time and valuable insights. Your input will contribute to the improvement of assessment practices in literature education.

<div align="right">(Dr.Toubeida)</div>

الملخص

يتطرق البحث لأهمية تدريس الأدب في الجامعات الجزائرية ويقيّم طرق التقييم المستخدمة في مقياس الأدب، إلى جانب التحديات التي يواجهها الأساتذة خلال عملية التقييم. يهدف هذا البحث إلى تقويم جودة التقييم في مقياس الأدب باستخدام منهج 104مختلط، يجمع بين الأساليب النوعية والكمية. تم جمع البيانات من خلال استبيانات ومقابلات شبه منظمة مع 50 طالبًا من طالب اللغة الإنجليزية كلغة أجنبية في السنة الثالثة و 5 أساتذة أدب في جامعة ابن خلدون. أكدت هذه الدراسة الفرضيات وقدمت اقتراحات وتوصيات لمعالجة القضايا المحددة

The summary

The research investigates the significance of teaching literature at Algerian universities and evaluates the assessment methods used in literature modules, alongside the challenges faced by teachers during the assessment process. It aims to assess the quality of literature module evaluations using a mixed-method approach, incorporating both qualitative and quantitative methods. Data were gathered through questionnaires and semi-structured interviews from 50 third-year EFL students and 5 literature teachers at Ibn Khaldoun University. The study confirmed the hypothesis and provided suggestions and recommendations to address the identified issues.

Résumé

La recherche aborde l'importance de l'enseignement de la littérature dans les universités algériennes et évalue les méthodes d'évaluation utilisées dans l'échelle de littérature, outre les défis auxquels les professeurs sont confrontés lors du processus d'évaluation. Cette recherche vise à évaluer la qualité de l'évaluation à l'échelle de la littérature selon une approche mixte 104, combinant méthodes qualitatives et quantitatives. Les données ont été collectées au moyen de questionnaires et d'entretiens semi-structurés avec 50 étudiants de troisième année d'EFL et 5 professeurs de littérature de l'Université Ibn Khaldun. Cette étude a confirmé les hypothèses et fourni des suggestions et des recommandations pour résoudre les problèmes identifiés.