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**Investigating Students Perceptions towards**  
**Teaching Literature: The case study of English**  
**student's**

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# *D*edication

I dedicate this work to my parents who have been always my supporters during my schooling

To my brothers and sister

To my lovely nieces Doaa and Rafif

And to my one and only nephew Youcef

And to all my best friend who were with me always

*Oum & Kheir*

# *D*idication

*I didicate this work to my beloved parents who were encouraging me during my schooling*

*To my only brother Abderahmane*

*To my sisters*

*To my best friend Zahia*

*Bouchra*

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## **Abstract**

Teaching literature in higher education is seen as way to practice knowledge to enhance one's cognitive ,linguistic and methodological skills .From this perspective , this study attempts to investigate License student perceptions towards learning literature and the difficulties that face them in learning it .It was conducted at the English department of Ibn khaldoun university. To test our assumptions, we collected data using questionnaire with whom and interview with whom .Therefore ,the sample consists of thirty (30) students and two (2) teachers of literature.The finding of the study indicates that students hold mixed feelings towards literature i .e positive and negative ,yet it should be noted that the majority of them holds a negative stance towards literature course .The study has also shown that a great number of the students have displayed their dissatisfaction with the way literature is being instructed .

**Key words :** Literature , teaching ,learning , ,Theory and practice , university

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## *General Introduction*

Giving information may mean to share experiences or communicating information. In another description teaching is the concerted sharing of knowledge and experience to people so they learn particular things and go beyond the given, so thinking about teaching as a process of making specific interventions is helpful because it focuses on the different actions we take and make. Though teaching literature is one of the common modules in university, students face difficulties to express themselves, their thoughts and struggle to understand poetry, novel and prose. Observing our university, it was noted that many students faced some problem in understanding the meaning of the texts and the poetry, this study will investigate the perception of students towards teaching literature as an important module. The purpose of the study is to explore the perceptions of English licence students towards teaching of literature at university. It aims to investigate whether the students enjoy learning literature. This study will attempt to answer the following questions: What are English licence students' perceptions towards teaching literature?

2. What are the difficulties that face students in learning literature? In order to have a reliable answer to the research questions, two peripheral hypotheses are posed and structured as follows:

It is hypothesised that students have a negative attitude towards the teaching of literature.

It is supposed that students' difficulties in studying literature may englobe the complexity of the language and hard interpretation of texts.

To validate the above-mentioned hypotheses, this work has been undertaken at Tairat University, Department of Foreign Languages, involving a sampling of thirty (30) students LMD and two teachers of literature (2). The research method used in the present work was an exploratory study. The research instruments consisted of a questionnaire and an interview.

## **Chapter One**

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### **Teaching literature in EFL classes**

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### **I.1. Introduction :**

This chapter focuses into the basic principles of the current study. It begins with a set of definitions for the term « literature. » . It tries up the the importance of literature in classroom language . Thus , the purpose of this chapter is to give the role of literature in EFL classes , ,the main literary genres of literature such as ; poetry , fiction and drama and give pleasure to the reader and investigate more what it's meant with literature in the English classroom . last but not least , It is mainly concerned with approaches and methods closely related to this study and know how to teach literature and it's strategies

### **I.2. Definition of literature :**

There are several definitions of literature from different point of view . in etymology dictionary Define it as the term (from Latin littera ; letter) is the art of written works literary translated. It means ‘acquaintance with letters’ as in the ‘arts and letters ‘The two most basic written literary categories include non-fiction and fiction. In This sense, literature represents a language or people: culture and tradition nevertheless, literature is said to be more important than a historical or cultural Artifact. It introduces readers to many experiences, they learn about books and literature; they enjoy the comedies and tragedies of poems, stories and plays and they may even grow and evolve through our literary journey with books. Literature is supposed to provide a powerful source of materials for eliciting emotional responses from our Students.Using literature in the classroom is a fruitful way of involving the learner as a whole person, and gives opportunities for the learners to express their personal opinions, reactions, and feelings. In Oxford Advanced English dictionary (1995) ‘literature’ is defined as : ‘stories, poems and plays’, especially Those that have value as art and not just entertainment. generally speaking, Literature is a term used to describe written or spoken material. It is commonly used to describe anything from creative writing to more technical or scientific Works and works of the creative imagination, including works of poetry, drama, Fiction and non-fiction. ( Fahmia , 2018)

Indeed , many researcher and writers define literature ; .According to Ronald Barthes , new York in 1978( as cited in lazar , 1993 p 2) :

“literature is the question minus the answer ”

According to selden in 1989 ( as cited in lazar , 1993 p. 2 )

The formalist technical focus led them to treat

Literature as a special use of language which achieves

It’s distinctness by deviating and distorting practical

languages , this is used for acts of communication

While literary language has no practical function at all

And simply makes us see differently.

Hillis Miller ( 2002 ) found that literature is a certain use words or another signs that exist in some forms or other in any human culture at any time , all those novels , poems and plays that are designated as literature by libraries , by the media by commercial and university presses , and by teachers and scholars in schools in universities ;or it is whatever bookstores put in the shelves marked literature or some subset of that classics poetry , fictions , mysteries and so on . ( pp 12-13)

In this regard , Eagleton's introduction ( 1996) “ is one of the most known to have tried to define literature ” State that literature is imaginative writing , putting therefore literature in opposition to factual and historical writing . ( pp 1-2)

Taylor (2013 )state that according to Camilo Jose Cola ; the Spanish Nobel Laureate Said that literature is “the denunciation of the times in which ones lives ” (cola, 1942 ) Cola in this quote is implying a purpose to works of literature . It adds to reality that , It does not simply describe it . If literature is a mirror being held up to society then the author “ the creator of worked said literature ” is surely the person holding the mirror .Moreover, literature should be held in mind as one of the fine arts , it has been more defined as the lasting expression In words of meaning of life .

In my opinion and as I study in university of English department in tiaret , literature is any piece written or spoken because it has different genres and can be read, such as novels and short stories, or spoken languages such as poetry and drama.

To sum up., literature must deal with human life by using the imagination of writers to get rid of aspects that scientists cannot recognize. This means that the range of literature describing human life is broader than that of science. hence , literature is important because it is universal and it has effects on readers. Even when it is ‘ugly’, literature is beautiful’. It is also known as : classics, learning, erudition, belles-lettres, Literary works, writings, and books.

### **I.3.Types of literature**

The classification of literary works into different genres has been a major concern of literary theory. Among the various attempts to classify literature into genres ; Drama and poetry have proved to be the most common in modern literature but recent classification



prefers the terms fiction, drama and poetry as designations of the three major literary genres. The following section explains the basic element in these types or genres.

### **I. 3.1. Fiction:**

In an inclusive sense, fiction is any literary narrative, whether in prose or verse, which is invented instead of being an account of events that in fact happened. In a narrower sense, however, fiction denotes only narratives that are written in prose (Abrams, 1999, p.94). Another definition of fiction that refers to made-up stories about characters and events which are short stories and novels. Moreover, usually, it is a form of narrative. In any medium, it is composed of fictitious people, events or places. In addition, the most common types of fiction that people enjoy reading are short stories, novels and novellas. (Littel, 2008, pp.4-5)

Short stories usually center on one idea and can be read in one sitting. It is frequently used to introduce students to the study of literature. It is a concise form of prose fiction; it has received less attention from literary scholars than the novel. Short stories have five elements; these five key elements become the focus of analyzing the short story. Character, a character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work. Setting of short story is the time and place in which it happens. Then we have; Plot—a plot is a series of events and character actions that relate to the central conflict. On the other side, the main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings, emotions, illness). Next, we have Theme—Theme is the central idea or belief in a short story. Irshad & Ahmed (2015) classify parts of short story. A short story comprises the basic elements namely theme and premise, background or exposition, the spine of the story (plot, characters, climax), conflict or crisis, context and setting (time period). Premise is a statement or an idea that forms the basis for a reasonable line of argument. It plays the role of a container that holds the essence of the story's real structure. The premise provides the basis for the story in a single statement. Frey (2012) explains it as premise is what happens to the characters as a result of the actions of a story. It is the frame or roadmap which leads to the story. The Theme refers to the key points presented by the author in the form of abstract subject of the work. (Fauzen, 2016)

Secondly, we have Novels; through history, the term novel has been applied to writing, it is a long work of fiction. It is the same as a short story in its elements (plot, theme, characterization, setting), they both are included in prose narrative fiction. In this study

,Wijayanti ( 2017 para ) the writer of novel sees that the character , plot and setting can contribute to state the theme ; the character and the setting have a very close relationship , usually , It can be said the setting never exists by it self . Murphy state ( 1972 ) :

*“The setting of the novel has a great effect upon the Personalities, action, and the way of thinking of the characters”*

Another comprehensive definition of novel is not a short story in prose ; instead, it is actually on Extensive and illustrated account of series of events that happened right through the life of a Character. It is an in-depth and all-inclusive autobiography of a character in the novel. Novel is a Mirror which reflects the picture of a thing put against it.( Goswami , 2017) The plot in novel is the dynamic sequential element in narratives. Finally , we have a sub – type of fiction is Novellas ;It is longer than a short story but shorter than a novel . ( Littel , 2008 p.5 )

To conclude , Fiction is a literary work Whose content is produced by imagination and is not necessarily based on fact

### **I.3.2. poetry:**

It is any kind of verbal or written language that is structured rhythmically and is meant to tell a story , or express any kind of emotion , idea , or state of being . Poetry is used to achieve this artistic expression in several ways . There are certain forms and patterns that poets follow in the composition process of their work . Different Schools of poetry are each characterized or associated with specific styles of composition However, theme and methods of composition is complex .Unfortunately , There have been acclaimed works that address these troubles written by credible writers , most notably Aristotle’s “poetics” , Edgar Allen Poe’s “ The Philosophy of Composition ” and Sir Philip Sydney’s “The Defense of Posey” these works include how a poem should be composed and structured. (Ollila &Jantas , 2006)

#### **I.3.2.1.The composition of poetry**

The development of poetry come from man’s desire to imitate men possess a desire to recreate and imitate their lives and environment , either as means of expression , or to gain a better understanding . The categorization of poetry depends on it’s content . However , much poetry is written through feelings and emotions . One must sit down and open up , free verse from the heart and get ideas into a paper . With those ideas completely thought out they can begin to form their works , A theme and purpose will slowly emerge further throughout the thinking process . ( Ollila &Jantas , 2006 )

A poem ...

Begins as a lump in the throat ,  
 A sense of wrong , a homesickness , a lovesickness  
 It find the thought  
 And The thought finds the words .”

(Frost ,1916 as cited in Shavinina ,2003 p.378)

Frost date believes that poetry in ones self derives from a passion of something . something you feel so strongly about the words become free flowing . This means that poetry is a result of dying emotions of the poets . (Ollila &Jantas , 2006)

### **I.3.2.2.the element of poetry :**

There are several element which make up a good poem which are :

Figurative language ; which is wordings that makes explicit comparison between unlike things using figures of speech such as metaphors and Similes . This similes are direct comparison between two unlike things usually delivered with the word Like“ as” or “So” ( Risdianto, 2014 )

Second element is Metaphor ; which is a Figurative Analogy or comparison between two things where comparison is indicated directly , without the “like” or“ As” customary in similes . In the sentence “ He is like a tiger ” Is a metaphorical expression source . third, Hyperbole ; is the use of exaggeration to express strong emotion or create a comical effect . ( Risdianto, 2014 )

For example : “ I’m so hungry I could eat a hippo ”

Then , we have Personification is to describe human traits to non-human or non-living things . for Example , The unfurled sail boat glides on \ urged by wind and will and brilliant bliss” , following this , Paradox is an apparent contradiction That is nevertheless some how true . For example , Death shall be no more : death thou shall die . Next , Synecdoche is a part used to designated the whole , and Allusion is a Reference to a familiar person , place or event For instance ; The following two lines from the poem “My Muse ” Contain an allusion to Pandora Box. (Pla, 2011 )

Hunched over from carrying

That old familiar Box

Furthermore , In poetry we have Imagery is the use of words to convey vivid , concrete sensory experiences of smell , sound touch , and taste a well . In imagery , we have Precise language which is the use of specific words to describe a person , place , things or action .to clarify : Notice How Paul B . Janeschko uses proper nouns in his poem “Reverend Mona ”.

When the eldest said she was too old

Reverend Mona

Surrendered her tabernacle

Next to fast Frankie's pawn shop ( Pla , 2011 p.6 )

Hence , Sensory details is the use of describe details that appeal to one or more of five senses  
For example : Notice the sensory details in the following lines “ The sea ” by James Reeves  
date :

The giant sea Dog moans

Linking his greasy paws (pla, 2011 p .7)

In structure , we have many element the first one is poetic line which means the words that form a single line of poetry. Example,

Twas The night before Christmas , when all through the house is the well ”. The first poetic line of “ A visit from saint Nicholas ” by Clement Clarke Moore , Then the stanza is section of a poem named for a number of lines it contains for example : A couplet is a stanza of two lines , the first Stanza from “ Barbara Frietchie by John Green leaf wittier is a couplet : up from the meadows rich with corn

Clear in the cool September morn

At this time , Enjambment means when there is no written or natural pause at the end of a poetic line , so that the words flow carries over to the next line . as evidence ; the following lines from “Knoxville , Tennessee ” by Nikki Giovanni contain Enjambment :

And listen to

Gospel music

Outside

At the church

Homecoming ( pla , 2011 p .1)

To continue , placement is the way words and poetic lines are placed on the page of a poem.

To demonstrate the following are creatively placed lines from a poem by E.E Cummings :

In just

Spring when the world is mud

Luscious the little

Lame ballon man

Whistles far And wee ( pla, 2011 p 3)

Last but not least , to write a poem you should to pay attention to this element which is the first , verse means a line in traditional poetry that is written in meter For example : In “ when I

do Count the Clock that tells the Time ” from Shakespeare . following The rule of capitalization and punctuation in poetry are not always followed , instead , they are at the service of the poet’s artistic vision. ( pla , 2011 )

It is important to add the sounds in poem , this sound divided into Rhythm is the basic beat in a line of a poem , then meter means a pattern of stressed and unstressed syllables in a line of poetry , and The End Rhyme which is the same or similar sounds at the end of words that finish different line .

In the final point , I find that Assonance is the repetition of vowels sounds within words in a line whereas consonance is the repetition of consonant sounds . above all , the last element is refrain means a line or stanza repeated over in a poem or song . To demonstrate ; the following refrain is repeated after every stanza :

Jingle Bells , Jingle Bells

Jingle all the way

Oh ! , what fun it is to ride

In a one horse open sleigh ( pla , 2011 p . 6)

#### **I.4. Drama :**

as a literary genre is realized in performance , It is designed for a theatre because characters are assigned roles and they act out their roles as the action is enacted on stage , In drama, we have Characters And these characters can be human beings , dead or spiritual beings , animals or abstract qualities . Another point is that Drama brings life , expression realistically to the audience, It is the most concrete of All genres of literature , Besides , in drama ,the characters or actors talk to themselves and react to issues according to the impulse of the moment and it presented in dialogue , The term drama is used at the following three (3) different levels : 1- performance 2-composition 3- Branch of literature. ( Iwuchukwa , 2008 ; Benuri , 2020 )

First of all , performance in drama is used for plays that are acted on stage or screen . These plays are different from musical performance because they must tell stories which are acted out by actors and actresses , These actors and actresses must be playing roles by imitating other characters ;

What is more , the composition in drama is used to describe a dramatic composition which employs language to present a story or series of events intended to be performed

For this reason , Drama is branch of literature because it covers dramatic composition , you know already that drama is a literary art , the basic difference between drama and other forms of literature ( fiction and poetry ) is that drama is presented in dialogue from the beginning to the end . ( Iwuchukwa , 2008 )

### **I.4.1.Element of Drama**

Element means the essential parts of something, so the following are the essential parts of drama :

Generally speaking ,plot is the structure of the action which is ordered and presented in order to achieve particular emotional and artistic effects in a play , moreover , it helps to give the play an organic unity and coherence that makes the plays easy to understand . Furthermore , the dramatic plot is also expected to produce a result or an effect on the audience , In good plot should have a beginning , middle and the end , the beginning is further divided into ; the exposition or the setting forth information about earlier events , the identity of characters and the present situation .Then , the point attack means the moment at which the main stage starts as potential conflict is identified .Next , the middle of the plot is made up if series of complications . Finally, the end is the last part of the play , this part of story shows the result of climax , and it's effect on the characters, the setting and proceeding events . (Benuri , 2020 )

Importantly , the change in the plot should not be traceable to distinct branch points , the player will not offered an occasional small number of obvious choices that force the plot in a different directions .( Mateas & Stera , 2000)

the third element is the process of doing something or the performance it self .If some body slaps you and you react ,there is an action . in other words , the series of events that constitute the plot in any literary work is referred to as action . It includes What the characters say , do ,think and in some cases , fail to do . Absolutely , the action in drama is usually organized in a climax order , dramatic action also includes what the character fails to do , furthermore , motivation is the drive behind every action a character takes in a play . Equally important , we have three forms in action which is physical action refers to the movement, reported action and the third one is mental action. Refers to an action that takes place in the characters mind . ( Benuri , 2020)

Since drama presents us directly with scenes which are based on people's Actions and interactions, characters play a dominant role in this genre and therefore deserve close attention. The characters in plays can generally be divided into major characters and minor characters, depending on how important they are for the plot. A good indicator as to whether a character Is major or minor is the amount of time and speech as well as presence on Stage he or she is allocated.

Major characters usually have a lot to say and appear frequently throughout the play, while minor characters have less Presence or appear only marginally. Thus, for example,

Hamlet is clearly the main character or protagonist of Shakespeare's famous tragedy as we can infer from the fact that he appears in most scenes and is allocated a great number of speeches and, what is more, since even his name appears in the Title (he is the eponymous hero). Rosencrantz and Guildenstern, by contrast, are only minor characters because they are not as vitally important for the plot and therefore appear only for a short period of time. (Lethbridge & Mildorf, n.d)

Also, we have dialogue, in literary works, it refers to a composition in a conversational form. In the novel, it is incorporated in the story, that is, as the story progresses, the novelist gives two or more characters the opportunity to discuss or comment on certain issues. However, dialogue in drama is expected to embody these literary and stylistic values. Furthermore, it advances the action in a definite way because it is not used for decoration. Lastly, the setting in drama is the location of a play, it is the time and place when and where the action of the play takes place, setting is very important in a play because it helps us to appreciate the background of the play. In particular, it identifies the time and place in which the events occur, it consists of the historical period, the moment, the day and season in which the incidents take place. Clearly, it also includes the sceneries in the performance which are usually found in descriptions. (Benuri, 2020)

Finally, the last element is theme refers to the meaning of the play, it is the main idea or lesson to be learned from the play. In some cases, the theme of a play is obvious; other times it is quite subtle. Some general themes conflict between two individuals, conflict between man and a supernatural power, and conflict between man and himself. Without a doubt, theme is considered as the unifying element that defines the dramatized idea of the play. It is the overall sense or implication of the action. It defines the problem, emphasizes the ethical judgment and suggests attitude or course of action. (Benuri, 2020)

To sum up, drama is simply an imitation of action but it is not just an entertainment. Moreover, it deals with fiction or an imaginary story that is presented through characters and dialogue.

### **I.5.Importance of literature:**

Literature involves our most pressing issues, including family, death, religion, love, good and evil, destiny, will, justice, character, courage and other issues, and these issues are usually not covered by applied communication or business writing departments.

Wolfreys (2011) mentioned that literature uses very specific individual terms of stories or poems to represent human experience. It should be noted that Literature is very

important for personal life because we need stories to make sense of our inexplicable worlds , to provide context and frameworks for our lives and we tell ourselves stories in order to live .

The most important reason to read and study literature is having deep and abiding memories ; we find ourselves drawn to literature in order to rediscover ourselves through the windows of the past and own memories . this indelible human impulse finds its origins in our innate need to situate ourselves with the present , and plot a course for a seemingly unknowable future of possibility and change ( Wolfreys , 2011)

Furthermore, in many countries around the world, literature is highly valued. For this reason , student of English may experience a real sense of achievement at tackling literary materials in the classroom. If students are familiar with literature in their own language then studying some literary works in English can provide an interesting and thought-provoking point of comparison. Literature exposes students to complex themes and fresh , unexpected uses of language .As well as that , asking students to retell short stories from their own culture , for example, before getting them to read an authentic story in English on a similar theme , could be highly motivating .A good novel or short stories may be particularly gripping in that it involves students in the suspense of unravelling the plot. (Lazar, 1993)

Obviously, Lazar (1993) said that a poem may elicit a powerful emotional response from students, If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives. Secondly, access to cultural background , for what concerns , literature can provide students with access to the culture of the people whose language they are studying . The relationship between a culture and its literature is not at all simple, since few novels or poems could claim to be a purely factual documentation of their society. (p 15)

Lazar (1993) said that It has been argued that poetry has possibly an even more indirect link with the real world since it creates its meaning by an orientation towards language itself (Widdowson , 1984) unfortunately, If we do assume that a literary text in some way reflects its culture , then exactly what aspects of that culture is being mirrored and how reliably ? there is a danger that students fall into the fallacy of assuming that a novel for example, represents the totality of a society when in fact it is a highly atypical account of one particular milieu during a specific historical period. In addition to this, literary texts in English reflect the rich and fascinating diversities of our world. They are written by authors living in many different countries and widely divergent cultures. By exposing our students to literature in English , it seems that we should be asking them to think about the range of cultures from which literature in English is produced .



But frequently, the teaching of literature is identified with the imposition of particular imperialistic values. Indeed, it can be argued that reading literature in English does encourage students to become broadly aware of the social, political and historical events which form the background to particular plays or novels. (Lazar, 1993)

According to Collie and Slater (1990 as cited in Stan, 2015), one of the main reasons teachers use literary works in the classroom is language richness. Students not only use literary texts to obtain information, but also interpret and decode them, making literature an effective means of teaching language. However, by using literary texts, students learn new words, syntax and discourse functions and they learn correct sentence patterns.

And according to Lazar (1993) by teaching literary works to students, you can improve many of their language skills. It can be seen that the communication skills of students' tasks involving practice after reading literary works such as dramas and novels have been greatly improved. Also, their self-esteem is also very important. Another reason or role of literature in the classroom for students is encouraging language acquisition. In many countries around the world students have fairly limited access to spoken and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly good way of stimulating this acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language. Obviously, at lower levels, a college student may be unable to cope on their own with an actual novel or short story in English. Any extensive reading we encourage them to do outside the classroom would probably need to be graded material, such as graded readers.

In addition to that, McKay (1982 as cited in Alasmari & Khan, 2018 para 8) pronounced that "literature presents language in discourse". Literary language is helpful for learning a language since the important purpose of it is "the revelation of creativity, of the knowledge of the self and of others manifested by that language used in literary context" (Balakian, 1977 as cited in Alasmari & Khan, 2018 para 8). Literature can best depict people and places, situations and scenarios, including stimulation that learners can understand since literature depicts universality.

In the classroom itself, using literary genres usually a particularly successful way to promote activities where students need to share their feelings and opinions, such as discussions and group collaborations that require students to express their reactions to these multiple levels of meaning will only accelerate students' mastery of the language. Take for example a dramatized play reading with a group of intermediate learners. Although, they

read excerpts from the play themselves, they may find that they are unfamiliar with some of the words in the excerpts. However, by listening to excerpts read by the teacher aloud, or preferably performing on tape, they may threaten the meaning of new words. Their understanding of the relationship between the speaker and intonation helps them to guess. (Lazar, 1993)

Finally, literature develop students interpretative abilities .In other words, learning any new language seems to involve learners in the formation of hypotheses and drawing of inferences. Absolutely , some people think that literature is a particularly good source for cultivating students ability , This is because literary text are often rich in multiple levels of meaning , and demand that the reader or learner is actively involved in teasing out the unstated implications and assumptions of the text. , therefore, by encouraging poor students to work hard to deal with multiple ambiguities in literary text, we are helping their overall ability to infer meaning. This very useful skill can be transferred to other situations where students need to explain to make an interpretation based on implicit or unstated evidence. (Lazar, 1993)

### **I.6.Characteristics of literature:**

The implications of the term literature are very crucial in that no two theorists or critics would give a similar definition to this term. Let's investigate the following Characteristics provided by Collie & Slater (2000, p 1).

- 1) Literature is feelings and thoughts in black and white.
- 2) Literature is the use of language to evoke a personal response in the reader or Listener  
Literature is a world of fantasy, horror feelings, visions ...put into words
- 3) Literature means to meet a lot of people, to know other different points of views, Ideas, thoughts, minds to know ourselves better.

Selden (1989 p. 9-10) regards literature as a special use of language which Achieves its distinctness by deviating form and distorting "Practical language « , Practical language is used for acts of communication, while literary language has no practical function at all and simply makes us see differently». Brumfit & Carter (1996) consider it as a fundamental structure of beliefs and interests which reflect the particular culture or section of society in to which they were born and in which they grown up. (Abdelaziz, 2010)

Wilson (2017) state that in British literature revolves around a few common themes, these themes describes almost all stories. The five commonly used methods are to overcome monsters, get rich, pursue, sail and return and boy meet girls. Almost every story told in

English contains one or more of these themes, but these themes can be reduced to happy endings, or unhappy endings

Wilson (2018) said that literature should have good style and grammar. If your readers have a good sense of style and grammar for literary works, they always keep in touch with your literary works. However, it is very important when integrating these features; you must clearly understand who your audience is? You will not lose your audience by using a language that is too complicated or too simple.

Secondly, another characteristic. It is that literature is a special use of language that deviates from practical language (Selden, 1989) which is regarded as language mainly used for performing acts of communication. So literature is seen as a vehicle which transfers man's emotions and communicates his inner feelings as stated in (Dictionary of Literary Terms, 1994). "Any written or spoken text aiming at stirring man's emotions and feelings". Also it focuses that literature is "whatever non-religious knowledge that promotes man socially and the culturally" (ibid as cited in Abdelaziz, 2010).

Thirdly, permanence and timelessness is one of the principles governing all types of literary works. Generation of readers can enjoy a good literary work that is timelessness. For example, Shakespeare's works are enjoyed as much today as they were when they were first written hundreds of years ago. In particular, in literature, it should stimulate the key process abstraction and to make people realize the truth of life and its essence. Moreover, literature appeals to every one, regardless of culture, races, sex and time which are all considered significant.

As a result, literary works are primarily distinguishable from other pieces of writing by their creative, or artistic intent and it should sound genuine, whether you are writing novels or real objects, a certain degree of authenticity needs to be felt in literary works. Therefore, you must make sure that your role is not too exaggerated and that the topic you write is reasonable. (Scribd, 2011)

In conclusion, literature is an important record of human life, what they have experienced, what are their thought and feelings about those areas of our most immediate and lasting interest. As a result, literary writing does embody certain distinguishing characteristics. It is a self-conscious, imaginative mode of writing.

## **I.7. Approaches of teaching literature**

Historically, there are many major approaches to the teaching of literature, These approaches are viewed equally as traditions in the teaching of literature and how the teacher

will be use these approaches appropriately, historically, there are many major approaches to the teaching of literature, these approaches are viewed equally as traditions in the teaching of literature and how the teacher will be use these approaches appropriately:

### **I.7.1. Language -based approach:**

Van (2003) has also analyzed an approach that emphasizes on developing the student' language skill, which is called language-based approach .Van, believed that the approach is more accessible for language learners. (Ferebiano et al., 2017)

This approach provides pupils with the ability to access a text systematically and methodically just like in Carter and Long's suggested language model. As designed to help pupils improve their language skills .Therefore, studying the language of the literary text will help to integrate the language and literature syllabuses more closely. Detailed analysis of the languages of the literary text will help student to make meaningful interpretation or informed evaluations of it. At the same time, student will increase their general awareness and understanding of English. Students are encouraged to draw on their knowledge of familiar grammatical lexical or discoursal categories to make aesthetic judgment of the text. (Lazar, 1993)

However, by using this approach, a literature teacher can create a student centered atmosphere in the classroom, to be simply said, merely give instructions for the student to conduct in the classroom. In other words, lazar (2003) believed that the main purpose of the use of literature in the classroom is to improve the student knowledge and proficiency in English, similar to Collie and Slater (1990) and Stern (1991). Importantly, Lazar asserted that literary texts are resources that provide stimulating language activities. (Feberiano et al., 2017)

Lazar (1993) suggested that a language-based approach is quite a broad approach which covers a range of different goals and procedures. In another hand, this approach to using literature includes techniques and procedures which are concerned more directly with the study of the literary text it self. The aim here is to provide the student with the tools they need to interpret a text and to make competent critical judgment of it.

### **I.7.2. Information -based approach:**

This approach related to cultural model (Thunnithet, 2011 as cited in Chen, 2015) .It gives knowledge and information to student. It is teacher-centered and demands a lot of teacher's input in giving students various contents of literary text, like on historical, political, cultural and social background. Knowledge of literature is delivered as a source of information to students (Rashid, Vethamani, & Rahman, 2010 as cited Chen, 2015). It includes reading from

the Criticism or notes, explanations and lectures given by teacher for examinations sake (Hwang & Embi, 2007 as cited Chen, 2015)

### **I.7.3. Paraphrastic approach:**

The main purpose is to paraphrase and rewrite the text into a simpler language, or use other languages for translation. Teachers use simple words or less complex sentence structures to make the original text easy to understand (Divsar, 2014). It is teacher-centered and does not have many interesting activities for students. (Hwang & Embi, 2007 as cited in Chen, 2015) this approach related to language model.

### **I.7.4. Stylistic approach:**

Stylistic approach means literary critics and language analysis. It is for students to appreciate and understand literary works in a deeper way. It can help students interpret text meaningfully and develop language awareness and knowledge (Thunnithet, 2011 cited in Chen, 2015). It analyzes language before analyzing literary texts (Aydin, 2013 cited in Chen, 2015)

Moreover, according to Short (1996), stylistics is a method by which linguistic evidence is directly used to interpret and analyze literature. It is a general analysis tool that uses interpretation of the form of poetry to discuss meaning; for example, vocabulary repetition can be used to enhance the impact of words Power, and the number of revolutions of one speaker relative to another indicates its relative influence or importance.( Iddou , 2010 ) . Since language is the subject and focus of teaching, stylistic analysis can well represent the teaching views of EFL. Through EFL teaching activities, students can perform stylized analysis of poetry, which can provide opportunities to clarify the formal characteristics of English-including phonetics, vocabulary, grammar, and speech levels, and link them to their understanding of poetry.

Additionally, Buckledee (2002) offers a similar activity in university EFL classes in Italy. Students read a poem and answer questions about verb tenses, possessive adjectives, and singular or plural forms. (Iddou, 2010)

In stylistic Approach, the teacher encourages students to use their knowledge of the language to make aesthetic judgments and interpretations of the text. Therefore, the question of the role of the reader in the process reappears.

According to Rodger (1983), language form plays the most important role in the interpretation of poetry, while others such as Moody (1983) believe that readers the background knowledge is also very important. Paying close attention to language functions is essential for interpreting complex texts that can be analyzed and annotated from various points of view.

**I.7.5. New Criticism approach:**

According to (Van, 2009 cited in Chen, 2015), this approach as opposed to the critical literary approach does not give importance to the contextual factors such as the political, social and historical background of the text. As for literary analysis for example used in this approach and texts are usually selected from old literature, however, they are criticized for being irrelevant to the learners' requirements.

In other words, after the First World War, a new criticism approach of literary analysis appeared in the United States. According to this theory, the meaning is only contained in the literary text, and in addition to the influence on the reader or the author, the intention and external factors are ignored when analyzing the work. The role of the reader is to discover a correct meaning through careful reading and analysis of the formal elements such as rhyme, rhyme, imagery, theme etc....

According to Thomson (1992, as cited in Iddou, 2010), the world of literary works is independent, and readers must be completely objective when interpreting the text. In other words, when analyzing the work, the social, historical, and political background of the text, the reader's reaction or the author's intention, and external factors are all ignored.

According to Thomson (1992), the world of literary works is independent, and readers must be completely objective when interpreting the text. In other words, the social, historical, and political background of the text, as well as the reader's reaction or understanding of the author's intentions, will distract the interpretation of literary works and have nothing to do with the interpretation of literary works (Iddou, 2010)

The main drawback of new criticism is that most classroom activities are devoted to identifying formal elements and literary means, such as symbolism, metaphor, simile, and satire. This makes the study of literary terminology an end in itself, rather than a means to discover the beauty and value of literary works.

This does not include viewing the connection between the text and the reader's experience and the historical and sociolinguistic influences that become apparent during the reading process (Thomson 1992, as cited in Iddou, 2010)

**I.7.6. Amer's (2003) Approaches to Teaching Literary Narratives Text:****I.7.6.1. the Story Grammar approach:**

(Ripley et al 1989 as cited in Fehaima, 2018) Define it as an approach based on conceptualization, that is, readers should be consciously aware of the text structure. According to this conceptualization, reading comprehension is an interactive process, the exchange of ideas or the transaction between the reader and the text. Harris et al (1995 as

cited in Fehaima, 2018 para) ``the reader interacts with the text and relates ideas from the text to prior experiences to construct meaning'' This approach requires basic knowledge of text structure. The latter includes two types, namely narrative and narration. The former is storytelling. On the other hand, the latter usually focus on the choice of scientific and social research. This approach is actively criticized because it improves learners' comprehension and improves their grades. (Taylor et al, 1984 as cited in Fehaima, 2018)

#### **I.7.6.2. The Reader-Response approach:**

This approach has a growing influence on EFL literature classes. Carlisle (2000 p.12) as cited in (Fehaima, 2018) ``the reason is to encourage EFL learners to study literature for Literature's sake, rather than for the mere attainment of language skills, which is the popular practice in most EFL classes'' Learners will focus on the fact that they can be used after reading, not on the experience of reading, but on the content. The story is not being read literature but as a piece of information Carlisle (2000 p.13 as cited in Fehaima, 2018)

#### **I.7.7. Structuralism approach:**

Structuralism is a conceptual and methodological method used to describe and analyze various objects of inquiry, such as culture, economics, language, literature, mythology, politics, and society. But in literature, structuralism is a method that became important in the 1950s. This method is not to interpret the literary text as a single entity, but to determine where the literary text fits into the framing system that can be applied to all literature (Dias&Hayhoe, 1988). Like the new criticism, structuralism emphasizes complete objectivity when studying literary texts and denies the role of readers' personal reactions in analyzing literature. It requires learners to process literary text scientifically and use their knowledge of structure and subject matter to place the work in a meaningful hierarchical system. According to Kuhler (1982 as cited in, Iddou, 2010) Structuralism does not focus on their aesthetic value of literature, but on the different processes and structures that are involved in the production of meaning."

Carter and Long (1991 as cited in Iddou, 2010 para 6) summarized the criticism of structuralism, they wrote: ``Structuralist only pay attention to the relationship of mechanical forms, not to how literary texts present the author's life experience and allow us to touch the meaning of people. , Such as part of a narrative, and treat literary texts as scientific objects'' This regards literature as a scientific system, rather than literature containing personal and subjective meanings, and downplays the role of individuals in constructing meaning. However, literature should contribute to the personal development of students, enhance cultural awareness and develop language skills, Although structuralism, by linking



the work with the overall thematic structure, it is indeed easier to obtain literary works than the new criticism, it emphasizes that language systems and codes are "the only determinants of meaning" (Thomson 1992, as cited in Iddou, 2010). Therefore, structuralism has little relationship with literature teaching, because EFL teachers and learners lack sufficient skills and knowledge to process texts scientifically, which makes the research of this process useless and leads to lack of motivation to read literature.

### **I.8. Methods of teaching literature:**

In agreement, Ubhakwe (1999) says "methods is a systematic, predictable and procedure of teaching." According to him, it includes selection and ordering of teaching contexts, a specification of the roles of the teacher as well as of the learners in the classroom encounter, specification of the types and functions of the teaching materials in a given situation. In teaching literature, the teacher can develop a variety of techniques to facilitate the teaching and learning of literature:

#### **I.8.1. Discussion method:**

Much of the literature on classroom language focuses on discussion, which is regarded as a teaching method especially in literature. As a method [discussion] provides a method of teaching content, and as a result or goal of teaching, it emphasizes that students become capable discussants. (Larson, 1997 as cited in Dudley, 2013)

The conclusion of Mercer and Howe (2012) cited in (Dudley, 2013) is: "When teachers actively engage students in their reflective discussions of what they have learned, it will help them learn and develop understanding and mastering-prepare for independent learning. (Para 2) Brookfield and Preskill (2005) as cited in (Dudley, 2013) argue that discussion transforms students into "co-creators of knowledge". In the context of dialogue, "the group constructs and discloses deeper meaning. However, this could be an effective means of ensuring that student read the text and acquire the correct information. So, what literature should be looked at in reference to Discussion-based teaching? VanDeWeghe, who teaches English Literature at the University of Colorado at Denver, states that English teachers value Classroom discussion because it "help[s] students make sense of literary texts," invites a deeper Understanding of literature, and improves reading comprehension by challenging interpretations ( Dillman, 2009. Para 3).

#### **I.8.2. Discovery method:**

Stems from problem posing approach and can achieve greater result when fused with discussion method. Here the teacher can identify some of the contemporary issues raised in



the text under study and encourage the student to propose solutions bearing in mind the evidence contained in the text. This encourages originality and flexibility of ideas or thoughts. Also, to encourage initiatives and curiosity, questioning method is encouraged. (Ikonne, 2016)

### **I.8.3. Activity method:**

(Garvey, 1939) decided that education might progress with better results if pupils were allowed to work out projects of their own choice in their own way. As in group work, all pupil action needs the inspiration and check of a mature mind. However, using the activity method requires a lot of planning on the part of the teacher. She must decide in advance. What are the results she hopes to accomplish, and must strive to achieve these results by using activities as the ultimate goal. Therefore, Traditional methods may not be able to achieve as much, if it's not more, it's beyond the correct range of activity .When it came to conducting a survey, and Elizabeth Collette was successful. So, students prepared specific subjects for a library assignment with relation to Anglo-Saxon literature

### **I.8.4. Pre-teaching project or presentation of geographical aspects:**

This means that before starting to teach general topics related to the history of English literature or focus on texts in certain regions, give students an introduction and background. Also , you can create ask students to bring a map of that country in class, or inspire them to draw a map in a notebook. This increased their interest in the subject. The country's knowledge of geographical details, weather conditions, natural resources, etc. adds a different flavor to the study of literature. It will provide students with the necessary background knowledge, especially non-vocabulary items used in literature textbooks. This kind of teaching technique can make Students feel the text rather familiar. (Anisa et al, 2013).

### **I.8.5. Small project/presentation of the political aspects:**

It is hopeful to suggest that students do a small project on the political background of the country. This helps them understand the political movement and its social influence reflected in literature. (Anisa.et al, 2013)

### **I.8.6. Close reading:**

This means a form of study based on an attentive analysis of the text excluding any personal or external information. Close reading usually culminates in the writing of an essay in which student provide textual evidence in order to describe literary discourse as complex and coherent. Importantly , close reading method must be recognized as an important first step in literary studies provided they are followed by a phase of the contextualization of critical , historical ,and literary perspectives .( Manzolillo , 2016). Therefore, Anisa et al. (2013)

suggest that it is very useful to enable students to read the text in meaningful units/chunks. Furthermore, through this activity teachers can diagnose the correct or incorrect strategies students deploy while doing close reading.

#### **I.8.7.Pre-teaching project / presentation of the historical aspects:**

It is always precious to train students to prepare small projects/presentations related to the research-related national historical background. It helps them understand and realize the historical details that affect the nation and its literature. (Anisa.et al, 2013)

#### **I.8.8.Texts Are Being Redefined as Multimodal and Multi-Media:**

Your students are constantly using email, chat, blogs, games, mobile phones, and website tools to communicate with others and/or build social relationships. In doing so, they draw on other media texts—digital images, music, video clips, texts, etc., in creating texts. For example, in creating a website, they are combining hypertext (texts linked together by multi-linear nodes) and multimedia (photos, video, art, audio, text, etc.)

This shows that we need to rethink the traditional concept of traditional text and treat text as highly multimedia and interactive (Beach et al, 2006)

Understanding the media now requires understanding how new digital media formats can change or “fix (Bolter & Grusin, 2000 as cited in Beach, 2006) traditional media formats such as television, radio, music, and printed text. For example, cnn.com or msnbc.com provides continuously updated news information and multiple hypertext links to relevant bits of information.

#### **I.8.9. Collection of pictures or video:**

You can recommend students to collect some pictures, video or Flickr, Picasa, or Google Images and videos from YouTube, related to the customs, traditions, food, clothing, etc. of the country. You can even collect stamps from the country to increase students’ participation in understanding the country’s literature. (Anisa.et al , 2013) . Trier (2007a ; 2007b) has his preservice English teachers collect YouTube clips to create playlists for analysis of parodies, for example, a video of McDonald’s Billboards on which the words “Double Cheeseburger” had been changed to “Double Bypass” (Beach , 2006 ) .

#### **I.8.10.Organizing interviews of the great writers**

Students think it is impossible to enter the fields of film, script writing, song writing, etc. They think it is difficult to build a career in these fields. If teachers organize interviews or talks with popular writers, actors and actresses, it will be an evocative moment for them. Through these activities, students will be inspired and motivated to learn literature and enjoy the assignments assigned to them. (Anisa et al , 2013)

**I.8.11. Exercises for reading between the lines:**

Anisa et al. (2013) suggest that it is essential for students majoring in literature to read between the lines. They can be asked to speculate on the meaning of literary works. Students can explain the meaning of specific lines or dialogues. This will increase their imagination and thinking horizons. Furthermore, in the words of M S. Knowles (1968, para 10) “. . . it is tragic that we have not learned how to learn without being taught, and it is probably more important than all of the immediate reasons put together. The simple truth is that we are entering into a strange new world in which rapid change will be the only stable characteristic”. Hence, it is essential to find out new techniques to teach literature.

**I.8.12. Post-teaching activity:**

The teacher can ask students to imagine different endings in a drama, story, or novel. It is interesting to listen to the various possibilities of ending work. Students can brainstorm and use their creative talents. It ignited their hearts, thoughts and love for literature. They become capable of expressing themselves. The main challenge facing teachers is to provide the greatest opportunities for practice and to provide personal feedback when developing professional knowledge. Teachers Students must be qualified. (Anisa et al, 2013)

**I.9. Strategies for Teaching Literature in English classroom:****I.9.1 reporting strategy and lecture discussion:**

Hammond (2008, Ariel & Jerlyn, 2015) pointed out that to realize students' cognition requires vast skillful teaching on the part of the teachers. While Orlich, et. Al (2012) believed that good teachers reflect the way in which they will present a lesson and through their education, have a variety of instructional strategies at their disposal. On the other hand, Bay (2012, as cited in Ariel & Jerlyn, 2015) maintained that the success of the teaching strategy depends on the frequency of its use in the classroom.

Jose (2015) suggests that literature teachers had most of time use the reporting strategy in teaching the lessons. Importantly, reporting strategy was done by assigning a piece of literature (poem, fiction or play), to a student or as an additional task associated with other strategies like dramatization and discussion with other student and teacher. Lecture or lecture discussion was the common strategy used followed by role play (dramatization and characterization), group discussion and presentation, group debate and reportorial.

Literature teachers revealed that their common strategies when teaching literature subjects are dramatization and role-playing, speeches and reports.

They also express painting, report, collective work, experience sharing, selection summary, speech, reflection, pantomime, opera, puppet, shadow play. Miller & Mason (1983) clarified

that the use of dramatization or role-playing exercises in the classroom is important for “driving home to class”; improving “reading skills and self-concept”

In addition, he thinks that teachers use a common teaching strategy to solve some inevitable problems in the teacher-student relationship and complete the task of imparting knowledge to learners. This particular situation embodies the theory of teacher behavior, which believes that the interaction between teachers and learners is important for meaningful cooperation. In summary, literature students revealed that reporting is the most commonly used strategy for teachers. In the syllabus, it is shown that teachers are most likely to use lectures or lecture discussions, while teachers’ show that they use drama or role-playing and lectures most of the time. These mean that literature teachers will not follow the syllabus as a guide in the worst case.

Apart from this, teachers might have different specific goals for their students. Instead of using lecture or lecture-discussion which is teacher-centered, they opted to have reportorial which put the students into the limelight.

In this instance, the teacher used the molding theory which contends that ‘human personality is formed, shaped, by their environment’ and practice .

Importantly, Teachers believe that by allowing students to accept presentations, students will be able to exercise their oral, written, reading, and presentation skills.

### **I.9.2 Vocabulary building Strategy:**

This means an important part of any English course. This strategy focuses part of each classroom lesson on building a better vocabulary. Teachers can ask students to point out unfamiliar words and review the meaning in class or use interactive vocabulary related to class reading materials to construct exercises.(The Editorial Team , nd).

### **I.9.3 Writer’s workshop strategy:**

Furthermore, this technique let students participate in writers’ seminars many times a year. The writing workshop model created by Lucy Calkins, the founder of the Normal College Reading and Writing Project, allows students to understand and participate in all aspects of the writing process: drafting, revision, editing, and publishing. (The Editorial Team, 2021).

### **I.9.4 Communicative strategies:**

Teacher should provide some strategies that help student to allow individualization of learning incorporate the multiple perspective and experiences of students into the teaching and learning process and provide structured sequenced activities that facilitate reading and comprehension and instruct student in various strategies involved in deciphering a text. . (Sandra, 1988).

The first strategy that the teacher should provide is preinterpretation activities, some educators advocate the systematic prior to study of literary text. These activities may include those designed to:

Creating a background in common this means assuring that pupils have an adequate understanding of the subject reading and comprehension problems are reduced when the edge of a text's material is used. Certainly, appropriate content background knowledge can help lectures, video tools, and vocabulary activities will be used to teach the material as well as vocabulary exercises.

For example, a short pre-reading or presentation allows students to have a certain understanding of the content of the work, the nature of the text, and the writing time. Slides, filmstrips, or literary works or film versions of films, whose themes and styles are similar to those of literary works, can be used to display cultural, biographical and historical information, or to remind students of the main themes, Thought or stylistic device. For example, the Films for The Humanities series, "Maestros modernos Del Español," provide excellent preparation for Study of works by Miguel de Unamuno, Ana Maria Matute, Pablo Neruda, and others.

Students also need to be familiar with literary terms and concepts to help alleviate frustration, They may feel upon initial contact with a work To facilitate comprehension of literary language and ideas, students may "brainstorm conceptual associations" by suggesting meanings for selected terminology and concepts considered .

Obviously , linguistic activities which means that .students should not be expected to discuss the text until they have absorbed the vocabulary material, as language skills affect students' reading and comprehension skills . indeed , .Language activities may include exercises on the vocabulary, syntax, semantics, and cultural content of the text. For example, Santoni (1972) advocates pre-interpretation exercises. Students select appropriate verbs, nouns, synonyms or adjectives from the provided verbs, nouns, synonyms or adjectives to complete the sentence or definition according to the context of the sentence. (Sandra, 1988).

Linguistic preparation instills confidence in pupils, facilitates class conversation in the target language, and promotes "liberated" reading.

The last activity is establishing comprehension, in addition to linguistic activities, Sandra. (1988) suggest that it is often necessary to establish student comprehension of the text especially on the introductory levels , before proceeding to interpretation . Steiner (1971) Asserts that the student should, first of all, know and be able to indicate precisely what the literary work says. Some activities for verifying comprehension are:

- 1) Summarize techniques In which the student may construct a paragraph With vocabulary from the text that either expresses what happened or the student's impression of the text;
- 2) Choosing vocabulary from the first paragraph of the text that may be used to infer the meaning of the paragraph or to reconstruct the narrative;
- 3) Pre-reading questions designed to facilitate comprehension, Remind students to read purposefully and guide them to understand the main points in the text ;
- 4) fill in the blanks; students complete sentences and reproduce the main events or narration of the work;
- 5) True and false items;
- 6) Quotation identification;
- 7) Multiple choices Questions;
- 8) Guided role play;
- 9) Class discussion. Spending enough time to prepare students for language and verifying their understanding can eliminate frustration and give students' confidence.

#### **I.9.5. Strategies of teaching literature online through media:**

One way to engage students in the study of literature is through the use of media texts. These include Films, photographs, and even abstract art pieces. The media can be used as a bridge to acquiring skills in literary analysis (Choo, 2006). While some educators may insist that the literature classroom should remain "untainted" In its teaching of classical works, we will probably find that our students will inherently show more interest in media texts than in literary texts. After all, students today are exposed to more texts in the form of images than Any other generation. Teachers can take advantage of this by using the media to engage students and help them Better appreciate literature

When accepting new types of text, English teachers may switch to movies (Muller, 2006, as cited in hasanah ,2014). Generally, movies are presented to students in a way that regards movies as literature. Teachers encourage students to look for elements such as plot, symbol and background, and they will analyze these elements when reading printed text.( Hasanah, 2014)

#### **I.9.6. Drama exercises through media:**

Students should enhance their ability to take multiple perspectives of characters or roles In a theatre activity when learning literature (Beach et al., 2011)

According to research, both enactment and reenactment require the same talents. Because "acting enhances the capacity to identify significant information, storyline, and characters," reading comprehension is improved Sequence, personality, and character motivation;

numerous linkages between details, ideas, and events; the ability to detect mood, tone, and other constructs” Role-playing is an important theatrical. Practice students have the chance to take on the role of a character and behave in that character’s place a different viewpoint (p.166). (Beach et al., 2011.)

In this dramatic activity, students are divided into groups at random (4-5 students per group) and given the responsibility of creating a short role-play. In this exercise, students are given some actual material (such as coins, a movie ticket, tourist brochures, and so on) as well as a role to play (which they have in some ways chosen themselves) ( Dickfors, 2015). Which they will employ in their role-playing. Each group is also assigned an issue to tackle in their role-play (for example, a flat tire, running out of gas, etc.). The rest of the ‘manuscript’ for the role-playing game, the students made everything up. This activity is likewise in line with what is indicated in the manual. The goal of Swedish high school English classes in the National Curriculum “Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round communicative skills. These skills cover both reception and production and interaction.(dickfors , 2015)

### **I.9.7.Teaching literary text online:**

This means that one of the most significant changes in literature education is the growing accessibility and availability of literary texts on the internet (Webb, 2007). While you may have previously been limited to teaching materials based on what class sets of textbooks or novels were available, this is no longer the case. Students can now easily access literary texts from a variety of sources in the bookroom or Google and other digital archives and sites such as Google Books (<http://books.google.com/books>), the Internet Public Library (<http://www.ipl.org>), Bartleby.com (<http://www.bartelby.com>),

And the Academy of American Poets (<http://www.poets.org>) (see the website for other Sites). Furthermore, because these are online texts, students can reply to them by copying and pasting them into their blogs, where they can then add annotations, links, or comments, as well as amend, rearrange, rewrite, illustrate, or remix the text .

We should also note that these practices of revising, altering, or remixing copyrighted texts are covered under new principles of “fair use” . For example, students may “deform” a poem by moving words into a different shape or adding spaces, for example, moving a poem about football into the Shape of a football. (Beach. et, al, 2006 p 98).

Students can also develop their own collections or anthologies of online literary texts based on genres, topics, themes, issues, authors, and other factors, as well as pictures, annotations,



glossaries, and notes, by working in groups that depicted on the website of the Academy of Poets (<http://www.poets.org>).

### **I.9.8. strategies to teach Media makers:**

Podcasting can also be used by students to make audio adaptations or performances of their own or others' literary texts, as well as book discussions or productions on literary literature. Students could, for example, record their own and others' readings. A collection of poetry or passages from a novel, story, or play, followed by remarks on why they were chosen. Students in Robert Rozema's college literature class created a Podcast based on their reading of the futuristic novel *Feed* (Anderson, 2002, Beach, et al, 2006), in which the main character, Titus, summarizes events in the novel, along with other students quoting passages with background music (Rozema & Webb, 2008 as cited in Beach, et al, 2006).

### **I.9.9. Teaching poetry strategies:**

Through, respond to keywords and phrases, when reading poems, students learn to pay attention to certain words or phrases that are particularly important in conveying the meaning of the poem (Rabinowitz, 1998). For example, they notice or recognize that the title provides a summary or clue to the content of a poem.

“The concept of “womanhood”—that the poem is addressing difficulties of “women’s” identity construction. You can also give students the poem without the title to emphasize the importance of titles by asking them to make predictions about the title as students a hint about the poem’s theme. Then you can give your students a titled poem and let them reflect on how the title enhances their understanding. (Beach, et al, 2006).

Dutta (2001) Said that sometimes the poem provides clues for predicting its theme or content through the vocabulary used. The words and units that appear in the form of key words. Therefore, the teacher presents a list of particular lexical items from the poem. Then, student discuss in group or pairs the semantic implications of the words, and teacher give to them questions and guide the student to find answer to them by supplementing and extending the points as necessary.

These activities increase students' participation in the text and stimulate their interest in reading the text. To elicit a reaction, they increase the participation of students because of the natural desire to see that their expectations are met or violated. At this stage, teachers can show the actual text to the whole class, let students participate in reading activities, and at the same time they have a deep sense of participation.

After a series of pre-reading activities, the learners are very close to the text they are about to read. Therefore, the design purpose of the reading activity is to make it easier for students to



understand the text by establishing a purposeful interaction between the text and the reader, after that , The teacher helps the students to find the meanings of the listed words as they are used in the text. Next, learners read the poem and this stages help them to understand the meaning of the poem (, Dutta, 2001) students could also describe their visual or sensual responses to a poem what they Picture or feel as they are reading the poem.

Undoubtedly, students can also describe their connection to the speakers or characters in the poem, paying attention to the extent to which they share certain feelings or experiences with these speakers or characters. In response to the girl picking up “threads in her hair” as the fact that she might do the same thing as her mother for the rest of her life, students might think about whether they will get engaged and do the same job as their parents.

All this strategies can help student to engage to literature in classroom and allow students to have the capability to make meaningful connections between literary studies in class and real-life situations .

#### **I.10.Conclusion :**

This chapter is devoted to the tenets of literature and its teaching. It highlights the most common definitions, types, characteristics of literature and it’s importance in English classroom. It also discusses in detail the different methods that educators use recognize when instruct implementing literature in EFL classrooms. In addition to the teaching methods of literary studies, Tthis chapter clarifies the strategies often adopted by literature teachers when offering literature courses, and its benefits on the students.

## **Chapter Two**

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### **Teaching literature in Algeria**

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**I.1.Introduction:**

As it is mentioned earlier, the aims of the study is to investigate the most common difficulties faced by licence students in learning literature and their perceptions toward teaching literature ,So in this chapter, we tackle the teaching of literature in Algeria through three levels; middle school, secondary school, and university, it then focusses on literature teaching at university in Algeria in general and at Tairret in particular ,To do so, a clear account about the aims ,content and coefficient of teaching literature is included in this chapter. Last but not least, the chapter also explores some challenges and constraints at constantly literature teachers meet.

**II.2 teaching literature in Algeria:**

Literature in education aims at developing students' performance and skills ,teaching literature helps students improve their language through reading .By talking about teaching of literature in general, we are going to specify teaching literature in Algeria in both middle school, secondary school and university .

**II.2.1 In middle school:**

English as foreign language is taught in Algeria as compulsory subject of mainstream education in middle school. The materials used are locally designed and reflect the country's adopted educational paradigm. The EFL textbooks, which are the main used materials , are actually subject to the ministry of National Educational approval.

“the selection of materials is the most important decision that a language teacher has to make because these materials are not just tools ,they express the aims ,values and methods of the particular teaching /learning situation the text book “Getting Through “ is designed for the learners in the second year of secondary education who have already dealt with the first year textbook “At cross Road “ .It is a design of the Ministry of National Education and comprises 208 pages, it is hoped to be a valuable and for teacher who are expected to exploit it positively by selecting the suitable activities they see of much importance . This text book is graded in order of difficulty, it comprises texts and dialogues and different materials to illustrate various uses of English together with pictures and diagrams. ,i In spite of this ,the teacher' contribution in comprehension is a necessity because there are numerous practice exercises which require further explanation .( Hmaidia ,2008).

As mentioned earlier ,the textbook is mainly built up of units , sequences , and sections .Now , this account is given to highlight the content and objectives of each of the textbook component .

	Story	Song	Poem	Novel	Drama
Unit one : me and my friends		Page : 46			
Unit two: me and my family		Page : 54	Page : 67		
Unit three: me and my daily activities			Page : 94		
Unit four: me and my school			Page : 123		

**Table 2-1** first year middle school textbook

First year Middle school textbook consists of four sequence , each sequence is concerned with the use of literature .The most frequent types of literature included at this level songs and poems much more than the other types in comparison with other types like stories, novels or drama..

	Story	Song	Prom	Novel	Drama
Unit one :Me,my friends and family					
Unit two:Me and my shopping	Page 68	Page 73	Page 73		
Unit three:Me and my health		Page 104	Page 104		
Unit four:Me and my travels	Page 132,133,134,136				

**Table 2.2** Literature in the second year Middle school

Second year Middle school textbook contains four units . In the first unit, we noticed the absence of literary texts whereas in the second unit we notice the presence of literature such as stories ,songs and poems. In the third and fourth unit, we noticed the presence of literature containing story ,songs and poem but the absence of other literary types such as drama and novels.

	Story	Song	Peom	Novel	Drama
Unit one :Me ,my abilities,my interest,my personalit	Page 34		Page 43		
Unit two: Me and my lifestyle	Page 66,73				
Unit three:Me and the scientific world					
Unit four :Me and my environment	Page 140				

**Table 2.3.** Literature in the third year Middle school

At this level , the textbook contains four units, each unit under different title . Based on the numbers in the table, it seems there is no literary texts included except a story and a poem..

	Story	Song	Peom	Novel	Drama
Unit one : It is my treat		Page 40	Page 40		
Unit two :you can do it			Page64		
Unit three: Great expectations		Page 82	Page 89		
Unit four :Then and now					

**Table 2.4** Literature in fourth year in Middle school

As for the last textbook of fourth year Middle school, it contains just few songs and poems while the other types of literature such as stories, novels and drama are almost absent. .So from the previous tables we notice that literature is not widely used in the textbook of each level (25%).

### II.2.2 In Secondary School :

Teaching literature to secondary school pupils can be very gratifying ,challenging and inspirational ,it can also be an ordeal .It is important to integrate multicultural literature to young adult education ,in order to increase understandings of different cultures ,however teaching simple literary texts in classes can affect students attitude toward their second

language (English) .The learning outcomes of literature teaching are the expected experience,attitudes or language that students need to gain .The outcomes are the fundamental elements that students need to attain in the objectives of literature learning .

At the crossroads ,the Algerian first secondary education textbook is designed on the grounds of CBLT principles ,responding to the form launched by the Ministry of Education ,and learner -centered approach as an alternative to teacher-centered approach that fell short of expectations . Secondary education ,year one ,English textbook is composed of five units and 20 hours are approximately the average timing for each unit ,the latter is divided into four sequence listening and speaking ,reading and writing ,developing skills and consolidation and extension

As mentioned earlier ,the first secondary school textbook is mainly built up of units,sequences and sections ,Now this account is given to highlight the content and objectives of each of the textbook component .( Bourguig &Nebbou ,2019).

The text book of first secondary school analysis has shown that literature is partly used in the Algerian first secondary education,only twenty percent (20%) of the textbook contents is literature-based .So far, it has been proved that literature can be pedagogically bargained on as a locomotive to enhance language learning ,this enhancement is shared in the diversity of the literary texts ,in its different forms , contents , purposes and skills they target .( Bourguig &Nebbou ,2019) .

As previously stated , the textbook is organized into units , sequences , and sections .The purpose of this account is to highlight the content and aims of each textbook component .

	Story	Song	Poem	Novel	Drama
Unit one : getting through					
Unit two : once upon a time	Page : 48, 49 , 56 , 57 , 59				
Unit three : our finding show					
Unit four : Eurika					

**Table 2.5** first year secondary school textbook

First year secondary school textbook include four (4) sequences in each unit , in second unit we have sequence one and three are concerned with the use of literature .

	Story	Song	Poem	Novel	Drama
Unit one :signs of the time.					
Unit two : make peace	Page : 48	Page : 57	Page : 53 , 55		
Unit three : waste not , want not					
Unit four : budding scientist					

**Table 2.6** second year secondary school textbook

Second year secondary school textbook consists of four sequences in each unit , in the first , third and forth units we noticed the absence of literary work , whereas in the second unit we noticed the presence of literature such as ; story , song and poems .

	Story	Song	Poem	Novel	Drama
Unit one : exploring the past					
Unit two : ill _ gotten gains never prosper			Page : 44		
Unit three : school different and alike		Page : 73 , 105			
Unit four : safety fist		Page : 134			
Unit five : are we alone		Page : 164			

**Table 2.7** third year secondary school textbook

At this level , the textbook contains four sequences in each unit . based on the number of the table we noticed that there is no literary works included except poem and songs. As we noted the absence of literature in the first unit.



### II.2.3 At university:

Teaching literature in English department has always been a challenge for teachers .Furthermore, Algerian EFL first ,second and third year students at the university of Tairret seem to suffer from different obstacles that prevent their engagement with the literature classroom activities.Literature is simply viewed as types of knowledge of learning .EFL learners are supposed to acquire sufficient data of the literary genres such as poetry,drama ,short story etc.,they improve their language competence ,they become aware of the socio-cultural context of a given text ;but they do not succeed to use information and acquire the ability and necessary skills to analyze ,appreciate and interpret literature independently .This is not meant for Master students who may achieve competence in analytical ,critical and generative thinking .They ,indeed ,find ,in due course ,a genuine involvement in a piece of literary art which consequently results in achieving desired emotional intellectual and aesthetic growth . (Amara ,2018)

Richards (1994) has described the difficulties that native English speakers have when learning literature these are some of the same difficulties experienced by Algerian students .He notes that students have particular difficulties “making the plain sense of poetry “ and suggests that students have particular difficulty with sensuous apprehension and in visual imagery students tend to be misled by their own irrelevant associations ,emotions ,sentimentality,stock ,responses

.For the Algerian students ,socio-cultural and political factors can also affect their interpretation. Teaching literature involves three phases .The first phase is the preliminary phase, it provides linguistic activities and aims at building comprehension ;the second phase is “the content-cultural phase”that exposes students to certain aspects of target culture and literature and the third one is “synthesis phase”that gives an overall evaluation of the text and includes expression and exchange of students reaction to the literary text and their understanding as well. (Amara, 2018)

In this respect ,the main concern of EFL teachers is to help their learners acquire literary competence, that is why, they focus on teaching standard form of linguistic expression .Despite acquiring linguistic accuracy ,it is apparent that EFL learners still show some difficulties to comprehend the nuances and creatively which characterise even standard and transactional form of English.

Currently, the teaching staff is almost exclusively national and locally trained (Bouhadiba 2006).Student performance in English at tertiary level is generally described as poor and Several reasons have been suggested:

- . poor subject grounding in secondary schools;
- . poor student motivation;
- . suspicion that English could distance students from their own culture and Language
- not seeing the potential of English to open up opportunities to global communication and social and economic development;
- poor knowledge of the culture, its context and social conventions;
- lack of intercultural mediation;
- lack of sensitivity to including texts that teach positive, moral and universal
- Values which are not in opposition to traditionally held beliefs;
- lack of access to native speakers and practice in cross-cultural communication
- an outdated curriculum that fails to incorporate the teaching of cultural knowledge; And inadequate teacher training in the underlying philosophy of the prescribed teaching methodology ( Bouazid & Cheryl ,2014)

### **II.3 The aims of teaching literature:**

a) Literature teachers need to draw some goals before they start teaching their lessons ,they should determine how the lesson will proceed and the purpose behind it to motivate and direct the learning process ,teachers need to tell their students what the goals are:

Student will be able to write the English language with propriety and effectiveness to develop an argument Student will write clearly ,grammatically and syntactically correct sentences .

b) Student will be able to read texts closely and explicate texts written in a wide variety of forms ,styles ,structures and modes.

c) Students will learn to use literary texts as mediated and partial sources of information on the society in which they were composed and appreciate their difference from historical documents .

d) Student will develop an awareness of the multifold nature of textual analysis

e) Expand and apply their knowledge of literary analysis and evaluation .Develop and relate their understanding of the concepts and methods appropriately for the analysis and study of language

f) Students can integrate and engage creatively and critically with a wide range of texts investigate the ways how texts relate to each other and the contexts in they are produced and received (Amaria ,2018)

g) In the field of teaching literature many linguists stress the aims that stand behind teaching literature and the advantages of incorporating literary texts in the language classroom

Hirvela (2001 ,117)” believes that reading literature is one of the best ways to inspire the writer in the learners “.He asserts that literature creates a longing for learning the language ,His ideas can be summarized this way:

- a) -literary texts figure the learners to go beyond mysteries and answer questions ,creative activity that fosters deeper connections .
- b) Literary texts are viewed as “deviant language” usages .They are used as a recourse for the teacher to provide the student with a variety of text types and several uses of languages.
- c) - Readings literary texts offers students to various cultures as well as various styles and levels of English .
- d) Similarly, Ur (1996:201) identifies some advantages of literary texts as a language teaching resource, which can be summarized in the following way :
- e) - literary texts are very enjoyable resource to learn a language ,it provides examples of different styles of writing and represents a various authentic uses of language .
- f) Literary texts are good resource for enhancing students competence and developing various reading skills in learners.

Literary texts encourage critical and creative thinking as they enrich the student’s world knowledge. (Amaria, 2018).

English literature in the educational curriculum promotes language learning in a variety of ways. The study of literature, according to Hill, adds “both to the student’s growth as an individual and to his or her command of the language” (Hill 1986 p.12) Teachers of English as a second language are most concerned with their students’ exposure to the language. Reading literature allows the language to be internalized, allowing previously learned grammar rules, phrases, and vocabulary to be reinforced while also introducing new words and phrases.

Furthermore, authentic writings provide the reader with the opportunity to interact with a real-life language environment, as well as the desire to utilize it in their own speech. One of the most important advantages of literature is that it functions as a stimulus, igniting curiosity and motivating students on a personal, emotional level (Hill 1986 pp 7-9; Norling, 2009).

Teaching literature improves reading skills and serves as a springboard for writing and classroom conversations. Furthermore, kids gain from literature in the sense that they become emotionally connected, which motivates them and helps them grow as individuals.Ur (1991 p.201) also mentions the benefits of encouraging empathy, critical and creative thinking, enhanced knowledge of the target culture, world knowledge, and eventually, a greater awareness of people and conflicts (Norling , 2009).

The ultimate aim of literature in EFL classes should help learners develop their critical and evaluative faculties'. To this respect, most of applied linguists and pedagogues stress the importance of involving the learners in the text evaluation and enhance their personal responses to literary works. Arab ( n.d, p.135 ) stresses that "The study of literature must not be regarded as an end in itself ;it must be seen in the broader context of university education , i.e , one that ensures the formation of the student's intellectual and critical faculties . ( Bousbai ,2010)

In general teaching literature allow learners to make consistent as well as personal responses to literary texts .This will, in turn , offer them immense opportunities to become confident and self- reliant in reading and judging literary texts , Also it makes them active learners and produces the interventions of the teacher who is in tradition teaching views the master who transmits ready made interpretation and judgment about the text in hand . Arab ( n .d (ibid p.143) claims that , "The aim of literature is not to cram the students ' heads with knowledge , but essentially to form their intellectual and critical faculties ; which is what university education is ultimately about.( Bousbai ,2010)

Another point about the cause and intent for including literature in the learning syllabus must be considered when interpreting the aim of teaching literature. Studying without a defined aim, literature is pointless and a waste of time . Yaqoob (2007) pointed to Diyanni's view (2002, pp.2-7) on Literature. Diyanni thinks that, literature though transports us to the world, created by imagination, yet evokes our Emotions of love, sorrow, joy, and pity, and thus enhances Our appreciation and understanding of life.

Literature is seen as the main medium in which the students can develop their language without any doubt. The four Skills, reading, writing, speaking and listening can be Developed in a noticeable way that attracts the attention of The educationists. Studying literature, on the whole, is a Mutual and an interaction between the reader and the writer.

The study of literature has always been viewed as something Complex and unattainable. This leads to a situation where Literature needs to be clarified in its broadest sense to make It more accessible to students in view of the growing interest In the use of literature in language classrooms. As a subject, Widdowson (1975 ) maintain that literature has as its principle aim the development of the Capacity for individual response to language .Hence, Students who are supposed to have already developed Awareness to literary discourse can convey unique personal Messages . ( Benzoukh, 2017 p.15)

According to Collie and Slater (1990, p 3), there are four main reasons which lead a language teacher to use literature In the classroom. These are valuable authentic material, Cultural enrichment, language enrichment and personal Involvement.

The importance of literature is explained by Gillian (1999) as :

“By exposing students to the rich language of the text , we can expand their language awareness their overall knowledge of how words and grammar can be used by presenting student with complex themes in the literary text we can motivate them to reflect imaginatively on their own experience and on that writers in different societies by gently encouraging them to make their own interpretation of the language that they read “ ( Abdugadir & Mohammed , 2015 Para . 8 )

Literature gives EFL learners a golden opportunity to know about the other’s culture. Using literature in the EFLclassroom can help both the teacher and the learner to overcome all the cultural barriers that hinder the learning teaching process. The question, ‘Why is literature used?’, is answered by Duff and Maley as follows :

In terms of the language, literary texts offer genuine samples of very Wide range of styles, registers, and text-types at many levels of difficulty.

For this reason alone they are worthy of consideration. [...] Literary texts Are non-trivial in the sense that they deal with matters which concerned

The writer enough to make him or her to write about them. In this they are

Unlike many other forms of language teaching inputs, which frequently Trivialize experience in the service of pedagogy. This ‘genuine feel’ of . that literary texts so often touch on themes to which learners can bring a

Personal response from their own experience ” (Duff & maley ,2011 as cited in Benzoukh ,2017 p.17)

#### **II.4 Objective of teaching literaturin Algeria :**

In recent decades ,teaching literature has been one of the major interesting subjects due to several reasons ,in this sense ,the objective of teaching literature is it exposes students to complex themes and unexpected uses of language.Literature can engage students and it may elicit a powerful emotional response from them .In addition to this ,if the materials are carefully selected ,they provide the learners with meaningful context which is relevant to their lives and this is one among the important objective for teaching literature .One another objective of teaching literature is that literature can help students to understand another culture ,it develops students interpretative abilities ,it expands students’ language awareness. Moreover, the most important objective behind teaching literature is that it enables students to understand ,enjoy and appreciate their own learning .(Fehaima ,2018).

Teaching literature itself gives students the opportunity to discover and enjoy the world of literature and raising their interest in it .Next to that, teaching literature develops student's language proficiency and inculcating in the students the culture of reading ,intensively and extensively .Literature helps students read and analyze literary texts in English using appropriate strategies and informing them about the different literary movements .(kheladi ,2013).

Hamdi ,(2016) state that Literature works on developing linguistics and communicative competences . In this context , literary studies can be very valuable and can significantly contribute in the process of language acquisition . The Dictionary of literary Terms and Literary Theory point out :“ if we describe something as “literature ” , as opposed to anything else . The creative and aesthetic dimensions inherent in literary texts allow student to be in direct contact with a wide spectrum of possibilities when it comes to language use , Literary text offer a real diversity of English use . Furthermore , genres as varied as novels , short stories , plays , poems , and so on , constitute a real mine for idioms , figures of speech , ect ; element that make the flavor of any language .

Moreover , if acquiring grammar rules and possessing a rich vocabulary are crucial aspects in learning a foreign language , they are certainly not enough . The cultural dimension should be regarded , then ,as an integral part in a foreign language classroom , and what is better that literary texts to introduce students to such dimensions . In additional , the access that literary text gives to the characters ‘ inner thought and psyche allows an identification that , very often , creates a feeling of sympathy that develop individual empathy and prevents reader conferring harsh judgments . Thus , the internal focalisation provided by some literary texts allows the student to get a better understanding of how other communities and societies functions . The secured atmosphere provided by the the classroom fosters communication and allows open discussions of sensitive issues that can be really neither evoked , nor discussed elsewhere . Furthermore , positive reinforcement grounded on notions of dialogue , tolerance , and acceptance of otherness , may positively contribute in developing learners ' cultural competence . (Hamdi,2016).

Equally important , developing students critical thinking becomes vital for their efficient integration in the social as well as the proffessional life .

Literary analysis implies a certain. Number of activities that require great intellectual efforts . Reading analysing , constructing a point of view , building an argumentations , and expressing ones opinion among others , are all cognitive activities that can be developed through time and practice . Importantly , the different activities deployed during a literary

course can contribute, in a very efficient way, in developing students' critical thinking. The use of different literary theories to analyse a work constitutes a good example in this regard. First, this allows apprehending the text-situation from completely different angles – an exercise that widens the scope of the learners. Thus, literary texts, being subject to multiple possible interpretations, constitute excellent materials to develop critical thinking since they give the possibility for students to exercise their own imagination, and reading (Hamdi, 2016)

The teacher of Tairat university department of English we ask them to tell us about the main objective they intend to achieve in teaching literature. They respondant seems to have, to some extent, the same objectives. They thought that through reading and studying literature, their students will have the opportunity to improve their language proficiency, enrich their cultural knowledge of the target culture (British and American) and experience the joy literature provid.

### **II.5 Content and coefficient:**

During licence cycle, english students study the subject of literature along the three years. As for the content of this subject, the English teachers are responsible for preparing their own syllabus. Below is the proposed content taught by literature teachers during 2021/2022.

#### **II.5.1 First year content:**

Right from the beginning, literature teachers introduce the students to literature as a fundamental discipline. At this level students deal with :

Elements of Literature: Considerations in Reading Literature

Literary analysis guided reading

Mapping Literary Elements:

A Warm Up The Last Leaf by O'Henry

The Theme The Necklace by Guy Maupassant (adapted)

Plot and Conflict An excerpt from Black Boy by Richards Wright

Setting, Conflict and Mood To build a Fire by Jake London (adapted)

Point of View : Part I:

First and Third Person Point of View "On The Rainy River" by Tim's O'Brien

Point of View: Part II: Omniscient and Limited Point of view Comparing between Two Passages

Characterisation Cat in the Rain by Earnest Hemingway

Figurative Language Comparison of Two Selected Passages

Irony and Prediction R. K. Narayan's 'Like the Sun'

Flashback and Conflict Ambush by Tim O'Brien from "the Thing They Carried".



Tone, Mood, and Diction Comparing between Joy in the Woods By Claude McKay and Poor by Myra Cohn Livingston

### **II.5.2 Second year content:**

Concerning literature in the second year, the ultimate purpose is to enable the students to analyse a literary text at the levels of form, content, and interpretation on the one side. On the other side, the course aims at introducing the students to the application of literature in their cultural, and even linguistic, studies.

#### Unit One: Old English

Students are given texts in Old English and shocked by the task of analysis. They will discover later that even if they understand the text, it is possible to analyse the FORM; for example, students can talk and write about the characteristics of the genre, the difference between the then and now poetic form, and the presence of some sound devices like alliteration, consonance, and assonance. All of these, and others, can be discussed in the form without even caring about the meaning of the text.

Later on students are given translated versions of the original text whereby the analysis moves from the form to the content and even beyond, if possible, by diving in what the literary text shows about the culture, beliefs, and human nature.

#### Unit Two: Middle English

As this unit reinforces the concept of analysis that was initiated earlier, it also tries to link history with literature. In other words, the literary change is a byproduct of historical and linguistic changes.

### **II.5.3 Third year content:**

Semester one:

#### Part I: writing about literature

Introduction

Analysing literature :what and how to write a literary essay

Analysing literature :Thesis statement and quotes integration

checking student's literary knowledge :The last leaf O'Henry

First person unreliable narrator :The tell tale heart by Edgar A POE

Third person unreliable narration :Young Goodman Brown by Nathaniel Hawthorne

Writing literary analysis about point of view

#### Part II : Analysis historical context and characters inner conflict

A Horseman in the Sky by Ambrose

On the Rainy River by Tim O'Brien



Ambush by Tin O'Brien

Writing literary analysis about character's inner conflict

Student's response to their own selected short stories

Assessment

Semester two :

Part I :Analysing the impact of external conflict

Gift to the maggi by O'Henry

The stolen party by Liliana Heker

Writing literary essay :Analysing the impact of social conflict on character's behaviours

Part II: Gender and literary language

A story of one hour by Kate Chapin

Cat in the rain by Himing way

Excerpt from the novel from cooked rib (Nurridin Farah )

Writing argumentative (For-against) literary essay

Student's response to their own selected short stories

Assessment

Part III: Meaning and context

Pride and prejudice by Tane Austin: Social and cultural background

Continued: Close reading to expert from pride and prejudice

Heart of darkness by J.Conard: Historical and literary background

Continued: Close reading to except from heart of darkness

Assessments

Coefficient of literature subject it is illustrated in the below table according to the English department.

	University	Faculty	Department
	Ibn khaldoun tiaret	Letter and language	English
Level	First year	Second year	Third year
Coefficient	1	1	2

**Table 2.8** coefficient of literature subject.

**II-6 Conclusion :**

This theoretical chapter aims to provide a framework of the study ,it briefly tackles the issue of teaching literature in Algeria in general and in Tairt in particular , it also highlighted the purpose and the objectives behind teaching literature .

## **Chapter Three**

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### **Data collection and Analysis**

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**III.1 introduction:**

The present chapter attempts to provide valuable data about literature teaching situation at university in general and particularly in Tairat as it uncovers the current situation in teaching /learning literature , and challenges faced by EFL teachers based on evidence from the questionnaire and interview ;therefore, this chapter provide also an analysis of the findings gathered through the data collection .

**III.2 Aims of study :**

At a preliminary phase, the study purpose or aim is to investigate student's attitudes toward literature learning , to discuss the difficulties that students face in learning literature , it also seeks to reveal the teaching methods employed by teachers . Equally , The goal of the research is to shift the focus away from a teacher-centered method and toward a more student-centered approach to literature instruction.

**III.3 The participants:**

The study has involved both teachers and learners

**III.1.1 Student:**

The student involved in this study are licence students at departement of English in Tairat university .They are thirty (30) students selecting ten from each level ,we have 26 females and 4 males, they are generally aged between 18 to 27 years old ,they were randomly selected to complete a questionnaire about both their perceptions and their attitudes toward literature and the difficulties that they face in learning literature.

**III.1.2 Teachers:**

Two teachers of literature participated in the present study of whom one is senior lecturers who has been teaching literature for almost seven years and the other one is an assistant teacher who has been teaching literature for just one year

**III.4 Research Method:**

Exploratory research is characterized by its flexibility. When a problem is broad and not specifically defined, the researchers used exploratory research as a preliminary step. . Exploratory studies are a valuable means of finding what is happening; to seek new insights; to ask questions and to assess phenomenon in a new light (Yin, 1994 as cited in Hearn, 2012)

Exploratory research has the goal of formulating problems more precisely, clarifying concepts, gathering explanations, gaining insight, eliminating impractical ideas and forming hypotheses. It can be performed using a literature research, surveying certain people about their experiences, focus group and case studies. Exploratory research may develop hypotheses, but it does not seek to test them. (Hearn, 2012)

### III.5 Data collection and research instruments:

In collecting data, the researcher has opted for different research tools in order to get the information needed for both students' perceptions and the difficulties that they face in learning literature. The present research aims is to reveal students' attitudes toward literature through the use of : questionnaire and interview .

#### III.5.1 The Questionnaire:

As a tool of gathering information from our participants or informants ,English license students in our case ,the questionnaire can help and serve as a valid research instrument and make it more easier .Many teachers are becoming interested in classroom research (Griffe and Nunan ,1999) and one popular way of doing research is to use data generated from questionnaire there are many advantages in using questionnaire :

- You can collect a large amount of data in fairly short time ( Brown ,1988,as cited in griffee , 1999)
- They are easier and less expensive than others
- Form of data collection (Seliger and Shohamy ,1989, as cited in Griffee , 1999 )
- Questionnaire can be used to research almost any aspect of teaching or learning (Nunan ,1989 , as cited in Griffee , 1999 )
- They can be easily used in field setting such as classrooms (Nunan ,1992,as cited in , Griffee , 1999)

The questionnaire in this research work was submitted to thirty (30) License students in order to collect maximum information about their attitudes toward literature and the problems that they face in their studies .The questionnaire,hence ,was a combination of open-ended ,close-ended and multiple questions in order to obtain a combination of qualitative and quantitative data. This questionnaire is designed for the students consist of yes or no and multiple choice questions ,this two types of questions are appropriate since the students would be able to complete the questionnaire from easily and quickly .The questionnaire is composed of ten questions that are put to investigate students attitude towards learning literature.

The questions adressed their views towards the importance of literature and their attitude towards group works in literature courses .There are altogether thirty (30) students from the department of English in Tairret university who participate in the questionnaire and almost of them are females.

**III.5.2 The interview :**

As stated earlier ,the present research purpose basically at revealing students' perceptions That's why the researcher supplement the above research instruments with a second tool : the interview. It would be wiser, then, to define what the interview is, Gillham (2000 as cited in mohammed , 2013 p73 ) define it as” A conversation usually between two people .But it is a conversation where one person -the interviewer – is seeking the response for a particular purpose from the other person -the interviewee” . In other hand, the interview as a research tool ,is used to gather information from individuals by conversation .The two informants are literature teacher at Tairat university in the department of English ,the two teachers are male The teachers experience range from one to seven years of teaching english literature .

The interview consists of eight (8) questions, the questions address their opinions towards students attitude and motivation to study literature .The latter was conducted in the first week of the month (May) during the academic year 2020/2021,

**III.6 .Research procedures :**

The study took place in section of English at ibn khaldoun university with licence LMD studentsv, we opted forb a questionnaire were distributed to our informants , they answered it in half an hour , we started our questionnaire on the first week of the month of may .Then we move to interview was with literature teacher of our department ,this last was on the last month of may 2021. The interview was a structured interview , we done done it in an hour ,it wasface to face we asked the teacher , and they answered and we wrote the answer down .so after collecting our data , we started analysing them to ome out with the difficulties that student and teacher face in the field of teaching and learning literatureand their attitude towards literature .

**III.7.Analysis of collected data**

Below is the summary of the main fundings and results of the present study .

**III.7.1. Students Questionnaire :**

Item 1 : The difficulties that students face in learning literature

**Question 1 : students familiarity with literature**

The purpose of the first question is to investigate the acknowledgment of students vis a vis .their familiarity with literature .A total of 100% of the students answered that they are familiar with literature .

	Number of students	Frequencies
Yes	30	100%
No	/	/

**Table III.1.** Students' Familiarity with Literature

**Question 2 :** students' enjoyment in reading literary works

The aim of this question is to gather from the students their attitude towards the act of reading. Almost 43% of students expressed their joy of reading literary works whereas 57% showed that they lack interest in reading literary works. because they do not have time to read“ life get in the way of lot things between works and responsibilities and house hold chores ” ,some of our informants answered this question with that they like watching movies instead of reading books , some of students said that they see nothing to gain from reading and almost of them see that books are too expensive .

	Number of students	Frequencies
Yes	13	43%
No	17	57%

**Table III.2** Students' Enjoyment in Reading Literary Works

**Question 3:** The importance of literature at university

The rational of this study is to elicit information from students about their point of view and how they see literature at university. Almost 47% see that literature is important .whereas53% of the students state that literature is a waste ,literary texts are much more difficult because of the high level of language for example « prose and poetry » and reading classical novels in a detailed ,comprehensive and analytical manner is a very time consuming .

	Number of students	Frequenc
Yes	14	47%
No	16	53%

**Table III.3** The importance of literature at university



**Question 4:** How or in what way students describe literary texts

This question is asked to collect students opinions and feelings about literary texts , the question seeks to reveal whether the texts are tedious or attractive.The overwhelming majority of 83% consider literary works as boring to read because they do not see the point of reading it is not a habit n other hand almost 17% see that literary texts are interested because it helps them developing their language skills (writing ,reading ,listening ,speaking).

	Number of students	Frequencies
Boring	25	83%
Interested	5	17%

**Table III.4** How or in what students describe literary texts

**Question 5:** Students attitude towards group works

This question is adressed to the students in order to investigate their attitudes towards group works in studying literature.In other words ,to what extent the group works meet students' interest in reading and understanding literature .In this regard ,a total of 70% consider the group works as non -helpful because it reduce the cohesion , ability to read and they do not have the intent to embrace literary studies whereas 30% of the students consider it as helpful because it encourages cooperative , emphasize teamwork and improves communication skills

	Number of students	Frequencies
Helpful	9	30 %
Non-helpful	21	70%

**Table III.5** Students attitude towards group works

**Item 2 : Students' perceptions towards learning literature****Question 6:** what students gained from literature courses

The focus of this question is to investigate what students gained or get from literature courses .It is a multiple choice question in which (4) items are provided , students are allowed to tick more than one item ,however the results show that a number of student representing 30% gained cultural awareness about other culture ,whereas 17% gained proficiency in the English

language ,in other hand 53% expressed that they gained both proficiency in English language and cultural awareness about other culture.

	Number of students	Frequencies
Proficiency in English language	5	17%
Cultural awareness about other culture	9	30%
Both	16	53%

**Table III.6** Students' Gains from Literature courses

**Question 7:** what kinds of literary texts students like to read

The purpose of this question is to find out student 's like what kinds of literary texts they are interested in or they prefer to read , it is a multiple choice question in which (5) items are provided , students are allowed to tick more than one item .In this vein, 24% of the students like to read modern stories , another group of students 33% note that they like to read romantic stories , almost 30% says that they prefer to read classical short stories when 10%of our informants assert that they like to read detective stories and almost 3% assert that they like to read orror stories .

	Number of students	Frequencies
Modern	7	24%
Detective	3	10%
Romantic	10	33%
Classical	9	30%
Horror	1	3%

**Table III .7** kinds of literary texts students like to read

**Question 8:**what students dislike in literature courses

This question is included in order to give the students the opportunity to express their point of view and their dislikes in literature courses the, student's suggestion are summarized as follows:

- The difficulty of expressions or using a high-level of language.
- A lot of lessons and boring teachers.
- Old English.

– Difficult vocabulary.

**Question 9 :** In what way literature help students

This question targets in what way literature helped students in their studies .It is a multiple choice question ,in which (5) items ,students are allowed to tick more than one item , the findings show that a number of students representing 40% admit that literature helped them in increasing their motivation and interest in reading literary texts .Yet , a total of 23% assert that literature helped them engage well in classroom group discussion whereas 37% of informant says that literature helped them by stimulating their desire to read and encourage their response.

	Student number	Frequencies
Stimulate your desire to read and encourage their response	11	37%
Increase motivation and interest in reading literary works	12	40%
Help to engage well in classroom group discussion	7	23%

**Table III.9** the benefits of literature for students

**Question 10:** Students' overall opinions about literature teaching methods

This question is designed to get student's overall attitudes towards the methods used in teaching literature ,our findings showed that a number of student representing77% sees that the way or the methods used in teaching literature are non-useful because it concerned with reading and writing skills and neglects listening and speaking whereas23% of the students asserts that the methods of teaching literature are useful because it develop linguistic knowledge ,enjoyment ,motivation and expand students' knowledge in others culture .

	Student number	Frequencies
Useful	7	23%
Non -useful	23	77%

**Table III.10** literature teaching methods

**III.8. Discussion of the Questionnaire Results:**

The questionnaire submitted to the students is very important to come up with our informants answers to our hypothesis for our present study .

the questionnaire consists of two items the first one is about the difficulties that students face in learning literature, according to our questionnaire almost of students see that teaching literature is non-helpful and boring this might be due to the fact that they are not interested in reading literary works , the majority of students see that nothing to gain from reading because books are too expensive and they do not enjoy it .

as for the second item , which relates to students perceptions toward learning literature , where it is revealed that the majority of our informants hold negative attitude towards reading literature this may be due to the fact they are far away from reading literary texts or they are not aware of the main reading strategies that will make them capable to efficiently ,understand and ultimately , tast and appreciate literature , besides that , students attitude dismisses its merits on the basis that it is difficult for them ,the language and vocabulary.

**III.9. Teachers interview results:**

teachers' opinions stemmed from the notion that interviewing professors would considerably create in-depth data relating to the teaching of literature in general. On the other hand, towards the method(s) via which literary courses are delivered,. Regrettably, because of unforeseen circumstances, such as instructors' already-overburdened schedules and due to professional obligations, only two (2) instructors were able to be interviewed, For the sake of research reliability and to ensure anonymity, the informants are referred to as first and second teacher. The results of the interview are summarized below:

**Questions 01:** how long have you been teaching literature ?

Responding to this question , the first teacher seem to be senior in the field of literature education with seven years of experiences while the second teacher stated that he is new in teaching literature with only one year of experience

**Question 2:**what are the objectives you intend to achieve in teaching literature ?

The two respondents seemed to have different objectives, the first teacher thought that through reading and studying literary works, their students will have the chance to improve their language skills and develop their critical thinking whereas the second teacher sees that students can analyse literary texts and any piece of literature.

**Question 3 :** Do you involve your students in the choice of the text to be studied ?

“No, never was “I select the most interesting students’ presentation.” the answer of the first teacher. The teacher admitted that he never involve his students to choose the text to be studied.

“Yes, I do “was the answer of the second teacher stated that he always give his students the chance to choose the text to be studied.

**Question 4:** Do you engage your students in group works?

The first respondant answer to this question that he depends on class discussions and group discussions whereas the second teacher claimed that he engages his student in group works .

**Question 5:** How would you describe literature teaching at this level: teacher-centered or student-centered?

The first informant admitted that literature teaching for first year and second year is still teacher -centered whereas for the third year is student-centered.

The second informant states that literature teaching at these levels is still teacher-centered.

**Question 6:** can you provide us with a summary of the major problems you usually encounter in teaching literature at this level?

The following issues were raised by all of the informants :

- Over crowded classes
- Number of the students
- Learners lack the literary background since they did not study the literary text in secondary schools

**Question 7:** what about your students’ attitudes and motivation to study literature ? Do they look forward to their literature courses ?

This question received a common answer from our informants . They all see that some students show low level of motivation to deal with literature whereas the majority of students are careless about it. Also, students do not any efforts to do their assignment .

**Question 8:** what do you recommend to helps students’ appreciate literature courses ?

Even though the two informant (2) claimed that to help students appreciate literature courses by encouraging them to read literature books and read and write narratives .

### **III.10. Discussion of the interview result :**

The researcher education at the department thanks to the interviews with literature teachers. The interview is divided into three sections: general questions, questions regarding the practice of teaching literature, and questions concerning the future of teaching literature. Finally, but certainly not least, students’ attitudes about Literature .

In the general section, teachers were questioned about their teaching experiences, personal views on the value of literature in the EFL environment, and, ultimately, their personal opinions on the value of literature in the EFL context their goals for literary instruction.

The respondents' answers to these preliminary questions revealed that their teaching experiences differ from one year to seven years. Other respondents share the same view that literature is too important in foreign language learning. When it comes to literary course objectives, they all want their students to benefit linguistically, culturally, academically, and aesthetically.

The second section comprises of questions concerning the respondents' teaching methods. Its main goal was to see if their teaching methods were effective. Is it student-centered or teacher-centered?

Other crucial topics were addressed, such as the students' participation in group projects. The responses reflected a teacher-led approach teaching; students are engaged in groups and class discussions.

In this respect, teachers admitted that the main problems that faced in teaching literature level is that they can not work in such comfortable way because of the over-crowded classes and the lack of learners literary Background, This would result in the teacher having complete control over the situation, as well as a monotonous educational environment.

### **III.11. Main findings :**

The result of the present research have confirmed our assumptions that the student's perceptions. Almost (84%) student's showed their lack of interest in studying literature. They see literature a difficult subjects because of the difficulty of expressions, using a high-level of language and a lot of lessons and boring teachers. Some of them justified their negative attitude towards literature on the basis that they do not have the intent to embrace literary studies and they do not see the point of reading literary works « novels, short stories, poems ». All most of them see that literature is a waste of time, it is not a habit.

In addition, according to questions five (5) and ten (10) the reasons behind the pointlessness of literature is that students see that literature concerned with reading and writing skills and neglects listening and speaking and they do not have the intent to embrace literary studies.

For the fourth (4) question, students expressed their negative stance towards learning literature because they see that literature based on fiction and it has no role in language learning, besides that some of students enrolled in English literature courses just to complete their graduation.

In other hand , teachers express their negatives stance towards teaching literature in the English department inb tiaret , according to question six (6) and seven (7) in the interview teachers face too many problems in teaching literature such as : over-crowded classes , the lack of students motivation towards learning literature elements and the main problem is that time management in terms of the teaching hours to teach literature specially in the present period of Corona Virus .

### **III.12.Recommendation for teaching literature into language classroom :**

Based on the findings and analysis presented in chapter three , as well as what have been investigated and the objectives outlined at the start of the study effort in chapter one, a set of recommendations been developed.

#### **1- The teacher should encourage and facilitate group discussions :**

During the 1970s and 1990s, the introduction of L2 communicative competence frameworks and their practical successors (e.g., Communicative Language Teaching, Task-Based Language Instruction, etc.) made teachers aware of the potential for group communicative activities to develop L2 communicative skills. Literature, according to Hişmanolu, is one approach to give opportunity for such activities. (Hişmanoğlu, 2005).

The majority of what a literary piece is intended to communicate to its readers should be inferred from the text rather than conveyed clearly through specific linguistic forms. This is a good thing for language teachers because it allows them to engage students in group communicative activities where they can discuss their personal readings of literary texts and provide criticism to their classmates Learners can also discuss their own personal experiences that are relevant to the theme of the literary books they are studying in groups (khatib, 2011)

#### **2. Teacher should work on learner's motivation:**

Make use of materials and activities which will arouse learners' otivation and interest. Thus, they need to be relevant to students' Ability level .( fehaima , 2018)

#### **3. Teacher should involve learners in group works:**

Providing activities for learners to work in pairs and groups. As a result,They will learn to generate, organize, and correct one other's ideas. Others' blunders The teacher, on the other hand, should keep an eye on it ,To ensure that everything is running smoothly . ( fehaima , 2018)

#### **4. Teacher should give a chance to read others works:**

Through Analysing and commenting on others' writings they will develop the ability to comment and read their own essays critically.( fehaima , 2018)

5. The teacher should work for learners' personal involvement with literary texts :

Despite the fact that literary texts are spatially and temporally contextualized into specific communities and civilizations, they frequently deal with universal themes and topics: There is literature in every known language (oral or written). The issues that literature addresses are universal, even though the treatment of them varies by culture — Death, Love, Separation, Belief, Nature... The list is well-known. Literature's genres, norms, and methods are also universal throughout civilizations (though of course there is no one-to-one correspondence).(Maley , 1989 as cited in khatib , 2011)

The universality of literature means that literary texts published in one language can be accessed emotionally, intellectually, and pedagogically by speakers of different languages . However, what is of relevance is that learners should have the opportunity to draw on their personal experiences to understand and interpret literary texts. Thus, language teachers are suggested to allow learners to relate what they read in literary works to what they have encountered during their lives (Floris, 2004 as cited in khatib, 2011)

6. Learners should have the chance to use literary language in creative ways:

In the sense that language users choose what they say and how they say it, language usage is not stimulus-dependent. Humans are also innovative language users who are capable of dealing with new communication issues they face on a regular basis. This is true of both first and second languages, and originality is a defining feature of human communication.

To date, little has been written about how to encourage students' literary creativity. Preston (1982) is an example of someone who uses poetry writing to “directly and actively involve foreign students in communicative, creative applications of English” (p. 489, emphasis is added). Learners are required to write their own original poems based on themes presented to them in poetry writing. Individually or in groups, this can be accomplished. The learners in Preston's (1982) study were first instructed to produce creative poems on two topics (describing a person and describing a place). The students were then divided into groups and given the task of “selecting analogies from each other's poems and putting together a single class poem based on a compilation of their many pictures” (khatib, 2011)

7.The four language skills (listening, speaking, reading, and writing) should be integrated:

The teaching of the four language abilities (listening, speaking, reading, and writing) must be integrated, according to current ideas of second language acquisition. Writes Hinkel (2006) “[i]n an age of globalization, pragmatic language learning objectives place an enhanced



priority on integrated and dynamic multiskill teaching approaches with a focus on meaningful communication.”.

The same holds true of the utilization of literature in language classrooms and there is an ever-growing contention that literature can encourage and facilitate the integration of the four language skills within classrooms (Ghosn, 2002 & McKay 2001 as cited in; khatib, 2011)

#### 8. Performing a Literary Work:

Usually associated with drama, this activity encourages the students to assume an active and Creative role in a literature class. In its minimal, As a classroom practice, performance can be simply Reading dialogues aloud, using pauses, tone of voice Or even making use of facial expressions; body Language .

Motivationally, the students can have fun with he materials they are learning. This, in turn, will heighten their motivation and make them consider literature as something alive, vivid and yet relevant Instead of being merely words on pages. Therefore, The Students who are required to read and play different roles feel more motivated to follow along with the play so as not to miss their lines with it. (Khatib, 2011).

In conclusion, it is recommended to teach literature from primary school by experienced and qualified teachers to stimulate them in reading and writing. Furthermore, it is believed that students can gain a lot of knowledge through the habit of reading which was developed through literature. Finally, government have a responsibility the society of facilitating them in learning literature from schools and educational institutes.

#### **III.13. Conclusion:**

This chapter summarized the information gathered from the students’ questionnaires, , and interviews with teachers. It has, at first, respectively dealt with the research’s goal, as well as the participant’s nvolved, as well as the research tools and methodology applied. At the second phase, the researcher has strived to analyse and discuss, in-depth, the main findings gathered via the student questionnaire and interview.

## **General conclusion**

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In literature teaching programs which allow learners to study both English and English literature as in the case of university of English department ibn khaldoun university . In fact, literature exposes learners to more authentic materials and provides them with more opportunities to read and explain the process; therefore, it has recently received great attention among educators . In classical teaching methods, literature is seen as a tool for spreading ideas, experience, culture, and philosophy between countries. Actually , there are different methods of teaching literature for both native and foreign students, yet what works for a particular context may not be applied in another.

Basically , the present study has been an attempt to investigate licence LMD students' perception towards literature learning . To that purpose it has been cast shedding light on the various instructional methods used in the literature classes identifying both the strengths and the weaknesses in the literature instructions.

Due to literature, students will be able understand texts closely and explicate texts written in a wide variety of forms , styles , structures and modes , Students integrate and engage creatively and critically with a wide range of texts, they also investigate the ways how texts relate to each other and the contexts in which they are produced and received .

In addition to this , teaching literature itself gives students the opportunity to discover and enjoy the world of literature and raising their interest in it .

As for literary material and literature teaching, teachers should provide learners with the necessary knowledge and awareness about the characteristics and specificities of literature itself, and literary text as well. According to the findings of the study , a minority number of students have a good attitude toward studying literature. These students appear to be well aware of the situation, They also think of literature as a good way to learn about different aspects of the target culture.

However, a majority number of students have expressed a lack of interest for literature. Regardless of the most important aspects, The teachers' negative attitude has been influenced by them the challenge, one might believe is to figure out how to change it.

One could argue that this can be accomplished if the teaching style is tailored to the students' primary needs and concerns. As a result, The current research has looked into the situation with a critical eye. The teacher's various instructional tactics Employ.

The data gathered throughout the research demonstrated that these tactics resembled standard teacher-led instruction in the classroom. A feeling that the teacher prefers to withdraw from teaching about literature includes both historical and contemporary literature , background information, literary movements, and author biographies, literary work .

The researcher has attempted to come up with some recommendations in order to shift away from standard literary education that hopefully might reinforce positive and alter negative attitudes towards literature and its teaching. Either as teachers or researchers is that to make use of materials and activities which will arouse motivation and interest for students in literature classes. Moreover, we need to focus on literary text and topics relevant to students' ability level, and another important thing is providing activities for learners to work in pairs and groups as a result, they will learn to generate, organize, and correct one other's ideas.

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## **Appendices**

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**Teacher's interview**

Dear Teachers

This interview aims to investigate the teaching of literature at university .The questionnaire is designed to gather information about the common difficulties your students face ,and their perceptions toward teaching literature ,we will be very grateful if you give us some of your time and patience to know more about your experiences as a literature teacher ,your cooperation is important as it will help us to complete this study .

1 How long have you been teaching literature? ... I have been teaching literature for seven years

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

2 what are the objectives you intend to achieve in teaching literature ?  
... students will have the chance to improve their language skills and develop their critical thinking

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

3 Do you involve your student in the choice of the text to be studied ?  
.....“No ,never “ I select the most interesting students’ presentation.” He depends on class discussions and group discussions

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

4 Do you engage your students in group works ?  
...I depends on class discussions and group discussions

.....  
.....

5 How would you describe literature teaching at this level :teacher-centered or students-centered ?

.....  
.....student-centered .-

6 can you provide us with a summary of the major problems you usually encounter in teaching literature at this level ?

..... Over crowded classes-          Number of the students

7 what about your students attitude and motivation to study literature ?Do they look forward to their literature courses ?

..... I see that some students show low level of motivation to deal with literature

8 what do you recommend to helps students appreciate literature courses ?

.....read  
literature books and read and write narratives .

Teacher's Interview

Dear Teachers

This interview aims to investigate the teaching of literature at university .The questionnaire is designed to gather information about the common difficulties your students face ,and their perceptions toward teaching literature ,we will be very grateful if you give us some of your time and patience to know more about your experiences as a literature teacher ,your cooperation is important as it will help us to complete this study .

1 How long have you been teaching literature ?

.....One year.....

2 what are the objectives you intend to achieve in teaching literature ?

.....Learners can analyze literary any piece of literature

.....  
.....

3 Do you involve your student in the choice of the text to be studied ?

.....Yes, I

do.....

4 Do you engage your students in group works ?

.....Yes, I

do.....  
.....

5 How would you describe literature teaching at this level :teacher-centered or students-centered ?

.....Students-  
centered.....  
.....

6 can you provide us with a summary of the major problems you usually encounter in teaching literature at this level ?

...Learners lack the literary background since they didn't study the literary text in secondary schools.....

7 what about your students' attitude and motivation to study literature? Do they look forward to their literature courses?

.....Yes, they do after they are introduced to narratives

8 what do you recommend to help students appreciate literature courses?

.....Read and write narratives

### Student's questionnaire

Dear students

You are kindly requested to fill in this questionnaire to gather information about teaching of literature ,your answers are important for the validity of our study ,therefore we hope that you may tick the proper choice that corresponds to your answers and makes a meaningful statement when necessary .

Sex :

Male

Female

Age : 20

**1 Are you familiar with literature ?**

Yes

No

If no, .....

**2 Do you enjoy reading literary works ?if no why ?**

Yes

No

If no, ...because I like watching movies instead of reading books, and nothing to gain.....

**3 Is studying literature at university important ?and why ?**

...No because reading classical novels in a detailed comprehensive and analytical manner is very time consuming

**4 How would you describe literary texts?**

- Boring

- Interested

**5 As a student what is your attitude towards group works in literature ?**

-Helpful

- non-helpful

**6 what have you gained from literature courses:**

1 proficiency in the English language

2 cultural awareness about other cultures

3 both ✓

4 others .....

**7 what kinds of literary texts you would like to read?**

1 Modern stories

2 classical

3 Horror ✓

4 Detectives

5 Romantic

6 others .....

**8 what do you dislike in literature courses?**

A lot of lessons and old English .....

**9 learning literature helped you**

1 stimulate your desire to read and encourage their response

2 increased motivation and interest in reading literary works

3 helped me to engage well in classroom group discussion ✓

4 encouraged to think critically ✓

5 others .....

**10 what is your overall opinions about literature teaching methods ?**

Useful

Non- useful ✓



### Student's questionnaire

Dear students

You are kindly requested to fill in this questionnaire to gather information about teaching of literature ,your answers are important for the validity of our study ,therefore we hope that you may tick the proper choice that corresponds to your answers and makes a meaningful statement when necessary .

Sex :

Male

Female

Age : 19

**1 Are you familiar with literature ?**

Yes  No

If no, .....

**2 Do you enjoy reading literary works ?if no why ?**

Yes No

If no, *because it is waste, I do not see the point of reading.*

**3 Is studying literature at university important ?and why ?**

*No, because literary texts are much more difficult.*

**4 How would you describe literary texts?**

- Boring  - Interested

**5 As a student what is your attitude towards group works in literature ?**

-Helpful - non-helpful

**6 what have you gained from literature courses:**

- 1 proficiency in the English language
- 2 cultural awareness about other cultures
- 3 both ✓
- 4 others .....

**7 what kinds of literary texts you would like to read?**

- 1 Modern stories
- 2 classical
- 3 Horror
- 4 Detectives
- 5 Romantic ✓
- 6 others .....

**8 what do you dislike in literature courses?**

*The difficulties of expressions or using a high level of language*

**9 learning literature helped you**

- 1 stimulate your desire to read and encourage their response ✓
- 2 increased motivation and interest in reading literary works ✓
- 3 helped me to engage well in classroom group discussion
- 4 encouraged to think critically
- 5 others

**10 what is your overall opinions about literature teaching methods ?**

Useful                      Non- useful ✓

## ملخص

ويُنظر إلى أدبيات التدريس المجردة في التعليم العالي على أنها طريقة لممارسة المعرفة لتعزيز مهاراتها المعرفية واللغوية والمنهجية. ومن هذا المنظور، تحاول هذه الدراسة أن تحقق في تصورات الطلاب الذين يحصلون على ترخيص فيما يتعلق بتعلم الأدب والصعوبات التي يواجهونها. ومع ذلك، تجدر الإشارة إلى أن غالبيتها تتخذ موقفا سلبيا تجاه دورة الأدب. وأظهرت الدراسة أيضا أن عددا كبيرا من الطلاب أبدوا عدم رضاهم عن الطريقة التي يتم بها توجيه الأدب.

**الكلمات الرئيسية:** الأدب، والتعليم، والتعلم، والنظرية والتطبيق، والجامعة.

## Résumé

L'enseignement de la littérature dans l'enseignement supérieur est considéré comme un moyen de mettre en pratique les connaissances pour améliorer ses compétences cognitives, linguistiques et méthodologiques. De ce point de vue, cette étude tente d'étudier les perceptions des étudiants sur l'apprentissage de la littérature et les difficultés auxquelles ils sont confrontés pour l'apprendre. Elle a été menée aux Anglais département d'Ibn Khaldoun Université. Pour tester nos hypothèses, nous avons recueilli des données à l'aide de questionnaire avec qui et interview avec qui. Par conséquent, l'échantillon se compose de trente (30) élèves et de deux (2) professeurs de littérature. Les résultats de l'étude indiquent que les élèves ont des sentiments partagés à l'égard de la littérature. Il convient toutefois de noter que la majorité d'entre eux a une attitude négative à l'égard du cours de littérature. L'étude a également montré qu'un grand nombre d'étudiants ont manifesté leur insatisfaction à l'égard de la façon dont la littérature est enseignée.

**Mots clés :** Littérature, enseignement, apprentissage, théorie et pratique, université