

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Tlemcen



Faculty of Letters and Languages

Department of English

**Assessment of Teaching Literature: Case of Third Year EFL Students at The
University of Tlemcen**

*Dissertation submitted to the Department of English as a partial fulfilment of
the requirements for the Master Degree in Didactics and Assessment in English
Language Education*

Presented by

Miss.Chaffia Meddahi

Supervised by

Prof. Smail BENMOUSSAT

BOARD OF EXAMINERS

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Dr.SEMMOUD Abdelatif

Examiner

Academic Year: 2017-2018

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DEDICATIONS

I dedicate this humble work:

*To my lovely mother Halima. And to the best man on earth in my eyes
my father Mohamed*

*To my lovely s brothers Lakhdar, Youcef, who have supported me
throughout the process. I will always appreciate their Assistive efforts.*

To my soul mate chahinaz and her family for their support.

*To my best friends: Sarah, Jihan, Safaa and Nadia, Ilham, Asma, Ba-
hia who encouraged me and never left my side.*

Chaffia

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continue my efforts to prepare this research*

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during the process of interviewing.*

*I would like to thank my loved ones father& mother, who have supported me
throughout entire process, both by keeping me motivating and encouraging me.*

I will be grateful forever for your love.

Abstract

The present dissertation investigates the subject of teaching literature in general and assessment in literature in particular. The researcher tried during the empirical research to know the conditions of teaching literature and the methods used in it, and the assessment activities that is given by teachers for their students. The research includes qualitative and quantitative approaches. That, the teaching of literature in the sections does not follow a certain approach, yet teachers use different methods and are not standardized and this because of the different to their teaching experiences. The study showed that teachers do not pay much attention to the assessment process in the literature, despite the many answers that contribute to the detection of the difficulties that may be faced by students in the learning of literature effectively. Thus, it stimulates teachers of literature to find solutions such as a change in teaching methods and others. The study also showed satisfaction of most students on the various methods used, but they made many suggestions, although they still prefer the approach of teacher' centeredness, literature teachers did not mention greatly assessment process because of the lack of time. In order to improve the teaching of literature, a number of suggestions were made about the importance of evaluation and making it part of the teaching process.

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List of Acronyms

- CT: Critical Thinking
- EFL: English as Foreign Language
- ELT: English Language Teaching
- ESL: English as second Language
- GTM: Grammar Translation Method
- LC: Literature circles
- LMD: Licence, Master, Doctorate

General Introduction

General Introduction

Recent studies in the literature field have shown how important it is to teach literature in foreign settings, which gain a major place in the English as a foreign language department. The teaching of literature links to all aspects that will motivate the student and raise his literary abilities, especially linguistic and cultural, as well as intellectual. It is considered as an authentic source rich in everything that is useful for teaching and learning process. But despite this, it needs an addition that may contribute to the improvement of the educational and literary level, this addition represented in the assessment of teaching literature so that teachers include it as part of the teaching process. Although, the current study goal is to assess the teaching of literature and how to assess students of literature.

In the context of the teaching of literature, the assessment of students' literature is very important. So that the teacher can assess all the important points and know to what extent is the student's ability to understand what is provided in the classroom, and through it, students and teachers can reveal the weaknesses that face in the learning of literature. The assessment is a positive point in teaching in general and in the teaching of literature in particular so that the student has the ability to self-assessment and that after passing the assessment activities that is provided by teachers. It cannot be denied that the assessment in literature has a positive impact on student learning and also affects the methods of teaching. Unfortunately, it is not very frequent in the literary sections and this is what has been referred to in the current research.

It is clear that what is observed in the sections of English as a foreign language is the lack of or even lack of literary assessment. The neglect of this aspect may lead to the difficulty of dealing with the literary students by not knowing what they have learned and the difficulties they face in literature and not being able to monitor their literary development during learning. As well as the knowledge of ways of thinking and criticism, their cultural and linguistic gaps.

These elements can only be known by the different use of assessment. Moreover, the assessment provides data about the assessors. Hence, it is very important to find appropriate solutions to the various problems that were concluded after the assessment process, which in turn strengthen the relationship between teachers and student to become aware of their education and facilitate the process of teaching and learning.

Accordingly, most of the teachers suggest that literature is included in a state assessment, is most frequently included as part of an assessment of reading comprehension. One must conclude that the producers of assessment activities, they focus their attention on text comprehension at a relatively low level of cognitive processing. However, some attention is paid to these abilities in the essay examinations, and literature is perhaps best assessed through an essay examination. Furthermore, a content of the assessment activities may affect students and reveals that the majority of the items deal just with comprehension of the content of the text rather than any literary aspects such as language, structure... act.

Therefore, the aim of the study is to identify the ways in which EFL students are assessed in literature and whether they assess what they are studying or whether assessment is generally or unexpectedly. As well as trying to find useful ways to evaluate and contribute greatly to improving the level of teaching literature. We have selected third year students for the case study and through this goal; these questions have been asked as follows:

- 1- Does the teaching of literature reach the literary development of the students through the literature course?
- 2- How can literature teaching be improved through the integral of assessment as part of the study?

The answers to these questions may provide the following research hypotheses :

- 1- The teaching of literature is very important in the study of literature to develop the student's abilities in the study of literature. As it seeks to improve their creativity and to be future critics, not just passive learners.
- 2- Literature can be accessed via different assessment activities since there are a plenty of ways, such as portfolios, multiple choice, survey, reading and through essay examinations, i.e. assessment to be part of the teaching of literature, and it depends on the area that teachers want to assess.
- 3- The teachers of literature should take the assessment of literature into account to improve the teaching/learning process and serve the curriculum and fit the educational objectives.

The research questions and hypotheses will be discussed throughout the chapters. The chapter one provides a literature review. It deals with the definitions of the important research words which are assessment, and literature teaching. In addition, the status of literature in both ELT and EFL class, and. This chapter also sheds light on the major approaches that are used in literature. Finally; it provides explanations about the assessment in literature teaching.

The second chapter shows the practical part of the research and it consists of data collection and analysis. The whole information that are gathered from the research instruments that are mentioned are analyzed and interpreted in this chapter in order to answers the research questions and confirmed the hypotheses.

Chapter One

Definition of the Main Concepts

- 1.1 Introduction
- 1.2 Assessment Defined
- 1.3 Assessment in Literature Teaching.
- 1.4 Techniques to Assessing Literature
- 1.5 Literature Defined
- 1.6 Literature in ELT
- 1.7 Literature in EFL Classroom
- 1.8 Approaches to Teaching Literature
 - 1.8.1 The Cultural Model
 - 1.8.2 The Language Model
 - 1.8.3 The Personal Growth Model
- 1.9 Savvido's Integrated Approach

Chapter One

Definition of the Main Concepts

1.1 Introduction

The first chapter of this research provides a review of the literature related to the research objectives. It investigates the role of literature teaching in promoting the learners linguistic input and their cultural information focusing on assessment in the area of teaching literature. Yet this chapter deals with the keywords; assessment, teaching literature; in order to introduce the relationship which exists between them. Besides, the focus is on the teaching of literature through different approaches and assessment in literature using suitable techniques for the sake of promoting the student outcomes in order to specify whether students can enrich their linguistic gaps that may face teachers in their teaching through literature or as a source of the language input.

1.2 Assessment Defined

The concept of assessment is considered as a measurement that teachers use in their teaching to identify the learners' needs and through this measurement, the teachers change their way of teaching to improve and promote students learning. Assessment has been defined by Barbara, Walvoord (as cited in John Wiley & Sons, (2004), pp. 2-3.) As:

Assessment is a kind of „action research“... to inform local practice.” A process of seeking “the best available indicators” to see if goals are being met. Includes field-specific and professional judgments about learning outcomes which are used to “inform departmental and institutional decisions.

Moreover, assessment should provide several measures and opportunities for students to generate and demonstrate what they can do with a language and give an idea about a comprehensive picture of a student's language ability.

It is also defined as a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision making and planning for instruction and learning. Assessment is an integral part of the instruction that enhances, empowers, and celebrates student learning.

1.3 Assessment in Literature Teaching

Assessment is of fundamental importance in language education. The feedback from the assessment is often used to make improvement in the teaching and learning processes. Following these goals, teachers usually check their students' outcomes out of final examinations and tests in which they are asked to memorize plenty of information.

Involving students with an assessment in a short literature course promote students' choice and independent of mind, in which literature is considered as a valuable type of teaching authentic material and it provides the learners with the motivation, cultural and linguistic knowledge; as well as other social and academic skills.

The teachers assess their students, literature, learning, and their language knowledge to view student, development through the use of assessment techniques and frameworks. The interest is in how the learners develop their own understanding and reflect their thoughts in their writings or performing, but our interest is how teachers assess their students in order to have a positive outcome and what type of the strategies that they use in their teaching. More recent research has confirmed that assessment as an integral part of language learning and teaching process, it explores the principles and methods of teaching and assessing students' performance and achievement in language literature with emphasis on reading, writing, speaking, listening skills.

Besides it provides opportunities for the students to self-evaluation of their points of weakness and difficulties, and also gives chance to the teachers to prepare assessment tools to evaluate the same. Assessment tasks should be part of the teaching program. For each assessment task students should be provided with the type of assessment task and approximate date and time allowed for the task, also Allocation of marks, then, nature of any materials they can utilize when completing the task opportunity to demonstrate the highest level of performance. In this vein, a teacher has opportunity to monitor the progress and work of their students and provide important feedback to the student, also gather information about the teaching program.

1.4 Techniques to Assessing Literature

The role of literature in the ELT classroom has been re-assessed and different views considered literature as providing rich linguistic input as well as an effective stimulus for learners' motivation. An assessment which promotes students' choice and independence of mind, Quad, (2000) (cited in Chambers &Gregory, 2006). Among the techniques that teachers should implement in order to assess students is literature, and it should provide the following things, the text selection in which students are allowed to select books, stories... etc. It is based on forming groups of four or seven, what is important is that students are asked to prepare their readings and taking notes and final meeting to discuss. This technique is considered effective when everyone participates, and everyone in the discussion should be prepared, only one person speaks at a time. The students supposed to choose a role as; summarize or vocabulary enriches, investigator, themes connector. In which teacher assessment is about observation, self-evaluation, Rubrics, checklist and so on. Sometimes teachers face trouble shooting in finding relevant books to their students. As well, the time shortage, because these tasks need more time, another difficulty is that learners that not involved in group work, also problems in controlling the groups reading different books. In literature circles, students are supposed to read independently and work and discuss collaboratively, after selecting reading material and provides regular meetings that allow groups to discuss their readings through creating time space.

In summary, the implementation of literature circles and culturally relevant text can help increase motivation and strengthen reading comprehension.

The second technique is portfolios which commonly used by many teachers, in this vein, F. Leon Paulson defines portfolio as:

“A purposeful collection of student work that exhibits the student’s efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting the contents, the criteria for judging merit, and evidence of student self- reflection”

Paulson (1991, pp.60, 63)

According to (Venn, 2000, pp. 530-531), student portfolio is a systematic gathering of student work and connected material that depicts a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for evaluating the quality of the work. The goal is to help students collect portfolios that illustrate their talents, represent their writing skills, and tell their stories of school achievement.

The teachers are primarily assessors in classroom students, in which they have opportunity to consider the success of the evaluation process used and make modification to their teaching and evaluation.

However, teachers do not generally review the assessment questions they use and do not discuss them critically with peers, so there is a little reflection on what is being assessed. Also assessment, as it is done in the classroom but is far from merely technical problems. Another highlighted problem is what Tovani (2000) claimed that fake reading refers to students who struggle with comprehending and making sense of words. Fake readers are those who can decode words, but they misunderstand the meaning.

In addition to the decline of “fake reading”, Ferguson saw improved classroom management, where more students remained on task. As part of the changes, Ferguson modeled strategies, provided examples of student roles, considered group interests, and met with groups regularly to discuss what worked and what needed improvement.

1.5 Literature Defined

It is difficult to precisely define literature since it has many definitions. Most attempted definitions are broad and vague, and they inevitably change over time. The dictionary proposes that literature is a set of writings valued. This works considered as an art form, especially poems, novels and acting, that is, the works magnificence of form and passionate effect. Yet, this basic definition, so to speak, tends to restrict this term to describe-written and sometimes spoken material.

Nevertheless, etymologically speaking, literature stems from the Latin “littera”. That is, writing formed with letters," Literature, mostly indicates to the works of the inspired imagination, including poetry, theatre, newspaper writing, song, narrative, and nonfiction. It is simply defined by Arthur (1968:199) as the special interaction that exists between the book and the reader. Additionally, literature represents the culture and tradition of a language or a person. In addition, literature is one of the oldest human inventions still in use. Though many have tried, it is clear that the accepted definition of literature is constantly changing and evolving. But what we consider to be literature can vary from one generation to the next.

The general disagreement over the meaning of literature has led Jim Meyer to propose a definition based on Prototypes. However, most definitions of literature have been criticized. Whilst, there is broad agreement about good examples that meet all of the prototypical characteristics. For literary works, prototypical characteristics contain the careful use of language, being written in a literary genre (poetry, prose fiction, or play), being read aesthetically, and contain many weak implicatures.

Yet, Wellek and Warren border their definition of literature to pieces of "imaginative literature", which can gain artistic value from their unity and complexity, also, their view literature as everything in the produce and as only belles-lettres... they propose that neither a purely objective nor a purely subjective approach would be able to appropriately describe literature. The overall disaccord over the definition of literature has led different scholars to redefine it. Onuekwusi (2013:05) posits that:

"Literature is any fictional and pretty creation in words, whether oral or written, that explores man as he strives to remain alive in his pantheistic place and which gives amusement, input, schooling, thrilling to its audience".

In ELT classroom, literature use is relishing a Renaissance for a number of rational motives. Literature considered as part of traditional language teaching approach, and it became less known when language teaching began to focus on the functional use of language. In ELT classroom, literature use is relishing a renaissance for a number of rational motives. In this vein, Oster (1989:85) points out two advantages of using literature in ESL and EFL setting. Literature "enlarges students' vision and fosters critical thinking."

Literary passages furnish an affluent provenance of linguistic input and can support learners to practice the basic skills reading and writing, speaking and listening, in addition to illustrating grammatical structures and provide new vocabulary. In this context, Maley (1989:12) has distinguished between two purposes for literature teaching. The first one is the study of literature and the second one that the use of literature as a resource for language learning. McRae (1994:263) claimed that literary texts are representational rather than referential. Referential language addresses at only one level and looks after to be informational.

1.6 Literature in ELT

The representational language of literary passages engages and compels the learners and their emotions, likewise their cognitive ability. Literary works aid learners to exploit their creative thinking, increase their imaginativeness. They as well yield students the chance to learn about the literary device, which anticipates in other genres. The field of ELT, teachers, and learners are exhibited to a number of difficulties while the use of literary texts in their teaching or learning. These difficulties include text selection, that is, the text needs to be picked that have a connection and interest to learners, and need to be appropriate to the level of the student comprehension. In addition, shorter texts are suitable because maybe easier to use within class time rather than longer texts that provide extra details, as well passages should not be so culturally heavy that not take out learners understanding of meaning.

According to Povey (1972:187) reading literature familiarizes students or learners with subtle vocabulary usage and new and complex syntax and through this contribute to the extension of language usage and linguistic knowledge.

The word “literature” is used fundamentally in two diverse senses. First, it refers to any written material on a theme. Second, it is a word utilized to allude to one of the education subject studies by learners or an institution of higher education, discipline; it is applied in its second sense in EFL. As McKay (1982:33) believes that in literary works settings, role relationships are predetermined and social context is taken into consideration, so it can be used for increasing the awareness of the students about language use. Additionally, Lazar (1993:34) says that literature can be used as a tool for creating opportunities for discussion, controversy, and critical thinking.

Hadaway, Vardell & Young (2002:34) propose three advantages of using literature. The first one is the contextualization of language. Learners become familiar with the use of language in different situations when they read a piece of literature. Social and affective factors which are embedded in different formats of literature such as picture books, newspapers, and short stories are another benefit of literature. So Literature can be suitable for students with different styles and takes into account individual differences.

The third benefit refers to the natural and meaningful use of language which is accomplished by illustrations and use of descriptive language in literature.

1.7 Literature in the EFL Classroom

It is broadly known that literature and language are closely interconnected. So literature is rooted in language and through literature, language gets the life. Language is the standard raw material with which literature is made. It is founded on this opinion that it is ordinarily said that « literature is language in practice », is that is, language theories, notions and patterns are put into a function in the manufacturing of literary texts.

Then, if one must expand and analysis a literary passage, one must highly competent in the language of the texts and conversely, if one must be eligible in language, one should be adequately exposed to the literature of the language in question. Additionally, Collie and Slater (1990:03) shore the implication of literature in the language classroom in order to supply valuable veritable material, promotes individual involvement and assistance share in to readers cultural as well language richness.

In the context of the literature utilities, Lazar (1993, pp15: 19) provides five causes for utilizing literature in EFL, including motivating materials, emboldening student language gaining, then extending student language consciousness. After that, developing student expository abilities, subsequently, educating the whole person. As stated by Lazar (1993:24) posited that “*literature should be used with learner because it is an impulse stimulus for language acquisition*” i.e. It is established in many syllabuses and the like of literature a proper source of content for a course in a foreign language gives motivational materials for language teaching.

As well as Carter & Long (1991:01) considered the study of literature as “*a sine qua non for the truly educated person.*” During the nineteenth century, the literature was used in language teaching. The Grammar Translation Method was the predominant in language teaching and the most common technique was the translation of literary passages in the mother tongue. Literature is the central vehicle for teaching and learning language. Literary works give extra material on grammar practice, lexical learning, translation (Liaw, 2001; cited in Khatib, Hossein and Rahimi 2012, 32). Within the Grammar Translation Method, literature was the centric component.

The literary texts of the given language were read and interpreted, use as a model of good writing works and “clarification of the grammatical rules.” This teaching method gave the greatest importance to the form which was the main centre rather than the content, during learning the rules of grammar and the lexical items as they manifested in the text. The literary was neglected as well the uninterested to the content. After this method fell in desertion, literary texts also went unremembered for teachers.

Since the decrease of Grammar Translation Method and the up growth of the structural approaches to language teaching, literature was reduced as a tool and it was unutilized in language classes, for the reason that it represented the old tradition. Evenly, in the time of CLT literature was ignored and dismissed from language syllabuses because in this method the focus lies in communication. Literature was not deemed either to the communicative task or to be a genuine model of language use. Even so, in the last decade or so the regard for literature as one of the extremely worthy language teaching purse available has renewed remarkably. One of the most effective figures in the scope of literature, Similarly, McKay (1982:530) claims that one of the most important contributions of using literature for language teaching purposes is that “literature presents language in discourse.”

1.8 Approaches to Teaching Literature

The integration of literature in the EFL is a decision that has been taken by many scholars in which they can observe how literature can serve language teaching in terms of language input, cultural studies, and self-development through the appropriate use of it. *Carter and Long (1991:2)* have suggested three models to the teaching of literature that will be presented: the Language Model, the Cultural Model, and the Personal Growth Model. Lately, another approach has been recommended by Savvidou (2004) which is the Integrated Approach.

1.8.1 Cultural Model

This model depicts the traditional approach to teaching literature. The use of this model requires students to interpret the social, political, historical and literary status of a particular text. As Langer (1991) cited by Tina Abdullah et al. (2007) claims that the teaching of literature is often considered “*a way to in doctrine students in the cultural knowledge, good taste and high culture of the society*”. The teaching of literature via this model not only exposes the universality of such thoughts and concepts, but promotes learners to grasp different cultures and ideologies in relevance to their own.

However, this model has been rejected by those researchers in literature teaching since not only does it tend to be teacher-centered but there is little chance for expanded language work. For the same context Valdes (1986:137) cited by Plastina (2000) claims that *literature is a medium to “transmit the culture of the people who speak the language in which it is written.”* The cultural model considers literature as a source of verities or input and therefore, reading tends to be based on gaining information.

In this model, the teacher is a transmitter and holder of knowledge and information to the learners. I.e. This model is based on teacher-centeredness and there are little opportunities for language level developments.

1.8.2 Language Model

The language model approach is considered as the most common for teaching literature in the EFL classroom. Carter and Long (1991) indicates to as the “Language-based approach”. This common approach allows learners to access a passage in the systematic and methodical path in order to symbolize certain linguistic features. e.g. literal and figurative language, direct, indirect speech, such an approach inspires the repertoire of strategies to use in language teaching by providing the following; Closure procedure, prediction exercises, disordered sentences, synopsis writing, inventive writing and role play that is included in EFL activities used by teachers to analyze literary texts in order to avail specific linguistic targets.

However, Carter and McRae (1996) depicted this model like taking a “reductive” approach to literature. These activities are unrelated from the literary goals of the specific text in that they can be used for any text. There is a small correlation of the learner with the text other than for purely linguistic practice. Literature is used in a rather aimless and mechanistic path in order to provide for a chain of language activities designed by teachers.

1.8.3 personal Growth Model

It is a model which endeavors to bridge the cultural model and the language model through focusing on the special use of language in a text. As well as positioning it in a special cultural context. Learners can benefit from this model by expressing their feelings and opinions and create linkage between their own single and cultural expertise and what is expressed in the text.

As Maley and Duff (1994) *further argue that* „*literature can make people respond personally to other people’s way of seeing things and can engage both their intellect and their emotion.*” This model helps learners develop knowledge of ideas and language, content and formal schema by various subjects and themes. This model looks the opportunity for the students to link and reply to the themes and issues by making a connection to their personal lives. As result, learners’ growth in terms of language, feelings and character development are stimulated. This task connects to theories of reading Goodman (1970) which assert the interaction of the reader with the text. As Cadarath and Harris (1998; 188) demonstrate that:

"Text itself has not meaning, it only provides trend for the reader to structure meaning from the reader own experience. So, the learning occurs only when the readers are capable to interpret text and construct meaning on the basis of their single experience".

The three approaches to teaching literature have points of strengths and weaknesses and there is no denying of the benefits of each approach. What is needed is an approach that integrates all the above-mentioned elements that literature attainable to students and profitable for their linguistic enrichment.

1.9 Savvido’s Integrated Approach

The integrated approach is valuable to students. Langa and Yost (2007,) affirmed that this methodology helps students make connections. Lucan (1981) further suggests that the integrated approach is student-centered for the reason that it empowers students to make connections, generalize, and transmit knowledge to a variety of problem-solving situations in the factual world. In addition, Adeyemi (2010) writes that the integrated approach provides students with more comprehensive learning that is rich and motivating.

As a result, it makes the classroom atmosphere more enjoyable and thought provoking. Furthermore, Knowles and Smith explain that the integrated approach to teaching literature “can facilitate collaborative learning, as well as help students, become autonomous problem solvers” (2001, p. 77).

Savvidou (2004) also suggests that a literary text should be approached in three different ways: firstly, as a cultural object; secondly, as a way to approach linguistic analysis; and thirdly, as a method for personal growth. She then elaborates to terminate that an integrated approach is a potentially powerful pedagogic tool.

Chapter Two

Data Collection and Analysis

2.1 Introduction

2.2 Aims of the Research

2.3 The Participants

2.3.1 Students

2.3.2 Teachers

2.4 Data Collection and Research Instruments

2.4.1 The Questionnaire

2.4.2 The Interview

2.5 Data Analysis

2.6 The Result of the Study

2.6.1 Students' Questionnaire

2.6.1.1 Discussion of Questionnaire Result

2.6.2 Teachers' Interview Result

2.6.2.1 The Interpretation of Teachers' Interview

2.7 Summary of the Main Result

2.8 Conclusion

Chapter Two**Data collection and analysis****2.1 Introduction:**

Methodically, this chapter presents the analysis of the questionnaire displayed to the students, teachers' answers to the interview, and the main findings. This research was launched within the framework of the idea of new and logical results in order to help the researcher to suggest an assessment tasks and practical strategies for the sake of change for better literature teaching, and evenly, enhances the student's positivity to improve their literature development, which in turn motivate them to learn literature and reduce their difficulties towards learning literary studies.

2.2 Aims of the research:

The study aims to identify the methods of teaching literature for the third year level. The study also seeks to find out methods that are available for students, and involves them into assessment tasks to progress their skills in literary study. The research study aims to examine the methods used for teaching and how teachers assess their students in the literature course. In addition, the study directs to redress the balance from a teacher centered approach towards more student centered approach in which the researcher sees that the literature teaching needs teacher fronted class and literature learning need learners centered.

2.3 The participants:

Within the framework of the research, the study included stakeholders in the literature teaching /learning process; i.e. teachers and students.

1) The number of students questioned: as has been mentioned before, the sample includes forty five students.

2) The number of teachers interviewed: The researcher included five teachers specialized in the field of teaching literature at various levels, some of whom teach different modules of literature in the third year, which is the case study that belongs to this research.

2.3.1 Teachers:

The study included three teachers of literature, including three senior lecturers who have more than five years of experience in the field of teaching literature, two of whom are teachers as well as literary and whose experience does not exceed two or three years experience.

2.3.2 Students:

The students whom participated in this study are third year students at the English Department at Tlemcen University. They are 45 students, 30 females and 15 males aged between 20 to 23 years old. They were randomly selected to complete a questionnaire about both how they taught literature and the different strategies that teachers implement in delivering a literature course, and how teachers assess their students through different techniques.

2.4 Data Collection and Research Instruments:

In collecting data, the researcher has adopted different research tools in order to obtain the information needed of the teaching of literature, and the methods used by teachers as well. More importantly this data collection provides information about the assessment techniques that teachers adopted in the classroom. Commonly, data can be gathered via a number of tools or the so-called research instruments. The current research aims to know the status of teaching literature in foreign schools and to what extent teachers assess their students through different tools, as well as developing effective theories and creating new methods to support students in the study of literature. The research was conducted through the use of questionnaires and interviews.

2.4.1 The Questionnaire:

As a means of obtaining valuable and useful information by answering the questions presented in the questionnaire by the informants, third year students in our case, the questionnaire can be a valid search tool, and in this vein Nunan (1992:231) asserts that:

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

If the questionnaire is of high quality, it is considered to be critical to the validity and truth of the data to be obtained. The questionnaire is a tool used in our research because of its many advantages, so it seems to be a logical tool to highlight the positive aspects of the questionnaire:

- The standardized information that is collected in the questionnaire are easy to be analyzed.
- Data can be collected quickly from a large number of participants.
- This type of research takes into consideration the ethics of the research identity of to preserve the respondents and therefore it provides reliable information.

The questionnaire was submitted to forty five students in the third year of the College of Graduate Studies in order to collect as much data as possible in the assessment of how literature was taught, the methods used and attitudes towards literature. The questionnaire is therefore a set of open and selected questions in order to obtain a set of qualitative and quantitative data.

2.4.2 The interview:

As mentioned above, the current research aims mainly to find useful, valuable information in the field of teaching literature through the collection of necessary data. This is why the researcher to complete the research tool, the questionnaire with a second tool interview.

The use of such a tool in the search provides more information about the subject of the study and it has been defined by Gillham (2000:1) as follows:

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". Then, an interview is a conversation that has a structure and a purpose.

In other words, the interview, as a research tool, is used to collect information from people through recorded conversations or voice conversations, so that these conversations enable us to understand a specific case and a real issue of importance.

There are different kinds of interviews; this research work makes use of the so-called "structured interview", this kind of interviews is used when "*the researchers are aware of what they do not know and therefore are in a position to frame questions that will supply the knowledge required*". (Lincoln et al: 1985:269).

The interview was conducted with a number of literature teachers in the Department of English at the University of Tlemcen for the purpose of obtaining information on ways to evaluate the teaching of literature and methods adopted by teachers and attitudes of teachers towards the teaching of literature as it should, as well as in terms of assessment of students in literature.

2.5 Data Analysis Method:

During the analysis of the data collected through the questionnaire and interview, the research used a mixed approach in the analysis process, and the mixed methods approach for research questions requiring both numerical and textual data i.e. qualitative and quantitative. In this vein, (Kendall,(2008,134) claimed that :

“Questionnaires can provide Evidence of patterns amongst large populations; Qualitative interview data often gather more in-depth Insights on participant attitudes, thoughts, and actions”

Needless to say that, the combination of the two approaches deserves attention because it leads in one way or another to the creation of solid and close research, which in turn leads to a complete summary, discussion and interpretation of the results.

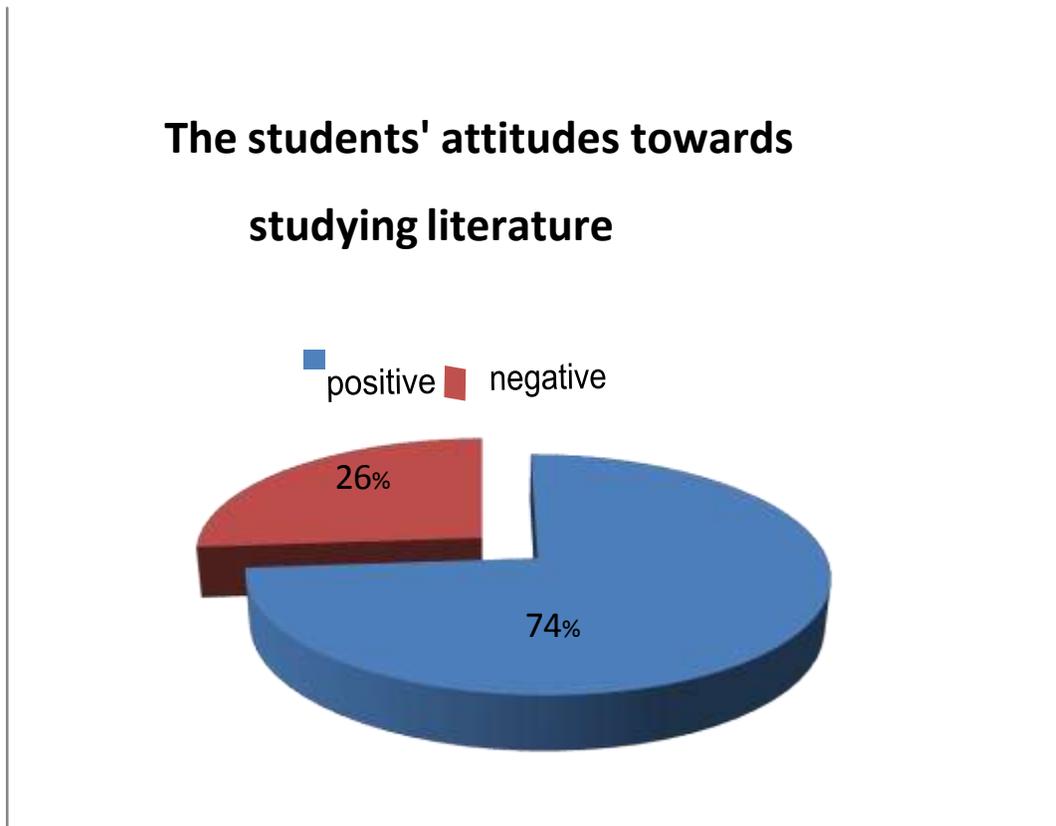
2.6 The Result of the study:

The following is a summary of the main findings of the present study.

2.6.1 Questionnaire:**Item 1. The Students’ attitudes towards Literature**

Question 1: Student’s Attitudes towards studying literature.

The first question seeks to investigate the attitudes of students towards the study of literature, and the results of the research show about 74% of students who expressed their love for the study of English literature, while 26% of them not interested in studying literature for certain reasons.



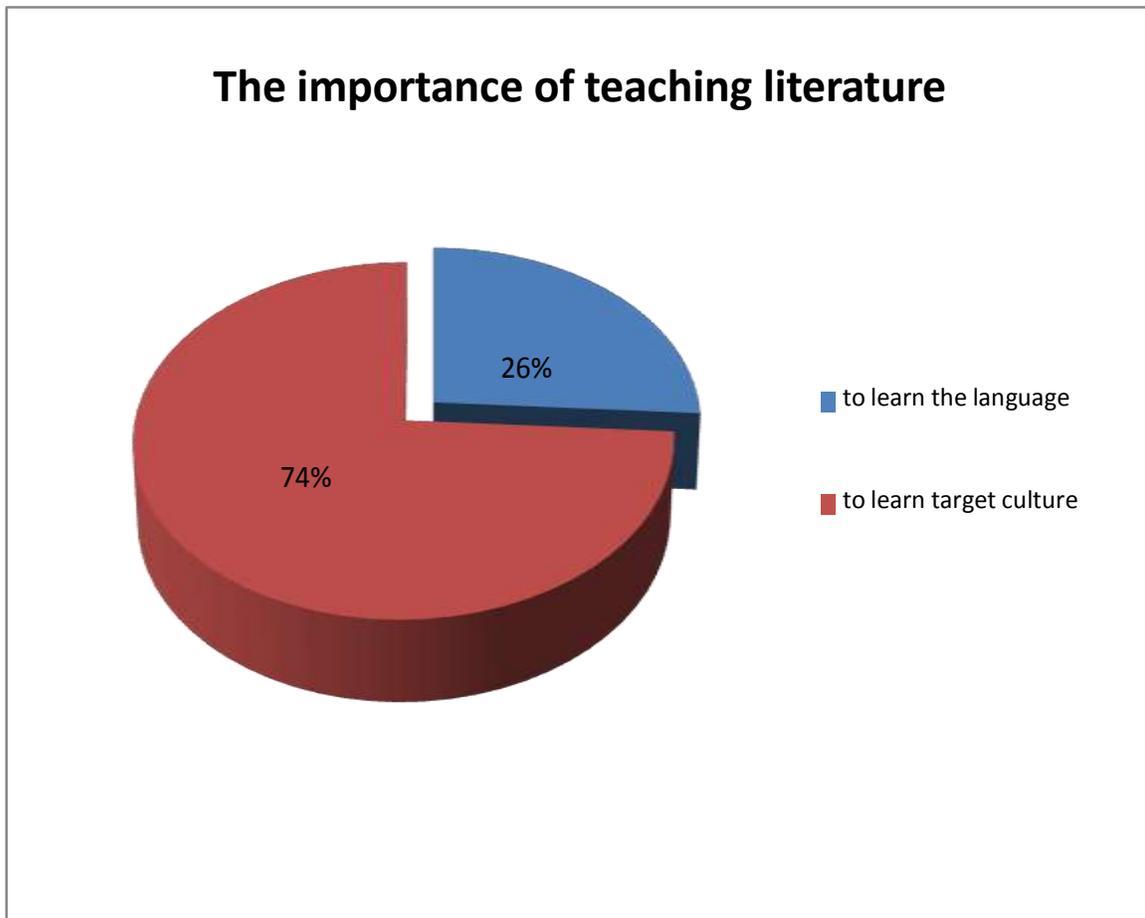
Pie chart 2.1 The Students' Attitudes towards studying Literature

Question2: Years of study in literature

The aim of this question is to find out how many years in which literature was studied in the third year, taking into account gender and age differences. Mostly 23 to 24 years old, and an assessment of whether these years are sufficient for teachers to effectively teach literature.

Question3: The importance of teaching literature in EFL course for students

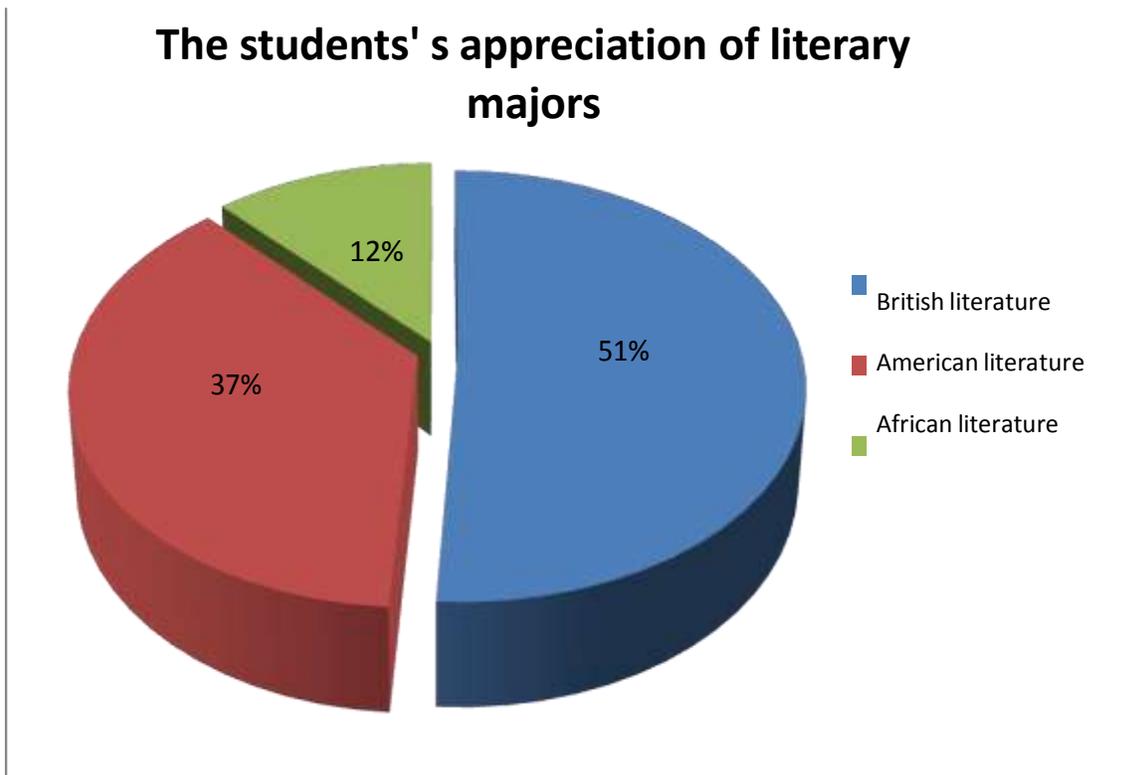
This question aims to reveal important points in the teaching of literature, and what is important in literature teaching for students. Most stressed that the importance of literature lies in learning culture and also considering literature as a means of cultural communication around the world. However, the minority believes that the importance of literature is language learning and the development of their language abilities, also the research participants pointed out that literature develops their critical thinking.



Pie chart 2.2 The importance of teaching literature in EFL course

Question4: Student appreciation for literature majors

This study seeks to find out what students prefer to study as literature. The research study shows that: 51% of them are inclined to British literature, 37% prefer American literature and 12% prefer African literature.

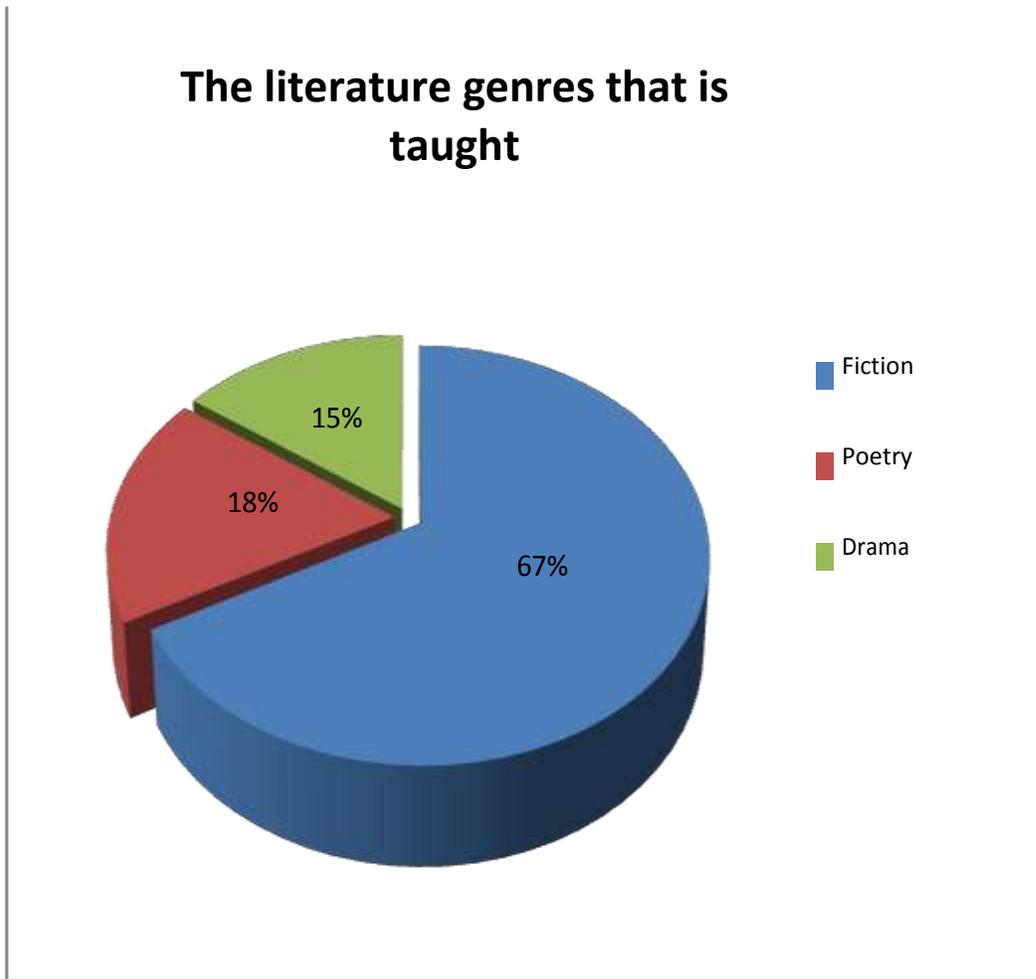


Pie chart 2.3 The student' s appreciation for literary majors

Item 2: Literature Teaching

Question5: literature genres that is taught in the literary course

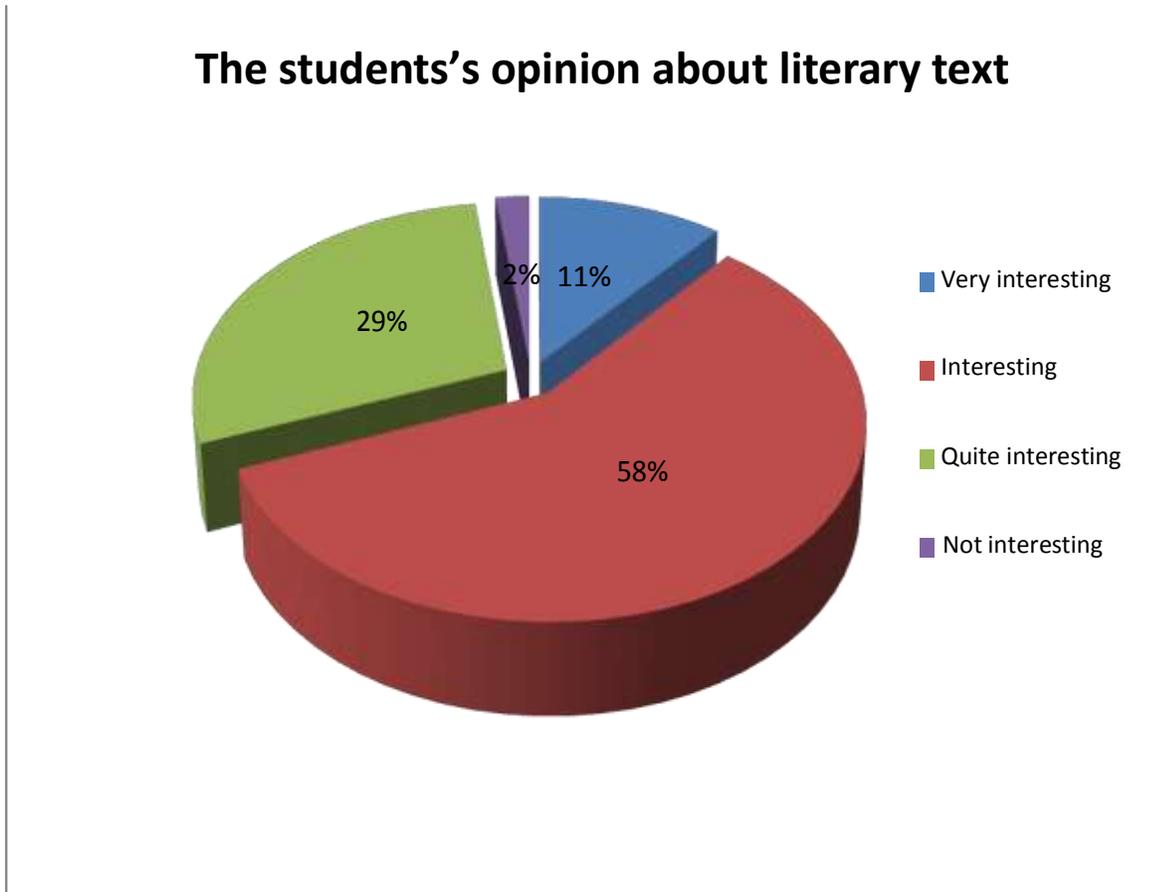
This question explains what types of literature are taught by literary teachers in the Department of English and what the dominant type is. The results of the current study showed that fiction is taught by 67% in contrary with other types, followed by poetry by 18% and drama by 15%. This shows that the teachers of literature are more focused on teaching fiction more than other species, therefore the students' response increase towards this type of literature.



Pie chart 2.4.The literature genres that is taught in the literary course

Question6: Student's opinion about literary text

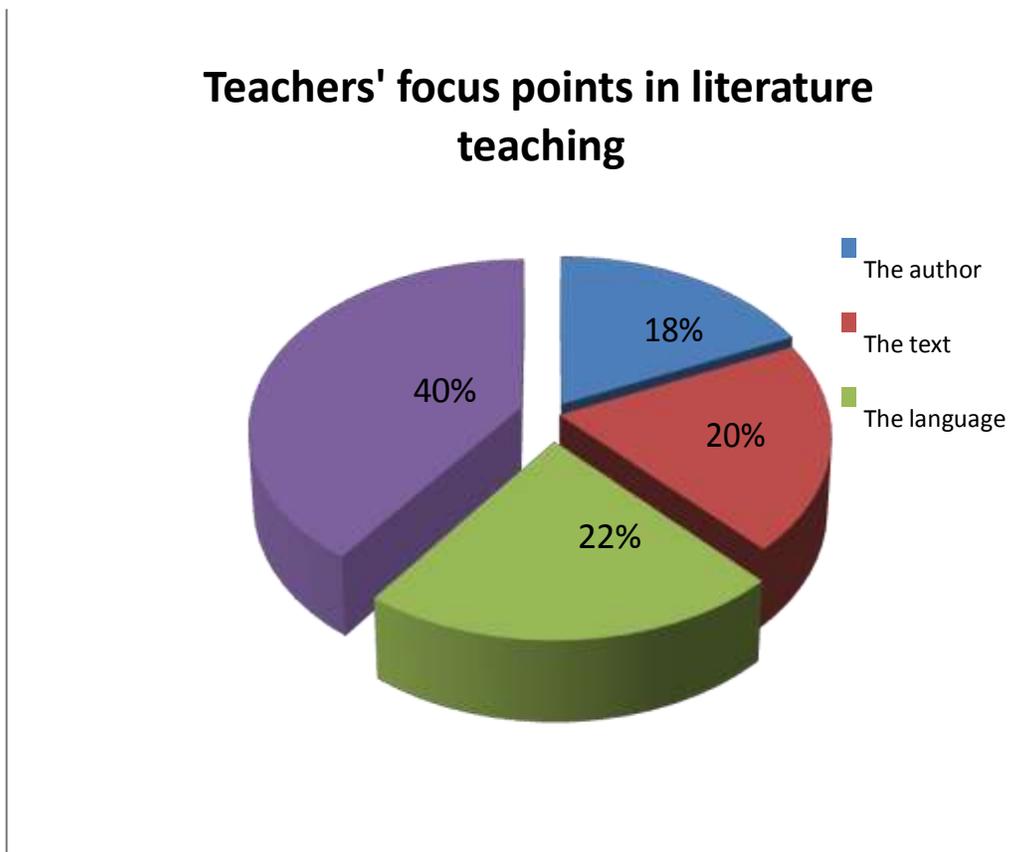
This question seeks to identify students' opinions about literary texts, how they are evaluated by students, and whether if they are sufficiently accessible to them. The study found that 58% students find it magnificent and 11% find it very interesting. However, 29% of them find it quite interesting, for reasons such as the wrong selection of the right text for students' needs. The study also indicated that 2% they have no interest in these texts.



Pie chart 2.5.The Student's opinion about literary text

Question7: Teachers ' focus points in the teaching of literature

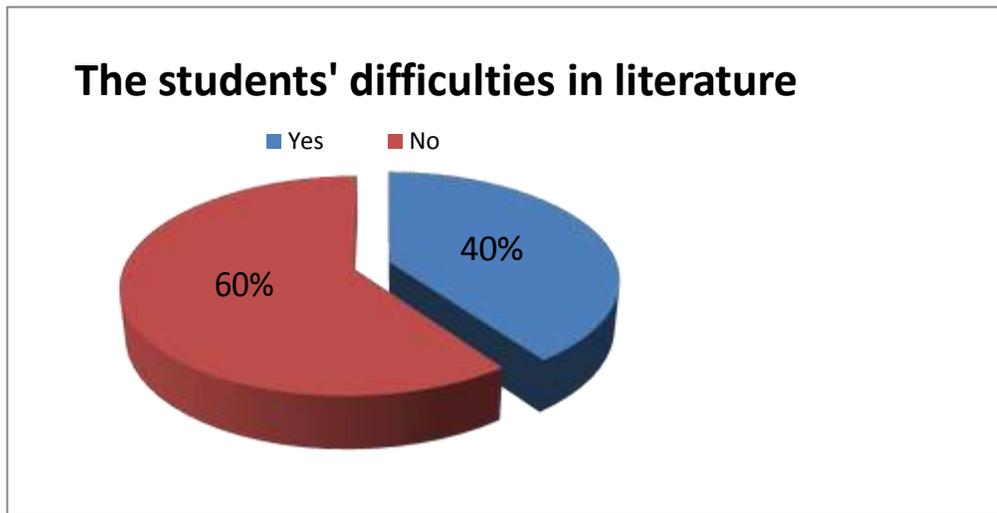
This research aims at revealing the points of focus of the teachers of literature during teaching. The research showed that the focus is on the target culture by 40%. The 22% and 20% represented the text and the language, followed by the lowest percentage 18%, which represent the author. The research notes that the cultural aspect is largely targeted by the teachers in the field of literary teaching.



Pie chart 2.6 Teachers ' focus points in the teaching of literature

Question8: Students' difficulties in studying literature

The goal of this question is to identify the difficulties faced by students and teachers during the teaching of literature, such as difficulties in language in general and Anglo-Saxon i.e. the old English language and complex words in the texts proposed at certain points, and the results of the research difficulties in understanding the target culture. Where 40% of students face these difficulties in the study of literature and 60% of them have no difficulty in studying literature.

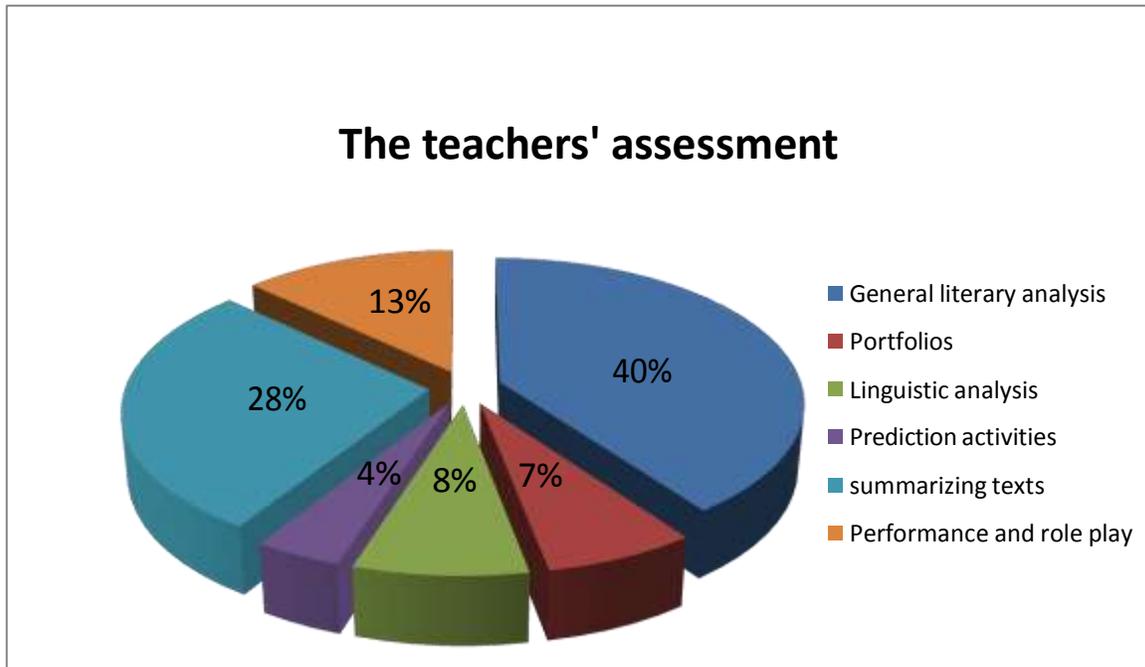


Pie chart 2.7.The Students 'difficulties in studying literature

Item3: Literature Assessment

Question9: Teachers assessment for checking students' understanding

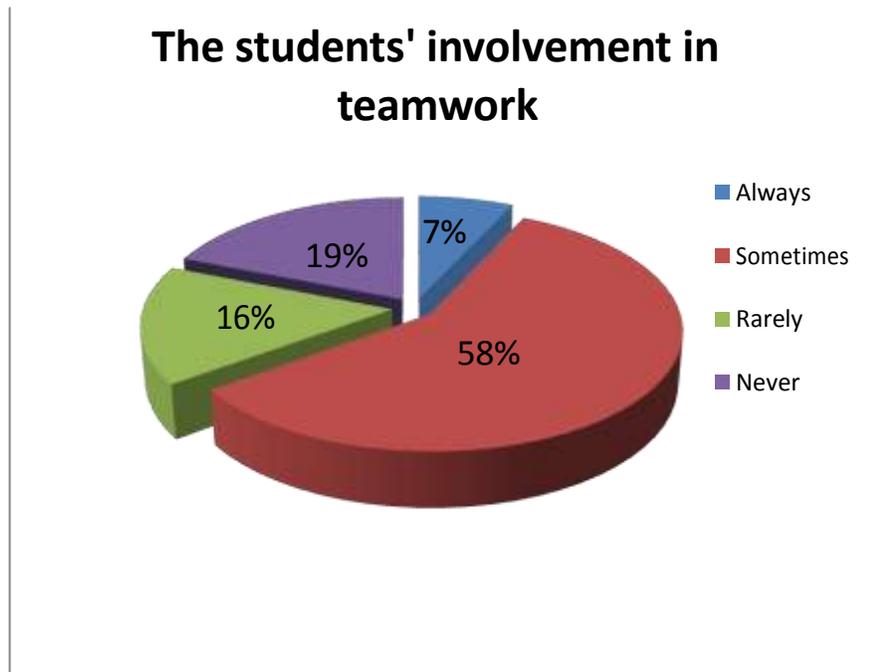
The main objective of this question is to identify the methods or techniques used by teachers in assessing the students' understanding of the literary lessons. This assessment uses several techniques, including general literary analysis (identify plots, characters, themes), portfolios, linguistic analysis, prediction activities, text summarization, and all these techniques are a means of investigating the student's understanding of literary lessons from all sides. The results of this research show that 40% of the students are subject to general literary analysis, and 28% of the students make a summary of the literary text, and also found in the research, 13% of the students are performing, role play, and 14% represent the percentage of prediction activities performed by the teachers before starting as a debates for the lesson to engage students to understand and express their opinions, in addition, 8% out of the general ratio is the linguistic analysis and 7% represent the portfolios that carried out by the teachers sometimes.



Pie chart 2.8 The Teacher's assessment for checking students' understanding

Question10: students' involvement in teamwork

This question is directed to students of literature to find out how much they support group work or rather prefer individual work. According to the research, 58% of students prefer sometimes to work in groups, 7% of them prefer group work always, while those who do not encourage group work, the proportion of their participation is 19% and 16% rarely participate, but, due to teachers' teaching style, if they are encouraging students to work together.

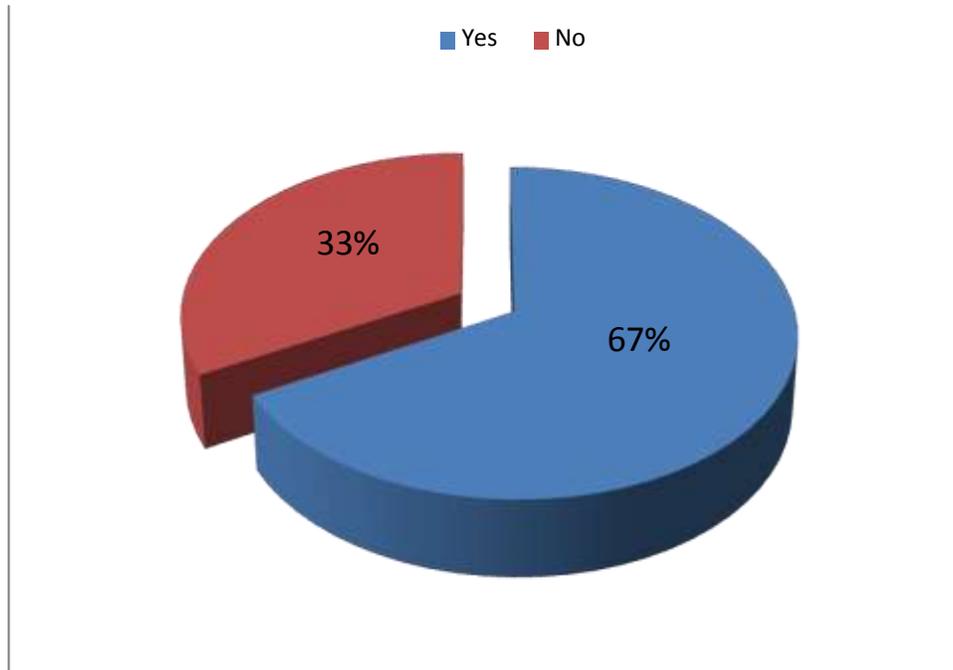


Pie chart 2.9 The students, involvement in teamwork

Question 11 and 12: Teachers' debates before starting the lecture and give his student the literary text before next time

This question is addressed to students to verify whether teachers do the debates on the text before starting explaining the entire lecture. This debate includes: the author's biography, political status, and other social and cultural realities. All informants confirm the fact that teachers provide this information before approaching any literary text. The research study shows 67% of teachers do at first the debate to enhance students' understanding; however, 33% of them do not make debates before starting teaching the literary text. The question 12 seeks to look for if the teachers give to the students the literary text before to work on it for the next time and the research shows that most of the teachers do this. However some of them do not give their students the same orders.

The teachers' debates

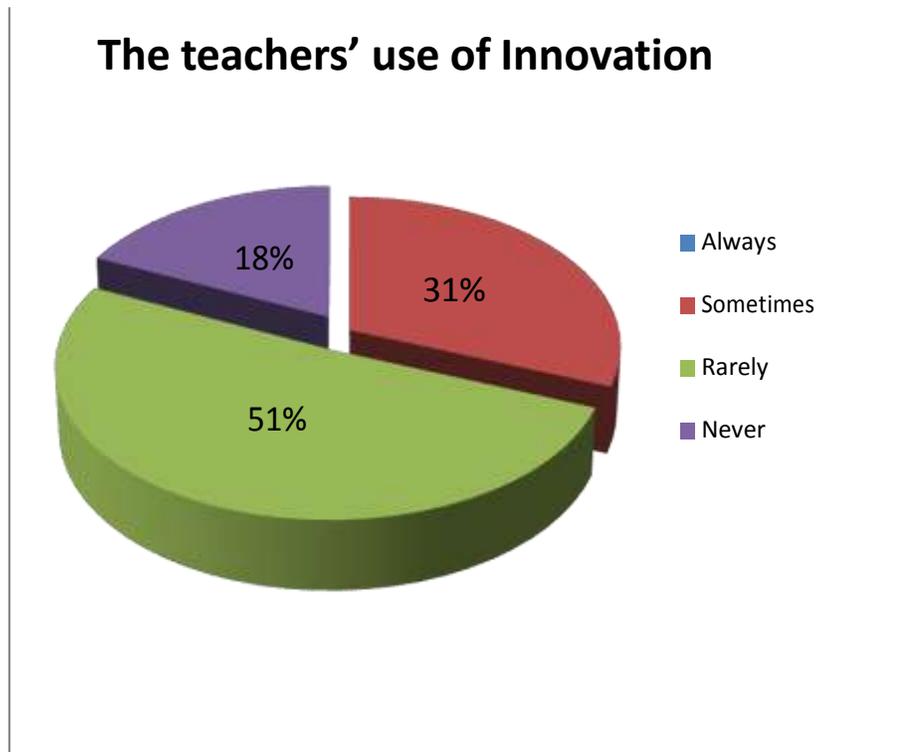


Pie chart 2.10.The teachers' debates before starting the lecture

Item4: The use of innovation in the classroom

Question13: Teachers' use of innovation in the classroom

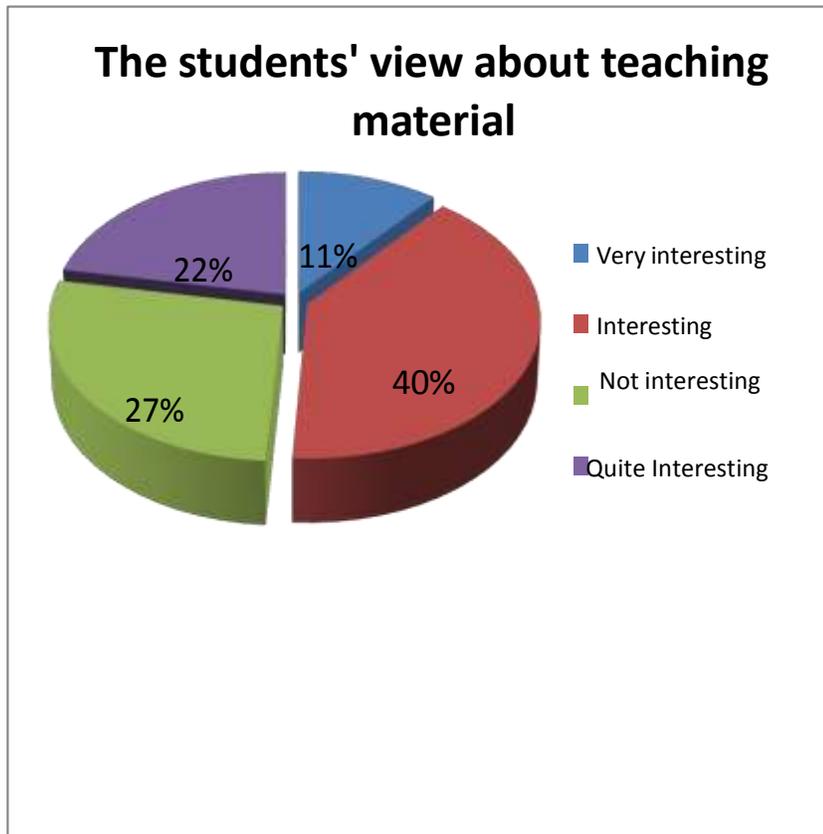
The purpose of this question is to determine to which extent technology, innovation and creativity are used in the literature teaching, and see the effect of it on students , if are motivated to perform such tasks, as well as to improve their audio and visual abilities. Studies have shown that the percentage of the use of innovation in the teaching of literature sometimes is about 31% and rarely used innovation, as it reaches 51% and this indicates the lack of engagement of students in the world of innovation and creativity and the research showed that 18% of the teachers do not use the innovation in teaching and are satisfied about what they actually use and this may be why some students are not motivated to study literature and most of them feel bored.



Pie chart 2.11.The teachers' use of innovation in the classroom

Question14: The students' view about the teaching material

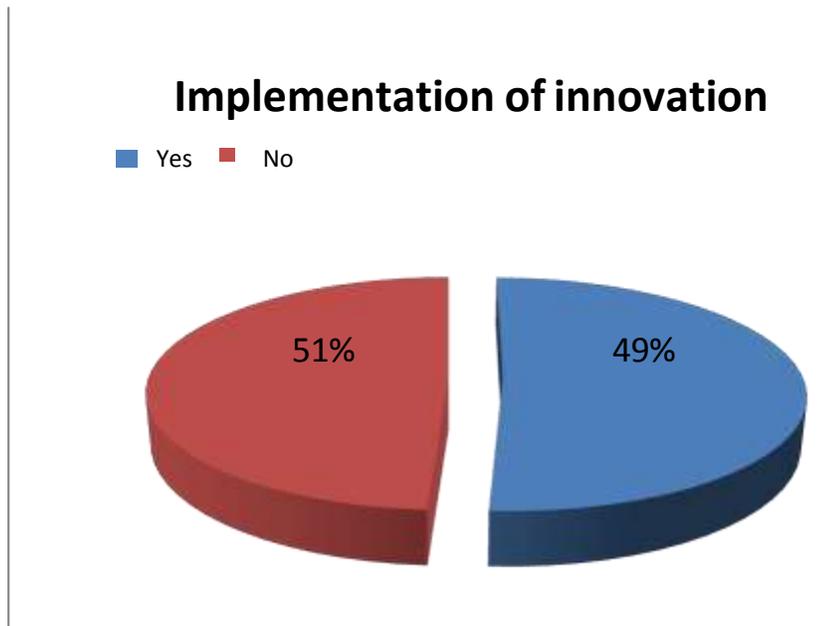
This question seeks to determine the students' view of the teaching materials used by the teachers and whether they correspond to the literary needs of the students and whether these materials contribute to the development of how to teach literature effectively. The research data revealed that 40% and 11% of the students found the teaching materials that are used very interesting in contrast to the other category, where 27% of t see it less interested and 22% of them found that the teaching materials not interesting at all.



Pie chart 2.12 The students' view about the teaching material

Question15: Implementation of innovation in the teaching of literature

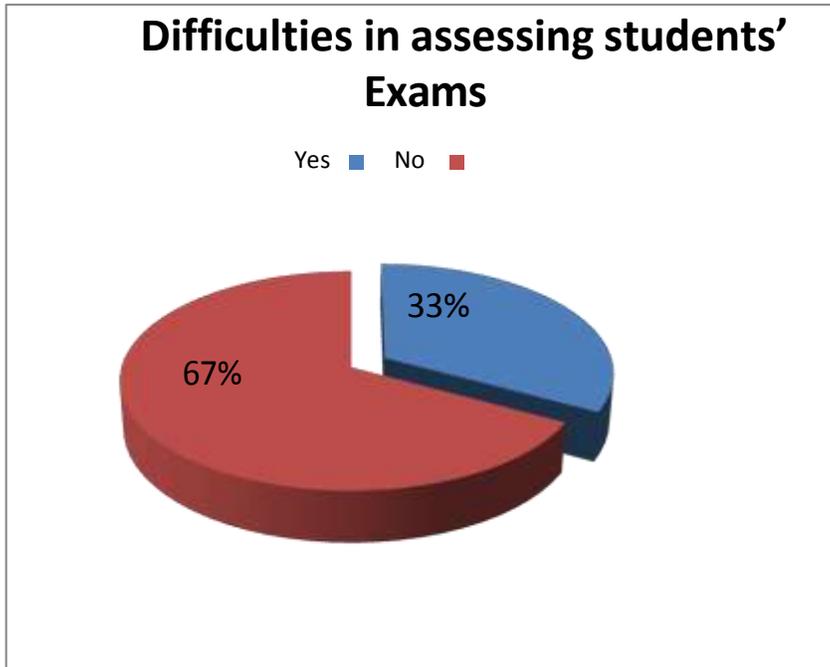
The aim of this question is to identify students' views on the inclusion of innovation in the teaching of literature in order to raise the level of teaching literature and make the methods of teaching literature more innovative. The data showed that 51% prefer the method of innovation so that they find it more positive than other normal methods, while the other 49% prefer the method of teacher's explicit teaching to explain the literary texts and provide them with the information they need to understand the lesson.



Pie chart 2.13 Implementation of innovation in the teaching of literature

Question16: Difficulties in assessing students' exam of literary studies

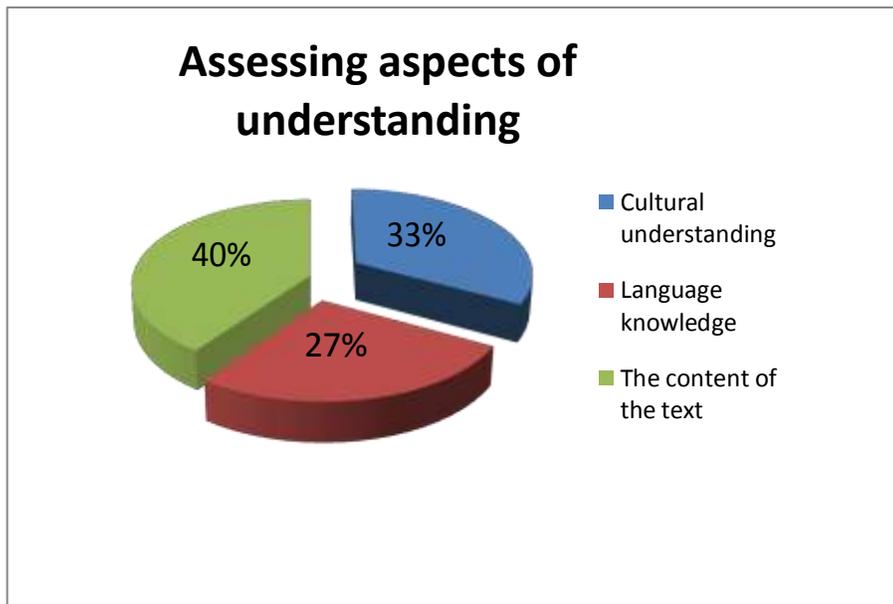
This question seeks to reveal the difficulties faced by students during the assessment of their literary study, as shown in the research, where some students suffer from language problems and the meanings and also selected texts are not accessible to students. Through these difficulties they cannot improve the literary level that is required if these difficulties do not observe by the teachers of literature in order to find effective ways to help students overcome any restrictions in the assessment process in the study of literature. Thus, having the ability to achieve literature learning. The data showed that 67% students had no difficulties during their assessment, but 33% expressed their difficulties (as mentioned above) during their assessment and their fear of not understanding what was intended in the literary text.



Pie chart 2.14 Difficulties in assessing students exams of literary studies.

Question17: The assessment of all aspect of understanding

This question seeks to examine all aspects that teachers of literature assess and what are the tools used in the assessment which includes all literary points and focuses on a particular element. Through the data presented in this research show those teachers focus heavily on text content, where that the ratio of up to 40% and the teachers of literature assess students through their understanding of the content of the text. In addition, cultural understanding has reached 33% and this confirms that the professors are focusing also on the teaching of culture more broadly through the literature and then assessment of the cultural background through the display new cultures, regarding to the Language knowledge, the literature is rich enough of linguistic wealth so students are assessed through the linguistic knowledge background. Despite the importance of the language, but the assessment of the language aspect up to 27%, then, still the cultural centered largely in the field of literature.



Pie chart 2.15 Assessing aspect of understanding

2.7.1.1 Discussion of the Questionnaire Results:

The questionnaire submitted to the students is very important in order to solve all queries and questions related to the subject of the research through the answers provided to us.

It is first assumed that students' attitudes toward literature differ from most positive to less negative. This is illustrated by the research, which indicates that the degree of interest of students to literature contributes to the development of teaching, which in turn motivates teachers to intensify efforts as much as possible to improve the teaching process. If there was not much interest and love for literature by students, therefore, teachers also will not have any motivation to teach literature in effective ways.

The second question explains that the number of years of study in the field of literature is an important incentive in teaching because if students have more than two years of experience in the study of literature, this means that they have a general idea of it. Teachers' advice to EFL students is the extensive reading to contribute significantly to the development of the literary field. Additionally, the use of students' background in literature during those years facilitates the teaching process.

As for the third question concerning the importance of literature, the answer is very clear, but it was asked about it so that the study showed its importance for students and such specialized teachers, for the benefits it has in cultural side, linguistic, civilization, as well other aspects. As illustrated in the fourth question that students tend often to study British literature more than American literature and African literature and so because they find fun and find it easier than American literature, especially, due to the proposed topics provided by the teachers in the department, and this is mentioned in the fifth question in which symbolized all literary genres favored by students, which makes them more tendencies to study literature, and may show that they love fiction more and this is what is observed in the literary sections rather than other sections that they are taught through fiction and as well as critical thinking, and fiction is a favorite genre which is considered as a positive stimulus to teaching literature without boredom. Through the sixth question, which mentioned the students' opinions about the proposed literary texts and their answers provided, most of them are wonderful to meet their needs according to what they have said. This motivates them towards learning and facilitates the work of teachers in improving in the teaching of literature. Equally, this contributes significantly to raising the level of literature in the English sections.

The seventh question is important in terms of teachers focusing on some points concerning the teaching of literature and why they wish to reach during the lesson, and the research found that the focus is strongly on culture at a high rate and the focus on the language ,the text in general and especially content. The most targeted aspects during teaching is the cultural aspect, students has been criticized that it is okay to know the culture of others, but not necessarily focus on it more than the language in itself because the goal is to learn the language through literature and not learn the culture through it.

Through asking the eighth question, we came to know some of the difficulties faced by students during the study of literature so that these difficulties are a barrier to the teachers of literature, which prompts them to find effective ways to improve education and reduce these difficulties. However, some of them do not have difficulties, because they appropriately get involved in the different ways of teaching of literature. Some of the known causes are due to the use of ancient language and complex language and these reasons reflect the topics presented in the teaching and then the main reason is the lack of appropriate selection of the level of language to teach literature. As for reading, the process of moving from the easier language towards the older language greatly helps to avoid literary difficulties in the text.

This question tries (9) to identify the way that teachers use to assess their students, including final examinations or by checking their understanding through a general analysis of the literary text (themes, plot summary, characters during the lesson, as well as the summary and also linguistic analysis. In addition, prediction activities before starting directly into the content and asking different questions about the text and seeing the participation if it is significant, but most students have indicated that they have been assessed through a general analysis of the text and subject extraction, characters and style and all these things help to understand the text and deal with in a different way. However, the only distinctive thing is the cross-cultural understanding between authors and students. Thus, what teachers seek to reach is critical thinking.

By asking this question (10) in the questionnaire, students can be encouraged to work together so that students express a strong desire to participate in group work, and through their answers, it has been emphasized that collective work is of great benefit of sharing ideas and information. Students answer that they sometimes cannot read a whole book individually. Collective work helps them divide the parts into the members of the group and each category consists of two or three people will provide complete and detailed summary of that part so that the time and effort are reduced.

This question is just to know if the teachers of literature do debates to their students, this answer of the questions (11, 12) is provided explanations about debate before starting the lecture. Students identify research and argue about complex ideas, and provide their own critical thinking. If the issues they debate is something that is important to their life or their society or communities, or their religion or culture. This debate helps the students to academically engage the social issues that affect their lives, teachers in their debates push students to research and interpret what they find or understand in the books.

Another significant point to be pointed out is the teacher's use of innovation in the teaching of literature and to what extent do student benefits from it, and if they are enjoying the learning through innovative teaching. The study indicates that just 31% of teachers use it, but not always and others rarely and sometimes never use it. The students argued that they like the teacher-fronted class rather than the actual use of innovation including power point, audio-visual... Because the debate and the teachers 'explanation help them to grasp the given text. However the other student argued that the lack of using technology and innovation creates a kind of routine and boring study, so that, student are not motivated and do not participate and engaged in the learning process. Indeed, the teacher should explain the literary text in their ways and push the student to be involved and motivate them by facilitating and guide them to be creative and push them first to use innovation in their projects.

The question fourteen is submitted evaluate students' literature awareness and how they dealt with the text, if it satisfied their needs and if they found it interesting or less interesting, it is very clear that all students that participated in this research asserted that all the topics that are provided by their teachers are interesting and correspond to their cultural and social needs. In addition, to this it promotes their critical thinking towards new knowledge or literary texts and promote their understanding through asking questions.

The question fifteen is shown that students appreciate the way their teachers use innovation, even though, they said that their teachers use innovation about 31% in the classroom, but, 51% of them are agreeing to use the innovation. However, 49% prefer the teacher-fronted, because the way teachers explain the literary passages motivates them to read and summarize the whole story and participate in different task such as teamwork to promote their understanding.

Responding to the question sixteen is to provide teachers with information about if students face difficulties in assessing exams that they set for. Sometimes those problems and difficulties provide solutions that are suggested to promote literature teaching, i.e. the things need to be changed concerning way of teaching. Even though 67% of them do not have any difficulties in learning, but 33% of them still struggling and expressed their difficulties towards literature. In this case, teachers should focus on this category of students and they need to modify or change their techniques of teaching in accordance with difficulties that students face in their learning, another point is students' regard towards the study of this module.

The answers of the last question are offered to view if teacher assessing aspects of understanding, because teachers need to assess what students learn i.e. their background and outcomes. Indeed, the student asserted that 40% of the focus is on content of a literary text and 33% on cultural understanding, 27% are language knowledge, this focus on culture and meaning brought neglect to language teaching through literature, though, its language richness (vocabulary, syntax, grammar...). Hence, teachers need to give more important to language knowledge and teach it in equivalence to culture and content.

2.7.2 Teachers' Interview Results:

Interviewing with teachers is a means of providing valuable information on the teaching of literature in general and also expressed their experiences that would provide a detailed explanation of some of the difficulties experienced by students of literature as well as the method used to teach, the researcher has able of doing four Interviews with teachers of literature and they answered the questions of research frankly and completely credible.

The teachers participating in the research have been referred to as (A1/A2/A3A4) for anonymity, and the following is a summary of the results of the interview:

Question1: teachers' qualifications

The teachers' were two females and two males. Teacher A1, A2 holds a doctorate Degree. Teacher A3 is Magister Degree. Teacher A4 is currently preparing her Magister Degree.

Question 2: How long have you been teaching literature?

The teachers A1, A2 admitted that their experience in teaching literature in about four years, which varies from teachers A3, A4 who have experience of ten years.

Question 3: According to you what is the effective approach to teaching literature?

All the respondents considered that there are different approach that are used in the classroom, teacher A1 suggests the integrative approach and he claims that it is the most adequate to teaching literature. However, the teacher A2 prefers to use the student centered approach because of its advantageous. The third teacher A3 proposed the reading skills as helpful to the teaching of literature. In addition, the teacher A4 explains her way of teaching as debate -based learning, she generally read the text with students in the classroom and she checks the students' understanding.

Question4: Do you think the teaching of literature in EFL classroom is important?

In reply to this question, teacher A1 said that literature teaching is significant in EFL teaching because it helps learners develop thinking skills. While, teacher, A2 pointed out that the literature enriches vocabulary that students need to construct their language knowledge, thus, literature is important. Another teacher A3 claimed that teaching literature to students, a number of their language skills could be improved, also grammar structure and distinct vocabulary, improving their writing. In addition, teacher A4 insists on the developing their critical thinking abilities and also work on raising their cultural and emotional awareness.

Question5: How do you get your whole class involved in debating cultural issues?

The interview teacher A1 acknowledged that at time debates comes alone, just gives a point and then everyone participate and share his point of view and give their opinion about the text. Secondly, teacher, A2 admitted that he asked questions before and tackled cultural points that text carries together, however we cannot deal with every point because of the timing. In Addition, teacher A3 engaged her students by asking provocative questions and sometimes she asked them to imagine the situation and immerse themselves in the story. After that, she asks them to give their opinion, if they agree with the author or not. The teacher A4 reads to them the story and explain in his way in order to motivate them to finish to story and push them towards critical thinking, in this case they imagine the situation and teacher stop in every point that has to do with culture but not with details, he claimed that it is difficult to open a debate at first time with a new context and our debates are changing according to the topics.

Question6: Do you think that the curriculum influence the teaching of literature?

In responding to this question, teacher A1 submitted that the curriculum is overloaded that is why we cannot deal with all the cultural or linguistic points or the whole content so he all the time started the story in the classroom and motivated his students to finish it and summarize or analyze it. Additionally, teacher, A2 asserted that we are teaching an overview of literature, but not literature as it should be, because we need more modules dealing with literature.

She also mentioned that the problem of time and the purpose of the department whether produce people that are able to speak and teach English rather what she herself want to see her students as future critics or literary critics. In this vein, teacher A3 admitted that in Licensed Degree they have a lot of modules and most of them find literature difficult, so the target for them is the grades, she said that, once they are in Master Degree things are completely different, they are interested in the module itself. As well, teacher A4 said that time is not sufficient to do everything that is related to literature, thus students may be influenced by the curriculum and focus on getting grades and neglecting the learning process, so they do not taste literature.

Question7: what the criteria you make to your literary text selection?

Considering this question important to the effective teaching of literature, teacher A1 considered text selection an important step in teaching, he teaches American literature more than a British one for second and third years, he focuses on simple texts, easy language, and step by step moves to the text that carries social and historical situations and link between literature and culture. Teacher A2 admitted that language accessibility must be into account and literary works should be linguistically fit the student level, then, students should get access to the text so that they can spot the cultural points. In Addition, teacher A3 selects major writings British or America in specific area, such as the Victorian age and writers in this age, the period that comes to study she chooses the appropriate literary works that is written by men or women in that era, a kind of gender equivalence, however in Master Degree it depends on the module itself. As well, teacher A4 tends to choose something that covers as much new vocabulary as possible, idiomatic expression, quotations, and so on..., but also themes that are highly related to literary criticism, in order to construct reflective thinking. She tries to include provocative answers that students can think about them, and give their own critics about it.

Question8: What are the objectives that you wish to reach through your teaching of literature?

In reply to this question, teacher A1 pointed out that he makes the students know the authors and stories, the language of literature enrich the students' knowledge. He motivates his students to appreciate literature through interesting reading, push them to write their own stories, poems and so on..., As well teacher, A2 asserted that he constructs their reflective learning, and focus more on teaching vocabulary to use them in their writings, because they are weak in writings and at the same time he teaches them how to write correct sentences. Moreover, focus on critical aspects, how these ideas emerge in the text and we try to compare it to society. Teacher A3 claimed that his main objective is to do literature analysis, because she wants to develop the critical thinking in the students. Importantly, to push them to think, how and why do the authors did that and why he use this expression, or why the characters acted like that and so on..., In this way we let students to taste literature in order to take advantage of cultural and linguistic importance. Adding to the above objectives, teacher A4 confessed the fact that he enhance students to read and summarize the maximum novel and to appreciate, but not in order to get marks or they are obliged to read, all the teachers observed that all students at the final Master Degree students appreciate the novels better than the previous years because they show their interests towards it rather than the grades. Thus, the more the students taste literature, they will be influenced and literature will be their interests.

Question9: Do your objectives meet your students „need in terms of culture teaching?

The data obtained from teachers A1, A2 show that depends on their feedback and feed forward, and they said that sometimes they meet the needs in their essays, but sometimes no. what is noticeable that is student less involvement to achieve what they need. Regarding teacher A3 pointed out that, the mixing between culture and literature always used by students, In fact they should do the reverse. What we observed that students always try to find culture in literature, it is correct because there is the cultural side in literature, however, it is appropriate to find culture through civilization, this is due to the lack of time to focus on culture more than literature, and students are totally aware of that, because, just through the debates we get the culture.

Instead, teacher A4 provided that, students having trouble meeting their needs regarding teacher's objectives, and the student assessments may help to meet students' diverse learning needs, taking into consideration that teachers try to reach their objectives in their teaching and students also try to meet their needs while learning. Whereas, literature ensures that the greatest possible range of students can find a type of literature that suits their personal, cultural and social needs.

Question10: How does literature support cognitive and language development?

Teacher A1 pointed out that literature is everything, you have vocabulary, you have a grammar, he said that as an experience, he gives them two pages during one hour, and he gives four pages they get fast reading, and try to read ten pages in thirty minutes, the students develop reading capacity and reading fast capacities, so that, they meet sentences that happen to them, they do not stop all the time. According to teacherA2 literature plays a pivotal role in supporting and developing literacy and language learning. As teachers, we know that it is impossible to separate language or literacy learning from literature. The provided answer from teacher A3 ensured that a variety of literature forms are presented increase the range of students' vocabulary and its use and student language fluency, through literature that presented a meaningful, interesting and interactive ways that enable teachers to model, assess, and construct upon literacy skills. Indeed, teacher A4 also asserted its importance in which literature what is well chosen and contextual enhances the understanding of topic whilst developing and improving language skills.

Question11and 12: the use of innovation in the classroom, and students' view of innovation.

The whole informants seemed to be agreed with the use of innovation in their teaching, teacher A1 and A2, claimed that recently, they started using the film version of some novel eg. *Pride and prejudice*, and they also used to use film adaptation with *License Degree*, in addition, teacherA2 said that she did just texts with them, but she asked them to use innovation or other tools of technology in order to present their works in their projects. According to teacherA3 prepared to teach with play (eg. Shakespeare's *Merchant of Venice*) and she stop time to time to discuss some points, and he started asking questions about the show, sometimes she used audio and visualization to help his students to be involved in the story, and use their learning styles to get the meanings. Teacher A4 asserted on the use of innovative ways to teach literature can help students remember the story, and he said that he discovered this point with experience by using video of the story. Moreover, the whole respondents shared a common response, which was not all the learners learn the same or process the same way, because some of them prefer traditional way and handouts of literary text rather than the use of innovation. However, teacher A1 and A2 claimed that a number of them prefer innovation, such as the data show, audio and so on..., teacher A3 said that she had never asked them but, she has heard some student say that it is not good to have lectures done in power points because they have lost, they need to see the support of the teacher right in front of them. In contrast, teacher A4 submitted that the students appreciate a lot innovation, and they listen to the native speakers in the player of a film adaptation of a novel so that, they visualized things, what is remarkable that they find it very interesting and not boring as they used to see literature.

Question13and 14: How do you assess your students in the literature course, and through what, and after class or in the classroom?

This question revealed the teachers' experience in assessing their students in a literature course. Teacher A1 assessed them through writings, they should write a summary about the given text or sometimes free writings, free talking we open debate about cultural issues that is carried in the text and so on...Teacher A2 in her lecture, she has two grades, the test is about play the selected works and try to adapt according to

the Algerian norms and society or to do kind of interviews, she mentioned that she just leaves them free, but, in the assessment exams, she focused on their writing, she gave them a quote and they have to analyze it and discuss it according to likely text that we have seen, the quote is a critic. As teachers, we know that assessing students through exam is all about texts, analysis or critics in order to assess students' critical thinking. According to teacher A3 claimed that shorted time is the first obstacle to always do an assessment, but I involved them in individual task, and sometimes in the cooperative task i.e. he divided them into groups, and each group of work should deal with a particular aspect of the text, either plot summary or characters, cultural side and so on... in this way they learn in an easiest way. The teacher A4 provided that, assessment is in terms of questions, and through their answers he gets feedback, and also through writing activities. The informants seemed to be agree with the fact that it is appropriate to assess students in the classroom Regardless of time constraints, because they claimed that assessment should be within teaching, and assessment activities during the debate to check their understanding and if they missed the meaning. They added that there is nothing wrong with other tasks at home because of the lack of time.

Question15: In your opinion, then, what makes it difficult for students to achieve a good rewarding of literature?

The teachers' responses to this question led to the conclusion that the most common or frequent problem is struggling with the language, Teacher A1 claimed that also language style, metaphor, a figure of speech, students found it useless, they said that they did not live in that old period so they prefer modern English because they cannot understand what the author wanted to say. In this case they find it difficult to read, but he obliged them to read what is appropriate for their level and step by step they will be familiar with the language. According to teacher, A2 it is a matter of tasting literature, if they like, they succeed and if not they will never achieve. Additionally, teacher A3, A4 asserted that the reading rate of the students in which, many students do not involve themselves in extensive reading because it is very crucial, and it is appropriate to choose readings which are linguistically accessible. They also mentioned that the lack of motivation to read.

Question16: How do you motivate your students to read and engage in literature works?

In reply to this question, teacher A1 admitted that he suggested the most important aspect is to choose an appropriate text in terms of language accessibility, he said that we need a step forward from the approach of teacher centeredness to more of students' centeredness. Teacher A2 claimed that he is using literature to clarify culture to give a specific image about that culture, and motivate students to engage through cultural debates. Teacher A3 also insisted on selection of interesting text and passages to push them to read and she mentioned that she generally read for them the story with intonation and play role, in this way they excited to finish the whole story. However, teacher A4 added that he told them that another excerpt from the novel will be on the exam, so they obliged to read and they prepare it at home, so that, they are motivated to read in order to get their grades.

2.7.2 Interpretation of teachers' Interview

The interview conducted with literature teachers was so worthy in directing the main concerns of the current study. Indeed, the teachers' responses were so valuable; advantageous that many matters related to the teaching of literature had been deduced to provide inquiries that contribute greatly to improve the level of literature teaching.

The first part deals with the educational experience of the teachers. The answers show the methods used in the teaching of literature and based on what the teachers rely on to choose the texts presented in the classroom which may contribute greatly to motivate students in learning literature, and if teachers meet their objectives relevant to the learners needs as well, their view about the importance of literature in EFL context. The answers to these initial questions showed that their experience in teaching literature ranged from four to ten years. The two teachers, who have four years of experience, are considered to be few, unlike the ten year old teachers who have a strong relationship with literature.

The teachers have confirmed that there are many methods of teaching literature and the most important of what is mentioned are the integrative approach and teaching through reading skills, the teacher front-class and the learner centeredness, the debate based learning.

What is more important is how they are able to make students participate effectively in the literature, through an optimal choice of text based on the construction of the language, as well as the intellectual structure and the cultural aspect of the text. The teachers made a statement about the ultimate importance of literature in learning English and they also emphasized that teaching literature is not easy, as well, they argued that its importance manifested in being supportive to cognitive and language development through the richness of vocabulary and expressions.

The second part consists of the teachers use of innovation in their teaching in which, they use the film version and film adaptation of the given novel, plays and so on...It is noticeable that not all teachers use innovation in the classroom, but they ask their students to be creative and insert innovation in order to present their project works. Through this current use of innovation, teachers appreciate a lot its use because of its benefits, and provide greater motivation to enhance students' proficiency skills towards literature. As well as the students expressed how much they appreciate the use of innovation, but not always, they mentioned that teachers should be eclectic in their teaching, to make students involved in the learning process, because a number of them support the teacher fronted- class rather than the use of data show or videos and so on...In this case, it depends on the students' preferences if they like to learn with using innovation or in traditional ways.

The third central point of the interview was attached with the literary assessment of the student and how they react toward assessment writings or oral assessments. The reason why students do not develop their literary competence is that their teachers do not set assessment activities for them; they claimed that due to the time shortage. The current research has proved that teachers assess their students in the classroom and after class, i.e. they write a summary about issues in the text, and other assessment is through a test which is about role play, but concerning the assessment exam is totally different because the main focus is on the writing skill. Indeed, teachers agree to assess their students in the classroom or after class in order to stay informed of their progress in literature.

Yet, teachers discover the points of weakness and difficulties that students face in their literary development. In this respect, teachers admitted that if the students comprehend the text and if that, their motivation is of interest to them, so that the study of literature will be increased.

3.8 Summary of the main results:

The data collected through the research tools (interview and questionnaire) contributed to the results of the assessment of the teaching of literature of the third year level in the English Language department. The results showed that the evaluation of teachers for their students is not done as expected, But are randomly taken within the lesson, such as summarizing and analysis of the text and other things...But it is supposed to assess students correctly and also give importance to this aspect and do not neglect it, for the improvements in literary development.

The results confirm that the teaching of literature still needs several additions or modifications of what is better. Assessment of the teaching of literature is an important addition, so that teachers assess their students and teacher educators assess the teaching of literature in terms of teachers' assessment and teaching method of literature. The researcher conducted an assessment of literary teachers As well as the method of teaching literature and their goals and to what extent they include innovation in their lessons, in addition to the way teachers assess their students and all these things have done of course through the questionnaire and the interview significantly. As stated earlier, teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

Despite the lack of time, it is not a strong deterrent to give great importance to the assessment process, especially for teachers and students in the field of literature, and what has been achieved is that there is no cooperation between the teachers of literature because they do not share their experiences in teaching literature. This enables them to put forward weaknesses and the difficulties they face as teachers and students too, and perhaps through this cooperation they can propose suitable solutions that can be applied in the near term.

As for literature students, there are no specific methods taken into account in assessing. It may be important to include the innovation aspect of literature teaching as a motivational factor, but at the same time is not necessary, because literature it is rich in linguistic, cultural and motivational significance. What can be added to enhance the teaching of literature effectively is the process of assessing in literature that it should be used by teacher to develop their skills in teaching literature. Although there is a time limited factor as a negative aspect in the field of literature teaching, but it is possible to change this factor and bring all that is new in terms of teaching, assessment as well as time management.

3.9 Conclusion:

This chapter presented information collected through the research tools of the questionnaire and the interview, initially addressed the goal of the study as well as participants in this research and also put limitation to the study to avoid the generalization of the results and information obtained. In the successive parts, the researcher sought to analyze, discuss and interpret the data and the basic results collected through various research tools. The researcher has arrived in this research that literature assessment process is not done periodically to monitor the literary development of the students. Similarly, for teachers' assessment that need to teacher educators, but the research showed the lack of teacher educators to evaluate their teaching of literature and their experiences with students.

3.10 Suggestions and Recommendations

- Assessment should be an integral process in the teaching of literature and occurs during the course, not at the end of the units.
- The role of teacher educators is to develop the assessment process makes it part of the teaching instruction, as well evaluation the teaching process.
- At the end of the assessment, tasks teachers should provide an evaluation of the results that have been found using teaching/ learning reflections.

-Teachers modify their way of teaching according to the main results of the assessment tasks as well as learners try to be involved in the task of obtaining information about their literary progress.

- Through the assessment process teachers, objectives can meet the learners' needs, and see if they achieve the program through general assessment of their outcomes.

- The integration of the innovation in the both teaching and assessment may also improve the learning and teaching process by providing creative and new ways with the effective use of it.

General Conclusion

General Conclusion

The present study sought to investigate to what extent is the assessment of teaching of literature in the English section with the more focused on the methods of teaching and assessing literature that is used by the teachers of literature in order to involve students in some tasks that would motivate them to make them more aware of their literary level. The research has shown the importance of integrating assessment into the teaching course of literature as part of it, due to its positive aspects that support teaching and learning.

The research has shown that assessment is important in the teaching of literature because it helps students to identify the gaps they face during learning. Therefore, teachers always seek to acquire all that is appropriate for the process of teaching literature and provide them with assessment techniques that should be integrated with the proposed lessons that fit the student level such as the literature circles, portfolios multiple choice, role play, Thus, the diverse use of these technologies contributes to the development of the intellectual, linguistic and cultural capacities of students during their course.

In addition, the study investigated the methods used to assess and teach literature through empirical research, specifically the interview with literary teachers. The research has provided a lot of valuable information about the status of literature in the English sections. Unfortunately, what was observed in the research results is that teachers do not assess their students directly, but only by opening discussions and asking questions about the subject, Or to prepare projects work to obtain the grades, but this is not to be achieved in the framework of literary development. The expected after this research is to include the assessment as part of the literary course. Although the main objective of teaching is to teach the language and develop language skills, it is not possible to neglect the aspects associated with other backgrounds of importance as cultural, intellectual, community and others, as was noted another important point about the difference in what is taught in the classroom and what questions posed in the exams and this incompatibility causes perturbation in the student's learning process.

To do an effective assessment teachers must ensure that students are involved in students learning goals. Additionally, students can be assessed by observing them as they are engaged in classroom task, by meaning how well their work meets specific criteria , by giving them different kind of assessment activities , also teachers may assess them individually or in managed groups .

During the assessment phase, teachers make an evaluation or judgment on the progress of the students and the level of achievement reached relative the learning outcomes.

Moreover, teachers design their assessment tools with two broad purposes to collect information that will inform classroom instructions, and to monitor student's progress in order to achieve the year of study.

The present research is descriptive in nature; it is not “designed to allow systematic generalization to a wider population” (Maxwell, 1992: 293). However, the research seeks to understand the extent to which teachers can assess the teaching of literature and assess the students in terms of understanding and what is offered to students of literature, but the study was restricted as follows:

- ✓ The number of students questioned as has been mentioned before; the sample includes forty five students.
- ✓ The number of teachers interviewed: The researcher included five teachers in the field of teaching literature at various levels, some of whom teach different modules of literature in the third year, which is the case study that belongs to this research.

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Appendices

Appendix-A-
Surdents' Questionnaire

Students 'Questionnaire

Dear students,

The following questionnaire aims at getting information about the literature teaching and how teachers assess their student's literature knowledge through different techniques. I would be very grateful if you could answer these questions. Your answers will be used for research only and will remain confidential.

Age:

Gender:

1. Do you like studying the module of Literature Studies? Yes No

Why?

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

2. How long have you been studying literature? Number of years

3. What is the importance of teaching literature in an EFL course?

-to learn the language

-to learn about target culture

Other.....

...

.....

4. What do you appreciate more?

1-British literature 2-American literature 3-African literature

5. What are the literary genres that you are dealing with?

- a- fiction (novels / short stories) b- Poetry c- Drama

6. What do you think about literary text that you are dealing with?

- a) Very interesting b) interesting c) quite interesting d) not interesting

7. What are the points that teacher focuses on while teaching literature?

- a- author b- the text c- the language d- the target culture

8. Do you find difficulties when studying literature? Yes

If yes, what are these difficulties?

.....

9. How does your teacher assess your understanding of the literary course?

- a) General literary analysis (identify plots, characters, themes)
- a) Portfolios
- c) Linguistic analysis
- d) Prediction activities
- e) Summarizing texts
- f) Performance and role play

Other.....

10. How often do you prefer to be involved in cooperative group of work?

- a) Always b) sometimes c) rarely d) never

12. Does your teacher make debates before starting the lecture? Yes No

13. Does your teacher give you the literary text before dealing with next time?

Yes

No

14. How often does your teacher use innovative media in the classroom (videos, films, movies)

a) Always

b) sometimes

c) rarely

d) never

15. How would you qualify the teaching materials while dealing with literature?

a) Very interesting

b) interesting

c) quite interesting

d) not interesting

16. Do you like that teachers implement innovation in the teaching of literature?

Yes

No

If yes, how could they implement it?

.....

17 Do you find difficulties in the assessment exams of literature? Yes

No

If yes, what are these difficulties?

.....

18. Does your teacher assess all aspect of understanding?

a) Cultural understanding

b) language knowledge

c) the content of the text

THANK YOU FOR YOUR COLLABORATION

Appendix -B-
Teachers' Interview

Teachers 'Interview

Dear teachers,

The aim of this interview is to collect data about the assessment of teaching literature in EFL students through some strategies. So please, you are kindly requested to answer the following questions.

Q1. What is your academic qualification(s), please?

Q2. How long have you been teaching literature?

Q3. According to you what is the effective approach to teaching literature?

Q4. As a teacher of literature, do you think the teaching of literature in EFL classroom important?

Q5. How do you get your whole class involved in debating cultural issues?

Q6. Do you think that the curriculum influences the teaching of literature?

Q7. According to you what are the criteria you make to your literary text selection or are designed in the syllabus?

Q8. What are the objectives that you wish to reach through your teaching of literature?

Q9. Do your objectives meet your students' needs in terms of culture teaching?

Q10. How does literature support cognitive and language development?

Q12. Do you use innovation, what kind of innovative media do you use in the classroom?

Q13. Do the students appreciate the use of innovation teaching rather than the traditional way of teaching?

Q14. How do you assess your students in the literature course, and through what?

Q15. Do teachers make the assessment activities after class or in the classroom?

Q16. In your opinion, then, what makes it difficult for students to achieving good rewarding?

Q17. How do you motivate your students to read and engage in literature works?

THANK YOU FOR YOUR COOPERATION

