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The Effectiveness Of Literary texts In EFL Classroom.

Case of Master 1 Students Literature and Civilization at Tlemcen University.

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

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Dedications

Praise is to Allah who guides me in every single type on my research.

To my parents who did everything helpful for me just to finish my work so comfortably and happily.

To all my friends who were a source of motivation and inspiration.

To everyone who helped.

To my Mr Benziane mercy is upon him who taught a lot about teaching.

Abstract

The present research work investigates the effectiveness of teaching Literary texts in EFL classrooms for Master one students in teaching and learning literature and civilization at department of English at Tlemcen University. The implemented descriptive research design aims to show quantitatively and qualitatively whether literary genres are effective or not for teaching and learning a foreign language. In fact, In the present research two main research instruments are used to collect data which are : questionnaire for the students and interviews with the teachers .The present study seeks to know students' mental outlook towards these texts, themes, the genres they like to deal with, the approaches, theories used by their teachers and the difficulties and motives to learn from literature. The results and main findings of the present work show that the students views vary between likes to dislikes, i.e. from positive to negative considering literary texts as difficult, boring and motivating and even very interesting. So far, it should be declared that majority of them love working on literary texts .However minority of them do not support it at all. The second findings of the study reveals that the teaching and the learning process of literature in particular is still based on teacher-centred approach and students involvement is rare and secondary ,i.e. spoon-feeding or passive learning instead of active or corporative learning in texts selection. The study has also shown that despite the difficulties, literature is good and helpful for EFL learners when texts selections are suitable at the level of culture, linguistic level and age. These mainly improve language proficiency in the target language not least English language. Finally, a set of suggestions and recommendations are provided to wipe up all the dislikes of literary texts.

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Chapter One

The Role of Literary Texts in EFL Classroom.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language.

ELT: English Language Teaching.

L.Gs: Literary Genres.

L.Ts: Literary texts.

L1: First Language.

ICTs: Information and communication technologies.

LMD: License, Master, Doctorate.

Lists of Pie Charts

The General Introduction

General Introduction

Teaching and Learning a foreign language is one the most challenging task that teachers and students face in EFL classrooms. It is a hard tasks which urges all educationalists to find the best approaches, methods and techniques for better delivering knowledge in the target language not least English language. According to an empirical research and further reading, it is deduced that literature or literary texts are a source of interests and motivation to learn a foreign language in a very joyful and entertaining way. Various scholars and researchers call for using literature with suitable methodology in EFL classrooms because it plays crucial role to enhance language proficiency in terms of vocabulary , grammar , reading skills , critical thinking , analytical skills , and in general the four skills (reading and writing , listening and speaking) and enrich the cultural knowledge of the students.

The present study aims to investigate the effectiveness of teaching and learning literature to improve language proficiency in EFL context. Its primary objectives are to investigate the role of literary texts in EFL classrooms in learning and acquiring foreign language not least English. Besides, it single out to know the approaches and method in teaching literature in order to reveal if they are effective or also to find alternatives for improvement in teaching and learning literature. In addition, it attempts to see students' points of view for the texts selection, the curriculum and list of syllabus, approaches and methods. Furthermore, the present work aims to find the best way to motivate students to read literary texts through implementing ICTs and such as: Internet, laptops, smart phones, Data shows presentations.

Therefore, the general research question that is guiding this investigation is: Can teaching literary texts help EFL students to learn English as foreign language?

To answer the question and narrow down the research purpose, the following four main research questions are set to approach the aim of this study.

1. To what extent can literary texts contribute in EFL classrooms?
2. How can a texts selection be beneficial for EFL learners?
3. What are the student's perceptions towards these literary texts?
4. Can the literary texts be beneficial if the technologies or ICTs are used and remedies for texts selection are provided?

Based on former investigation the following hypotheses are proposed:

- Literary texts are a source of interests that contribute a lot in learning foreign language on the basis of suitable criteria.
- Texts selection is effective for EFL learners when wise, good and suitable selection of texts is done.

- Students' perception towards these literary genres varies from positive to negative.
- The literary texts can be a source of interests when ICTs are implemented and remedies for texts selection are provided.

In fact, the way to reach the above mentioned objectives the researcher has used a set of research instruments such as: Questionnaire for the students and interviews with the teachers.

Regarding to the structure of this work, the whole research study includes two main chapters.

The first chapter deals with defining the concept of literary texts and their genres such as Novels, short stories, drama and poetry and their effectiveness in learning a foreign language. Then, it is also talking about the importance of teaching literature in EFL context due to its authenticity and role to enrich the students' linguistic competence, cultural competence and language skills development. In addition to this, this part also includes the effectiveness of each literary genre in language teaching mentioning all the advantages of each genre on the major four skills of the language (reading and writing, listening and speaking). Furthermore, it also attempts to investigate the teaching of literary texts in EFL context which certain approaches and theories in teaching literature were mentioned for example: the cultural approach, the language-based approach, the personal growth approach and the integrated approach. Then the theories of teaching literature are: The subject theory method, the teacher centred theory and the eclectic theory. Moreover, this chapter is also speculating about texts selection and it requirement in which it is mentioned: linguistic level, culture, age etc…. It also includes the difficulties and remedies of the literary texts in teaching and learning process.

The bulk of the second chapter is devoted to the description of the experiment of teaching literary texts in terms of data collection and procedures. This chapter, in fact, illustrates the research instruments and methodology selected for this study which was the interviews with the teachers and questionnaire for the students. Then it was about analyzing and interpreting data quantitatively and qualitatively. It also involves the discussion of the main finding of the study.

Lastly, on the basis of the findings certain pedagogical suggestions and recommendations are proposed as alternatives for betterment and to enhancement teaching literary texts and also to improve the students' language proficiency in the target language not least English language.

Chapter One: The Role Teaching of Literature in EFL Classrooms.

Chapter One: The Role of Teaching Literary Texts in EFL Classrooms.

The Role of the Teaching Literary Texts in EFL Classroom.

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Chapter One: The Role of Teaching Literary Texts in EFL Classrooms.

1.1 Introduction:

Teaching and learning proficiency is hard task that demands a good foundation of knowledge about the content the teacher is delivering to his learners. Any teacher must pay attention to selecting what is best to teach and to what extent it can be useful, fruitful and rich of positive feedback for the teacher and good result for the learner .This chapter mainly represents all sorts of literary texts, it effectiveness in learning a foreign language and explains a plenty of a crucial points that must be regarded as priorities for the teachers when teaching these L.Ts. Briefly speaking, it aims to show the importance of literature in EFL classrooms and providing a set of approaches, theories to teach literature, the importance of good selection of the texts, difficulties and remedies for using and selecting the best genre to teach these literary genres.

1.2 Literary Texts Defined:

A literary text is a piece of written material, such as a book or poem that has the purpose of telling a story or entertaining, as in a fictional novel e.g. Sherlock Holmes, Robinson Crusoe …etc. In other words, it is a part of literature that comprises of a various forms of though Poetry, prose and drama. According to Serir (2011, p10) ''Literature is an art that comprises of different forms though Poetry, prose, drama; then it is a work of art. It is not journalism or technical book; it is rather, fictional or imaginative.''. And it is also stated in the Encyclopaedic dictionary that ''writings that are valued as works of art, especially fiction, drama and poetry '' (1994: 527). These artistic pieces of writing aim to develop several attitudes such as : love, compassion, emotions, happiness, motivation, and enhances learners appreciations and understanding of life, Diyanni in 2002 claims that literature is a though takes us to the world created by imagination, yet recalls our emotions of love, sorrow, joy, and pity. These literary texts are as follows: Poetry, drama or prose, novels, short stories, songs etc …

1.3 An Assessment of literature in EFL context:

The major aim of this work is assessing, evaluating and testing the efficacy of the literary genres in EFL classroom and investigating how much these texts are beneficial and can contribute in improving EFL learners' cultural background and language proficiency level in the target language not least English language. In other words, to find various important and suitable ways and methods that all teacher of literature must regard in their teaching in order to deliver an entertaining and motivating flow of knowledge such as: new vocabulary, new structures and patterns of writing and also to develop students' analytical and critical thinking and strong personality.

1.4 The Importance of Teaching Literature in EFL classrooms:

For some reasons literature may seem or considered as hard task to be learned and as product to be taught because of it complexities and difficulties that hinder the process of teaching and learning. In wide spread flow of thoughts, most of teachers consider literature as difficult and not relevant to their for their students' cultural background, hard to understand and awkward task to their attitudes and lives. It is said by English Department, Faculty of Letters, Petra Christian University journals that in Indonesia, literature written in English has been refused as meaningful language use for EFL classes. One of these known complaints is that teachers and curriculum controller find literary texts difficult, hard to understand and irrelevant to the students' lives. Indeed, it is confirmed that the use of literature in Indonesian EFL classrooms seemed like an irrelevance.

Despite all these common complaints for literature, it is playing a very crucial role in language teaching. Literature or literary text has various benefits and effective advantages that highly contribute in enhancing EFL learners. Collie and Slater (1990: p3), stated four main reasons which lead a language teacher to use literature in the classroom .These major four objectives are stated as follows:

1.4.1 Language Enrichment

Student can develop his writing skills and get familiar with more sentence patterns and correct grammar rules. Collie and Slater (1994, p. 5) say that the formation and function of sentences, the variety of possible structures, and the different ways of connecting ideas are found at many levels of difficulty, so literature task and especially reading performances wipe all these difficulties and also speaking through practicing the role of plays and prose. In addition to this, through literature EFL learners develop sense of exploration toward the target language used in a given literary text; and this encourage them to familiarize themselves with various language uses, and forms or conventions, Widdowson (1975) as cited in Lazar (1993, p. 18) argues that ''By asking students to explore the literary language, actually teachers encourage their students to think about the norms of the language use ''.

1.4.2 Cultural Enrichment:

In such enrichment EFL student can view the cultures of the target language from a different angle, from another eyes learners can observe new traditions, customs, human values and different ways of thinking. In broad meaning, EFL learners can be aware of different cultures and civilizations, traditions that are socially, politically, historically, culturally not similar to their own ones in all domains of any human life. Cramsh (1993) say that literature is written about culture . In very simple words, they can deepen their cultural understanding.

1.4.3 Authentic Materials:

Literary text mostly contains common values and themes that are socially universal to all individuals from different cultures and ethnic groups such as: death, love, wars and social conflicts like: revenge, pollution …etc. According to Petra Journals in 2004 it is claimed that the L.Ts, conventions and devices used are universal. Poetry has rhythm, rhyme and figurative usage; short stories and novels have plots with crises, conflicts and resolutions. It is told by Maley and Duff (1989, p. 8) that these topics and conventions are already known to target language students from their L1 experience**.**

Moreover, Literature may take into implementation all the varieties of subjects matters that are intrinsically motivating and interesting .It is claimed by Duff and Maley (1990, p. 6) that ''The texts are nontrivial because they cover many significant themes and contexts which are missing in most EFL textbooks.'' And such interesting themes and topics so intensively get the students mind and attention to follow the instruction and learn appropriately and in very pleasant, lovely and useful way. Furthermore , literary texts put into exposure EFL learners to a fresh themes and context about the target language and make them more aware about real language in context , in this sense Brumfit and Carter(1986, p. 15) declare that a literary text is authentic text, original , pure and real language in context, to which learners can answer directly **.** After all, it is noticed that literature is indeed suitable and valuable to language teaching and learning in many contexts and cultures.

1.4.4 Personal Involvement:

Literature provides some themes and context that are similar to student's experiences, and this leads to high motivation and interest. Unlike several teaching inputs, it is a mirror that reflects and increases the perception of EFL learners towards the social world. Students may relate the ideas, events and things found in literary texts to their own lives. It will help "to stimulate the imagination of our students, to develop their critical abilities, and to increase their emotional awareness" (Lazar, 1993, p. 19). It also heightens students' pleasure in reading. In fact, developing a pleasure to read may lead for sure the students to be so motivated and able to comprehend those literary writings ''The reader is placed in an active interactional role in working with and making sense of this (literary) language" (Brumfit and Carter, 1986, p. 15)**.** Literature has a wider contribution in developing the student knowledge at which it fosters personal developments in his readings, it is stated that ''It helps learners to grow as individuals as well as in their relationships with the people and institutions around them '' (Carter and Long, 1991, p. 3)

1.5 Literature and Language Teaching:

Literature is of magnificent value in language teaching especially in teaching and learning the four skills: Speaking, listening, writing and reading. One of the most essential tips when teaching literary texts is that the instructor must teach the four skills all together in an integrated manner instead of teaching them separately. The teacher must put into consideration the four skills as one body at which he cannot neglect any organ from it including productive skills as well as receptive skills.

1.5.1 Literature and Reading:

Language teachers should implement the student-cantered approach and motivating methods towards understanding these literary pieces. In reading lectures, discussions can start by asking questions about settings, characters, and plot of chosen texts. When students have literal grasp, then they can move to the inferential level in which they should have some investigations and interpretations of the characters, settings, themes and the authors' view.   After getting a literary text both literally and inferentially, students must be ready for a group work in which they can share their evaluations of the text. These evaluations and assessment collaboratively motivates the students to run-on their imagination about the text find some solutions to their problems and even be active learners rather than passive through developing critical thinking innovatively and creatively .

1.5.2 Literature and Writing:

Literature is a crucial and reliable source for enhancing writing skills in EFL classes. Literature gives the learners the ability that encourages them to write like the original studied genres in content, theme, style and methodologies…etc.   And even more, literature positively contributes to a variety of themes that are good examples to start their writing. So it can provide enough inspirational ideas to the learners to begin their writing.

1.5.3 Literature and Speaking/Listening:

Literature can be an indispensible reference for teaching both speaking and listening skills. Tasks and exercises like: oral reading, Drama Plays (dialogues), discussion, and group activities can be attempted as methods through which language instructors can heighten the learner's fluency, i.e. speaking and listening.

1.5.4 Advantages of Teaching Different Genres of Literature:

 Literary texts have several advantages in enhancing students' level and background in EFL classrooms at the level of culture, language proficiency and so on.

1.5.4.1 Use of Poetry in Language Teaching

According to Çubukçu (2001) poetry is an important sort for teaching and learning language skills. Some advantages of teaching poetry for language learning can be classified as follows:

- ✓ To provide learners with various opinions towards language activities and practices.
- ✓ To motivate the students for personal investigation and clarifications.
- ✓ To express feelings and thoughts in both heart and mind.
- ✓ To make the learner well-trained in dealing with figures of speech such as: metaphor, simile, etc.

Moreover, it must be put in mind that various genres of poetry for example: epic, lyric, ballad, sonnet can be included in EFL teaching. Using diversity of types like poetry enable learners to become aware of different types of language applications as well as diversified poetic styles.

1.5.4.2 Use of Short Stories in Language Teaching:

Ariogul (2001) and Sage (1987) mentioned that short stories are shown as a beneficial genre for teaching a language. Short stories contain authentic and contextualized language taken from true life situations in the target language not least English. Thus, short stories are just like the mirror that reflects the human life. In fact, short stories texts have also a set of positive outcomes in ELT:

- ✓ Unlike the other literary genres it simplifies the learners' reading task because of its shortness and simplicity.
- ✓ Developing the learners' attitudes and knowledge about different cultural backgrounds and stereotypes.
- ✓ Giving a clear picture about world of wonders and mystery and fictions such as Sherlock Holmes, the Black beauty, the Beowulf etc ….
- ✓ Raising critical thinking ability and turning EFL students to be autonomous learners and active instead of being passive in their learning process.
- ✓ To put the learners in a situation that they can feel comfortable and free.

International Education Studies articles (2014, p83)

In short, using short fiction stories has a big weight in EFL classrooms. Well this genre enhances the cognitive analytical ability through being so critical when thinking about these literary works.

1.5.4.3 Use of Drama in Teaching Language:

Sariçoban in (2004) mentioned that drama is a gold mind genre for language teaching. The use of drama help learners to develop awareness about the culture of the target language .The teacher can put drama into practice in order to improve learners' understanding of life experience. According to Lenore (1993) state that drama has various advantages:

(1) To activate the students' imagination and raise creative thinking.

 (2) To raise critical thinking ability.

(3) To improve listening skills.

(4) To increase the learners' empathy and awareness.

(5) To build a spirit of positive self-concept and being active and critical.

(6) To devote the teachers with a new concepts and thoughts on teaching.

(7) To promote creativity, originality, sensitivity, flexibility, cooperation, and communication skills.

 (8) To aid the students in their linguistic and communicative competence with regard to their receptive and productive skills.

Briefly speaking, the use of drama can be a very effective genre particularly in communication-based approach in language teaching. The authenticity of this genre helps the students promote their grasp of the verbal and nonverbal characteristics of the target language not least English. .

1.5.4.4 Use of Novels in Teaching Language:

It is presented by the International Education Studies articles (2014, p83) that the novel is one of the significant rich genre that develops linguistic structures as well as learning the target language. Well selection of appropriate novel can make the learner so motivated and anxious in learning about the target language. Novel as source in literary works can give various positive outcomes in learning English language and they are as follow:

- ✓ Enhancing the learners' knowledge about different cultures, traditions, societies, and people.
- ✓ Provide real life such as: scenes and settings.
- ✓ Prompting student to use their creativity and Imagination.
- ✓ Promoting both oral and written language skills.

1.6. The criteria of Effective Teaching of Literary Genres in EFL Classrooms:

The major aim of this work is investigating the efficacy of the literary genres in EFL classroom and showing how much are beneficial and to what extent they can contribute in improving EFL learners on the basis of certain criteria. In other words, it seeks to demonstrate various important points that all teacher of literature must take into consideration in order to deliver an entertaining and motivating flow of knowledge such as: new vocabulary, new structures and patterns of writing.

Through certain approaches such as : Cultural Approach , Language-Based Approach, Personal Growth Approach and The Integrated Approach, teachers can do better in their performance because all these approaches help them to spot the linguistic level , the cultural level , and age …etc . All these criteria aid the instructor to be so careful in selecting the most appropriate genre for the students to learn and have something in mind, i.e. knowing the students culture, age and his linguistic level makes teachers aware to opt what to teach from literature . For example , Cultural approach helps the teachers to bring what is logical and compatible to their students culture in order to get their interests and motivation to read and develop the pleasure of reading in the field of literature. Another example, the Personal Growth Approach can involve the students in teaching and learning process at which they are asked to read. This can result cultural and linguistic growth and even more raise the pleasure to read more L.Gs. In fact, it is a students' centred approach that ultimately based on making EFL students to be active and dynamic in being so much interactive towards the literary experiences that heightens their imagination, creativity and pleasure for more reading.

Moreover, the Integrated Approach also augment the learners' personal development and expands their cultural background and enhance their skills as well, i.e, Thanks to this approach students get more familiarized with different varieties about the Target Language not least English. Furthermore, they also become aware when using the Target Language in their speaking or writing and listening or reading. Students also develop the pleasure to read and study literature in unstoppable way, i.e. to be thirstier to read and feel the greatness of reading in general and reading literature in particular.

1.7 Teaching and Learning Situation of Literary Genres:

Before moving to the classroom teachers must select suitable, compatible, and interesting literary texts be it a Short Stories, Novels, Drama, Poetry or Plays … etc. EFL Learners are mainly tested through formative and summative assessment at the end of each session, Unit and semester at the level of writing skills such as: after reading some texts from short stories and novels teachers ask their students to write

short stories in order to test their new acquired vocabulary and betterment at the level of grammar and punctuation. In addition, teachers make activities that are basically made for testing the speaking and listening skills for example: Plays and Drama performances in the classrooms just like the theatre and at the sometime teachers are evaluating their students level of speaking, noting all the lacks and strengths in order to lead his next instruction to betterment and make it more motivating and enjoyable by adding what is useful and removing what irrelevant for their teaching and students learning.

Therefore certain Approaches and Theories must be followed before moving to delivering the instruction in the field of literature:

1.7.1 Approaches to Teaching Literature:

These L. Ts, in fact, are one of the hard subjects to be taught in EFL classrooms because they include new cultures, habits, traditions and customs …etc. In clear words, teachers must pay attention in their selection of any literary genre because it would be either compatible to their culture and life experience or not motivating for instruction and may lead to lack of interests and students' attention and involvement in their learning process. Thus, in order to be in the right path of teaching and learning process teachers are required to pay attention to several approaches that help them in their career when teaching literary texts. Carter and Long (1991) suggested a variety of approaches; however LAZAR suggested others they are stated as follows:

1.7.1.1 The Cultural Approach:

It is recognized as the oldest approach to literature teaching, this approach appears to be a teacher-centred approach at which the teacher affords his learners with the social, political and historical background of the texts during the lecture. Likewise this approach places outstanding significance and emphasis on the history of literary shifts, the various genres, biographical truths and events about authors and diversified prospectus and synopsis. In this context, the literary text is seen as a material and used as a tool to teach and learn about the spotted culture. Carter and long (1991, p2) check both the principles and the roles of this model; they state **:** '' Teaching literature within a cultural model enables the students to appreciate cultures and ideologies different from their own and space and to come to perceive tradition of thought, feeling and artistic form of within heritage literature of cultures endows.''

It is also stated that literature can also boom and improve learners' cultural awareness towards the target culture and shows them how it is different from their own culture. This approach is similar to lazar model (1993), it is called '' Literature as a content '' at which he insists on the appropriateness of using literature in teaching and learning process after the students develop a good level in language proficiency where

they can handle literature as content . In fact, there is a set of approaches that it ought to be followed when teaching literature.

1.7.1.2 The Language-Based Approach:

It is a student centred model that ultimately based on the study of the language of the literary text. The teacher is supposed to exemplify several kinds of linguistic designs, such as literal and figurative language. Despite the fact that this model brings the students mind to the parts of language and the diversified creative uses of language, it tends to learners' language enhancement from any literary piece in a very systematic and methodological way. In better explanation, it aims to introduce a good quality of exploring the language from these literary genres and to develop literary competence. Furthermore, it is also recommended for teachers to use this approach because it expands the students' language skills. Moreover, the instructors use these texts to devise into categories of vocabulary and grammar activities. The students, as a result, will have the chance to enrich and heighten their language input. This model also makes the use of stylistic analysis repeatedly so that the latter can assist the learner's semantic competence about the target language.

Whereas, it has been strongly criticised by many scholars because they have shown students as a robot just they read without paying attention to their attitudes and motivation   towards the text and this may reduce their motivation and kill their pleasure to read and follow the instruction.

1.7.1.3 The Personal Growth Approach:

This approach insists on the need of engaging students to literature because it helps them to achieve a personal development and grow as individuals culturally and linguistically through reading those texts. In similar thought, the more students are positive and enthusiastically engaged to literature the more they can develop personal pleasure for reading literary texts. And when learners are so dynamic and motivated to read, they are actively involved to its content and having a vigorous understanding about it. As result to that engagement and personal growth student be it active and dynamic will be led to an active interaction towards the literary experiences that raise his imagination, creativity and pleasure for more reading.

Furthermore, this approach views literature as beneficial for prompting the students to draw on their own personal experiences, feelings and emotions. Students are no longer passive in their learning these interpretations and poetical written texts. Alternatively, they turn to be active learners both intellectually and emotionally as they are continuously encouraged and involved to let out their attitudes and ideas .Actually, this approach put in charge the pedagogical responsibility in the selection of

the texts not only for their artistic characteristics, but also to see whether these texts are compatible to the students' interest, needs, culture, attitudes … etc.

1.7.1.4 The Integrated Approach:

An integrated approach emphasises the fact that literature in an EFL classroom should make the learning experience much more enjoyable, entertaining and stimulating rather of being a lesson that includes only learning and acquiring the linguistic patterns of the text. This approach seeks to augment the learners 'personal development; it expands their cultural backgrounds and improves their language skills as well.

In fact, Duff and Maley (2004) have stressed three major arguments for implementing such an approach as follows:

(1)- Linguistic reasons: Teaching students a variety of authentic texts and artistic passages will make them familiar with a various varieties and registers about the target language they are learning.

(2)- Methodological reasons: students through reading this literary genre they become aware about the use of knowledge especially when using the target language in either speaking or writing and they develop a strong sense of love to read extensively as well as intensive.

(3)- Motivational reasons: having a big interest towards literature that may heighten their pleasure to read and study about it in an unstoppable way. In another saying student get more and even thirstier to read about literature to satisfy their learning need.

1.7.2 Theories of Teaching Literature:

However, an effective teaching of literature is attained when using a set of theories. Showalter (2003) affirms that in order to achieve an effective literature teaching, teachers should, first and foremost, decide on what their students needs are in order to know what to teach. She has mentioned three major theories that promote students' understanding of literature, and also maximize active learning. Moreover, Showalter in (2003) has also explained that in practice, all of us [literature instructors] combine variations of these theories, and apply them intuitively in relation to the circumstances of the course.

1.7.2.1 Subject Centred Theory:

It is a theory that aims to focus on the content knowledge more than anything else. In such theory teacher is supposed to be knowledgeable about the field of literature. In other words, teacher must show a good mastery about the content of the

lecture. Showalter (2003, p28) asserts that ''teacher are expected to be knowledgeable about their fields ''

1.7.2.2 Teacher Centred Theory:

It is mainly focused on what teachers are required to do in terms of good preparation in putting all things together and performing the lecture in very systematic and organized way. Teacher is generally responsible for simplifying all the difficult things in the lecture then delivering it to the students. In another words, teacher is the centre of the process of teaching and learning in which he performs the lesson in an outstanding way showing all his skills and intellectual abilities as a facilitator in order to ease some bur dance of literature for his students

In fact it is also considered as teacher centred model that demands a careful and well-designed preparation. In such contexts teachers must be so confident and having a special charisma in the classroom to get the students full attention and make them learn. Especially in the field of literature , teacher ought to be so skilful in performing his instruction and this mainly achieved through wisely and carefully planned in order to promote students language proficiency and get rid of some bur dance of literature .

Moreover, teacher is considered as an epicentre of learning process and monitor of classroom activities at which he talks, teaches, and explains everything without any student's involvement.

1.7.2.3 Student Centred Theory:

The impact of recent research on learning styles has resulted into a shift towards more student centred theories. In literature teaching, this truth is expressed by Thorpe Miller who notes that:

> **In the literature classroom the emphasis is shifting gradually**
>
> **but inexorably away from the traditional exposure to great**
>
> **works,with the teacher presenting back-ground information and**
>
> **modeling a literary analysis that students will learn to emulate,**
>
> **towards an active, collaborative learning that takes place as the**
>
> **student confronts the text directly.**

(Thorpe Miller, 1999:57) Student-centred theory or else active learning theory puts emphasis on the student rather than the instructor. It focuses on the way students learn alongside the organization of the classroom for the sake of maximizing active learning. This is another way of saying that teaching literature within this theory is —two-way

transaction (Showalter, 2003). Students are not merely exposed to canonical works; the teacher does not present background information and models of literary analysis that students are to learn. Instead, a dialogic relationship between the students and the text is built, that is the students confront the text directly, working actively and collaboratively. Yet, to make the learning process more effective and more productive, the instructor has to transform the lecture and the discussion into large and small group teaching. In brief, the teacher has to act as a facilitator engaging students with the literary text. S/he should help them how to better their learning. Students, therefore, are seen as being able to assume a more active and participatory role vis-à-vis teacher - centred methods.

1.7.2.4 Eclectic Theory:

According to Showalter (2003, p37) ''the most widespread theory of teaching literature is having no theory at all, and trying to make use of whatever will do the job''. In the field of literature certain variables and complexities teachers must use different theories and approaches just to suit the students understanding in the given instruction. In such case teacher of literature must be pragmatic ''using whatever seems to work and not getting in the way of the book or the students ''. (Woodring, 1990, p 182)

1.8 The Importance of a Good and Relevant Selection of Literary Text:

In Fact literature can be quite difficult and hard to be understood if the selection is not based on the student level or needs. Thus, effective use of literature in ELT is the one at which the selection of L.Gs that are stylistically uncomplicated and similar to the level of the students. It is important to select themes with which the students can identify to avoid unfamiliarity, irrelevancy and demotivation because language and culture is a common struggle which a novice or experienced ones must pay attention to through a wise and suitable opting of these poetical genres for a successful teaching and learning in ELT. It is declared that **''literature which deals with either of these** themes should be highly relevant to them.''(Cited in McKay (1982, p.531-532). In Addition, texts selection in literature is ''crucial factor'' (Maley, 2001: p184) in making literary text a source of language enrichment and development and cultural appreciations. And McRae (1997, p49) also says that **"careful text selection is fundamental to the successful use of any kind of representational materials"**. Even more, Lazar (1993, p52) also talked about some criteria. Combined criteria from all the sources mentioned above are formulated in the following section:

- The student's cultural background
- The student's linguistic proficiency
- The student's literacy background

- The student's age and level of understanding.
- Interesting texts
- Availability and suitability of the texts

A good selection of texts firstly can certainly heighten motivation and this of course, due to its authenticity and meaningful context that a teacher provides. As confirmation it is told that ''literary texts are very much motivating due to its authenticity and the meaningful context it provides '' (Ghosn 2002; Van 2009; cited in Khatib 2011:p.202). As result of a suitable authenticity, literature can highly increase social communicative competence and pragmatic knowledge. Mackay (2001) proclaimed that thanks to its authenticity, literature can boost social interaction and pragmatic knowledge as manifested communicative competence models. Actually sociolinguistic and pragmatic information as two main features can root appropriateness in learner's language use and this undoubtedly and certainly can be found in contextualized language such as literary texts like drama and plays.

Secondly, it can also develop EFL learners at the level of the language use, grammar rules, vocabulary knowledge etc … Literature is full of many vocabularies, sentence patterns, word-order and grammatical items which help the students to learn the target language. It is a par excellence resource for enhancing word power. In other words, literature includes a profound amount of vocabulary, plays and prose. Arthur (1968) believes that syntactic knowledge and vocabulary enrichment can be accelerated through literary texts. Reading short stories and novels can expand vocabulary Knowledge of the learners. For example, Joseph Conrad's "Heart of Darkness'' is a novel with so many new words and it can be prescribed for intermediate and upper-intermediate language learners.

Thirdly , Language skills development at which literature can be an outstanding and vital resource in teaching a language and communicative skills especially speaking skills for language learners. Belcher and Hirvella (2000) declared that literature is rich of innumerable authentic tokens of language for the development of reading, writing, listening and speaking skills. And Sandra Mackay also argues that literature can be beneficial for improving linguistic knowledge both on use and usage**.** literature be it an art and entertaining task student may enjoy studying it where they can increase their motivation to interact with a text and thus,   enhance their reading proficiency. It may also raise students understanding of a foreign culture and perhaps stimulate their own creativity of imagination .

1.8.1 Literary Text Selection:

The teaching of literature tends to stimulate the students' desire to discover what literature can give as valuable things such as knowledge, creativity, imagination and

critical thinking. The positive students' response to understanding these literary text lean massively on what teachers usually ask them to read. Therefore, the appropriateness and the adequacy of the materials to be selected appear as a vital aspect in exposing EFL learners with literature. McKay (1982, P531) strictly complies to this point confronting that the key to success in using literature in the EFL classes seems to be in the literary works that are adopted wisely .Indeed , in an EFL context, text selection is of superior importance and should have a literature curriculum . Mc Rae has also shown who considers that attentive and well-elaborated text selection is crucial to the successful use of any sort of instructed genre. This indicates that literary studies teachers ought to be careful, wise in selecting the right genre that has a wide extent so that students admirably learn from literature.

1.8.2 Parameters for Text Selection:

Undoubtedly literary text selection is still a delicate process on which teachers are struggling in teaching literature. For that reason, several criteria were launched as solution for better selection of texts and wise neglecting for others. Literature teachers should pay attention to the actual level of the learners and their major interests for learning the target language. Specifically, students' age, emotional and intellectual maturity and their interests are factors of equal weight. Lazar mentioned that teachers must also choose texts with a regard to their learners linguistic capacities, because texts are linguistically out-of-the-way will facade struggles for the students to understand meaning.

1.8.3 Difficulties in using Literary Text:

Despite all the benefits and helps that literature can provide, there are still some hurdles and issues declared by most teachers. In that case investigations and researches must take place in orders to wipe away this struggles and find remedies for better teaching and learning process.

1.8.3.1 Difficulties:

At the first point, the most known issue in teaching these genres is the language which is viewed as hindrance because it is incomprehensible and hard to grasp. Secondly, the complexity of vocabulary and grammatical rules that belong to other varieties of English such as: Old English, Middle English …etc. And more, the long passages and texts are one of the main obstacles that distort EFL learners understanding. In fact some scholar's debates claim that longer passages tend to be more difficult to grasp, however, others declare that shorts passages are not easy and hard to be studied simply because they do not contain more details and contextual language then the longer texts do.

In addition, another issue confronts teaching literature which is the culture, i.e. it is one of the aspects that EFL learners may consider as awkward and not compatible to their own culture of authors impossible and illogical to be accepted. In similar words, boring with no sense and unworthy to be studies. Furthermore, it also brings other dilemma that is viewed as ridiculous undesirable and not source of interests and motivation. According to some authors, literary text as a hurdle can be shown as "carrying an undesirable freight of cultural connotations" (Collie and Slater, 1987, p. 2).

In brief, it is seen that literature is definitely not an easy task to be handled due to its complexity and that as result urges the teachers of literature to make effort for improvement and betterment in their proficiency by bringing some remedies and solutions to make better change.

1.9 Conclusion:

To sum up, the teaching of literature is a one of challenging task that any teacher must regard it progression and prosperity when delivering any sort of knowledge. In fact the field of literature is one of the most fascinating domains to be taught in language teaching not least ELT because of it motivational and interesting artistic pieces of writing. This theoretical part is mainly about showing the importance about L.Ts in teaching and learning a foreign language demonstrating the effectiveness of literature under the basis of using a set of approaches, theories, suitable texts selection, adding the difficulties and remedies for betterment in using L.Gs.

Chapter two: Data Collection, analysis and implications.

Chapter Two

Data Collection, analysis and implications.

2.1. Introduction.

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2.11. The Conclusion.

2.1 Introduction:

Orderly, this part is a set of 03 major procedures: An analysis of a questionnaire submitted to students and interviews with teachers and its main results and feedbacks. This procedures and processes have been derived from a strong idea that systematic research results and feedbacks give assistance to the researcher to recommend suitable and practical strategies that lead for change and a betterment in teaching these literary texts. In other words, to enhance literature teaching and learning process by proposing positive techniques, strategies and substitute negative practices and aspects when dealing with these genres for strengthening literary studies. Finally, this chapter propose and recommend using recent and new approaches and methods such as: Using ICTs in EFL classrooms in teaching literature.

2.2 Aims of the Research:

In fact, this work aims to reveal to some extent the difficulties and inadequacies when teaching and learning literature and also the way it is taught with Master l EFL student's .However, it also seeks to investigate the effectiveness of using literary genres in teaching and learning a Foreign Language. In clear and purposeful explanation, this work aims to reconsider how much a good and suitable selection of literary genre is crucial, and shifting to students-teacher centred approach instead of focusing heavily on teacher-centred approach.

2.3 The participants:

The study includes two main respondents in teaching and learning process: teachers and students.

2.3.1 Teachers:

Two teachers of literature take part in the study, of whom one is a Professor and the other one is a senior lecturer specialized in literature.

2.3.2 Students:

The students involved in this study are Master 1 EFL students the specialty of literature and civilization at the English Department in Tlemcen University. They are thirty-five (40) students, 27 female and 13 male aged between 21 to 22 years old. They were selected to complete a questionnaire about their attitudes, motivation, love and interests towards literature and the different methodologies and techniques their teachers tackle in delivering literature courses.

2.4 Data Collection and Research Instruments:

In gathering data, the researcher has selected two research tools in order to get the wanted information for the investigation of the teaching of literature, its difficulties, benefits, and how it should be learned, learners' attitudes and motivation towards literature and the approaches and theories for teaching. The Present research works to achieve the systematic gradual use of: questionnaires and interviews that effectively assist the researcher.

2.4.1. The questionnaire:

As a tool to draw out valuable information from respondents, Master 1 EFL students in our case, the questionnaire can play a crucial role for a valid research instrument. According to Nunan (1992, p231): ''**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 response from the subjects.''**

The quality of the questionnaire is a central determinant for the effectiveness of the data to be gathered. This tool is implemented in our research work due to the numerous advantages it provides. Therefore, it tends to be more suitable for highlighting the main positive aspects of using the questionnaire. First, the accumulated information is standardised and therefore easy to be analysed and interpreted. Second Data can be flexibly assembled from a vast number of respondents. Third, the implementation of such an instrument crucially considers the ethical issue of research. Fourth, it keeps the anonymity of the respondents; therefore, it may result in reliable data. Fifth, the questionnaire, in the research work, was submitted to (40) Master 1 EFL students in order to collect as possible as much information about how literature is taught at the level of the genre selection for the learners and their attitudes, motivation and interests towards literary studies and the methods being adopted by teachers. In fact, the questionnaire was a mixture of open-ended, close-ended and multiple choice questions in order to get a combination of qualitative and quantitative data.

2.4.2. The Interview:

As it is mentioned that working on data collection includes questionnaires, and interviews is also necessary tool in research works to collect data about any subject matter. In fact, Ghillham (2000, p1) defines interview in one hand, it is dialogue usually between two individuals where one person-the interviewer- is seeking the response for a particular purpose from the other person-the interviewee. Moreover, the interview, as a research tool, is implemented to assemble information from individuals via conversations and dialogues to understand a certain situation or a matter of interest.

There are various types of interviews and the present research work employs the structured interview. Lincoln et al: (1985, p269) mentioned that: ''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''. The interview is held by two main teachers of literature at the Department of English at Tlemcen University in order to get data and feedback about the how literature is taught, the methods and approaches being implemented and learners' willingness and motivation towards these literary genres.

2.5 Data Analysis Methods:

In fact, this research includes both qualitative and quantitative data collection and Analysis. Technically speaking, in the field of research methodology it is called method-mixed approach. According to some scholars it is very effective and important way that leads the researcher to a better data gathering and Analysing details. One of these scholars is Dorneyei (2007, p268) who argues that ''the analysis of data should proceed independently for the Qua. And Qual. phases and mixing should occur only at the final interpretation stage''.

2.6 Limitation of the Study:

The present work is limited and descriptive to a certain number of students and teachers and this is to avoid some over generalization that confused the researcher and absorb his strength to carry on because of time and effort consuming. According to Maxwell (1992, p 2) any research ought to stick to a particular population and he is not ''designed to allow systematic generalization to a wider population.''

However, it aims to investigate the participant experience when dealing with the literary texts in teaching and learning. Still, the following limitations contain:

a- The number of students interrogated is 40.
b- The number of teachers interviewed is 02.

2.7 The Results of the study:

Below is the summary of the main findings of the present study.

2.7.1. Students' Questionnaire:

Item1. The students' perception and attitudes of literary texts?

Question01: Students' passion and love towards literature.

The first question attempts to show the students' love and pleasure towards the act of reading literary texts. 80 % of the students expressed their joy of reading

literature in English, because it helps them to improve their level on the target language in terms of vocabulary, enhance their analytical skills, critical thinking and wipe up all the incompatibilities and difficulties of other cultures and stereotypes when reading these literary genres. In addition , they also declared that reading too much literary genre helps to improve writing and speaking skills and also provides a concrete and more realistic aspect of the language environment which wider their imagination and turn on their passion to read more . The most important answer was that learning any foreign language cannot neglect its literature, civilization , and culture because it helps a lot on improving students behaviour when learning a foreign language like acting in the same way native speakers do that is attractive and motivating such as way of walking, speaking , and thinking . 20 % showed their dislikes and lack of interest in literature reading affirming that it is very boring, vague and a waste of time due to its complexity.
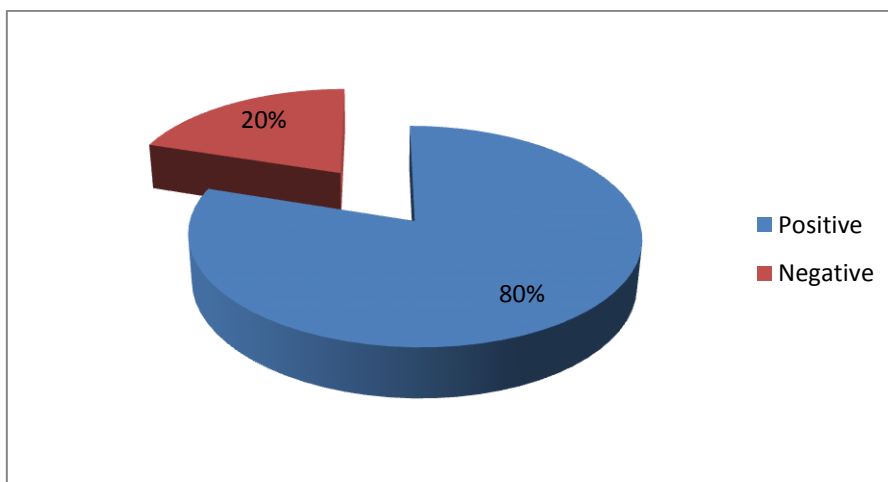
Pie chart 2.1:   Students   Passion and Love towards Literature.

Question2: The main motives and the difficulties and struggles that students face when dealing with a literary genre?

The aim of this question is to elicit from the students their main motives, challenges and difficulties they face the most when reading these literary genres. The findings show that a significant number of students representing 50 % consider literature as a difficult subject at the level of vocabulary, i.e. hard words that literary genres contain makes some hurdles, this reduce the amount of motivation and cause lack of interests. This mainly is due to these difficult words that belong to an old era. The difficulty tends to appear from cultural angle that is totally incompatible the students' culture and may results dislikes and motivation in learning and analysing these texts

In fact, 30% of the students show that learning literature helps improving both their proficiency in the English language and their cultural awareness about other

cultures, not least the British and American. And amount of 15% students think that literature learning is motivating and rewarding if it takes place outside the classroom because it is more fun and joyful especially when it is learned freely and in anyway students want to learn for example: watching the filmed versions of the texts instead of reading them. However, Only 05%   of the students declare that learning is boring and waste of time.
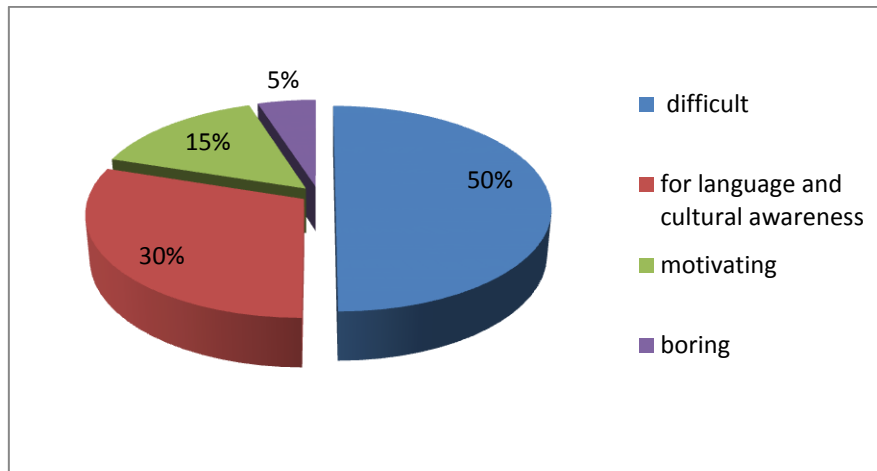
Pie chart 2.2: The main motives and the difficulties in learning literature.

Item 2: literature teaching

Question 03: What are the students' opinion on the way literature is taught ?

Conventionally, the whole respondents strongly agree that literature course are directed by teacher, i.e. Teacher-centred approach is taking the whole ground in teaching and learning process is in form of giving lectures followed by taking notes.

Question 04: what are the students 'opinions about texts?

This question aims to reveal students 'opinions about the texts on the literature syllabus at the level of difficulty ,i.e. the question aims to show whether the texts studied are suitable for the students' language level or out of it. The findings show that these texts are out of the students' level and hard to be taken as task to learn. The percentage of (50 %) of learners replied that the texts are somehow hard, but (29%) mentioned that the texts are very hard to deal with; an exception of students representing (21%) point out that they find them easy to read and understand and very motivating because it extend their motivation and improve their critical and analytical skills   , and also affirm that they get a huge amount of vocabulary that help them to improve their writing and speaking skills as well.
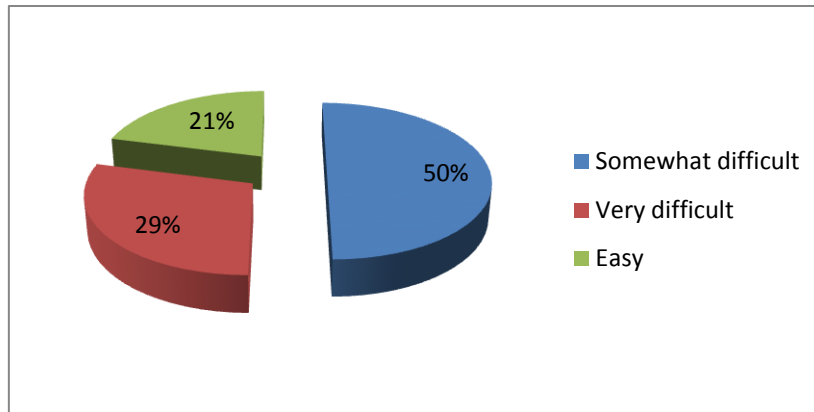
Pie chart 2.3:   The Students' Opinions on the Texts.

Question 05: The students 'opinions on the themes of texts

At one hand, this question is addressed to the students in order to know their views about the themes of the texts they are dealing with. On the other hand, knowing to what extent the texts on the syllabus match with the students 'interest, motivation, level, culture etc…. In this regard, 50% of the students find the texts quite interesting. Only 17% of the students acknowledge the extreme relevance of the texts to their interests as they consider them very interesting. Nevertheless, 20% of the students comment that texts can be judged interesting. Nevertheless, a number of (13%) of the respondents declare that the texts do not meet their interests.
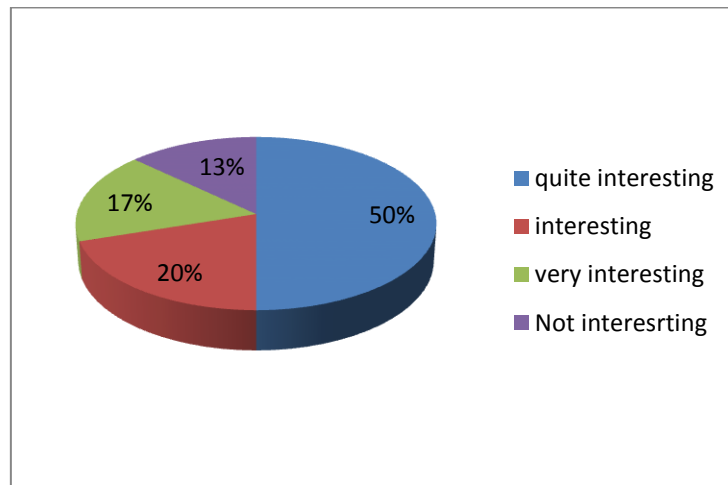
Pie chart 2.4: The Students 'Opinions on the Themes of Texts

Question 06: What is the most preferable genre students love to read with?

The aim of this question is to know from the students their preferable genre for learning literature in English. It is a multiple choice question in which five major choices were given: Drama, poems, novels, short stories, songs. The results reveal that 50% of students prefer to read novels because they find it as a source of motivation and a source for getting more vocabulary and enhancing their level on writing and

even speaking and increase their motivation to write their own stories with their own ways. While 20% of informants mentioned that short stories are one of the best literary genres because of its simple language,   shortness and easiness. But 20% of respondents like reading drama and prose because they are more vivid and dynamic at which students are allowed to perform a set of plays and conversation picked up from the texts; the respondents also declare that drama is the best way to practice and use newly acquired vocabulary, enhancing pronunciation and speaking skills and learning more contextualised language. 05% of students adore reading and performing songs declaring that it is highly motivating and easy to memorise words through reading the lyrics excessively and joyfully. However, the remaining 05% of respondents love poems because they find it very interesting due it variable poetical types such as: Ballad, Sonnets, and Epic etc …
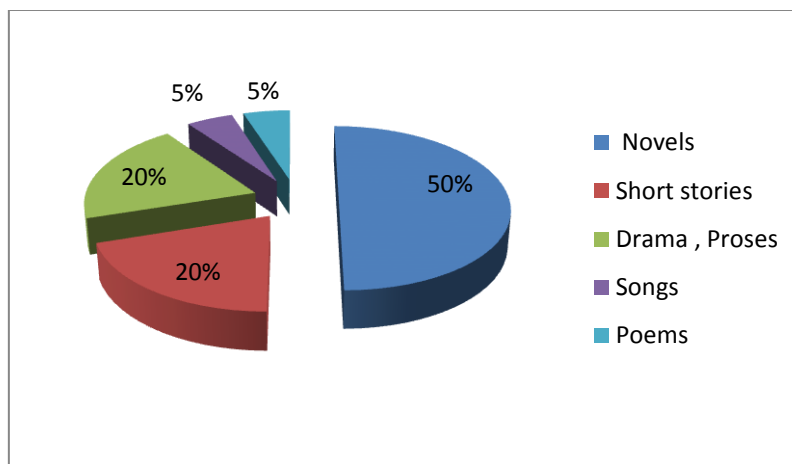
Pie chart 2.5: The Most Preferable Genre Students Love to Read.

Question 07: How is the Students' level and performance towards literary texts?

This question generally seeks to diagnose students' level and their performance in literature. In fact, 40 % of respondents say that they are good in literature because they read a lot with further activities and they find texts selection very helpful to deal with. While 30% of learners affirm that they have an average level .However, 20% of students have an excellent level because they are so competent and they read a lot and do further reading and activities progressively. Only 10 % of learners have weak level because they don't like literature and they have a lack of reading and consider it as boring and tiring.
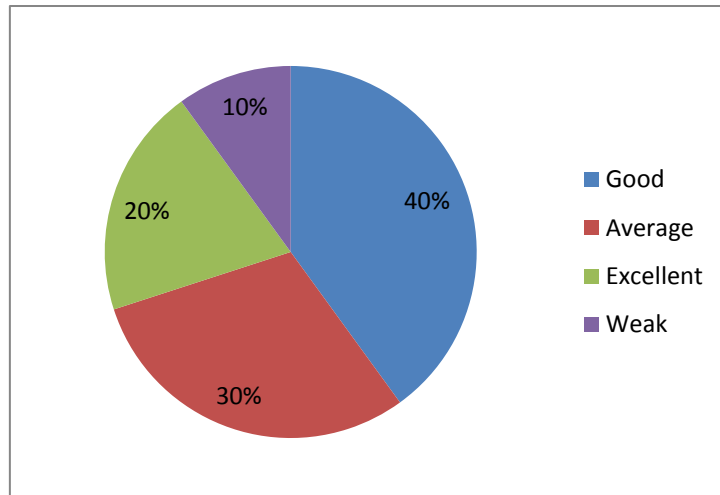
Pie chart 2.6: Students   Level   and   Performance towards Literary Texts.

Question 08: Do literature enhance students' knowledge in the target language not least English?

This question is purposefully aiming to know whether literary texts are good in enhancing the students' knowledge in studying English as a foreign language. This question focuses on investigating the contribution of literary genres in EFL classrooms. A total of 80% of respondents agree that literary texts are the best way that contribute in teaching and learning English as foreign language, i.e. these literary text introduce view vocabulary which of great benefits while writing and speaking and also display new cultures which are good to know. In addition, it also helps to express feeling and thoughts in a very creative way .Moreover, each texts provides students with totally different knowledge of the target language and makes EFL learners master Grammatical structures , good spelling , punctuations, and develop writing skills. 20% of informants disagree that literature can enhance EFL students' knowledge because it is complex and difficult.
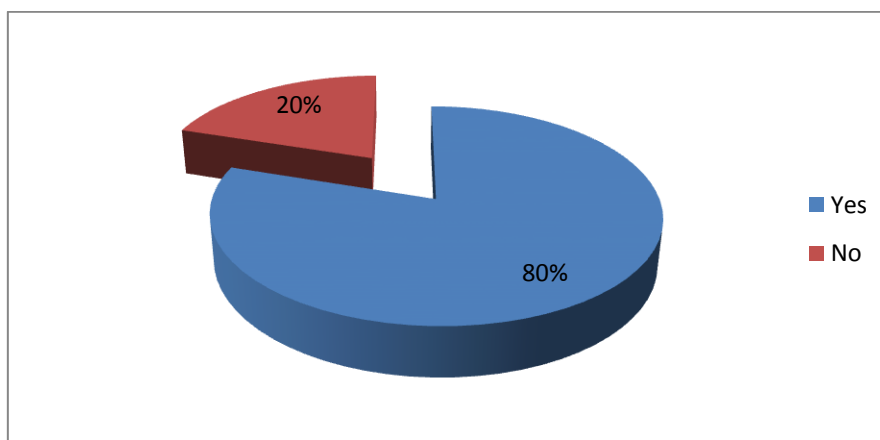

Pie chart 2.7: The Effectiveness and Impact of Literature for Students' knowledge.

Item04: The students' Suggestions for Literature Teaching.

Question 09: Do recent technologies such as ICTs help and motivate you when studying literature?

This question includes giving the students the chance to suggest on whether ICTs are better alternatives that can help improving teaching and learning process. 60% of students strongly agree that ICTs are effective and highly support using them when teaching literary texts; it provides simplified texts posted on the net, and also summaries that are easy to understand. Recent technologies are the best way in understanding literature because it saves time and effort in finding all the sources and books students need to understand these L.Gs. Besides, ICTs such as Internet can provide some sources and books that are not available in the library. But 40 % of students disagree claiming that it is a source of distraction, it waste a lot of time on the social media such as : Face book, and reduce the level of writing because it can push students to understand literary works through watching the filmed version of the genre instead of reading it.
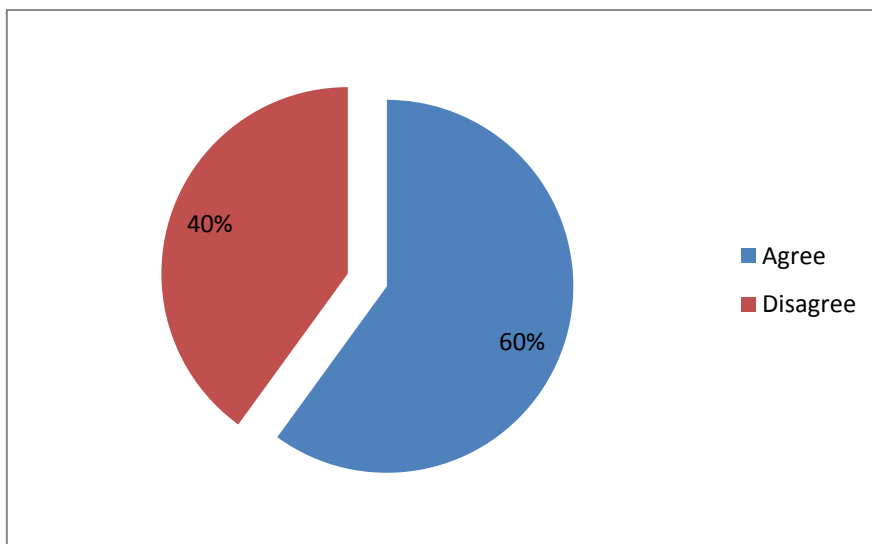
Pie chart 2.8: Recent Technologies are Effective or Not.

Question 10: In future career as a teacher what do you prefer to choose among all the genres to teach literature for your students?

This question was an opportunity for the students to share their ideas about what is the best genre to teach as future teachers. A number of 70% of students prefer using short stories intensively because it is the best warm up that encourage them to read Novels. However 20% of respondent prefer to use drama because it is more dynamic and includes students in the setting of teaching and learning process, i.e. student-centred approach. Only 10 % of informants love to teach poems and songs because it

is very joyful, entertaining and motivating to read and learn more about the literary texts and enhance their level in EFL classrooms.
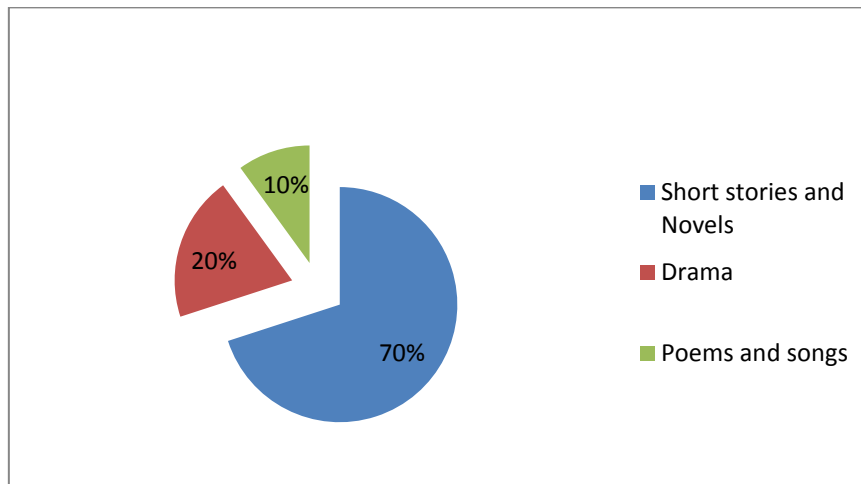
Pie chart 2.9: Best Genre for Teaching in Future Career.

2.7.1.1. Discussion of the Questionnaire Results:

The given questionnaire addressed to Master 1 EFL students the stream of Literature and Civilization, is mainly about 03 mains Items. These Items are: The student mental outlook and love towards literary texts**,** how literature teaching is done, the students' suggestions for literature teaching improvement.

First, it is speculated that the students' views towards literature vary from likes to dislikes. It is confirmed by students' answers in Question one that some of the learners got negative attitudes towards literary genres. One of reasons was due to the lack of interests to read these texts because they are difficult, or boring considering them as a no need for their future professional careers. This is related to the students' lack about reading techniques and strategies for developing habitual attitudes to read these literary texts.

However, others students expressed their joy and motivation towards reading literature because it helps them to enhance their both analytical and critical skills. Besides, it also increases their amount of vocabulary and removes all the difficulties and the oddness in understanding other cultures and different way of thinking. In addition, most students admitted that reading too much literary texts is the best way to start reading and to develop their knowledge about the target language at the level of speaking and writing in particular. In brief, students with negative views towards literature dismiss literature merits considering it difficult, boring and waste of time and useless in future careers. While students with positive attitudes consider literature as the best way to engage learning the target language because it is very entertaining, joyful that activates their imagination and creativity in their learning careers.

At the same item 01 the difficulties that students complaining from are: the new difficult words that have several contexts. Besides, the oddness and incompatibility was also the broken bridge that makes hurdles for EFL learners to read literary texts. This mainly leads to laziness and unwillingness to study literature. However, other group of students stated that literature is important to develop language proficiency and cultural enrichment especially British and American literature.

Second, at this level of investigation, most questions were about the student's points of views towards the way literature is taught, the texts, the themes of the texts, the literary genre they like to read and use their level and literature contribution in enhancing their knowledge in the target language. Students' description to the way literature is taught was that teaching and learning process is directed by teachers. Then, students were also setting their opinions towards the texts and themes of texts at which it is stated that texts and themes are very hard to read for some students. Other students declared that texts and it themes are very motivating because it helps to develop analytical critical thinking and increase vocabulary. In addition, a number of students were also describing themes as: interesting, even very interesting, and quite interesting. However, minority of students said that the themes are not interesting because they do not meet their interests and boring.

Moreover, students asked about their preferable genre they like to read and learn from mentioning that these genres are very effective to enhance their knowledge and language proficiency. Most students express their love and joy towards reading novels and short stories. Nevertheless, other students prefer reading Drama because it is vivid and dynamic performance .The rest of learners show their joy and love towards reading poems and songs claiming that it is very entertaining.

By the same token, students were asked about their level in literature to know if the level is good , average , excellent , weak aiming to investigate whether literature is contributing in the student learning in the target language or not . In fact most students' answers were good declaring that literature is effective source to learn about the target language. Besides, others said that they are average .However; some students declared that they are excellent in literature and have no problem with thanks to their progressive and intensive readings. A minority of learners stated that they are weak in literature because they do not like reading it because according to it is boring, tiring and waste of time.

Third item is hypothesized on the idea of suggesting alternatives and better products literary texts teaching, i.e. Students' suggestions for improving literature teaching. Students claimed that ICTs are very effective to teach and learn any subject matter not least literature because, it can provide a simplified version of texts written in a form of commentaries, summaries and even audio-visual aids such as films and

documentaries about the authors and their works and titles of their texts and biographies.   Nonetheless, other students disagree on implementing recent technologies considering it as distracting tools. For instance, students may spend their time on the social media like face book instead of studying. They also criticise using ICTs because claiming that they may count on watching the filmed version of literary works instead of reading them and this may result low-language proficiency in reading and writing.

2.7.2 Teachers' Interview Results:

Interview is seen as the best way to get a valid data and points about teaching and learning literature. This procedure has been done with 02 main teachers who were asked a set of questions about their experiences, opinions and suggestions about teaching and learning process especially the subject matter of literature. For some reasons only 02 teachers took part in the interview and this mainly due to overloaded timetables and extra professional activities, responsibilities and so on .

In the present study the informants are kept anonymous in order to make a trustworthy and reliable research. They are referred to I (1) and I (2) .The results of the interview are stated below:

Question 1:   For how long have you been teaching literature?

In clear answers, I (01) declared that she has been teaching literature for 18 years. However I (02) affirmed that she has been dealing with literature teaching for 17 years old. Both are experienced in teaching literary texts.

Question 2: How can you describe literature in EFL context?

Despite their long experience in dealing with teaching literature and their consideration that it is good subject matter to be taught and an effective source of motivation and improvement in learning a foreign language I (01) it is still difficult in terms of delivering it when engaging their students minds and also still challenging task to be when dealing these literary genres especially when trying to simplifying them. I (02) without any objections agrees on the I (01) saying that literary texts are not easy to be chosen on the basis of students need due to its complexity and difficulty in terms of culture, language proficiency etc …

Question 03: What are the major aims you attempt to reach in teaching literature?

According to the informant's answers, both teachers are sharing the same objectives and goals to be achieved in teaching literary texts. Both I (01) and I (02) thought that through teaching EFL learners these literary genres and working on

developing their pleasure to read students will enhance their critical and analytical skills through the practice of literary criticism and comparative literature .They mentioned that teaching literature improve the mastery of English language because when reading these texts they are exposed to authentic contextualised language. For instance, students get new vocabulary, taste the beauty and awesomeness in the field of aesthetics knowledge.

Question 04: Which genres do you   prefer to use in   teaching   literature?

Both informants replied that the most preferable genres that they like to be used in their instructions are: Poems, novels and short stories justifying that they can develop the students' pleasure to read or getting use to reading.   They have insisted on using short stories as warm up for reading procedure because it is very short and easy to read in order to work out their mind and selves to be ready for reading something longer like Novels and poems.

Question 05: How do you evaluate   your   student's level in literature?

In common answer both teachers, answers were mainly telling that a total of 30 % of students' level is average and a 20% of them are excellent. In addition 40% of learners are good in studying literature and minorities are weak because they don't like literature because they find it boring, difficult and a waste of time to be dealt with.

Question 06:   How you can make literary genres beneficial and a source of interest?

The informant I (01) mentioned that she use types of activities that is related to them, i.e. selecting a type of texts and activities that are close to their students cultural thinking that contains experience similar to their owns such as love, hatred, conflict, sadness and family problems etc … . Besides, the informant I (02) stated that making texts a source of interest and benefits is in choosing the texts and activities that prompt students to take part in the instruction through collaborative work for example: using plays and drama texts working on them then performing in a form of theatre.

Question 07: Among all teaching model which one do you prefer to adopt and for what reason?

In this question answer were a bit different at which I (01) prefer implementing the cultural model. In fact, she specified in her answer that before moving to literary texts readings and analysis it is better to introduce for them the authors' biographies and the era, his book with all social, economical, political and cultural aspects. In other explanation, giving some hints and clarifications before readings and analysing literary texts.

However I (02) also insisted on the cultural model but her view about which model should be adopted was different in somehow because she said that sometime teachers may find themselves using them all. But she also added that sometimes teachers may use linguistic model due to the low-language proficiency of the students.

Question 08: Do your student take part in the texts selection you decide to teach to them?

In a common answer, both teachers response said in the same way that as teachers they should follow what the official syllabus and curriculum are containing, i.e. texts selection is at the hand of teachers and students are not allowed in these procedures. They also confirmed that most teachers at teaching any subject matter in Algeria not least literature they are teachers-centred. I (01) declared that students may have the right only to propose something through presentations in the table and speaking for no more than 30 minute or maybe perform some plays picked up from drama texts.

Question 09: What are your opinions about the texts listed on the syllabus and do you think it is at hand of the student's competence?

In similar answers, both informants said that literary texts found in the syllabus are at the level of the students and compatible to their level. It is also declared by I (01) for some cases of weak students who do find texts difficult certain procedures are taken such as: making glossaries and note books to note down the difficult words and all the hurdles that students mostly face in their learning. These procedures are called complimentary solutions that help learners to fill some gaps in their understanding.

Question 10: How do you think literary texts and its themes can contribute in enhancing student's level?

The Informant I (01) answered that the literary texts and its themes can positively help students on how to become a literary critics and analysis and also becoming able to write and read texts perfectly. For example: to be able to write own articles and short stories or expressing own experience in a very talented and creative way. And for I (02) mentioned students cover a better understanding about the main point about the texts such as: the settings, the hero, bad guys, the end of the stories and all the events etc …. In brief, students have an idea on how things and event goes hand in hand.

Question 11: Can you list some of the main issues you face in teaching literature with you students?

I (01) and I (02) share the same affirmation stating the major problems in teaching literature?

♦ Lack of Reading.

♦ Depending on Copy and paste of the summaries and commentaries instead of reading and making own works and.

♦ Laziness.

♦ The non-use of dictionaries for checking the difficult words.

♦ No practical performances such as: theatre.

Question 12: What do you suggest as solutions and recommendations to make literature teaching better and mind captivating for the students' mind?

Without any hesitation, both teachers started their answers with texts selection declaring that a compatible texts selection are one the best and most crucial recommendation for teaching literature effectively and efficiently. They also mentioned designing different activities around the texts and trying out new methods instead of lecturing about literature. In addition to all these suggestion they added using recent technologies in their teaching and learning process claiming that it can ease teachers tasks and students understanding and grasp in literature though using data show at which filmed version of the texts are exposed, Internet where everything is available such as simplified version of texts and hints that close students understanding about the text's era, the authors and their biographies etc …. In fact, the informant I (02) was the only who proposed the shift from passive learning to active learning and start working in student's involvement and cooperative tasks.

2.7.2.1. Discussion of the Interview Results:

It is remarked that interview is an effective research instrument which give assistance for the researcher to gather data easily from the respondents and directly instead of waiting like the way it is done with questionnaires. In other words, interviews help the researcher to collect data about the subject matter he is working on, not least literary texts in EFL classrooms.

This procedures is taking the way from general questions to gradually moving to more specific questions that discuss literature , the way it is taught , it effectiveness in the target language , its main issues in teaching and learning process. Without any hesitation teachers were kindly answering the questions starting by their experience in teaching literature. One has been teaching literature for 18 years old and the other for 17 years old. Both teachers agree that literary texts are effective when suitable selections of genre and approaches and theories are used. Besides both informants said that all genres are teachable but they prefer using novels and short stories. Then they mentioned that the level of their students varies from good to excellent and from average to weak. Furthermore, both teachers admitted that teaching literature is a harsh task to be handled .Moreover, both respondents declared that they aim is to enable

their students to develop: critical and analytical thinking, language proficiency level, cultural enrichment etc ….

In fact, teachers were mainly asked about their tools, approaches and models they use usually in their teaching of literature especially the models of teaching literature most teachers said that they prefer using the cultural model claiming that it is the best way to start teaching these literary texts to have hints before moving to the texts or the given passage they are supposed to learn. But both teachers declared that sometimes they found themselves using more than one model for example: using the linguistic model because of the low level of students language proficiency and this mainly were described as alternative solution that teachers shift to teach about language more than literature.

After that, teachers mainly asked about student's involvement in texts selections. In fact , both teachers replied in a common answers that students are not at all taking a part in texts selection because teachers follows what the officials included in their schedules that order all the teachers to work teacher-centred approach . The informants declared that literary texts are difficult to be adopted for learners and including students in texts selection can be irrelevant. In ending points teachers added that students can present something about literature such as: a book or novel they love to read at which they can show their own creativity.

In addition to this, teachers were also interrogated about whether the literary texts are at the level of their students or not. Both informants said that the lists of texts are at the level of most learners but sometimes they are difficult for some students. In such situations of difficulties teachers affirmed that they use making glossaries as backups to help students in understanding difficult words. In another level of investigation, teachers were interviewed about the effectiveness of the themes in enhancing the student's knowledge in the target language. In common reply , both respondents declared that , the literary texts themes are beneficial and effective in promoting the students knowledge for example : being perfectly able to write and read , developing an analytical skills and critical thinking , understanding in full details about what the literary genres are talking about in terms of the settings , characters etc … . In the final stage of investigation of the interview, teachers were asked about implementing the procedure of group work. In fact, both teachers in a motivating, and very supportive way replied by yes and their similar justification insist on using group work procedures claiming that it is crucial procedure which increase EFL students' motivation, interests, and completions to read and love literature. For instance students make summaries and commentaries together.

In the last questions, teachers where demanded to show some of the problems they face with students when teaching literature .Without any hesitation both of them

stated the difficulties: Lack of reading, depending on copy and paste to do their home assignments given by teachers from the Internet instead of making own preparations, laziness when reading literary texts, no dictionaries are used as back up for the difficult words, and no vivid performed tasks such as: plays or theatre. Finally, teachers proposed new thing to be implemented such as: ICTs, active learning, and compatible selection of the texts at the level culture and language proficiency.

2.8 The discussion of the main findings:

The main findings of the present study validate that literary texts has a large extent of contribution to learn about the target language because they help the students to develop pleasure of reading , enrich their cultural background , increase their vocabulary , enhance their grammatical patterns , develop critical thinking and analytical skills and so on. The second findings confirms that students have different point of view and likes towards studying literary genres at which it is noticed that 80% students love literature because they consider it a source of progression and advancement in learning a foreign language. However 20% learners assert their dislikes towards literature justifying that it is difficult and boring and give nothing for future career. Besides, students are viewed as a categories which some of them declare that literature is quite interesting, interesting and very interesting, however, a minority of learners say that is not interesting boring and waste of time .In fact, the most preferable genre for students to work on it is Novels and short stories mainly. In addition, it is seen that the students level good and average on total of 40% and 30%, excellent and weak on a percentage of 20% and 10%. Furthermore most students propose that recent technologies are very helpful and effective for learning literature mentioning that ICTs help them a lot in finding books and sources that are not available in the library, simplified texts, summaries and commentaries are available and easy to find in the internet computers and smart phones and so on.

Switching to teachers feedback and perspectives, experience in teaching literature with EFL students it is certified that literary texts selections are very important and crucial in teaching literary genres at which teachers are highly required to be wise in selecting relevant texts that are compatible to their culture , age, experience and so on . They also add that their teaching and learning proficiency is centrally focused on spoon-feeding process, i.e. teachers-centeredness at which no student's involvement is allowed especially at the level of literary texts selections. Most teachers are experienced in literature teaching but most of their feedback and replies shows that literature is a hard task to be handled and delivered for EFL students. In fact teachers declared that students are only allowed to work on group work for example: making commentaries and summaries together, making presentations and plays etc …. It is confirmed that texts included in the curriculum are on the level of the students. In addition teachers aim to enable their learners to be

effective literary texts analysis, critical in their readings and to develop a pleasure and love reading towards reading these literary genres.

In the final phase of data collection it is certified if recent technologies are implemented in teaching literary texts can contribute positively and effectively due to the facilitation and various ways ICTs offer in teaching and learning process.

2.9 Suggestions and Recommendations:

After several empirical researches it has been suggested that recent technologies are one the most effective and advantageous tools to be implemented in teaching and learning process. Specifically speaking and sticking to the point of teaching literature these new technologies are very helpful in teaching literature. It is also called ICTs at which it can ease the task of delivering knowledge for the teacher and suitable grasp of knowledge for the EFL learners. In fact through innovative way of delivering the passage through movies or pictures the EFL students can have a close look about the given story or novel in terms of the plot and the different role of the characters , the events , the hero , the bad guys etc …. .

ICTs are a set of electronic devices made for certain purposes such as: visual aids, entertainment, researches and studies, communications. In fact these are: Data show, Interactive tables, computers, Tablet PCs with android systems, smart phones, Internet etc…. All these technological devices can provide teacher easiness to work with their students, and facilitating the content knowledge of the given instruction. They have very positive contribution. For example : Data shows can provide the teacher and student and good atmosphere in the classroom through HD visualisation for the texts and also the videos chosen by the teacher and ones are related to the course . EFL learners are increasingly motivated and involved with high level of interest to learn, participate and thirsty to read about the literary genre they are dealing with.

Furthermore, through using another technological devices such as computers, tablet PCs and smart phones students' levels are strongly improved because of the data bases at which hundreds of books, novels and short stories are stored in, and even articles and biographies about the writers they are dealing with. In fact, the smart phones and Tablet PCs contain Apps or applications such as: dictionaries, stored plays with conversations designed with sounds and even pictures of the characters etc … . And more then that dictionaries provide immediate and automatic correction in case the students wrongly spelled the word they need to learn.

Moreover, the use of internet is also good to learn literature where a large corpus of knowledge is offered be it books, Novels, poems, plays with all it references and authors, dates etc. Internet as a recent technology is very helpful for the teacher

where he can wider his knowledge towards any genre he want and select through navigating and researching what it suits his students in terms of age, linguistic level, cultural background then he decides what to select for teaching. However, Internet use in learning must be considered as a complement of classical ways of learning .Even if those online methods of learning are effective, they can never substitute the role of the teacher.

2.9.1 Use of The films and Movies of the Literary Texts:

Admittedly, some scholars declared that reading the texts only is insufficient and not motivating for everyone. In fact, it is insisted that filmed versions take the students full attention to study L.Ts with unlimited motivations and interests. Kramsch (1993) mentioned that movies and films of the literary genres, as a multimedia technology, could generate rejoicing and unforgettable learning experiences that enrich their level in literature and the target language. In addition, Champoux (2007) said that movies and filmed versions of literary texts provide students with knowledge this not structured and this push students to reconstruct and reorganise the literary works events through going back to the written versions and this mainly leads to dual improvement in fluency and accuracy.

2.10 Remedies for Texts Selection:

Flora Debora Floris in her article (2004) mentioned that most of the struggles stated above may put literary texts as inacceptable picture in the process of teaching and learning process for use in language learning activities. To get rid of these difficulties, teachers ought to select adequate literary texts for their learners. This is for sure a challenging task for teachers. They need to adopt a set of criteria and priority for selecting a particular sort of literary text.   These criteria are resembeled as follow :

✓ Language competency: text selection should be at the hand of student's linguistic level.
✓ Text length: the volume of the chosen text must be equivalent to the available time of the lecture.
✓ Cultural competency: The texts opted should also be within the teachers' and students' competence culturally because culture which is beyond students' competence will kill motivation and pleasure for the students to read literature.

Student's interests: the chosen texts must be a sort of interests at whom students will be personally involved due to their previous experience in: love, fights, emotional situations, sorrow and sadness etc…

2.11 Conclusion:

This chapter has demonstrated the process of data collection using two major research instruments: questionnaire and interviews. In a regular way, methodology requirements were respectively used in gathering data, the objective and goals of the present study, the informants concerned, the research instruments and methodology applied. The discussion, analysis and interpretation of the data gathered were not easy and very challenging towards the various research tools. In final stages of this chapter suggestions and recommendations were proposed to promote teaching and learning process to learn a foreign language through L.Ts.

The General Conclusion

GENERAL CONCLUSION

In essence, the present research work focuses on investigating the effectiveness of teaching literary texts in EFL classrooms for improving language proficiency with Master one EFL students at English Departments in Tlemcen University.

Needless to recall, the teaching and learning of foreign language is a difficult process to be handled when delivering knowledge to the students. It has been shown that literature or literary texts in particular are one of the best product for learning effectively a foreign language not least the English language, because these texts are very entertaining and emotionally involving students due to the experiences that are close to their owns experiences such as Love , conflicts , justice etc… . Many scholars insist on using literature in a suitable way could generate various benefits for EFL learners for example : increase the amount of vocabulary , getting more familiar with grammar patterns , enhancing reading skills , developing critical thinking , analytical skills , and in general the four skills and enriching the cultural knowledge of the students.

The present research major aim is investigating whether teaching literary texts is effective for learning a foreign language or not, and also how suitable and compatible use of these texts can without any doubt help students' to enhance language proficiency. Then, this work is also working on the approaches and methods used in the instruction in order to diagnose the lacks and to propose alternatives for solving all issues in teaching literature and reaching teacher and students education developments. Besides, it also seeks to know the students mental outlook towards these texts, the curriculum, the list of syllabus, the themes of the texts, approaches and methods their teachers are implementing in order to see if they understand literature, their pleasure to read, their language proficiency and to make sure that the teachers implementation is useful or ambiguous for learners. In addition, this study proposes a set of alternatives for easing the burden of teaching and learning literature and maximizes the progression of learning in the target language.

Hence, to reach appropriately and answer the general research question of this investigation a set of questions and hypotheses were set to achieve the aim of the study. These questions are:

❖ **The research questions:**
1. To what extent literary texts can contribute in EFL classrooms?
2. How can texts selection be beneficial for EFL learners?
3. What are the students' perceptions towards these literary texts?
4. How can the teaching literary texts become if the technology is taking a ground in teaching and learning process?

GENERAL CONCLUSION

Literary texts are interesting and motivating products that hold a lot in learning foreign language if certain bases are well respected, i.e. these texts are very effective to enhance students' level especially when these texts are well selected; it helps them to increase their vocabulary, get more familiar with grammatical patterns, learning a contextualised language, enriching their cultural background and so on. Then, texts selection is highly crucial for EFL learners because when wise and suitable selection of texts is done students will develop unbreakable motivation and pleasure to read and get thirstier to read these genres. In fact, students' perception towards these literary genres varies from likes to dislikes, i.e. knowing students' perception and opinions towards these literary genres is crucial in order to cover all the lacks and misused tools and devices in teaching and learning literature. In addition, it is proposed that literary texts can captivate the students' interests when ICTs are implemented because recent technologies such as: internet, smart phones, computers and so on, provide an incredible assistance for both students and teachers. In fact, the way to stretch the above mentioned objectives led the researcher to implement two main research instruments which are: Questionnaire for the students and interviews with the teachers.

According to the main results and findings it is confirmed that literary texts has a big role to learn about the target language through readings and practical performances that wake up all the feelings and emotions of EFL learners, these mainly activate his motivation, interests, love of reading literary texts and enhance the students' level in terms of vocabulary, grammatical patterns, critical thinking, analytical thinking and enrich their cultural background. Then it is highly confirmed and insisted in the second hypothesis that the literary texts selections is extremely beneficial for EFL learners to love reading and studying these texts if the selection is compatible to their culture, age and experiences. Besides, learners' interests and motivation towards reading literary texts vary from positive to negative because. This is generally due to the way literary texts are taught at the level of texts selection , the implemented approach in teaching such as: teacher-centred. Furthermore, the fourth and the last hypothesis certifies that recent technologies are very beneficial and demanded by students because it eases the task of teaching and learning due to it speed and various facilitations that provide the finding of all what is needed by simply clicking on a few buttons.

Many conclusions are drawn about the role of literary texts, some declare that it has an effective role, interesting and motivating to learn about the target language. However, others complain of these literary genres considering them difficult, boring, a waste of time have no need in the future career. In fact literature is a source of interest and motivation to learn under various conditions if a certain criteria are well-respected such as: wise and relevant texts selection, appropriate approaches and theories, students' involvement in the course instead of relying to the spoon-feeding process or

teacher-fronted approach. Finally, teachers of literary texts ought to be creative in their teaching striving and trying to create new methodologies of teaching depending on the ICTs which open the doors for betterment in teaching and learning in various and awesome ways to develop unbreakable willingness for students to read literary genres.

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Appendices

APPENDIX ONE: The Students' Questionnaire

APPENDIX TWO: Teachers' Interview

APPENDIX ONE: The Students' Questionnaire

Dear Students

The present questionnaire seeks to know the students mental outlook and perceptions towards literature or literary texts in particular in EFL classrooms and also their motivation and interests to reading about literature, the difficulties and benefits when dealing with these literary texts.

You are kindly invited to answer the following questions:

- Question 01: Do you love reading literary texts?
  a- Yes.   b-No.

If   yes,   why ?
…………………………………………………………………………………………………
…………..

- Question2: How do you qualify studying literature?
  a- Difficult.
  b- Good for language and cultural awareness.
  c- Motivating.
  d- Boring.
- Question 03: What do think about the way literature is taught?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………..

- Question 04: How do you find literary texts you are dealing with?
  a- Somehow difficulté.
  b- Very difficult.
  c- Easy.
- Question 05: How do you qualify the themes of texts ?
  a- Quite interesting.
  b- Interesting.
  c- Very interesting.
  d- Not Interesting.

- Question 06: What is the most preferable genre do you love to read?
  A- Novels.
  B- Short stories.
  C- Drama and prose.
  D- Song.
  E- Poems.
- Question 07: How is your level and performance towards literary texts?
  A- Weak.
  B- Average.
  C- Good.
  D- Excellent.
- Question 08: Does literature enhance your knowledge in the target language not least English?

  A- Yes.   B- No.

If   yes,   how?

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

- Question 09: Do recent technologies such as ICTs help and motivate you when studying literature?
  A- Agree.   B- Disagree.
- Question 10: For your future career as teachers what do you prefer to choose among all the genres to teach literature for your students?
  a- Short stories.
  b- Novels.
  c- Poems.
  d- Songs.

--------------Thank you very much indeed------------

Appendix Two: Teachers' Interview

Dear sir/Madam

   I am currently conducting a research that is about investigating the effectiveness of literary texts to promote leaning a foreign language in particular English. I would be so grateful if you answer all of my questions

1. **Question 01:**   For how long have you been teaching literature?
2. **Question 02:** How can you describe literature in EFL context?
3. **Question 03:** What are the major aims you attempt to reach in teaching literature?
4. **Question 04:** Which genres do you prefer to use in teaching literature?
5. **Question 05:** How do you evaluate your student's level in literature?
6. **Question 06:**   How you can make literary genres beneficial and a source of interest?
7. **Question 07:** Among all teaching model which one do you prefer to adopt?
8. **Question 08:** Do your student take part in the texts selection you decide to teach to them?
9. **Question 09:** What are your opinions about the texts listed on the syllabus and do you think it is at hand of the student's competence?
10. **Question 10:** How do you think literary texts and its themes can contribute in enhancing student's level?
11. **Question 11:** Can you list some of the main issues you face in teaching literature with you students?
12. **Question 12:** What do you suggest as solutions and recommendations to make literature teaching better and mind captivating for the students' mind?

الملخص

وتسعى الدراسة إلى معرفة مدى فعالية الأدب الانجليزي في سياق تعلم اللغة الإنجليزية كلغة أجنبية. يهدف إلى الكشف عن تصورات الطلاب والنظرة الذهنية على الأنواع الأدبية، والمناهج والطرق والنماذج والنصوص والمواضيع النصوص. وفقا لنتائج البحث، وجهات نظر الطلاب تختلف بعضهم يحب دراسة الأدب الانجليزي وآخرون لا يحبه إطلاقا. كم لوحظ أيضا أن منهج التعليم والتعلم لا يزال يتركز على المعلم. وهذا يؤدي أساسا إلى عدم الرضا الطلاب اتجاه منهجية التعليم و النصوص الأدبية. الاقتراحات والتوصيات تهدف إلى تشجيع المعلمين على استخدام التقنيات الحديثة في تدريس لأنها تساهم بشكل كبير في فهم الأدب وإيجاد جميع الموارد اللازمة لدراساتهم الأدبية.

الكلمات المفتاحية : النصوص الأدبية, المناهج, الطرق, النماذج.

Résumé

Cette étude cherche à savoir l'efficacité des textes littéraires dans le contexte d'anglais comme langue étrangère. Il vise à révéler les perceptions des élèves et les perspectives mentales vers des genres littéraires, les approches, les méthodes et les modèles, les textes et les thèmes des textes. Selon les résultats de la recherche, il est remarqué que les opinions des élèves varie d'aime à aversions vers l'étude de la littérature vers étudier les textes littéraires. Il est également clair parmi les résultats que le processus d'enseignement et d'apprentissage est encore axé sur l'enseignant. Cela résulte une insatisfaction pour les étudiants quand leurs enseignants dominent la leçon. Les suggestions et les recommandations recommandent aux enseignants d'utiliser les technologies récentes dans leur enseignement parce qu'elles contribuent beaucoup à la compréhension de la littérature et à trouver toutes les sources nécessaires à leurs études littéraires.

Les mots clés : les textes littéraires, les approches, les méthodes, les modèles.

Abstract

The study seeks to know the effectiveness of literature in EFL context. It aims to reveal the students perceptions and mental outlook towards literary genres, the approaches, methods and Models, texts and the themes of texts. According to the results of the research it is noticed that students' opinions varies from likes to dislikes towards studying literature. It is also view among findings that teaching and learning process is still teacher-centred. This mainly results dissatisfaction with literary texts are delivered. The suggestions and recommendations urge teachers to use Recent Technologies in their teaching because it contribute a lot in understanding literature and finding all sources that are necessary for their literary studies.

Key words: literary texts, approaches, methods, models