PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF TLEMCEN
FACULTY OF LETTERS AND FOREIGN LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
SECTION OF ENGLISH

LEARNERS' ATTITUDES TOWARDS THE TEACHING OF AFRICAN LITERATURE: CASE OF THIRD YEAR EFL STUDENTS AT THE UNIVERSITY OF TLEMCEN

Dissertation submitted to the department of foreign languages in candidacy for the degree of magister in teaching literary and civilisation texts

Presented by:

Mr. Samir CHEKROUN

Under the Supervision of:

Dr. Ali BAICHE

Dr. Wassila MOURO

Board of Examiners:

Pr. Smail BENMOUSSAT	**Professor**	University of Tlemcen	**President**
Dr. Ali BAICHE	**MCA**	University of Tlemcen	**Supervisor**
Dr. Wassila MOURO	**MAA**	University of Tlemcen	**Co-Supervisor**
Pr. Ilham Serir	**Professor**	University of Tlemcen	**Examiner**
Dr. Ghouti HADJOUI	**MCA**	University of Tlemcen	**Examiner**
Dr. Noureddine GUERROUDJ	**MCA**	University of S. Belabess	**Examiner**

ACADEMIC YEAR: 2013-2014

DEDICATION

To my dearest Parents, brothers and sisters

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious and Most Merciful

Firstly of all, I praise ALLAH who has given me the ability, strength and patience to complete my study.

I sincerely wish to give my deepest gratitude and special appreciation to my inspiring supervisor Dr. ALI BAICHE and my co-supervisor Dr. WASSILA MOURO for their very kind and constant support, wise guidance and encouragement throughout my study.

Also, I am extremely grateful to the board of examiners, Prof. SMAIL BENMOUSSAT, Prof. ILHEM SERIR, Dr. GHOUTI HADJOUI and Dr. NOUREDDINE GUERROUDJ, who have kindly accepted to examine and evaluate the present dissertation.

I am deeply indebted to the EFL teachers at the University of Tlemcen in general, and my teachers in particular who provided me with the adequate knowledge and guidance through the tough path of learning. Special thanks and appreciation go to our teacher Prof. SMAIL BENMOUSSAT who gave us the opportunity to prepare for this magister.

Last but not least, my grateful thanks go to all my colleagues in the section of English and my sincere thanks also go to the EFL students who took part in the present study for their unparalleled collaboration.

And to Allah alone, we turn all our intentions and hopes

ABSTRACT

The teaching of literature is inseparable from the teaching of the cultural values of the writer or of the society in which it was produced. Thus, the learners familiarity with and deep knowledge of the cultural background of the literary text enhance, to a large extent, their motivation to learn the target language and make their reading enjoyable. In Africa, where the English language is the colonial legacy in some part, a large balk of literary works written in English has been produced by African writers. African literature, with its specific use of language, different genres and universal themes, depicts a lot of aspects of the African people and culture and seems more relevant in teaching English to our students.

Being a case study, this study seeks to deeply investigate the attitudes of third year English as Foreign Language (EFL) students at the University of Tlemcen towards the use of African literature in the language classrooms. Students' responses have been measured with the help of attitude questionnaires, which pertain to different aspects of African literature, and semi-structured interviews. The data yielded from the research instruments were analysed qualitatively and quantitatively with the aim to check the validity of the research hypotheses.

The findings of the present study revealed that the student participants displayed a strongly positive attitude towards the teaching of African literature in the English as Foreign Language classrooms. This kind of attitude is mainly attributed to the students' familiarity with the cultural background of the texts, in addition to the simple and clear use of language.

TABLE OF CONTENTS

Chapter Two: *Attitudes Measurement and Data Collection*

Chapter Three: *The Teaching of Literature*

Chapter Four: *Suggestions and Recommendations for Literature Teaching*

LIST OF FIGURES

LIST OF TABLES

LIST OF ABBREVIATIONS AND ACRONYMS

A - Agree

ALT - African literature teaching

CLT - Communicative Language Teaching

D - Disagree

EFL - English as a Foreign Language

EIL - English as an International Language

ELT - English Language Teaching

ESL - English as a Second Language

FL - Foreign Language

FLT - Foreign Language Teaching

L2 - Second Language

LMD - Licence-Master-Doctorate

N - Neutral

SA - Strongly Agree

SD - Strongly Disagree

TESL - Teaching English as a Second Language

TESOL - Teaching English to Speakers of Other Languages

GENERAL INTRODUCTION

GENERAL INTRODUCTION

Since the importance of teaching foreign languages was perceived, this arena of language education has caught the attention of many researchers and scholars. As a result, a remarkable number of researches have been carried out with the aim of bringing innovations to language classrooms and improving the learning outcomes. Therefore, these researches focus, mainly, on the design and evaluation of the language teaching materials in addition to the assessment of the different teaching methods and strategies used by the language teachers. These specific research orientations, however, ignore or give little attention to the psychological orientations of the learner as an important part in the teaching/learning processes. Thus, foreign language teaching and particularly English language teaching (ELT) would significantly be improved if a better understanding of the language learning process could be reached.

As far as the language learners are concerned, their attitudes towards the learning process, in general, should be closely scrutinized. It is widely admitted that attitudes, as a psychological tendency for or against a particular entity, has direct influence on the learners' motivations and behaviours towards learning a foreign language. Many researchers acknowledge that positive attitudes are found to enhance the students' interest and motivation to learn the target language. Positive attitudes lead inevitably to the exhibition of positive behaviour with students being eager to learn more and acquire useful information as well as necessary language skills to solve their learning problems.

Among the different language skills, the development of the learners' communicative competence has been of paramount importance for English Language Teaching. Communicative competence is more than acquiring mastery of structure and form; it also involves the acquisition of the ability to interpret discourse in its social and cultural contexts.

For this reason language practitioners concentrate on teaching ideal forms of linguistic expression. In order to provide their students with the adequate teaching resources, language teachers usually resort to literature as the unique source of this kind of teaching materials. Literature acquaints the students with a highly artistic use of language. It embodies a rich and diversified vocabulary as well as good examples of language usage.

Hence, the use of literature in the English Language Teaching (ELT) classrooms can provide, if implemented adequately, a powerful pedagogical tool for learners' language development. Literature can be used as a historical, social or political document, as an authentic language sample, as a developer of the student's language skills, communicative competence and literary appreciation. As a real and contextualized language, literature embodies explicitly or implicitly a kind of cultural values of the writer or of the society in which it is produced.

When used in English as foreign language classrooms, the cultural values of western literatures are seen as a mysterious and alien background. This alien western culture beside the linguistic complexity of the literary texts constitutes a real hindrance and fictitious obstacle for English as Foreign Language learners. This is the case in Algeria, where the majority of the students could meet serious difficulties to decipher the western cultural code presented within western literary texts. In such a situation, the language students find no outlet but to drop out the text and worse still the language.

African literature could be a real alternative for western literatures in the Algerian English language classrooms. African literary texts embody a clear and simple language usage along with a rich, diverse and familiar cultural background. African literature could be beneficial, in many ways, and a source of motivation for the English language students in Algeria due to the fact that Algerian students, as part of the wide African continent, share a great deal of cultural values with the African

writers. These values if not religious, they could be historical or social. Therefore, the burden of understanding and struggling with the target culture is lessened and the students will have more time to deal with and benefit from the linguistic aspects of the literary works.

The information concerning the attitudes of Algerian EFL students towards the teaching of African literature are, to the best of our knowledge, not available yet. The present study, therefore, intends to fill up this identified research gap. Thus, the specific objective of the study is to deeply investigate the attitudes of third year English as foreign language LMD (Licence, Master, and Doctorate) students at the University of Tlemcen towards the teaching of African literature.

From this general aim three research questions can emerged. These questions are as follows:

1. *What attitude toward the teaching of African literature do EFL students have?*

2. *Does the language use in African literary texts affect the students' attitude?*

3. *Does the cultural content of African literary texts affect the students' attitude?*

Through the three research questions our aim is to get as closer as possible to the kind of experiences our English language students have when interacting and analysing African literary texts. More importantly, the researcher seeks to deeply understand to what extent the students' experiences might be affected by the literary language used by African writers from one part, and the cultural background of the text from the other part.

To lay an adequate foundation for the present attitudes investigation the following hypotheses might be attributed to the three aforementioned research questions:

1. *Students could have a positive attitude toward the teaching of African literature.*

2. *The simple use of language encourages the students to learn the language.*

3. *Cultural familiarity with African literary texts motivates the students to learn the language.*

In order to achieve the aim outlined above, the present study includes four chapters. Chapter one reviews the researches and theories of attitudes and its relevance in language teaching and learning. In addition, this chapter summarises the different for and against views to the integration of literature in language classrooms. Furthermore, some of the major approaches for the teaching of literature in language classrooms are outlined in this chapter too.

Chapter two describes the research methodology adopted in the study, and reviews two major scales format used for the measurement of attitudes. The research data gathered from the attitude questionnaires and the semi-structured interviews conducted with the student respondents are analysed and critically interpreted in chapter three.

Chapter four concludes the study by providing some suggestions and recommendations for a better and fruitful integration of literature in general and African in particular in EFL classrooms.

CHAPTER ONE
A LITERATURE REVIEW

Chapter One
A Literature Review

1.1 Introduction

This chapter provides a review of the literature deemed relevant to the research objectives.

This includes a brief overview of the concept of attitudes and its importance in language learning as well as a review of some related studies. In addition, it presents some reasons that scholars and researchers propose for the use of literature as a language teaching material in foreign language classes and compares favours and disfavours ideas in this regard.

The cultural content as an important constituent of literary texts is also considered along with the different models for a better integration of it in the foreign language classrooms.

This chapter is concluded by reviewing some of the main approaches proposed for the integration of literature as a valuable material for the teaching of English in the foreign language classrooms.

1.2 Language Attitudes

Attitude has long been marginalized in language education. Before shaking off dust from this concept, let's first see what this concept means. The term attitude has been defined differently by psychologists and educationalists in various contexts and from different perspectives. The following section reviews some of the relevant definitions given to this concept.

1.2.1 Defining Attitude

Most researchers agree on the fact that attitude can be regarded as a state of readiness, *"a tendency to respond in certain manner when confronted with certain stimuli" (Oppenheim, 1992:174).*

In an article published in 1993, Eagly and chaiken argued for a comprehensive umbrella definition of attitude as *"a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (In Gawronski, 2007:575).*

Nearly a decade later Chaiken (2001) went back and adopted the same definition. He drew an analogy between the term evaluation and attitude and explained that, that "entity" or object could represent anything in *"a person's internal or external social environment" (Chaiken, 2001:899-900).* Montano and Kasprzyk (2008) considered that attitude was shaped and governed by individual's beliefs and behavior when stating that,

> ***Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.***
>
> *(Montano and Kasprzyk, 2008:71)*

On his side, Gardner (1985) viewed attitudes as components of motivation in language learning. According to him: *"motivation….refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language" (Gardner, 1985:10).* He believed that positive attitudes are as important as efforts and personal motives in motivating the learner to learn a foreign language. Spolsky (1989) showed a complete agreement with

Gardner's view when he stated that *"attitudes do not have direct influence on learning but lead to motivation which does" (Spolsky, 1989:149).*

Eloff and Ebersöhm (2004) believed that attitudes are governed by personal experiences and can predict behavior. For that reason they defined attitudes as,

> ***Beliefs and opinions that can predispose individuals to behave in certain ways. Attitudes are acquired through experience and have a direct influence on behaviour. We change our attitudes to make these more consistent with our behaviour.***
>
> ***(Eloff and Ebers***öhm***, 2004:70)***

Through the years 1928 to1946 Louis Thurstone provided different definitions to the term attitude. In 1928 he described it as *"the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specified topic" (Thurstone, 1928:531).* However, in 1931 he briefly stated that: *"Attitude is the affect for or against a psychological object" (Thurstone, 1931:261).* In 1946 he modified his previous definition and described attitude as *"the intensity of positive or negative effect towards a psychological object" (In Kayagil, 2012:3598 and Trivedi, 2011:01).*

The afore-mentioned definitions reveal that attitude is an abstract and affective concept specific to everyone. Furthermore, while Thurstone linked attitude to any specific topic in his former definition, he later gave greater weight to the relationship between attitude and psychological object which *"may refer to a physical object, or it may refer to an idea, a plan of action, a form of conduct, an ideal, a moral principle, a slogan, or a symbol"(Thurstone, 1931:262).*

In a recent article, Olson (2012) defined attitude as *"positive and negative evaluations of things, people, and concepts" (Olson, 2012:230).*

1.2.2 The Place of Attitude in Language Teaching

Attitudes occupy an important place in language learning. They may determine to a larger extent students' success or failure in their future academic lives (Al-Tamimi *et al.* 2009:33), (Hussein *et al.* 2009:432). Karahan (2007), when investigating Turkish primary students' attitudes towards the English language and its use in Turkey, asserted that: *"positive language attitudes let learners have positive orientation towards learning English" (Karahan, 2007:84).* Popham (2011) acknowledged the importance of attitudes in language learning. He explained that the promotion of the students' positive attitude towards learning in an academic setting helps them become autonomous learners in the future (In Dehbozorgi, 2012). Within the same vein, Dehbozorgi (2012) perceived the crucial role of the teachers in maintaining the students' positive attitude. According to him,

> *Positive attitude is important in entering into the new environment of learning a new language. Teachers can maintain their positive attitude by setting goals for themselves; building in some fun and pleasure through language; and interacting actively.*
>
> *(Dehbozorgi, 2012:45)*

De Bot *et al.* (2005) asserted that all participants in the process of language learning, researchers, teachers as well as students, should acknowledge that high motivation and positive attitudes of students pave the way to second language learning. Thus, if a learner holds a negative attitude, he will be demotivated to learn the target language and enhance his linguistic and communicative competence. In this case the learning process as a whole might fail.

Kara (2009) reported an important number of researches carried out to investigate the effect of attitude towards learning on students' behavior. He concluded that positive attitude leads inevitably to the exhibition of positive behavior with participants being more eager to learn more, to acquire the useful information and the

necessary skills to solve their learning problems. He added that positive attitudes are found to enhance the students' interest and motivation to learn.

In their study in which they investigate Libyan secondary school students' attitudes towards learning English in terms of the behavioral, cognitive and emotional aspects, Zainol Abidin *et al.* (2012) emphasized the fact that attitudes have the same importance as intellectual capacity when it comes to achievement in foreign language learning. They explained that: *"learning a language should be approached primarily as a social and psychological phenomenon rather than as a purely academic one" (Zainol Abidin et al., 2012:121).*

Attitudes can have considerable effects on learning outcomes as well as on the student's academic career and future decisions. Within this frame, Alhmali (2007) asserted that,

> ***Negative attitudes towards specific subject areas can prevent further study or make it unproductive. Attitudes towards the processes of learning can also have very large effects, potentially cutting a student off from further study. Attitudes will also develop towards topics studied and these can be carried out into future living with good or bad effects on subsequent decisions.***
>
> ***(Alhmali, 2007:14)***

Zainol Abidin *et al.* (2012) concluded that the primary role of EFL teachers is to build up, in the students, positive attitudes towards the English language through a well-defined curriculum and classroom activities that takes into account the students' needs and their individual differences. So, the first priority should be given to students' attitudes before their epistemic abilities. They go to the extent to say that: *"a positive attitude should be the umbrella of language learning" (Zainol Abidin et al., 2012:126).*

Another point of view concerning the importance of language attitudes was brought by Al-Tamimi (2009) when he confirmed that,

> *The students' positive attitudes towards the educational status of English in Yemeni schools could be used to inform policy makers at the Ministry of Education in Yemen to revise the current policy in the Yemeni primary and secondary schools to be English-oriented system.*
>
> *(Al-Tamimi, 2009:48)*

Students' attitudes toward a particular language are not relevant only for EFL teachers or limited within the realm of the foreign language classrooms. They are, rather, of great significance for policy makers in their offices and curriculum designers as they provide important feedback about the status-planning policy.

As far as science is concerned, the relevance of attitude cannot be denied. Fraser (1981) has made it clear that the promotion of favorable attitude is of great importance for science education (In Shabbir *et al.* 2013). Similarly, Ramsay and Howe (1969) gave high esteem to attitude and ranked it before cognition. They perceived that, *"A student's attitudes towards science may well be more important than his understanding of science, since his attitudes determine how he will use his knowledge" (In Alhmali, 2007:05).* It is safe to say here that attitudes towards a specific subject strengthens learners' knowledge and provides opportunities to its investment in later stages in life.

1.2.3 Theories in Language Attitudes and Motivations

The field of attitudes and motivations in second language learning L2 has interested researches for many years. In their early theory of language learning Gardner and Lambert (1972) excluded the possible influence of aptitude and general intelligence on language learning. They emphasized the role of attitudes as an affective variable in determining the degree of success in L2 learning. They distinguished

between two kinds of motivation: *integrative* and *instrumental* (Ghazvini and Khajehpour, 2011).

Integrative motivation: the learner is motivated by his desire to be integrated in the target language community. He shows a positive attitude towards the target language and its culture. Finegan (2008) asserted that *"integrative motivation typically underlies successful acquisition of a wide range of registers and native like pronunciation" (Finegan, 2008:520).*

Instrumental motivation: is characterized by the learner's willingness to gain social advantages in his community, in other words he has a utilitarian purposes through knowing a foreign language. Oroujlou and Vahedi (2011) summarized these aims in the learner's desire to: meet the requirement for school or university graduation, applying for a job, requesting higher pay based on language ability, reading technical materials, translation work or achieving higher social status.

In 1984, Graham (In Horwitz, 1995) added a third category of motivation which he named the *'Assimilative motivation'* reflected through the learner's desire to assimilate into the new culture. This category plays a crucial role in developing the learner's rudimentary communicative skills to a manner of expression acceptable and even pleasing to native language speakers.

Another relevant theory that stresses the importance of attitudes in second language learning is the socio-educational model (Gardner, 1985). This model considers the influence of a number of various individual-difference variables such as: language attitudes, motivations, anxiety, to name a few, on L2 achievements. Gardner in this model distinguished between two types of attitudes: *integrativeness* and *attitudes towards the learning situation* (Mckenzie, 2010). The former reflects the learner's interest to interact with speakers within the L2 community, whilst the latter refers to the learner's evaluation of the formal language instruction. For a schematic representation of the socio-educational model see Appendix B.

In 1997 Gardner and his colleagues developed a modified version of the socio-educational model they called the 'causal model'. This model determines not only the influence of the individual-difference variables on achievement but also and more importantly the underlying relationships between the variables and how they complement one another. Hussain *et al.* (2011) revealed that negative correlation does exist between classroom anxiety and attitudes towards learning English.

The Acculturation model developed by Schumann in 1978, also, recognizes the importance of attitudes in second language learning. This theory posits that the level of success in L2 learning is determined by the degree to which learners acculturate to the target culture (Mckenzie, 2010). Jiang *et al.* (2009) in an exploratory study confirmed that acculturation of Chinese-English late learners towards US society was associated with high speaking proficiency level.

In recent years, the psychology of the *'sefl'* concept caught the attention of researchers in the field of motivational thinking. As a consequence, a number of theories emerged such as the *"L2 Motivational self system"* theory (Dörnyei, 2009). The advocates of this theory believe that individuals' engagement with language learning is primarily influence by their imagination as being successful language learners.

1.2.4 Anthology of Researches in Language Attitude

The likelihood influence of the learner's attitudes on second/foreign language learning remained practically uninvestigated until the year 1977. During this year an article entitled *student attitudes toward language, learning and language learning* was published by Stevenson (1977) in which she aimed to discover Iranian students' attitudes toward language, learning and language learning. Stevenson's article seems to have laid the foundation stone for a large body of researches in the field of attitudes and motivations.

These researches aimed in most cases at identifying learners' attitudes towards learning European languages in general and the English language and culture in particular, and the kind of motivation they have for learning each language.

Regarding Lebanese learning context in which Diab (2006) explored the beliefs of EFL university students about learning different languages, namely English and French, results revealed that most students agreed on the importance of English and showed instrumental motivation for learning it.

In another EFL context, Rezig (2011) examined the factors behind the weak performance of Algerian EFL university students. Results showed that 80% of the participants had a positive attitude towards the English language and culture, yet their achievement remains unconvincing. She attributed this situation to cultural barriers brought forth by a lack of exposure to the target culture during the school years, due to the long term Arabisation policy.

The correlation between language attitudes and cross-cultural attitudes was deeply investigated. Sakuragi (2006) discovered that the world-mindedness[1] and social distance[2] of US College students motivate them integratively towards the learning of different foreign languages. This attitude was significantly related to. In addition, Aladdin (2010) concluded that the moderate positive attitude of non-Muslim

---

1 Is a concept developed by Sampson and Smith (1957) to examine the attitudinal aspect of being a world citizen; a highly world-minded person *"favors a world view of the problems of humanity, whose primary reference group is mankind, rather than Americans, English, Chinese, etc." (Quoted in Sakuragi, 2006:21).*

2 Is a concept proposed by Park (1924), according to him social distance refers to *"the grades and degrees of understanding and intimacy which characterize pre-social and social relations generally" (Park, 1924:339).* The concept was later defined by Borgardus (1933) as *"the degree of sympathetic understanding that exists between two persons or between a person and a group" (Borgardus, 1933:268)*

Malaysian learners towards the Arabic native speakers and culture engendered moderate positive attitude towards the learning of Arabic as a foreign language in Malaysia.

The effect of gender-related difference in language attitudes has been a controversial issue for a number of researchers. At the time when Gömleksiz (2010) found that female students had more positive attitude towards the learning of English, Mahdavy (2013) explained that male students, who perceived themselves as the breadwinners of the family, displayed a high instrumental orientation to learn English. For Henry and Apelgren (2008) Swedish students, girls and boys, were equally positive in learning English, however, girls were more positive towards the learning of a new foreign language rather than English. From their part, MacIntyre *et al.* (2002) excluded any effect of gender difference on the attitude towards the learning languages.

1.3 Literature and Language Teaching

Literature is a linguistic phenomenon that may, if exploited properly, lay the foundation for prosperous language learning. However, the level of interest given to literature in the language classrooms knew waves of rise and decline throughout the successive language teaching methods. The following section briefly presents the history of literature in language teaching as well as some arguments for and against the literary teaching materials.

1.3.1 The history of literature in language teaching

The well-known teaching method which gives a high prestige to literature as a teaching material is the Grammar Translation Method. Literary texts of the target language were read and translated and used as examples of good writing. The focus of this method is on developing the linguistic competence of the learner. Thus, access to literature is viewed as the primary goal of language study (Liaw, 2001).

The decline of the Grammar Translation Method made room for the emergence of new approaches like the Direct and Audiolingual Methods (Richards and Rodgers, 2001). Because, these methods emphasized the speaking and listening skills of the learner, literature was downplayed and discarded form the language classrooms. According to Khatib *et al.* (2011) this exclusion stretched to the era of CLT (Communicative Language Teaching), which views language teaching as being about enhancing communicative competence (Hymes, 1972), where real world situations were mimicked in the classrooms through dialogues and conversations.

This discredit in the value of literature is attributed, as Maley (2001) (In Khatib *et al.* 2011) explained, to the lack of empirical research confirming the significance of literary texts in developing the various learning skills.

Since the middle of the 1980s, literature, supported by some language scholars, started finding its way into the language classrooms after a long period of neglect (ibid, 2011). This resurrection of literature started as a consequence of what some linguists and educators considered an inconvenience of the teaching materials used in the communicative language classrooms. For example Widdowson (1983) observed that,

> *It's not easy to see how learners at any level can get interested in and therefore motivated by a dialogue about buying stamps at a post office. There is no plot, no mystery, there is no character; everything proceeds as if communication never created a problem. There's no misunderstanding, there's no possibility of any kind of interaction. What happens is that learners simply mouth the sentences of their parts, and you don't get them interested in what they are doing.*
>
> *(In Daskalovska and Dimova, 2012: 1182-1183)*

Despite the great deal of support in favor of literature, its presence in language teaching is still surrounded by some kind of skepticism. The following section presents

the various views and arguments for and against the use of literary texts as language teaching materials.

1.3.2 The Proponent Views

Many scholars in the field of ELT (English Language Teaching) have emphasized the valuable benefits of using literary texts for language teaching and learning purposes. These researchers bring various reasons, persuading arguments and justifications for incorporating literature in the foreign language classrooms.

Obviously, the aesthetic and genuine use of language in literary texts is beneficial to language development (Keshavarzi, 2012). Literature has the power to expand the learner's vocabulary knowledge and strengthen his/her grammar rules. This fact was asserted by Bagherkazemi and Alemi (2010) when they argued in favor of the use of literary texts in the language classroom by stating that,

> *Literature can be thought of as a field which can be plowed for developing an understanding of language usage through different methods of consciousness raising and form-focused instruction regarding particular grammatical structures, word forms and common expressions.*
>
> *(Bagherkazemi and Alemi, 2010:2)*

At sentence level, literary language is highly structured. Writers give special attention to the selection of words and how to combine them into meaningful sentences to build cohesive paragraphs and sections. Cruz (2010) explained that learners' successive exposure to literary texts, undoubtedly, improves their writing skill and their speech skill can gain eloquence.

Povey (1972) and Turker (1991) (In Aghagolzadeh and Tajabadi, 2010) concluded that because literature teaching will extend the linguistic knowledge it will, as a result, increase all the language skills.

In fact, the development of the learner's linguistic competence is not the only skill literature can promote. Tomlinson (1985), long an advocate of literary texts as a resource for language teaching, suggested a number of extra advantages to be gained through the use of literature. He argued that,

> *Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students.*
>
> *(In Butler, 2002:37)*

Another important advantage of using literature in FLT is the development of high levels of thinking skills (Keshavarzi, 2012). Since literature is decontextualized in nature (Gajdusek, 1988), it opens the door for varied interpretations which, in turn, offer opportunities to negotiating ideas and interaction between students (Lazar, 1993).

Literature with this kind of activities set the students' imagination free from the bonds imposed by textbooks and helps them enlarge their visions (Oster, 1989, In Khatib and Rahimi, 2012). Furthermore, Nafisah (2006) said that literature develops the students' critical thinking skills as they endeavour to provide sound arguments on their choice of interpretation. She added that this kind of reader/text interaction lead to a subconscious learning because the main focus is on the content rather than the form.

As far as the teaching of culture is concerned, literature, as cultural documents, is a good material for this purpose. In an age when time and space are shortened and cultures are getting closer, literature teaching in the FL class fosters cultural competence. Sell (2005), quoted in Aghagolzadeh and Tajabadi (2012), argued that the teaching of literature,

> ***provides learners with a truly cultural competence, equipping them with culturally-apposite pragmatic and socio-psychological components around which to build effective identities which will enable their socialization in the target culture and enhance the effectiveness with which they participate in that culture.***
>
> ***(In Aghagolzadeh and Tajabadi, 2012)***

Literature teaching would be an opportunity for a fruitful rapprochement between an indigenous and a target culture. This rapprochement yields nothing but the promotion of a greater tolerance for intercultural differences (McKay, 1982), (Khatib *et al.*, 2012).

1.3.3 The Opponent Views

The number of scholars in favour of using literary texts in the language classroom outnumbers by far those who are against its use. To the best of our knowledge, the common argument against the use of literature lays in the linguistic difficulty encountered, mainly, by learners at the beginners' level. Regarding this difficulty Savvido (2004) argued that,

> ***The creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and lexis may be manipulated to serve orthographic or phonological features of the language.***
>
> ***(Savvido, 2004:6)***

He further explained that, due to the decontextualized nature of literature and students' humble language knowledge, these readers find it almost difficult to come up with a sound interpretation. In the same vein, Robson (1989), cited in Khatib *et al.* (2011), argued that the syntactic and lexical difficulty of literature contribute little or nothing to help students becoming competent users of the target language.

McKay (1982) reported the difficulty of the target culture as being another argument against the use of literature within an ESL context. Based on the views of some critics McMay explained that, *"to the extent that literary texts reflect a particular cultural perspective, they may be difficult for ESL students to read" (McKay, 1982:531).* Therefore, the target culture is considered as a hindrance rather than facilitation for learning the target language.

It goes without saying that the first and foremost aims of foreign language teaching and learning are to meet the academic and occupational aims of the learners. With these aims in mind, scholars and foreign language teachers thought of literary texts, as teaching materials, as an unhelpful means for the attainment and promotion of the aforementioned goals (ibid, 1982).

1.3.4 Bridging the Gap

Considering the aforesaid problems that seem to be encountered, by teachers and students alike, when implementing literature in the language classrooms, Carter and Long (1991, In Khatib *et al.*, 2011), argued that these problems can be overcome through an appropriate texts selection for an appropriate group of learners. When selecting the appropriate texts, teachers need to adopt a set of criteria and priorities. The following are some criteria for texts selection found in literature.

1.3.4.1 Language Competence

Prior to any decision regarding the selection of a particular text (s), teachers have to take into consideration the linguistic level of his or her students. This step seems essential in providing the students with the opportunity for a better interaction with the literary text. Students might feel demotivated if they are not linguistically ready. According to Lima (2010),

> *Finding a text with the right language level is crucial. It should*
> *neither be too difficult that students cannot infer the meaning of*

> *particular lexical items and are forced to look up words too frequently; nor too easy that there is no challenge and no vocabulary gain.*

> *(Lima, 2010:111)*

The examination of literary texts for its linguistic difficulty is critical in the process of texts selection (McMay, 1982). If this scrutiny is well done, literature reading becomes an enjoyable task and a good experience for the language students. This attitude may assist the students in achieving an extensive reading which is considered as *"a major factor for success in learning a foreign language" (Nation, 1997).*

In short, if the language of the literary text is straightforward or not too difficult in regard to students' reading comprehension, students' passion for reading in general and reading literature in particular may go beyond the realm of the classrooms. And as result, this mental reading exercise benefits the students and leads them, inevitably, to a subconscious acquisition of the foreign language.

1.3.4.2 Length of the Text

Beside the linguistic difficulty, it is of great importance when selecting literary texts for the language classrooms to consider whether the texts are short or long. Long texts, such as novels, are time consuming and regarding the very limited time allocated for literature in the language syllabus, one single novel may require three or more weeks to complete. The limited exposure to literary texts may affect negatively the students' literary experience. Compared to long texts, short texts (short stories and poems) are beneficial for the students in many ways. When enumerating the advantages of short stories for the language teaching and learning, Pardede (2011) proceeded to say,

> *Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is*

> *important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence.*
>
> *(Pardede, 2011:18)*

It is clear that the length of literary texts has psychological effects on the language students. The shortness of the text evokes the students' (active and passive readers alike) passion for reading the entire work, and find out how the different literary elements are combined to form a coherent whole.

Furthermore, one of the arguments made by McKay (1982) in favour of selecting literature written for young adult is that this kind of literature *"tends to be relatively short" (McKay, 1982:532).* If the teachers have no options but to use long texts, they have to assign homework so that they can finish exploring the text in time (Floris, 2004).

1.3.4.3 Cultural Competence

The teaching of any language implies an implicit or explicit teaching of its culture. Thus, the cultural content of literary texts is another parameter, no less important than language, which needs to be given much attention in the process of texts selection. Culture, which is beyond the students' competence, will hinder their understanding and enjoyment of a literary text. In addition, and much worse, cultural strangeness may demotivate the students to read.

Hence, it is the responsibility of the teacher and the literary syllabus designer alike to eliminate the cultural barriers that lay against the students' reading comprehension and enjoyment of literature. For this reason, many solutions have been proposed. For Alptekin (2006) cultural barriers could be overcome through the nativization of some literary elements in the text to make the text more culturally familiar for the language students. He explained that,

> *Nativization refers to the pragmatic and semantic adaptation of the textual and contextual clues of the original story into the learner's own culture, while keeping its linguistic and rhetorical content essentially intact.*
>
> *(Alptekin, 2006:497)*

Another way to help students with the cultural load of literature is through the selection of texts which, in one way or another, depict their daily life, satisfy their expectations and make them benefit from their experiences. Within the same line of thought, Floris (2004) explained that,

> *It would be meaningful to include literary texts produced by ESL or EFL authors. It is an excellent means of motivating students to read literature whose setting and culture are familiar to them. Moreover, the themes of these texts are mostly relevant to their lives.*
>
> *(Floris, 2004:6)*

Within an EFL/ESL context, the question is not whether or not to introduce culture in the language classrooms, it is, rather, what kind of culture should be included? This question will be dealt with in some details later in this chapter.

1.3.4.4 Students' Interest

The success in language learning depends mainly on the level of the students' motivation. To inculcate this motivation, the students' interests and expectations have to be considered when attempting to select any literary texts for the EFL classrooms. Therefore, Lima addressed the language teachers by saying that: *"As far as possible, let your students choose the text they want to read" (Lima, 2010:111).*

It is acknowledged that students' interest has an influential role on their engagement with texts and their learning outcomes. When reporting some researchers' suggestions regarding interest and the type of learning that takes place, Hidi (2001) followed their conclusions to state that,

> *Interest did not simply enhance the amount of recalled text information, but had a strong influence on the quality of learning. That is, interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning.*
>
>   *(Hidi, 2001:196)*

The triggering of students' interest seemed to be the major preoccupation for language teachers Ur (1996). Once established, interest is usually associated with attention in class, concentration on tasks, positive affect and willingness to learn (Ainley, 2002).

Among all the aforementioned criteria for the selection of literary texts, students' interest seemed to be the most important. This psychological sense, along with relevant and appealing texts, can lead students to overcome enthusiastically the linguistic and cultural obstacles.

1.4 Culture, Literature and Language Teaching

It cannot be denied that language is the carrier of the culture of its native speakers. Because of this close relationship, one cannot achieve a good knowledge of a foreign language without a good understanding of its culture. According to Brown's (1987) view, *"A language is a part of a culture and a culture is a part of language; the two are intricately interwoven such that one cannot separate the two without losing the significance of either language or culture" (In Tran Thi Nga, 2003:20).*

The abundant resource for culture teaching and learning is, undoubtedly, literature. Literature depicts, in an artistic manner, the cultural values of the writer and his native country. Because of that, it provides students with an opportunity for attaining cultural insights. It is, therefore, safe to go further and assert that *"Literature is culture" (Keshavarzi, 2012:555).* However, the question that may rise here is: *what*

kind of cultural insights we would like to provide our students with? Before going further let first define what culture is?

1.4.1 Defining Culture

The term culture has different meanings to different scholars in different contexts. Traditionally, the concept *"culture"* has been defined according to the paradigm of large "C" and small "c" culture (Chastain, 1976. In Harumi, 2002).

- *Large "C" culture:* refers to the major products and contributions of a group of people who share the same traditions in social terms. It may comprise: literature, art, music, history as well as scientific, economic and sport achievements that distinguish these people.
- *Small "c" culture:* stands for the way of living of a group of people. It is customs, traditions, beliefs, social organizations and how the people interact within their social milieu.

Sociologists made the most relevant contributions in the definition of culture. It is worthwhile here to mention Nieto's own definition. According to him, culture is:

> **The ever-changing values, traditions, social and political relationships, and worldview created, shared, and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion.**
>
> **(Nieto, 2010:136)**

According to the above definition, culture is complex and intricate. Culture is a social product, created and transformed through a well-defined social process by a specific social group. As there are many and varied environments, there are also many and varied cultures. Culture might differ from a particular society to another and from one individual within this society to another.

In the same vein but in a communicative language teaching context, Kramsch (2006) provided an equivalent definition, when claiming that, culture is synonymous to *" the way of life and everyday behaviors of members of speech communities, bound together by common experiences, memories, and aspirations" (Kramsch, 2006:322).*

Beside the definitions given by sociologists, the term *"culture"* has acquired other meanings. From a semantic point of view, culture may have some emotive quality. *"We hear of people being described as cultured or uncultured. This refers to whether or not a person is socially adjusted or refined or civilized or is a cultural deviant or a misfit" (Ayisi, 1972:3).*

1.4.2 Home Culture Teaching

As an international language, English ceases to be the property of those who use it as a native language. Following this fact, the English language, sanitized from its native culture, is used by a growing number of writers around the globe as a carrier of a second or a foreign culture. These writers combine a specific language use of a foreign language with an indigenous culture to produce literary works that well portray a specific social reality and different cultural identity.

As far as the teaching of the English language is concerned, literature produced by EFL writers seems more appropriate in the English language classrooms. In most cases, this non-native English literature shares some cultural aspects with the students' life. Language practitioners view this familiar culture and simple language use as beneficial to language students in many ways. According to Yusoff (2004),

> ***Familiarity with the subject matter of the text, certain language use or reference to objects unique of the readers' culture may help activate the reader's existing prior knowledge, which in turn may work to aid reading and comprehension. Through the activation of the readers' prior knowledge and conceptual abilities, they may be able to process what is read even if they have low language ability.***

> *(Yusoff, 2004:6)*

When examining the influence of culture on Turkish EFL university students' reading comprehension, Gürkan (2012) concluded that cultural familiarization to the literary text has a significant effect on reading comprehension. This is mainly due, as Alptekin (1993) explained, to the fact that students brought to the classroom their schematic knowledge and personal experiences which they rely on when trying to understand and interpret a foreign language. Thus, a literary text with a familiar schema has facilitating effects on the students' learning of a foreign language.

As a matter of fact, students who are not introduced and made aware of the target language culture may encounter a sort of cultural shock once being in the foreign language country. Therefore, some scholars have advocated the use of literary texts that portray the target language culture when teaching a foreign language like English.

1.4.3 Target Culture Teaching

It is almost axiomatic that a language is inseparable from the culture of the people who use it as a native language. Then, being knowledgeable in a target language involves having a good knowledge of its culture. EFL students introduced to culturally familiar texts are half-way from getting a good mastery of the English language, since this kind of teaching materials are advantageous in developing the students' linguistic competence but lack the potential to enhance their cultural competence.

Therefore, the teaching of the target language culture must go hand in hand with the teaching of the target language. Integrating elements of the foreign culture in the foreign language classroom may create a sense of motivation and interest to learn the language. Ho (1998), sharing the same opinion, maintained that,

> *Teaching culture can meet school pupils' needs to learn a foreign language because they want to travel, to know foreign friends, or to satisfy their curiosity about foreign cultures. When pupils feel that*

> ***the foreign language course is relevant to their needs, they are more***
> ***likely to have motivation to learn the language.***
>
> ***(Ho, 1998:166)***

Raising students' cultural awareness helps, significantly, in developing their communicative competence. According to Liddicoat and Scarino (2013) culturally aware students, have, on the one side, the ability to understand and interpret the target language messages properly and, on the other, the adequate knowledge how to produce proper language that can be interpreted by native language speakers.

Another reason that imposes the teaching of the target culture is, as Alptekin (1993) explained, the availability of teaching materials. In some EFL settings, it is almost difficult to find a literary text that fully portrays the student's culture, whereas, the shelves of libraries are overloaded with works by native speakers.

The sudden and excessive exposure to a foreign language culture can have negative effects on the students. Besides the possible loss of identity, the development of what Byram (In Alptekin, 1993) calls *'otherness'* deprives students getting benefit from their old experiences. Thus intercultural instruction needs to be promoted.

1.4.4 Intercultural Language Teaching

Bridging the gap between the abovementioned culture teaching approaches - Home Culture and Target culture - can be achieved through the promotion of Intercultural teaching. Intercultural foreign language instruction allows the students to reflect on their own cultural experiences to build new knowledge about the target culture and language, and avoid stereotypical as well as prejudicial conceptions. In this respect, Cortazzi and Jin (1999) stated that,

> ***It is crucial that foreign language learners should become aware of***
> ***differing cultural framework, both their own and those of others;***
> ***otherwise they will use their own cultural system to interpret target-***

> *language messages whose intended meaning may well be predicated*
> *on quite different cultural assumptions.*
>
> *(Cortazzi and Jin, 1999:197)*

Intercultural language teaching helps students achieve a high multicultural literacy level. Equipping students with this faculty gives them the ability to *"compare and analyze the cultural viewpoints and values of East and West and this knowledge will improve their attitudes towards the necessity of learning foreign languages"* *(Mohammadzadeh, 2009:24).*

The achievement of intercultural competence is a central goal of the intercultural approach to language education. This competence, once established, may foster the students' acceptance of cultural differences and interest in the target culture (Göbel and Helmke, 2010) as well as the ability to preserve their own cultural identity. Corbett (2003) considered this competence as being purely communicative and he explained that it *"includes the ability to understand the language and behaviour of the target community, and explain it to members of the 'home' community – and vice versa" (Corbett, 2003:2).*

1.5 Approaches to Using Literature in Language Teaching

For a better integration of literary texts in the language classroom, a number of teaching approaches have been developed by scholars and researches. In this section four main approaches will be presented: The Stylistic Approach, the Language Model, the Cultural Model and the Personal-growth Model.

The selection of a particular approach is determined mainly by literature teaching purposes, i.e. whether literature is used as resource for language teaching and learning or it is studied as an end in itself (Maley, 1989, In Khatib and Rahimi, 2012).

- *Literature as a resource:* literature is regarded as a source, among others, used for helping students achieve proficiency in the foreign language.

- *Literature as an end:* the emphasis is on literature as a work of art, the aim is to promote the literariness of the students. Adopting this view, two approaches are considered: Stylistics and the Literary Critical approach.

1.5.1 The Stylistic Approach

The Stylistics approach involves a close study of the literary text, focusing on many issues like style and meaning. This aim of Stylistics was explained by Maley (1989) when he stated that *"the starting point for this approach is the text itself and then we concentrate on textual discoveries leading to interpretations of the text"* *(In Khatib and Rahimi, 2012:35).*

Furthermore, the Stylistic approach assists students in reaching a good knowledge and awareness of the foreign language. In this respect Watson and Zyngier (2007) argued that,

> **The advocate of stylistics as a means to develop language proficiency is committed to the value of conscious attention to details of linguistic features 'foregrounded' in a text, whether through 'deviance' of some kind, or simply as the consequence of repetitions, parallelism or other such salient patternings seen to contribute significantly to meaning.**
>
> **(Watson and Zyngier, 2007:4)**

What is particular about this approach is that students proceed in analyzing and describing the language before making any interpretation (Khatib *et al.* 2011). In addition Stylistics promotes literary, linguistic and cultural learning relevant to students through their critical interaction with literature (Watson and Zyngier, 2007).

1.5.2 The Language Model

The language Model or the Language-based Approach is one of the three models (the Language Model, the Cultural Model and the Personal-growth Model) for

the teaching of literature in the language classrooms presented by Carter and Long in 1991 (Savvidou, 2004). In such kind of approach, literary texts are valuable teaching resources that help students improve their knowledge of the foreign language.

The Language-based Approach puts emphasis on systematic reading as a means to stimulate students' attention to linguistic features. Extensive reading can, then, be followed by various teaching strategies such as: *"cloze procedure, prediction exercises, jumbled sentences, summary writing, creative writing and role play" (ibid, 2004)*. These student-centered activities aim to increase students' interaction with the text, which contribute to the development of their interpretive and inferencing skills.

1.5.3 The Cultural Model

Contrary to the language model, this approach is considered as teacher-centred. Its primary aim is *"to teach knowledge about literature and treat literature mainly as a source of facts or information about a target country or culture" (Talif, 1991:57)*.

The cultural model gives the foreign language students the opportunity to discover, understand and interpret remote cultures and ideologies. In this learning context literature becomes a space where,

> *Learners need to discover and infer the social, political, literary and historical context of a specific text. It reveals the universality of thoughts and ideas and learners are encouraged to understand different cultures and ideologies in relation to their own.*
>
> *(Rashid et al., 2010:89)*

According to Savvidou (2004) this model is rejected from the TEFL classrooms. He attributed this rejection to the fact that it represents a traditional approach to the teaching of literature and it provides the EFL students with little opportunity to enhance their language competence.

1.5.4 The Personal-Growth Model

The Personal-Growth approach to literature teaching is an amalgamation of the language and cultural models aforementioned. This model views the study of language use as useless when disconnected from the cultural context in which the language is produced.

According to this student-centered approach *"learners are encouraged to express their opinions and feelings, and make connections between their own personal and cultural experiences and those expressed in the text" (Savvidou, 2004).* Thus, because students are given the opportunity to explore the themes and topics embodied in literature in relation to their own personal experiences, they are more motivated to read. As a result, students' growth in terms of language, emotion and personal development is spurred (Hwang and Embi, 2007).

As being anti-analytical, teachers adopting this approach followed the classroom reading activities by question-discussion methodologies (Talif, 1991).

None of the aforementioned teaching approaches excludes or undermines the others. The weaknesses of one of the approaches might constitute the strengths of the latest. Therefore, the selection philosophy of a teaching approach lies in the status given by educationalists to literature and the aims expected from its integration in the foreign language classrooms.

1.6 Conclusion

In this chapter a beam of light has been shed over the affective role of attitude in language teaching. As an abstract concept, attitudes may determine to a larger extent the students' success or failure in learning the foreign language. Positive attitude, usually, fosters students' motivation which in turn helps them reach good achievement in learning.

This chapter has dealt, as well, with the various theoretical and practical issues concerning the integration of literature in language teaching proposed by many scholars. Despite the controversy about the role of literature in language teaching, many empirical researches in this field assert its relevance in developing the students' linguistic and communicative competences as well as their cultural competence. However, what is challenging is the approach with which literature should be taught...

In the next chapter, the methodology used in the collection of data for this case study will be discussed.

CHAPTER TWO
ATTITUDES MEASUREMENT AND DATA COLLECTION

Chapter Two
Attitudes Measurement and Data Collection

2.1 Introduction

Successful language learning is not only confined to well-defined teaching methods or highly scrutinized teaching curricula, it rather exceeds to the learner's attitudes as an essential participant in the learning process. The learner's like or dislike of a particular teaching material may influence to a larger extent his motivation towards learning in general.

One of the largest problems of attitudes' investigation is in their latent construct nature. Attitudes cannot be measured directly, but only inferred from observed behavior or through the use of specific attitude measurements. Probably the easiest way to know a person's attitude is simply by asking the person a set of attitudinal questions, through the use of questionnaire or by carrying out interpersonal interviews, and these are the most common data collection procedures in the field of educational research.

This chapter outlines in general terms where and how this case study research was carried out. The researcher was bound to follows the following steps. Firstly a review of the literature of some widely used attitude measurement scales in the field of social sciences was presented. Secondly, the English language section where the research was carried out was briefly presented with some emphasis on how literature is being taught. Finally, the chapter discusses the methods and techniques that were employed for data collection.

2.2 Attitudes Measurement

Attitude measurement, or what Tourangeau (1991) agreed on to call attitude *"evaluation,"* is of great importance for attitude research in social psychology. This importance is drawn from the fact that a close relationship exists, and for a long time, between Attitude and social psychology. This reality is affirmed by Allport (1935) when he declares that attitude is the *"most distinctive and most indispensable concept in contemporary social psychology". (In Lord, 1999:265 and Pralkanis, 1989:245).*

2.2.1 Measurement Approaches

Attitude can be measured using two approaches: either explicitly or implicitly. In the explicit or direct way of measurement, the one adopted for this research, respondent are usually well aware that their attitudes are being assessed. This can be achieved through the use of specific questionnaires and/or carrying out interviews. The implicit or indirect approach consists of observing the individual's behavior and reaction to attitudinal objects. In this way, the individual involved may not even be aware that his attitudes are the target of measurement. According to Chaiken (2001) the explicit approach is the widely used in attitude research when claiming that: *"Attitudes have most often been measured by self-report" (Chaiken, 2001:902).*

The publication of Thurstone's paper *"Attitude can be measured"* in 1928 revolutionized the field of social psychology (Gawronski, 2007), by changing the previous held viewpoint that attitude cannot be measured and can only infer from behavior. Reid (2006) notes that,

> *Attitude measurement has had a somewhat chequered history since the possibility of achieving it successfully was demonstrated by Thurstone in 1929. It has been an important area in science education particularly in the context of falling uptakes in the physical sciences in many countries.*

> *(In Alhmali, 2007:28)*

Since attitude is an abstract phenomenon, its measurement is a *"complex affair" (Thurstone, 1931:252)* and a demanding task. Due to this complexity; a remarkable variety of attitude scales has been devised.

2.3 Some Attitude Scales Formats

The attitude scale or *"opinionnaire" (Kothari, 1990:82)* consists of a number of statements to which respondents express their agreement or disagreement. The most widely used attitude measurement scales are: Thurstone scale and Likert scale, to name but a few. These scales permit the quantification of abstract concepts such as attitude (Guffey *et al.* 2007).

2.3.1 Thurstone Scale

The first technique developed to measure attitude is the Thurstone scale. It was introduced in 1928 by the American psychologist Louis Leon Thurstone, as a means of measuring attitudes towards religion (Thurstone, 1928). Thurstone is one of the greatest figures on the psychological scene who contributes a lot in developing this field of research. Due to his outstanding contributions he is named "Mr. Psychological Measurement" (Guilford, 1955:263).

2.3.1.1 Scale Construction Procedure

In the Thurstone scaling technique the construction of scales follows a particular procedure. Firstly, a large pool of statements or items about a psychological object is generated. These statements are then submitted to a panel of judges to rate them, usually, on 11 point continuum ranging from 1 "extremely unfavourable" through "neutral" to 11 "extremely favourable." If the judges disagree in assigning a position to an item, that item is discarded. Each retained item is given its median scale value between one and eleven, which permitted the final selection of items rated the most consistently by the group of judges (Kothari, 1990).

Thurstone, in addition to devising the theoretical framework of this method, carried out numerous applications of this measurement technique. In his early studies he measured the effects of various movies on attitudes of children and the effect of various propaganda devices in changing attitudes, in addition to the changes in national opinions as reflected in newspapers over a period of years (Gulliksen, 1956).

2.3.1.2 Some Practical Applications

Convinced about the relevance and usefulness of Thurstone scales, many researchers adopted and adapted this scaling method in various social sciences research areas. For example, Kwan, Ip and Kwan (2000) used the thurstone method of paired comparisons in constructing a weighted crime index for the evaluation of crime severity in Hong Kong. Research about the same issue were continued by Kwan, Chiu, Ip and Kwan (2002) with the study of the effect of gender, age and educational level on perceived crime seriousness using Thurstone method. They argued that this method is more reliable and they recommended it for future research in crime severity. Five years later that is in 2007 Ip, Kwan and Chiu developed a simplified Thurstone method by reducing the workload of data collection and simplifying the procedures of application. The validity of the simplified method was then demonstrated after a crime seriousness evaluation experiment.

In a previous work by Elder, Wallace and Harris (1980) the Thurstone technique was used to construct the Camarillo Interpersonal Behavior Scale (CIBS) which is used in rating the social performance of schizophrenic subjects. In 2007, a group of authors including Guffey, Larson, Zimmerman and Shook used the Thurstone scale and specifically the Thurstone scaling procedure of Equal Appearing Intervals as the methodological basis to identify those factors or variables related to success in hiring and long-term retention of police officers. The possibility of constructing Thurstone scales by using a maximum likelihood objective applied directly to the

individually elicited paired comparison data was considered by Lipovetsky and Conklin (2004).

2.3.1.3 The Shortcomings of Thurstone Scale

Although the Thurstone scaling method has been widely used to measure attitude towards varied issues and its superior ability to measure the most extreme attitudinal possibilities, it has some weaknesses as well. For example Thurstone scale is time consuming (McCoach, 2013), in order to apply this method, the researcher needs some special training in statistics and computing (Ip, 2007) and the big problem is that it is often difficult to obtain an adequate group of judges to sort the statements (Kothari, 1990). The latter weakness in Thurstone scale could be overcome through the use of another scaling option known as the Likert or Summated scale, which is considered next.

2.3.2 Likert Scale

Likert or summated scale is one of the oldest and most widely adopted methods for attitude measurement (Camparo, 2013, Torun, 2011). It has been used by many researchers in various social science measurement areas, to measure observable and latent attributes.

2.3.2.1 Some Practical Applications

For example, Kosviner (1976) used a Likert scale procedure while constructing a number of newly attitude measures. Dubno and his colleagues (1978) developed a Likert scale with 26 items to measure attitudes towards the use of behaviour modification in business organization. In 2003 Copeland explored smoking problems faces by women in disadvantage living conditions and what sort of help they need using a Likert scale format. Li, McCoach, Swaminathan, and Tang (2008) applied a Likert scale to develop an instrument to measure student perspectives of engineering education. Torun, Yalçin and Yalçin (2011) in order to measure the

knowledge and attitude of university students to the concept of radiation prepared a Likert-type scale. Korkmaz (2012) developed a five-point Likert type scale in order to specify students' attitudes towards online cooperative learning. Kayagil (2012), in a relatively recent article, used this scale to measure the attitudes of prospective mathematics teachers towards integral issue.

2.3.2.2 The Scale Description

Likert scales were suggested by the American sociologist Rensis Likert in 1932 (Duncan, 1987). This scale comprises a number of items or statements with which the respondent is usually asked to indicate his/her level of agreement or disagreement in terms of several degrees. Scales with five points are the most commonly used, yet scales with 4, 7 or 9 levels may also be adopted. A format of this scale is given in figure (2.1) below (Kothari, 1990).
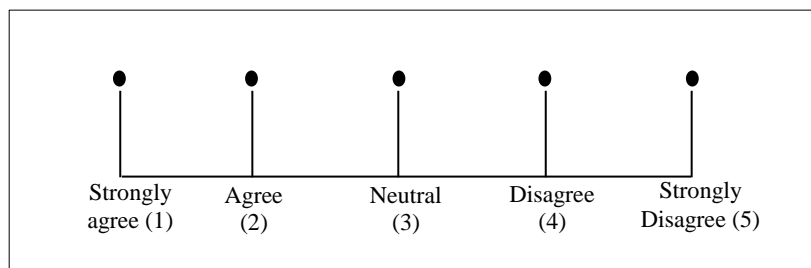
Figure 2.1 A Five-point Likert Scale Format

Every grade on the scale is given a numerical value, usually starting at 1 and increased by one moving from Strongly Agree on one end to Strongly Disagree on the other. The popularity of the Likert method is due, as Li (2013) stated in a very recent article, to a number of facts.

> *First, a Likert scale can be easily constructed and modified. Second, the numerical measurement results can be directly used for statistical inference. Last but not least, measurements based on Likert scaling have demonstrated a good reliability.*
>
> *(Li, 2013:1609)*

2.3.2.3 Some Shortcomings

Despite these advantages, however, Likert method has several shortcomings. One of the major problems is whether to treat Likert scales as ordinal or interval (Jamieson, 2004). An ordinal scale implies that the interval between the scales may not be equal. This is what Cohen, Manion and Morrison (2000) believed in when arguing that it is illegitimate to infer that the intensity of feeling between strongly disagree and disagree is equivalent to the intensity of feeling between other consecutive categories on the Likert scale. However, for an interval scale it is assumed that the interval between consecutive scales is equal. Li (2013) said that *"Rensis Likert himself assumed that the Likert method has an interval scale quality" (Li, 2013:1609).*

One further weakness is that the respondents have limited options to choose from, which may or may not coincide with their feelings. Best and Kahn (1986) asserted that *"people may answer according to what they think they should feel rather than how they do feel" (In Kothari, 1990:86).*

In spite of all the limitations, the Likert scales are regarded as the most suitable and widely used research instrument for attitude measurement in social sciences.

The two aforementioned scaling methods (Thurstone scale and Likert scale) could be amalgamated as to provide an efficient and reliable set of statements. Many years ago, Edwards and Kilpatrick (1948) published an article in which they outlined the combined scaling method. They asserted that the new method yields a highly scalable set of statements.

2.4 Research Technique: Theory and Application

Research is of paramount importance within every field of life as it guarantees its survival, development and prosperity. Broadly speaking, research is a scientific inquiry to solve problems and search for relevant information on a specific topic.

2.4.1 Meaning of Research

In the field of social sciences the term research has been defined by various authors in different ways. According to Clifford Woody research comprises the following steps,

> *Defining and redefining problems, formulating hypothesis or suggested solutions; collecting, organising and evaluating data; making deductions and reaching conclusions; and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.*
>
> *(Kothari, 1990:01)*

Kumar (2011) when reviewing the past and present definition of the term research he concluded that *"research is a process for collecting, analysing and interpreting information to answer questions" (Kumar, 2011:07).* Another important definition was brought by Bhattacharyya (2006); he defined research as a systematic and scientific approach towards a purposeful investigation of a specified question or problem. Thus, research is an objective and systematic search for new and useful information about a scientific or social issue.

Most, if not all, of the definition found in the literature for the term 'research' seems to agree on the fact that research is systematic. It is such because research follows certain logical steps, ranging from the identification of a research problem through collecting data to analysis and interpretation of the findings. A graphic representation of these steps is illustrated in Figure (2.2) below.
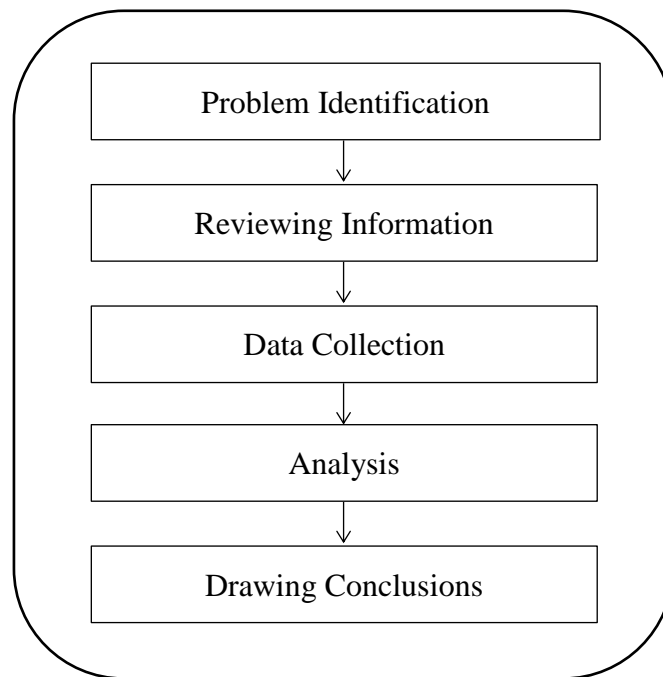
Figure 2.2 The Practical Steps Of Research

The sequencing of the series of steps or actions is required for an effective conduction of the research. A researcher should firstly identify a research problem to which he would like to find a solution or give an answer. After that, a review of the literature is essential in order to be acquainted with the available knowledge about the topic under investigation. Although the review of the literature is time consuming, it broadens the research knowledge, improve the methodology and contextualize the findings (Kothari, 1990). Data collection is the pivotal step in research, it is a strategy by which the researcher collects appropriate data that help in answering the research questions and achieve the research objectives. There are two types of data, qualitative or quantitative. The data type is determined by the method or methods of collection selected by the researcher (observations, questionnaires, interviews…etc.). Kothari (1990) explained that,

> *The researcher should select one of these methods of collecting the data taking into consideration the nature of investigation, objective and scope of the inquiry, financial resources, available time and the desired degree of accuracy.*
>
> *(Kothari, 1990:18)*

In addition to the set of selection constraints mentioned by Kothari in the above quotation, Pawar (2004) added the availability of data and the access to it as important factors that define the data collection method(s).

After the relevant data have been collected, the researcher proceeds to its analysis following well-defined operations. The analysis is generally based on the computation, either manually or by the computer, of different percentages, coefficients, etc., with the help of specific statistical formula. The analysis ends up in testing the validity of the research hypotheses formulated at the beginning of the investigation. The researcher, therefore, either accepts or rejects his/her presupposed hypotheses.

With the findings in hands the researcher arrives to the final step. He/she draws conclusions, makes recommendations and provides suggestions that definitely lead to the understanding and improvement of the situation(s) of the subject of research.

The aforementioned research steps are strictly tracked in achieving this research work for nothing but to bestow upon it the traits of scientific researches.

2.4.2 Case Study Research

The present research is a case study of third year EFL (English as a Foreign Language) students at the University of Tlemcen. The aim of this study is to deeply investigate their attitudes towards the teaching of the African Literature subject as a part of the ELT (English Language Teaching) curriculum. It is worth to mention in this respect some definitions of the case study research strategy and its relevance in educational researches.

According to the *Encyclopedia of Case Study Research,* case study methodology has a long history within various disciplines. The growing interest this research strategy gained over time is mainly due to its suitability in detailed analysis of

phenomena which occur in a particular context (Mills et al., 2010). The relationship between case study and context is further illuminated by Yin (1994) when he affirmed that *"a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident"* (Cited in Woodside, 2010:01).

2.4.2.1 Defining a Case Study

The question *what is a case study?* Is *"very difficult to answer"* (Easton, *2010:119).* When trying to answer this tough question, Gillham (2000) viewed that it was necessary, first of all, to give a comprehensive response to the question *what is a case?* According to him,

> **A case can be an individual: it can be a group - such as a family, or a class, or an office, or a hospital ward; it can be an institution - such as a school or a children's home, or a factory; it can be a large-scale community - a town, an industry, a profession. All of these are single cases; but you can also study multiple cases: a number of single parents; several schools; two different professions.**
>
> **(Gillham, 2000:01)**

The investigation of the different cases given above in order to find appropriate answers to specific research questions is what researchers, across many disciplines, agreed on to call a case study (ibid,2000). In most definitions, Case study research involves an *"internal"* (Alexander and Andrew, 2005:41) or *"in-depth"* *(Verner and Abdullah, 2012:870)* examination of a single case or a small number of cases.

2.4.2.2 The Case Study Characteristics

Unlike other research strategies, survey and experimental methods for instance which separate the phenomenon from its real context and rely on few sources of evidence, the case study is an all-encompassing method which comprises specific

approaches to data analysis and multiple data collection techniques which yield, often, a combination of qualitative and quantitative data (Xiao and Smith, 2006).

According to Duff (2008) this flexibility in the triangulation[1] of data collection techniques on the pre-specified research questions or facts grants the case study the ability to produce either converging or diverging observations and interpretations. An example of convergence in case study research is shown in figure (2.3) below.

Another fundamental characteristic of case studies is that the researcher cannot start out with prior judgments or theoretical notions explaining the case or cases under investigation; the context remains completely incomprehensible and ambiguous until the researcher get hold of the illustrative research data.
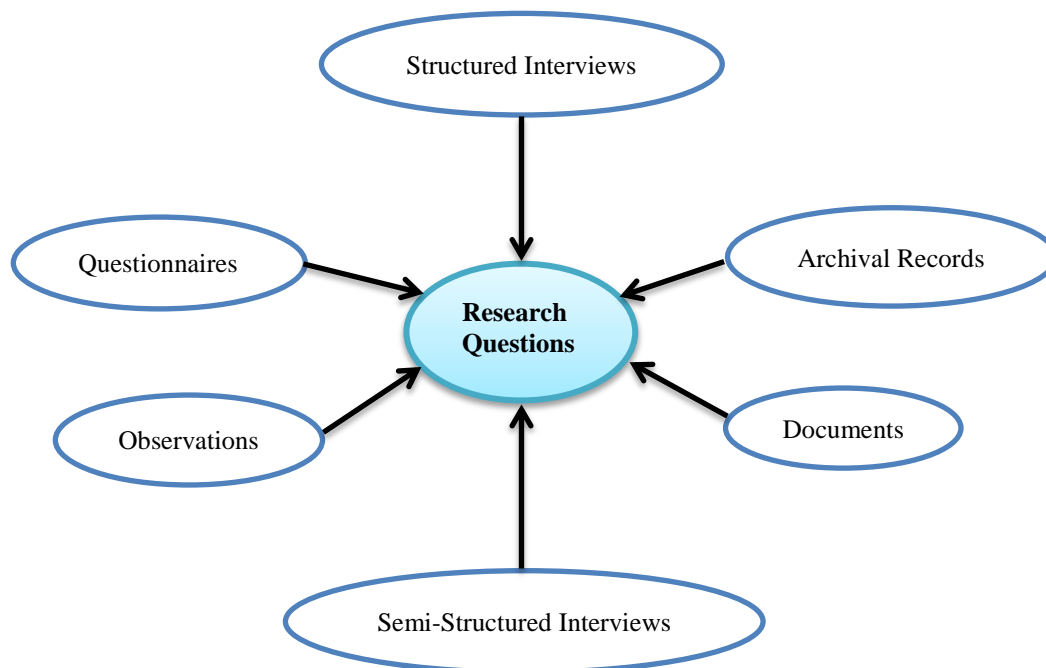
Figure 2.3 Convergence of Multiple Sources of Evidence in Case Studies
(Adapted from Xiao, 2006)

However, the user of this empirical enquiry (Yin, 1994) can benefit from the prior development of the research hypotheses which he has, according to the findings,

---

[1] The collection of research data using mixed or multiple methods (Woodside, 2010).

to prove or disprove. When correcting some widespread misunderstandings about the case study and in view of the claims made about the inappropriateness of this research strategy in the testing of hypotheses, Flyvbjerg (2006) explained that *" The case study is useful for both generating and testing of hypotheses" (Flyvbjerg, 2006:229).*

Mckernan (1991) made a significant contribution by providing a general definition to case studies which summed up its prime characteristics. According to him,

> *Case study is eclectic, using a variety of research styles and methods; it is idiosyncratic and specific; it is process- rather than product-oriented; and it is rich in description, interpretation and narrative, working more for understanding than for rigorous scientific measurement, prediction and control of settings, respondents, actions and so on. It is qualitative as opposed to quantitative, yet a good case study worker knows how to quantify masses of qualitative data.*

> *(In Butler, 2006:132)*

2.4.2.3 The Advantages of the Case Study

Case studies are carried out in order to get insightful knowledge about the case or cases being studied. They can be very diverse and may be classified based on their purpose as descriptive, explanatory, exploratory or evaluatory (Verner and Abdullah, 2012). The case study may be regarded as *"social microscope" (Burgess, 1945:25)* through which a scrutiny of every aspect of a social phenomenon in a well specified environment is performed. The yielded case data are then used to draw generalizations and inferences about the whole population and to suggest measures for improvement of the concerned case.

2.4.2.4 The Case Study Weaknesses

In spite of the advantages the case study research method has in conducting researches in various disciplines, it is not without some weaknesses. This method is often harshly criticized for the subjectivity and of the investigator in collecting information. Furthermore, as the case study relies heavily on diverse sources of information, the researcher must be skillful enough to handle this diversity (Kothari, 1990). Zainal (2007) when reviewing some disadvantages discussed by Yin (1984) concluded by saying that case study lack rigor, it constitutes an unsuited ground to establish generalization especially when a small sampling is deployed and the researcher within this method is, most of the time, accused for the biased interpretation of the data.

Despite the above criticism, Zainal (2007) added, case studies are being deployed in real-life situations. From Kothari (1990) view point, these limitations might be overcome if researchers are aware of them and are well skilled in the modern ways of collecting and processing data.

2.4.3 The English Language Section

The faculty of Letters and Foreign Languages is one among eight faculties that constitute the University of Tlemcen (see Table 2.1 below). This faculty, under the new regulation[2], comprises three departments: the department of Literature and Arabic Language, the department of Art and the department of Foreign Languages. The department of Foreign Languages is further divided into four sections: the Section of French, Spanish, English and the Section Translation.

---

[2] The executive degree N 10/13 supplemented and amended, of the 12/01/2010 related to the approbation of faculties.

2.4.3.1 A General Overview

As far as the English Section is concerned and since its establishment in 1989, it provides intensive training in the English language, under the supervision of a highly qualified teaching staff, to a growing number of students for whom English is regarded as a foreign language. Pursuant to the classical system these EFL students after four years of academic training graduate with a *Licence* degree in English language studies. This degree, according to the circumstances, either awards them the opportunity to follow post-graduate studies or opens the gate to the work market.

	The Faculties
	Faculty of Science
	Faculty of Letters and Foreign Languages
The University of Tlemcen	Faculty of Humanities and Social Sciences
	Faculty of Law and Political Sciences
	Faculty of Medicine
	Faculty of Natural Sciences and Life and Earth Sciences and Universe
	Faculty of Economics, Trade and Management Sciences
	Faculty of Technology

Table 2.1 The Different Faculties at the University of Tlemcen

In the academic year 2004/2005, and in accordance with the rapid development occurred around the world in terms of globalization and competitiveness, the Algerian university, like many other universities around the globe, embraced the LMD system (Licence, Master and Doctorate) as an attempt to reposition Higher Education and achieving a more functional system. In the flow of the academic year 2009/2010 this new system was launched in the English Section at the University of

Tlemcen as an alternative to the classical system which came to an end after the graduation of the last class in the academic year 2012/2013. The aim was to enhance both the teaching/learning process and the teaching profession. Furthermore, the new system allows the students to benefit from the wide range of job outlets at various stages and from the recognition of their degree at international level.

Within the LMD system, EFL teachers and curriculum designers are required to collaborate together for the sake of bringing some innovations to the language classroom practices and to find new ways for a better evaluation of the students' learning outcomes. According to Azzi (2012) the EFL academics,

> *Need to: (i) develop the contents of their pedagogical programs instead of complying with the national program set by the Ministry of Higher Education and Scientific Research, (ii) adopt the learner-centered approach instead of the teacher-centered one and (iii) to provide their students with on-going assessment instead of a one-shot exam at the end of each semester.*

> *(Azzi, 2012:1004)*

2.4.3.2 The Licence Programme

The LMD system is a semester-based credit system involving core and optional courses. Students enrolled for an Academic Licence degree in English Language Studies are requested to attend six semesters, equivalent to three years, of study validated with 180 credits. During the first four semesters, a multi-disciplinary instruction around the principles of the English language and its culture is given to the EFL students as a whole, as for the last two semesters the successful students are granted the opportunity to choose between two majors: Anglo-Saxon civilization and Literature or Language Studies. A detail description of the Licence courses is given in the table (2.2) below.

The Licence degree leads the graduate either to jobs other than teaching and research, or to sign up for a Master programme extended over a period of four semesters and crowned with a possibility to pursue further research training towards the Doctorate.

Licence Modules			
1st and 2nd semesters	*Core courses*	Grammar, Phonetics, Introduction to Linguistics, Comprehension and Oral production, Comprehension and written Production, Literary studies and Anglo-Saxon Culture and Civilization.	
	Optional courses	Study Skills, Foreign Language (French), Human and Social Sciences.	
3rd and 4th semesters	*Core courses*	Grammar, Phonetics, Linguistics, Oral and Written production, Discourse comprehension, British Literature, Anglo-Saxon and African Civilizations.	
	Optional courses	Research Methodology, General Psychology and ICT (Information and Communication Technologies)	
5th and 6th semesters	**Language Studies**	*Core courses*	Linguistic Theory, Phonology, Morphology, Psycholinguistics, Sociolinguistics, Language Teaching Methodology (TEFL)
		Optional courses	Research Methodology, Educational Psychology.
	Anglo-Saxon Civilization and Literature	*Core courses*	Literary Theory, Comparative Literature, English Literatures, Anglo-Saxon Civilization, African Civilization
		Optional courses	Research Methodology, Educational Psychology.

Table 2.2 The LMD Licence Course Programme
(**Source:** The website of the University of Tlemcen[3])

From the above table it is noticeable that the students' linguistic and cultural competences are given the paramount importance throughout the Licence programme. It is assumed that this situation is mainly due to the new trends, under the LMD

---

[3] The official website of the University of Tlemcen: ***www.univ-tlemcen.dz***

system, to raise students' awareness towards their native culture and to expand their knowledge about the target language and its culture.

2.4.3.3 The Teaching of Literature

As far as literature teaching is concerned, it is integrated in the students' academic training from the first stages with more emphasis being put on literary texts as an end in teaching. The English Section follows, for the purpose of literature teaching, two different approaches, namely the literature base approach and the literary critical approach.

The first approach is used, with the help of a carefully selected British Literary texts, to introduce the first year LMD Students to all the genres of literature including: short stories, novels, plays and poems, and to acquaint them with the different literary elements each genre contains. Whereas, in the two subsequent years where students are supposed of acquiring adequate linguistic as well as literary competence the second approach is followed up in which primary concern is the *"literariness" (Khatib and Rahimi, 2012:35)* of the texts. At this level a distinctive range of materials from several literatures are exploited to foster an understanding of the individual authors, literary movement and various literary elements. Moreover, students from the Anglo-Saxon Civilization and Literature specialty take a step further in analyzing the literary works from critical perspectives and in understanding how these texts or more precisely cultures, differ from one another.

2.4.4 The Research Population and Sample

In the literature, the technical terms *population, target population and universe* are interchangeably used (Levy and Lemeshow, 2008). A population is a collection or totality of persons, objects or anything else that is the center of attention for the researcher (Sahu, 2013). In order to minimize the research efforts, it would be impractical to consider the entire population. Thus, the selection of a representative

sample is a prerequisite step in conducting researches. According to Scott and Morrison (2006) a sample is a subset of the population from which data are collected. The process of sampling is summarized by the figure 2.4 below.
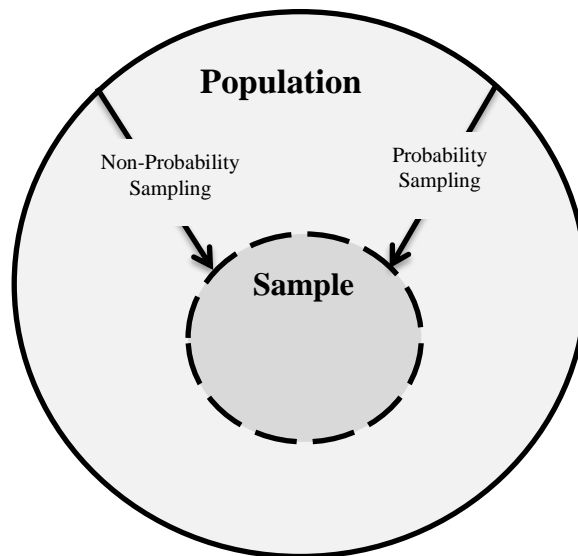
Figure 2.4 The Relationship Between a Population and a Sample

As it was stated before, the sample can represent adequately the population. This sample attribute, in case is fulfilled, permits the researcher to get a right inference and to safely generalize his findings to the whole population. However, in case the opposite is true, Esbensen, Paoletti and Minkkinen (2012) explained that,

> *If a sample does not represent what it is supposed to, erroneous decisions and conclusions will invariably follow, no matter how precise the subsequent analysis. There is a need for balance between the integrity of the physical materialization of a sample, its representativity, and the precision of the analytical technique used.*
> *(Esbensen et al. 2012:155)*

Research findings might be worthless and without any scientific significance if the sample representativity and homogeneity factors are not completely verified.

2.4.4.1 The population

The research population of this study consists of 93 third year English as a Foreign Language LMD students at the University of Tlemcen. The population is homogenous in view of the fact that all the EFL learners pursue the Anglo-Saxon Literature and Civilization specialty in the flow of the academic year 2012/2013.

Students' age fluctuates between 20 and 22 years old with the number of female students outnumbers by far the number of male students. This phenomenon is common in the Faculty of Art and Foreign Languages. The existence of such a situation might be mainly due to the fact that the majority of male students favor pursuing a degree in the scientific and technical specialties as they offer high professional training and more job opportunities. The following table indicates the number of male and female students who constitute the research population.

Students	*Number*	*Percentage*
Male	27	29,03%
Female	66	70,96%
Total	**93**	**100%**

Table 2.3 The Proportion of Male and Female Students
(**Source:** The English Language Department, University of Tlemcen)

As far as the Anglo-Saxon Literature and Civilization specialty is concerned, students study English literatures as a core course with two teaching units per week. Each unit lasts for one hour and a half. In addition, students have two extra teaching units per week of comparative literature, one hour and a half each along with one unit of literary theory course. Subsequently, students' dealing with literary texts will be seven hours and a half per week.

2.4.4.2 The Sample Population

Marshal (1996) stated, with some reservation, that it would be impractical and even unreasonable to study the whole population. This point of view was later on asserted by Zink (2012) when he made clear that money and, to a larger extent, time constitute real constraints when the entire population is considered in addressing the research hypotheses. The only argument he gave in favor of his assertion is that the population attribute being observed may change over time.

Therefore, the resort to a research sample seems imperative and reasonable. In selecting a sample two prime approaches might be used, which are: probability and non-probability sampling. The selection of the sampling procedure depends mainly on the research problem and the methodological approach.

Probability or random sampling technique gives an equal chance for every member in the research population to be included in the sample. Moreover, this technique is likely to produce a representative sample. The effectiveness of the random sampling (or simple random sampling) paradigm in achieving a representative sample is widely acknowledged. According to Perry (2008) simple random sampling is the most desirable strategy, its use yield samples that can *"control unwanted influences from extraneous variables" (Perry, 2008:62).* Those variables were highlighted by Drennan (2009) and Kothari (1990) when they openly urged for a resort to simple random sampling explaining that, *"it is the appropriate technique for avoiding bias in sample selection" (Drennan, 2009:92)* and "under it the sampling error can be estimated" (Kothari, 1990:67).

In order to take advantage of the benefits the simple random sampling technique might offer, it is adopted for this case study research.

This technique helps in the selection, from a finite and accessible research population, of a representative sample composed out of 53 third year LMD students

from the Anglo-Saxon Literature and Civilization specialty. Nearly 90% of the students are female and only 10% are male.

On the basis of the maxim *"the larger the sample, the better" (Perry, 2008:62)* more than half the population has been selected. As a matter of fact, this relatively large sample size may, to a large extent, strengthen the probability of producing a representative sample through the decrease of the sampling error.

2.4.5 The Research Instruments

Research instruments refer to the set of practical tools chosen by the researcher to collect data which are relevant to the situation being investigated. This choice is not haphazardly made; it is rather based on scientific considerations governed by the accessibility of the research population and the nature and degree of complexity of the research problem. It is worth mentioning here that the most commonly used data- collection instruments are the following: *a) observations*, *b) interviews* and *c) questionnaires*. The advantages and disadvantages of the abovementioned research procedures are summarized in table 2.4 below.

Procedure	*Potential Strengths*	*Potential weaknesses*
Questionnaires	▪ Save time and money ▪ Access important number of participants ▪ Objective ▪ Easy to interpret	▪ Not flexible ▪ Low returns
Interviews	▪ Monitor comprehension ▪ Ability to probe	▪ Require trained interviewers
Observations	▪ Flexible ▪ Exploring new phenomena	▪ Time consuming ▪ More costly ▪ Participants' number is limited ▪ Subjective

Table 2.4 Data Collection Instruments (Adapted from Perry, 2008)

For the purpose of this study data were collected through the use of two research instruments: an attitude questionnaire and a number of interviews with a group of respondents. These instruments are presented with some details in the following sections.

2.4.5.1 The Questionnaire Procedure

It goes without saying that questionnaires are quite popular data-collection tools. In his definition Oppenheim (1992) brought together the main features of well-constructed questionnaire. According to him it is,

> *Not some sort of official form, nor is it a set of questions which has been casually jotted down without much thought. We should think of the questionnaire as an important instrument of research, a tool for data collection. The questionnaire has a job to do: its function is measurement.*

> *(Oppenheim, 1992:100)*

So far as this study is concerned, the questionnaire is divided in two parts. The first part contains 8 questions designed in a way to uncover the kind of relationship between students from one part and literature reading from the other part. The second part of the questionnaire was intended to evaluate students' attitudes towards the teaching of African literature. It encompasses 10 attitude statements structured in the form of 5-point Likert scale from 1 to 5, where 5 stood for "Strongly agree", 4 stood for "Agree", 3 for "Neutral", 2 for "Disagree" and 1 stood for "Strongly disagree". A specimen of the questionnaire is provided in *Appendix A*. Respondents were kindly asked to use this 5-point scale to rate their level of agreement or disagreement with some cultural as well as linguistic aspects embodied in African literary texts. To the best of the researcher knowledge, those aspects seem to have a significant impact on the students. Below is an example of the aforementioned scale.

e.g.: language in African literary text is easy to understand.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Before the questionnaire was handed out to the students, the items (questions and statements) were reviewed by the two supervisors. Then, the questionnaire was piloted on 5 students randomly selected from the research sample. The aim of the piloting process was to make sure that all the items were clear, understandable and correctly worded. The students of the piloting group were asked to make a close reading through the questionnaire and highlight any unclear item. Based on the feedback received from the two supervisors and the students of the piloting group some items were corrected and clarified and others completely omitted to reduce the length of the questionnaire. After piloting, the questionnaire was administered to the students by the end of the academic year 2012/2013. During this year students were presented with three African short stories which they studied and deeply analysed.

The three short stories are: *"Coloured Light"* written by the Sudanese writer *Leila Aboulella*, *"Civil Peace"* by the Nigerian *Chinua Achebe* and *"Certain Wind from the South",* written by the Ghanaian female writer *Ama Ata Aidoo*. Students were asked to fill in the questionnaire in the classroom by the end of a regular literature class period under the supervision of the researcher.

The resort to the questionnaire as the pivotal data collection instrument is mainly due to the nature of the investigation. Since attitude is considered as an unobservable concept, therefore, the only way of its evaluation is through the use of questionnaires. In addition this research instrument presents other acknowledge benefits. Firstly, it is useful when a quantitative data collection is sought. Secondly, it is more economical when compared with other instruments, because it does not require specific training from the researcher and data could be gathered in fairly short period

of time. However, the questionnaire has some drawbacks the researcher should take into consideration. The main disadvantage is the inflexibility of the instrument, i.e. once the questionnaire is designed and handed over to the respondents it is almost difficult to amend neither its form nor its content.

The items in the questionnaire may take two distinct forms: *close form* or *open form* (Perry, 2008 and Brace, 2004).

Close form: the respondents are bound to make a choice(s) from a number of alternative responses.

e.g.: do you like reading Literature?

☐ Yes   ☐ No

Open form: a complete freedom is given to the respondents to express their ideas in their own language.

e.g.: what was enjoyable or memorisable about that/those work(s)?

In view of the fact that each form has a set of well determined advantages, most questionnaires, including the one used in this investigation, contain a mixture of closed and open form items. At the time when closed form items are preferred for their easiness to answer and process, the chief advantage of the open form ones is the freedom and spontaneity of the answers.

2.4.5.1 The Interview Procedure

For the sake of gathering further information about the research problem, the questionnaire was followed by a second research instrument which is the interview. The resort to the two instruments stems from the researcher's belief that the strengths of one instrument might compensate the weaknesses of the other, leading to the collection of valuable and evident data which depict the real image of the problem under investigation. In this respect Jonker and Pennink (2010) asserted that the

> ***Careful and alternating use of both research approaches can indeed offer valuable insight, more opportunity for the development of hypotheses, an improved comprehension of existing theoretical insights and, what is more, a direct practical benefit.***
>
> ***(jonker and Pennink, 2010:92)***

Interviews are more concerned with ideas collection than with data collection, that's why the interview protocol requires a professional or at least a qualified interviewer. This latter has to be aware not only of how to design appropriate questions and organize them in logical order but, and this is more important, how to manipulate the psychology of the interviewee and make him feel at ease during the interview process. This act guarantees a normal flow of the conversation with more concentration from the part of the interviewee. Oppenheim (1992) summarized in the following quotation what he thought are the ideal traits of an interviewer. The interview, he said,

> ***Unlike most other techniques requires inter-personal skills of a high order, putting the respondent at ease asking questions in an interested manner, noting down the responses without upsetting the conversational flow, giving support without introducing bias.***
>
> ***(Oppenheim, 1992:45)***

With the above principles in mind, 10 students from the research sample were randomly selected and interviewed one week after the administration of the questionnaire. A number of open form questions have been used to get an in-depth insight and information-rich data about the student's attitudes towards the teaching of African literature. The interpersonal connection between the interviewer and the interviewee allows for direct monitoring for comprehension of the questions and modification in case of misunderstanding. The interview questions translated the research objectives and sought to put the following variables under investigation.

- Students' attitudes towards literature

- African literature in ELT

- Students' aspirations with regard to ALT

According to their degree of formality, interviews can be classified on a continuum raging from unstructured through semi-structured to structured (Nunan, 1992).

Unstructured interviews: this kind of interviews is carried out without pre-determined questions. The interviewer has no or little control over the direction of the interview and he has the freedom to ask supplementary questions or omit others according to the interviewee reactions.

Semi-structured interviews: like the previous one, no pre-determined questions are set beforehand. What marks the semi-structured interviews is that the interviewer has a general idea of where and how to lead the interview.

Structured interviews: the structured interview is the most formal one. It is a one way conversation. The interviewer within this procedure seeks answers to a set of predetermined questions using standardized techniques of recording.

Because of the semi-structured interview's flexibility, the interview questions in this case study research are semi-structured. To establish a good rapport with the respondents, the interviewer spent few minutes before the beginning of the interview explaining the nature of the research and the purpose of the interview. In addition, a general idea about the questions they will be asked to answer is presented for them. As they were given the opportunity to choose between their first language (Arabic) or the English language to answer the questions, all the respondents favoured the English language in expressing their ideas.

Researchers in the field of social sciences have to have, in addition to the knowledge and skills, high Ethical values. Observing this fact and as the interviews

were conducted by the researcher in-person, the interviewee was given the freedom to refuse to answer any question which seems difficult or unclear. In addition their consent was sought before recording their responses and they were informed that total privacy will be given to their answers. Tape-recording was favoured over note-taking when conducting interviews for the simple reason that the former has the advantage that it accurately captures what will be said. However this technique has the disadvantage that the amount of data collected is large and its transcription can be excessively time consuming.

2.5 Conclusion

The learner and his attitudes had been considered for a long time as separate entities in language learning. It was just recently admitted by some researchers in the field of education that the Learner's likes and dislikes proved to considerably influence success in learning.

After the acknowledgement of the possibility of measuring attitudes many researchers strove to closely understand and measure this latent construct using different measuring techniques. In an educational setting, the use of attitude questionnaire and semi-structured interviews offer the best ways for attitudes evaluation, thus these two instruments were adopted for this case study.

The Likert scale model adopted for the construction of the attitudes statements used for this study was fruitful in the way that it did not create challenges to the respondents.

All the administered questionnaires were filled up properly with all the items answered in a relatively short period of time.

The quantitative data derived from the questionnaires added to the qualitative ones of the semi-structured interviewee will constitute the centre of attention of the

researcher in the following chapter. Both research data will be analysed quantitatively and qualitatively in order to answer the stated research hypothesis.

CHAPTER THREE
THE TEACHING OF LITERATURE

Chapter Three

The Teaching of Literature

3.1 Introduction

After the outline of the research methodology adopted for the present investigation in the previous section, this chapter reports, discusses and interprets the findings of the attitude questionnaires and the semi-structured interviews conducted with the respondents.

The study evidence is combined and examined quantitatively and qualitatively with the aim of exploring the students' attitudes towards African literature and its integration in the English language classrooms, as well as verifying the validity of the three research hypotheses. Hence, the findings are analysed statistically using percentages and bar-charts in order to represent as accurately as possible the students' attitudes.

3.2 Tests of sound measurement

When any measurement is made, it is important to know whether the measurement reflects what is intended to be measured and whether the measurement is accurate, in other word the measurement procedure should be sound. Sound measurement must meet two kinds of tests: (i) test of reliability and (ii) test of validity. In fact, these tests should be considered by any researcher in order to evaluate the measurement tools.

3.2.1 Test of Reliability

A measuring instrument is said to be reliable if it provides consistent results. As far as this research is concerned, the research instruments used in collecting the

research data are of good reliability since they are carefully constructed and of a reasonable length. In addition, the questionnaires were applied under standard conditions where external sources of variation such as boredom, fatigue and the like were minimised to the possible extent. Furthermore, the reliability of the results was ensured by the selection of a large sample size and the establishment of appropriate circumstances under which respondents' honesty was very likely.

3.2.2 Test of Validity

The test of validity is another important test of sound measurement. Validity indicates the degree to which an instrument measures what it is supposed to measure. The items within the questionnaires reflect the attitudes towards African literature. The attitude items were designed in a way to take the respondents experience into consideration to avoid any kind of ambiguity or possible challenge to the students' understanding.

After the development of the attitude statements, they were reviewed and then pre-tested with a group of students. Moreover, the validity of the attitude questionnaires was checked by a set of semi-structured interviews. The outcomes of the two research instruments showed a convenient correlation. From the operational point of view the attitude questionnaires were practical. They didn't require much time to be filled in, they were easy for administration and the outcomes were interpretable.

3.3 Presentation of the results

The designed questionnaires were handed out to the 53 participants by the end of a literature lecture. The questionnaires, filled in, were handed over by the students before they left the classroom. After editing the raw data collected, three questionnaires were nullified because they were not properly filled in (some questions were not answered).

The objective of the questionnaires was to identify the students' attitudes towards the teaching of African literature in the English language classrooms. Essentially, the questionnaires aimed to check the validity the three research hypotheses put forward by the researcher. The hypotheses are as follow:

- *Students could have a positive attitude toward the teaching of African literature.*

- *The simple use of language in African Literature encourages the students to learn the English language.*

- *Cultural familiarity with African literary text motivates the students to learn the language.*

The semi-structured interviews also shared similar objectives with the questionnaires. The results of the two research instruments were combined in order to reflect a precise description of the students' attitudes. Hence, both qualitative and quantitative techniques were used in the analysis and interpretation of data. The interviews turned around three main questions:

- *Students' attitudes towards literature teaching.*

- *African literature in English language teaching.*

- *Students' aspirations with regard to African literature teaching.*

Based on the research objectives and in an attempt to check the research hypotheses, the findings are divided into two main categories: (i) students' experience with literature and (ii) African literature in English language teaching.

3.4 Students' experience with literature

The first section of the research questionnaire is designed in a way that allows the researcher probes the experiences of students with literature teaching in general,

their attitudes, preferences and difficulties when interacting with literary texts in the language classrooms.

3.4.1 Attitudes towards Literature

The first question in the questionnaires asks the respondents whether or not they like reading literary works. The findings, illustrated on figure 3.1 below, revealed that the majority of the respondents (88%) reported that they like reading literature while, a smaller percentage (12%) stated the opposite.
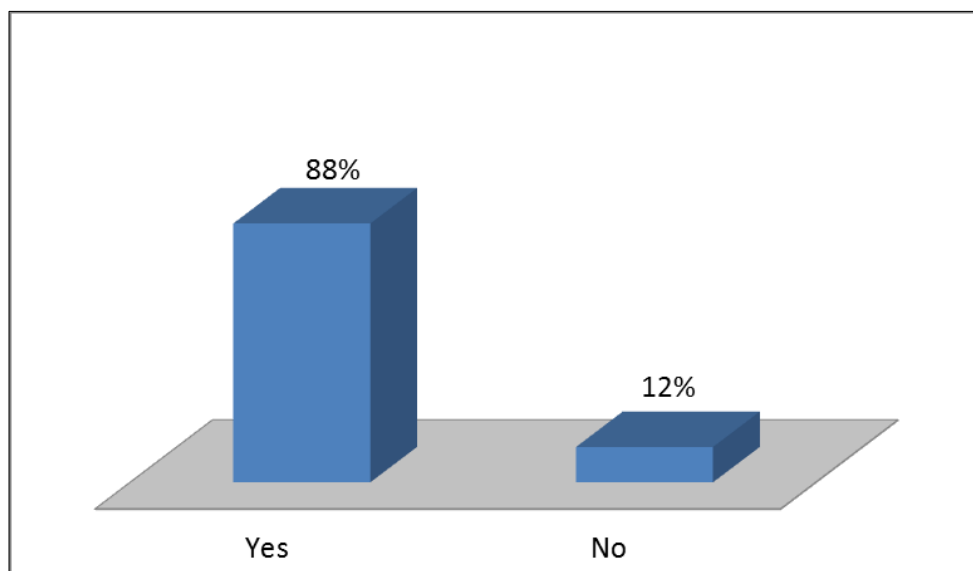
Figure 3.1 Students' Attitudes towards Literature Teaching

The passion for reading literature varies among participants. 30% of the students stated that the major aim for reading literary texts is to fulfil pleasure and enjoyment, while 34% considered literature as a suitable material for the development of the various English language skills, whereas 20% of the students viewed literature as cultural documents that help them get insightful knowledge about the target language culture and civilization.

On the other hand, 12% of the students rejected literature simply because it is a boring task for them. Furthermore, interviews revealed that language difficulty in some literature is another reason for its rejection by students; for example, one participant shared her view *"my vocabulary is poor to read literary texts."*

3.4.2 Text Preferences

The types of literary texts the students are usually acquainted with seem to have a significant influence on their experiences with literature in the language classroom. When asked during the interviews about their favourite literary genre, the majority of the respondents stated that they very often read short stories.
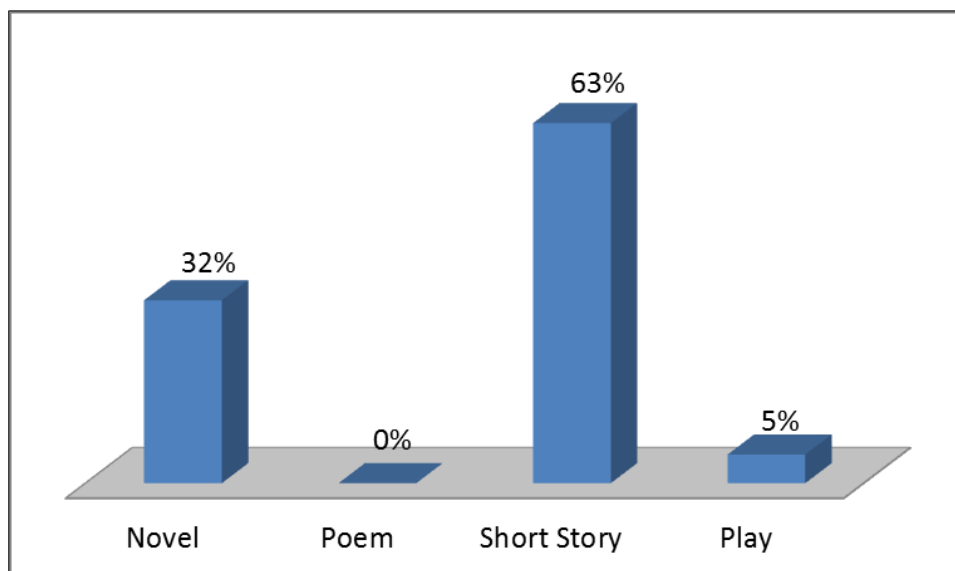
Figure 3.2 Text Preferences among Students

They believed that short stories could be a valuable teaching material which may engender in the students a favourable attitude toward literature.

Students' tendency to read short stories was further asserted by the findings of the questionnaires. The results represented on Figure 3.2 above show that 63 % of the students enjoyed reading short stories, while 32 % preferred novels. Plays and poems

were the least favourite among the students; with only 5% enjoyed reading plays, while no student preferred poems.

The short story is the most popular literary genre among students. Among the common reasons stated by the interviewees for choosing the short story were, the shortness and the easiness of understanding that characterise this genre.

On the other hand, just very few respondents expressed a preference to read plays. This lack of interest is mainly due to the very limited exposure to this literary genre in the classroom. Students are only given the opportunity to find out about plays during their first academic year through a few selected western works often beyond their linguistic competence.

As far as poetry is concerned, no respondent at all expressed a passion to read poems. The probable reason for this negative attitude was because of the poets' special use of language. Students, because of their restricted vocabulary in the English language, found the language used in poems complex and difficult. This linguistic complexity is compounded by the abundance of figurative language and images which they usually find difficulties to decipher. Khatib *et al.* acknowledge this difficulty when asserting that *"Poems are usually written in a form deviant from the norms of speaking or even writing and hence they make understanding them a herculean task"* *(Khatib et al. 2011, 203-204).*

3.4.3 Difficulties in Reading Literature

One of the reasons which may considerably influence the students' experience of literature is the level of difficulty of the selected literary text. The questionnaires data, represented on figure 3.3 below, shows that the majority of the respondents (70%) found literature used in the language classroom understandable. Yet, they seemed to have some kind of difficulties as no student (0%) ticked the *"Too easy"* option.
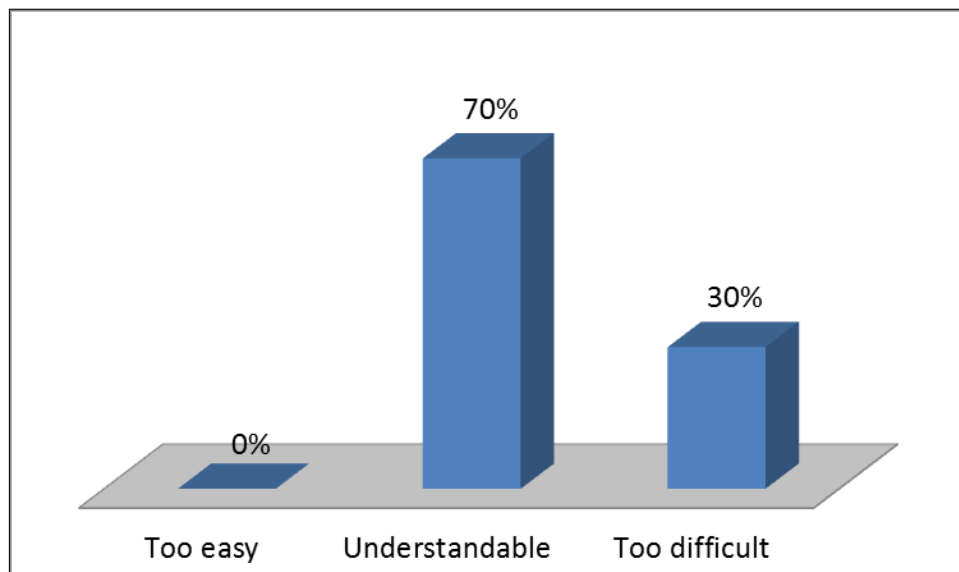
Figure 3.3 Students' Levels of Difficulty in Reading Literature

The remainder of the respondents (30%) reported that literary texts used in teaching English as a foreign language were very difficult for them to understand. Most of the time the comprehension difficulties engendered in the students' negative attitudes towards literature and towards learning the English language in general.

The common difficulties stated by the respondents when reading literary texts can be grouped into two main categories, (i) linguistic difficulties and (ii) cultural difficulties.

3.4.3.1 The Linguistic Difficulty

The majority of the students (60%) indicated that they faced linguistic difficulties when reading literature. This difficulty arises from their limited vocabulary in the target language. Linguistic problems could also be the origin of inappropriate texts selection.

When students encountered complicated vocabulary and did not know its meaning, they lost the motivation to interact with literary texts. This negative attitude

not only hampers their interest in reading but may also affect their passion for learning the target language.

3.4.3.2 The Cultural Difficulty

Another problem the respondents experienced when reading literature was the cultural barriers. It is self-evident that western literature reflects particular cultural aspects, usually those of the writer, so is almost difficult for the EFL (English as a Foreign Language) students to decipher the cultural codes or messages.

The questionnaires data revealed that 40% of the respondents considered literary texts that embodied items and ideas of the target language culture as difficult for understanding and interpretation. This difficulty may arise from the students' natural tendency of using their own cultural system when coming across a novel cultural stimulus.

3.4.4 The Use of Literature in ELT

The findings revealed that there was a great amount of consistency in the responses of the students in the questionnaires and interviews to the use of literature to develop the different language skills. Analysis from the questionnaires, showed on figure 3.4 below, revealed that the majority of the students (96%) believed that literature helps them acquire the English language while, a neglected percentage (4%) stated otherwise. Those who are against the teaching of literature based their argument on the fact that learning a language means nothing more than learning about its grammar.
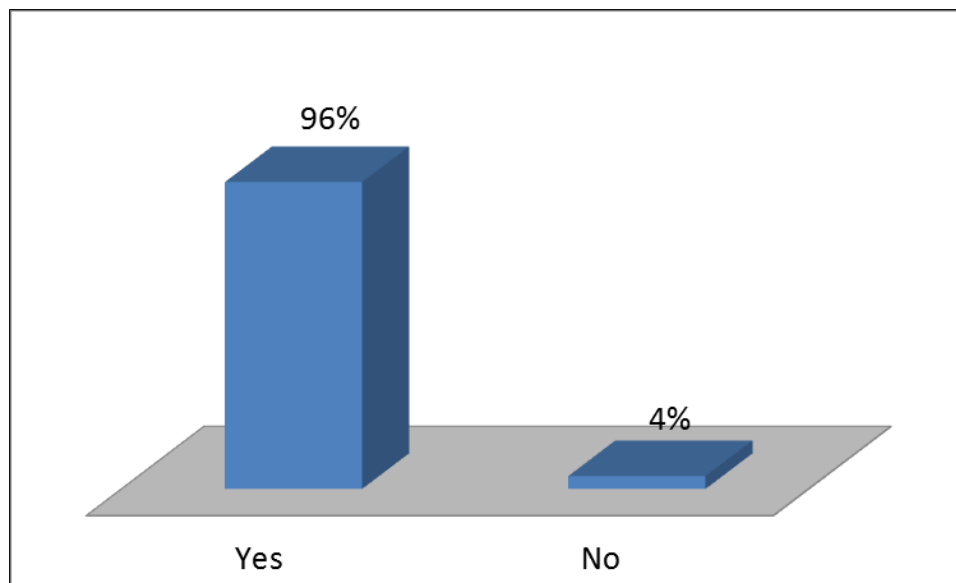
Figure 3.4 Students' Attitudes towards the Use of Literature in ELT

The results from the interviews were similar to those of the questionnaires in some respects. All the interviewees acknowledged the advantages that literature could offer to the English language learners. These advantages could be grouped into two main categories: (i) the development of language skills, (ii) the understanding of the target culture.

3.4.4.1 Development of Language Competence

The questionnaires revealed that 36% of the respondents explained that through their exposure to literary works, they had the opportunity to be introduced to new words and phrases that helped enrich and expand their vocabulary. The acquired vocabulary can be used in latter stages by the students to formulate sentences and produce better English. Furthermore, findings from the interviews showed that the majority of students admitted the strong relationship between literature and language skills development. One interviewee argued that *"when we say literature we automatically say reading, and when you read, you improve your vocabulary and your English".* Another student emphasized the importance of literature in enhancing the

writing skill when stating that *"reading literature helps us in learning more words and expressions and develop the ability to write in a correct way"*.

The data from the questionnaires also indicated that a portion of the respondents (7%) felt that reading literary texts helped them become aware and knowledgeable about the different English language varieties. The introduction of the students to literature produced throughout varied period of time by writers from different nationalities and social backgrounds helped in raising their consciousness to the versatility of the English language use.

3.4.4.2 Understanding the Target Culture

The responses gathered from the questionnaires demonstrated that 36% of the students felt that through reading literature they got the opportunity to learn about other people's culture. On the other hand, 21% of them viewed literary texts as historical archives from which they gathered a great deal of knowledge about the English language speaker's civilization.

Thus, exposing students to literary works from different and varied cultures helped not just in developing their cultural competence and tolerance towards other cultures but also in raising their awareness and appreciation to their own culture.

3.5 African Literature in ELT

It is obviously apparent that western literatures have the lion share in the English language teaching curriculum. This situation is mainly due, to the best of my knowledge, to the long held vision that the English language could not be taught in isolation from its native culture. However, the emergence of English as a global language after the Second World War nullifies this hypothesis and, as a result, the English language becomes the means of expression for different cultures around the world.

As far as the African continent is concerned, a great bulk of literature written in English by prominent African figures has been produced since the 1960s onward. About this new-born literature Ojaide succinctly wrote, *"there is, culturally speaking, no art for art's sake in Africa. Every literary work has a social function" (Ojaide, 1992:44).* Ojaide summarizes in a good way the themes that distinguish African literature from other types of literature.

3.5.1 The Teaching Materials

Within the LMD system, students are introduced to African literature in the last year of the licence program as part of the *"Comparative literature"* module. With the assistance of the teacher, students analyse and interpret three different African short stories, which are: *"Coloured Light"* written by the Sudanese writer *Leila Aboulella*, *"Civil Peace"* by the Nigerian *Chinua Achebe* and the short story *"Certain Winds from the South"* written by the Ghanaian female writer *Ama Ata Aidoo*.

- *Coloured Light:* is the title story in the short story collection *"Coloured Light"*. This story, set in Khartoum, tells about a family's strong faith and incomparable patience when one of its members died in a tragic accident.

- *Civil Peace:* this short story tells about the Nigerian civil war. Through the protagonist Jonathan, Chinua Achebe describes the devastating effect the war had on the Nigerian people and the civil peace that follow that war.

- *Certain Winds from the South*: Aidoo in this story, with the protagonist as a female character, shed a beam of light on an important aspect of women's life in the African society. It is an example of the strength of women, and the way they maintain the family's bonds even when they are abandoned by their husband.

When interviewed about the number of African literary texts used in the teaching of English, the students demonstrated a kind of dissatisfaction with the small number of works they are provided with. One interviewee argued that *"we should have more African literature in the classroom, two literary texts or even three are not enough"*. The respondents' answers to the attitude statements reported in the questionnaires were summarized in table 3.1 below. The abbreviations *SA, A, N, D,* and *SD* stand respectively for the following phrases: *Strongly Agree, Agree, Neutral, Disagree* and *Strongly Disagree*.

Statement	*SA*		*A*		*N*		*D*		*SD*	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
Students have positive attitude toward the teaching of African literature	09	**18**	19	**38**	19	**38**	3	**06**	00	**00**
The characters in African Literature raise the learner's motivation to read	11	**22**	22	**44**	11	**22**	05	**10**	01	**02**
Literary texts written by African writers are very interesting to read	20	**40**	20	**40**	09	**18**	01	**02**	00	**00**
Literary texts which take place in an African society are very interesting to read	05	**10**	27	**54**	12	**24**	06	**12**	00	**00**
The learner likes to read literary texts that depict the suffering, poverty and racial abuse of the African people	12	**24**	25	**50**	08	**16**	04	**08**	00	**00**
The common culture in African literature facilitates the understanding of the texts	24	**48**	19	**38**	05	**10**	02	**04**	00	**00**
Themes in African literature enhance the learner's motivation to read	12	**24**	28	**56**	08	**16**	02	**04**	00	**00**
Language in African literary texts is easy to understand	04	**08**	24	**48**	11	**22**	10	**20**	01	**02**
Language simplicity in African literary facilitates the understanding and makes reading enjoyable	15	**30**	26	**52**	07	**14**	02	**04**	00	**00**
African Literature with its Islamic and humanistic values educates the whole person	23	**46**	21	**42**	06	**12**	00	**00**	00	**00**

Table 3.1 The Raw Attitudes' Data

3.5.2 Attitudes towards African Literature

Analysis from the questionnaires revealed that 56% of the respondents showed a positive attitude towards the teaching of African literature in the language classroom while, just 6% seemed to have a negative attitude. Furthermore, what is noteworthy from the findings is that a significant percentage (38%) of the students had a neutral attitude. One possible explanation for this attitude was the students' ignorance about this kind of literature that resulted from the lack of exposure to it in the classroom.
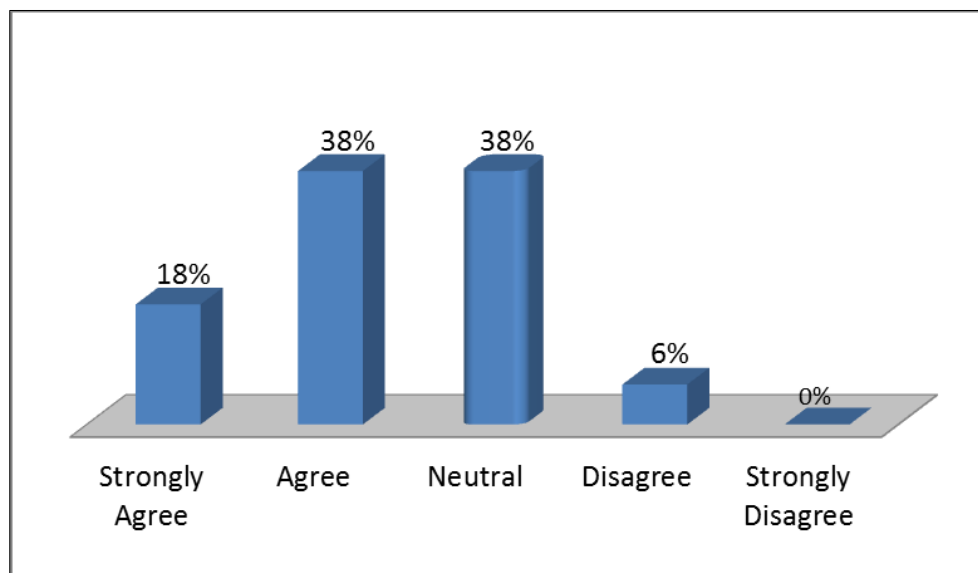
Figure 3.5 Students' Attitudes towards the Teaching of African Literature

The respondents who have a positive attitude towards African literature stated that their motivation was the result of many overlapped reasons. The followings are some opinions provided by the participants in the questionnaires.

- *Student 1: because we belong to the African continent the first literature we should be introduced to is the African one.*

- *Student 2: being an African citizen I have to get a deep knowledge about the African culture and civilization.*

- ***Student 3:*** *students enjoy reading African literature because they dispose a beforehand feeling that they are familiar with the events and characters embodied in the literary texts.*

In addition to the claims in favour of African literature adduced in the questionnaires, most, if not all, of the interviewees declared that they had positive attitude towards the teaching of African literature in the language classroom. Furthermore, they showed a strong keenness for the integration of this kind of teaching materials in the English language curriculum.

3.5.3 The Relevance of African Culture in ELT

It has been reported in the literature that culture familiarity could help students overcome cultural barrier imposed by alien and remote cultures. The friendly culture offers the students the chance to enjoy and appreciate the real meaning of literature.

Therefore, to investigate to what extent these facts are true and check the validity of the second research hypothesis, students' attitudes towards the African culture were measured. The measurement includes three different cultural elements that are at the centre of any literary text and which are: (i) the characters (ii) the themes and (iii) the cultural content.

3.5.3.1 Attitudes towards the Characters

The collected data from the questionnaires indicated that 66% of the respondents felt that the Arabic and African names of characters in African literature motivated them to read literary texts while, 12% disagreed (see figure 3.6 below).
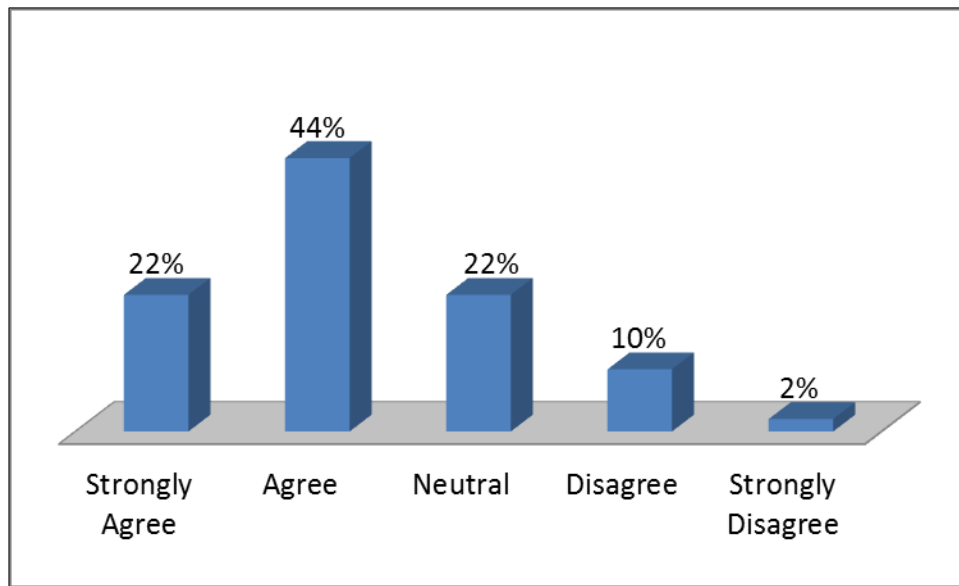
Figure 3.6 Students' Attitudes toward the Names of Characters

This kind of motivation is due to the fact that the students are familiar with almost all the names used by African writers and what is more is that the students' names may coincide with those of the characters in the text. As pointed out by one respondent: *"the names of characters in African literature are part of our culture and everyone knows these names".*

Thus, once this coincidence happens, it allows the student to impersonate the appropriate persona and interact with the imaginative world of the literary text with a great passion and enjoyment. One interviewee explained that: *"when you read African literature you feel yourself as a character in the story, so you can assimilate the prevailing feelings and fully live the various events from within the story".* This psychological inducement is beneficial for the language learners in many ways as it motivates them to read more and more literary texts and, subsequently, improve their competencies in the target language.

On the other hand, the students who considered the characters' names as not motivating in reading African literature based their visions, as a respondent explained, on the idea that: *"those names [of characters] can't have great effect on the students' motivation"*.
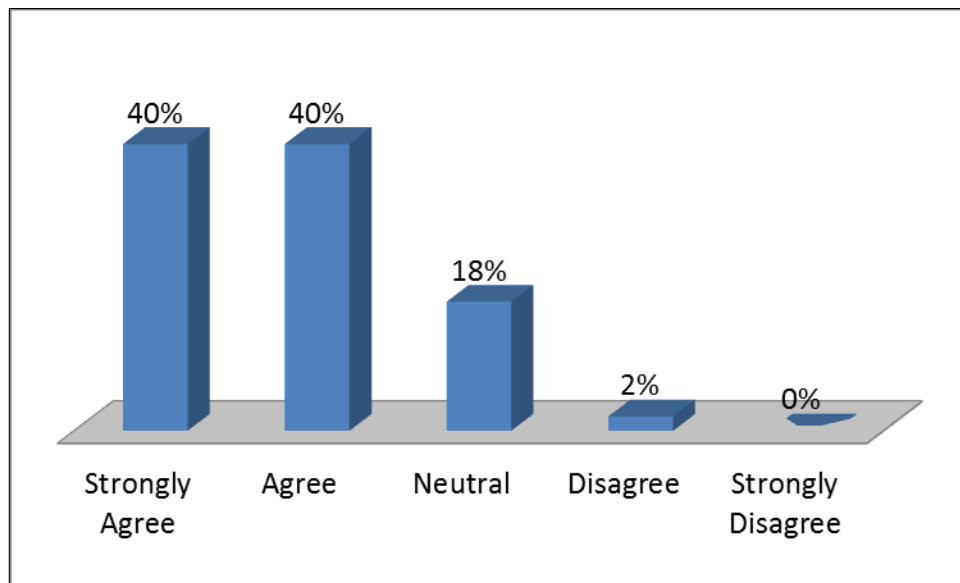
Figure 3.7 Attitudes towards African Writers

Furthermore, the findings of the questionnaires, illustrated on figure 3.7 above, revealed that a high percentage (80%) of the students felt a distinct motivation towards reading literary works produced by African writers while, a weak percentage (2%) stated otherwise. A respondent pointed that: *"because African writers tell stories that deal with the many facets of African life and culture that is why they are the very favourite for the students"*.

3.5.3.2 Attitudes towards the Themes

The results showed that 80% of the respondents either agreed or strongly agreed that the various themes that African literature deals with was a source of motivation for them to read literature while, a much lower 4% disagreed. Apparently,

there was a significant percentage difference between those who approved and those who disapproved. The results are reported on figure 3.8 below.
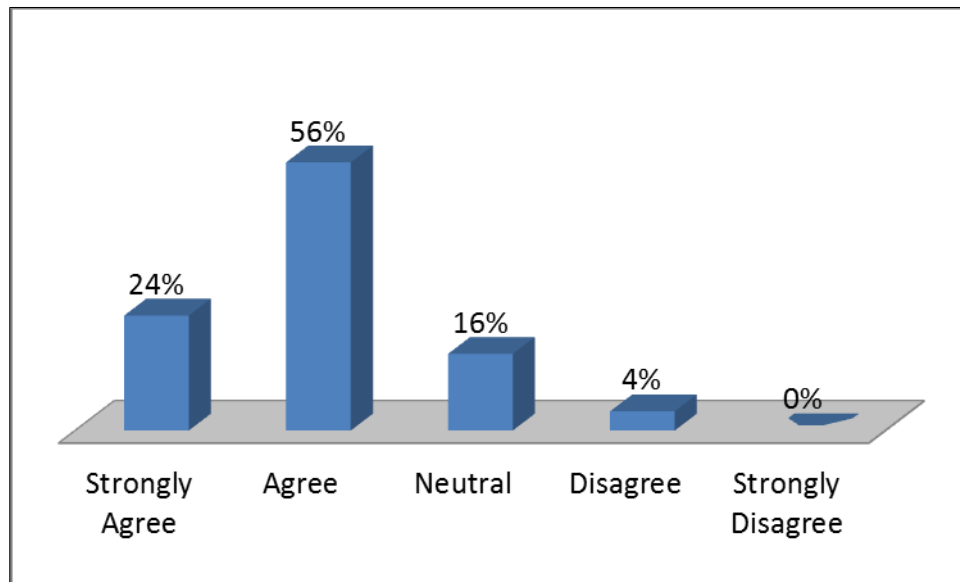
Figure 3.8 Students' Attitudes towards African Themes

In addition, the results of the interviews were similar to those of the questionnaires in some respect. All the interviewees showed a strong agreement when they were asked whether or not themes such as colonialism, poverty, corruption and the like encouraged them to read African literary texts. The varied themes richly inherent in different African literary genres offered the students the opportunity to experience some of the hard times maybe their ancestors went through. Thus African literature is a reflection of the self. One interviewee explained: *"the themes of African literature are very interesting to explore and analyse because they make us knowledgeable about the situation of Africans, their problems and suffering in their home country Africa and also in the diaspora"*.

More importantly, African themes helped the students expand their emotional experiences beyond those of their own lives. A respondent expressed his view: *"by reading African literature we find ourselves overwhelmed with feelings of sympathy and sadness towards the African people"*.

3.5.3.3 African Culture as a Facilitator in ELT

The responses gathered from the questionnaires, illustrated on figure 3.9 below, demonstrated that a majority of the respondents (86%) felt that their familiarity with the African culture facilitated their understanding of African literary texts. On the other hand, only 4 % of them disagreed that culture helped in the comprehension of literature.
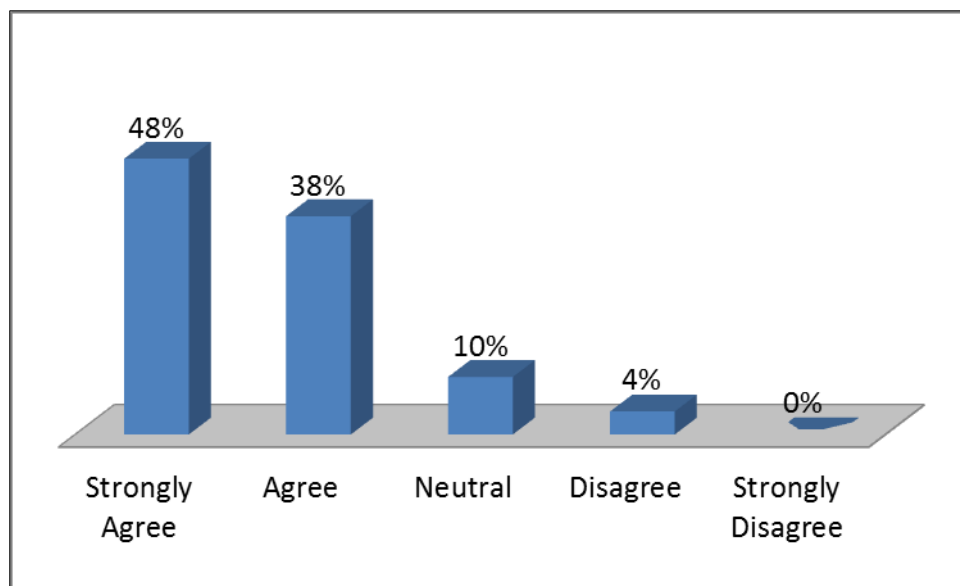
Figure 3.9 Attitudes towards the African Culture

The interview findings also complemented the questionnaires data. Many interviewees agreed that the friendly culture in African literature such as proverbs, traditions, and customs helped in understanding and appreciating literature. One student said: *"since we are Africans we have acquired during the course of life a great deal of knowledge about our African culture. So, whenever we come across this culture, even if it is translated to the English language, we will find no difficulties in understanding it".*

The participants also stated that, in addition to its considerable contribution to the understanding of literature, African culture provided readers from other cultures with a clear picture of the past as well as the present situation of the African society.

3.5.4 Language Use in African literature

The questionnaires results indicated that most students perceived the special use of the English language in African literature. Figure 3.10 bellow showed that 56% of them responded positively to the statement that language in African literary texts is easy to understand while, 22% stated otherwise. This was mainly because of the simple words and sentences used by African writers as one respondent explained: *"native English writers use more difficult words and expressions"*.
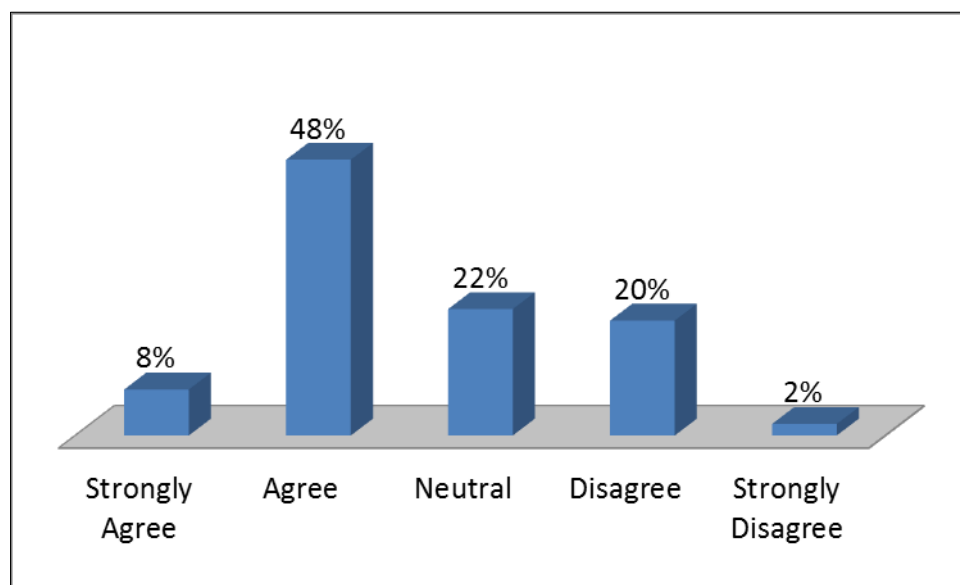
Figure 3.10 Attitudes toward Language Simplicity

In addition, the findings from the interviews revealed that most of the interviewees claimed that they faced no difficulties when reading African literature because the language use was adequate to their level in English. Furthermore, some interviewees explained the simplicity of African literature with reference to the British one, and one student shared his view: *"African literary texts are easy to understand*

compared to literature produced by the British, since this latter contains difficult vocabulary and complex syntax". Another interviewee explained: *"African literature writers use simple language because for many of them English is not a native language".*

On the other hand, the students who disagreed with the statement argued that the language difficulty is limited at the level of words as a student explained: *"some writers, like Achebe, use some African words which are difficult to understand".*

Moreover, language simplicity could be a paramount factor that motivates and encourages the students to read and actively interact with literature. The findings from the questionnaires, summarised on figure 3.11 below, revealed that 82% of the respondents felt a harmonious relation between language easiness in African literature and reading enjoyment while, a much lower percentage 4% disagreed.
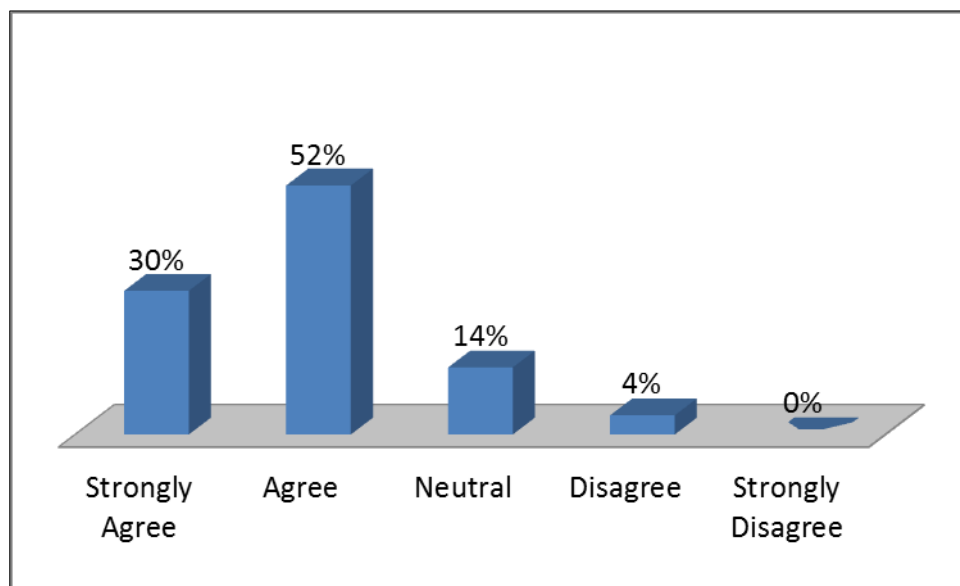
Figure 3.11 Language Simplicity and Students' Motivation

A respondent argued that: *"if the language of the literary text is easy and accessible to students, everything will be understandable and, as a result, reading will be enjoyable".*

3.5.5 Personal Development

The findings from the questionnaires brought to light another interesting discovery. Most participants (88%) expressed a firm belief that African literature not only offered pleasurable reading, but confronted them with moral values while, no student opposed this view (see figure 3.12 below). Whether these values are Islamic or humanistic they could, undoubtedly, promote and enhance the students own personal development and assist them standing out as influential world citizens with strong African identities.
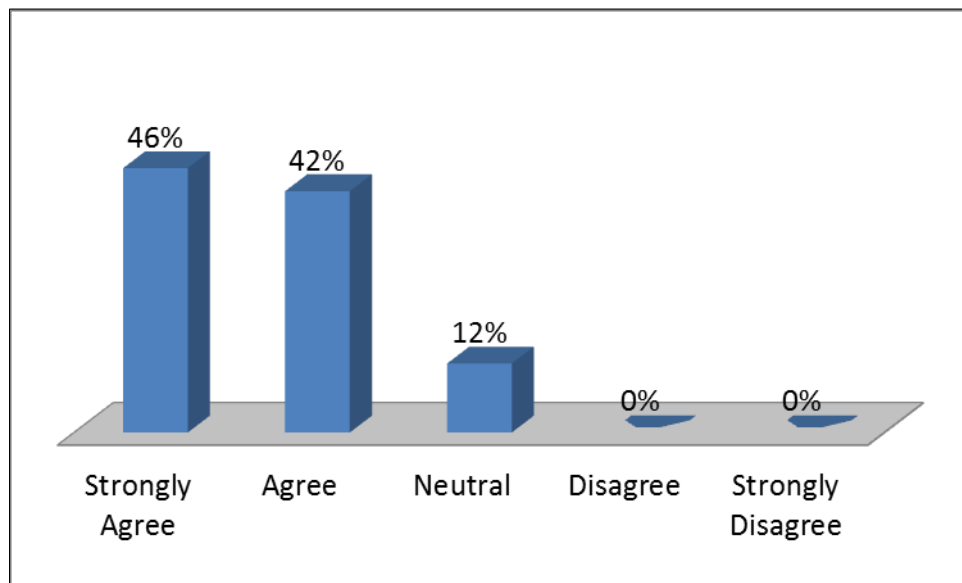
Figure 3.12 Students' Attitudes towards Moral Values

Furthermore, the respondents claimed that the valuable values they learned from the reading of African literary texts *"especially the Islamic ones",* as a student stated, helped them in many ways. Firstly, they made them understand and be aware of their Islamic identity. Secondly they prevented their melting in the target western cultures. Here are some claims made by the students:

- ***Student 1:*** *since we are Muslims we should learn about our religion even in an English language class.*

- ***Student 2:*** *in addition to its contribution to personal development, African literature allows non-Muslim readers learn a lot about our religion and values and avoid stereotypes often made by the mass media about Africa and Africans.*

3.6 Summary

The analysis and interpretation of the findings of both the questionnaires and interviews give a clear picture about the teaching practices of literature in the language classroom in general and the teaching of African literature in particular.

The findings revealed that almost all the students have a strong passion towards the teaching of literature. This tendency was the origin of a strong belief that literature is potentially beneficial in language acquisition mainly in terms of vocabulary enrichment, grammatical improvement and the development of language skills as well as target language cultural knowledge. The collected data, also, demonstrated that among the different literary genres most of the students favoured the short story. They justified their choice by the belief that the short story is short enough and has a less complicated plot compared to the novel to which fewer students were interested. In addition, none of the respondents seemed to enjoy reading poems. One plausible explanation was because of the sophisticated language in poetry which, most of the time, creates understanding problems.

When asked about the kind of difficulties they experienced when reading literary texts, the majority of the respondents mentioned the linguistic complexity as the major problem. In addition, some students argued that the cultural barriers are another problem, no less important than the language, which intervened between them and the understanding of the literary text.

Furthermore, the interpretation of the results has managed to verify the validity of the research hypotheses. As far as the first hypothesis is concerned, *"Students could have a positive attitude toward the teaching of African literature",* the findings reveal that most students embraced highly positive attitude towards the teaching of African literature in the English as a foreign language classroom, while only few students had negative attitude. The students' motivation to read and analyse the different elements of literary texts produced by African writers such as the characters, the themes and the setting was mainly due to two main reasons. Firstly, their natural feeling as belonging to the African continent and secondly, their peerless eagerness to get adequate knowledge about all what is African including the culture and civilization.

Moreover, the analysis of the research findings revealed that most of the students felt that the type of the English language used by African writers was easy to understand and far away from the ambiguities they often encountered when reading western literatures. The language simplicity in African literature could be attributed at most to the motives of writing. Many if not most African writers do not write for art sake, they rather send social and moral messages through their writing, that is why they observe a simple language to widen the sphere of their readers to include native and non-native speakers. Therefore, the aforementioned finding paved the way to verify the second research hypothesis: *"The simple use of language in African Literature encourages the students to learn the English language".* The majority of the respondents felt a strong motivation towards reading African literature because of the language simplicity. This motivation yielded, in the students, a passion and enjoyment for reading more and more literary texts. As a result, and since reading is the ideal process for the acquisition of a target language, the learners' language skills could be considerably improved.

As far as the third research hypothesis is concerned, *"Cultural familiarity with African literary texts motivates the students to learn the language",* the findings

revealed that most of the students felt that the common culture in African literature was another factor that motivates them to do more reading, while just few of them disagreed. The African culture is a native culture for the respondents, so they are more familiar with its principles and meanings. Therefore, when reading African literary texts, the cultural concepts embedded within the texts support to a large degree the students' understanding and learning of the target language.

In addition, the findings brought to light another interesting discovery. Most if not all the participants revealed a positive attitude towards the integration of the Islamic culture through the teaching of literature. The students' perception was influenced by their strong belief that the Islamic and humanistic values contribute to the development of their personalities and prevent them from melting in the target language culture.

3.7 Conclusion

The analysis of the findings unveiled a great deal of evidence that help understand the students' experiences with literature and African literature in particular in the English language classroom.

The findings revealed that the students did like reading literature inside and outside the classrooms. The literary genre which the students like to read more are short stories as they are short and easy to understand compared to poetry to which students showed no interest at all. The respondents felt that literary texts assisted them in the acquisition of the various English language skills and in the understanding of its culture.

Furthermore the findings confirmed the validity of the research hypotheses put forward by the researcher. Hence the following conclusions could be drawn:
- The students embraced a highly positive attitude towards African literature and its integration in English language teaching.

▪ The students' positive attitude towards African literature could be mainly attributed to the language simplicity that characterizes most African writings. This simplicity motivated the students to read and as a result learn the English language.

▪ Since it is African, culture is another aspect that motivated the students to read literature produced by African writers. As a matter of fact, this tendency could be explained by the students' familiarity with African culture and their ability to understand it even if it is translated to English.

CHAPTER FOUR
SUGGESTIONS AND RECOMMENDATIONS FOR LITERATURE TEACHING

Chapter Four
Suggestions and Recommendation for Literature Teaching

4.1 Introduction

The students' high positive attitude towards studying African literature is, undoubtedly, a good indicator for its relevance as a resource for the teaching of English as a foreign language. African literary texts help students focus on acquiring and strengthening their linguistic competence by providing them with a culturally familiar arena. However, without finding the smart way, or ways, for the implementation of African literature in the language classroom these findings remain useless.

Thus, this chapter provides some suggestions and recommendations that may, to the best of our knowledge, pave the way for a better integration of literary texts in the foreign language classrooms, and promote the teaching of this tough and versatile subject. In order to provide inclusive suggestions, three teaching variables: the teacher, the student and the literary text are given a fair share of attention throughout this chapter.

4.2 The Integration of Literature

The findings of the present research work revealed that the students' satisfaction or disappointment with literature in English language classroom were the origin of a variety of overlapped reasons. Despite their diverse experiences and drawing on our understanding of the present situation, a number of suggestions could be provided. These suggestions seem to create a successful and effective integration of literature and enable language learners to enjoy and appreciate literary works they encounter inside or outside the academic context.

4.2.1 Literature Assessments

Assessment is of paramount importance in language education. The feedback from assessment is often used to improve teaching and learning practices. Following this aim, language teachers usually evaluate the students' outcomes through final exams and tests in which they are asked to memorize a great amount of information. As far as the teaching of literature is concerned, these conventional practices seem impractical and ought to be avoided as they when combined with literary complications impose unnecessary burden on the students. Furthermore, teaching literature for the sake of passing exams generates passive readers for whom literature is confined to the classroom context.

Therefore, and as an attempt to improve students' experience with literature and motivate them to achieve intensive reading in the target language, the portfolio assessment technique could be a suitable alternative to the traditional ways of evaluation.

The portfolio as an assessment tool has been adopted by many researchers from various disciplines. Within educational contexts this assessment technique was introduced by the early 1990s (Klenowski, 2010). A student portfolio for assessment purposes is *"a compendium of reports, papers, and other materials, together with the student's reflection on his or her learning and on strengths and weaknesses" (Davis and Ponnamperuma, 2005:279).* In fact, the students' reflective thinking is the central evidence that the portfolios contain (Trevitt *et al*., 2014).

The portfolio is a valuable tool of assessment. It enables the students to provide evidence of achievement of competencies throughout a stretched learning period and allows the teacher to track and strengthen the students' achievements. Hill (2012) held the same view when he argued that,

> ***The portfolio provides the evaluator with an indication of student performance collected from an array of sources over a set period. This is different from traditional assessment methods that look only at performance of a particular skill at one point in time.***
>
> ***(Hill, 2012:141)***

From their part, Davis and Ponnamperuma (2005) enumerated some advantages of the portfolios as a method of learning and assessment. According to them, portfolios:

- Assess and promote critical thinking.
- Encourage students to become accountable and responsible for their own learning.
- Can monitor and assess students' progress over time.
- Integrate learning and assessment.
- Offer teachers vital information for diagnosing students' strengths and weaknesses to help them improve their performance.

4.2.2 The Choice of Texts

To make the teaching of literature enjoyable and beneficial for foreign language students, teachers and educators, alike, should give the criteria of texts' selection its fair share of attention. Based on the research findings, it seemed better to limit the teaching of literature in the English language classrooms to the use of short stories as many if not most students revealed a highly positive attitude towards reading this literary genre.

4.2.2.1 The Suitability of the Short Story

The short story, defined by Poe *"as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate"*, *(In Pardede, 2011:17)*, is the most

suitable genre for language students. Because it is short with a single plot, simple setting and few characters; the writers often use a simple and less complicated language. So, it is easy for the learners to fully understand and enjoy reading the literary text. In addition, short stories invite the students to read the whole literary work instead of being abridged readers who look for summaries and interpretations of novels on the internet sources.

The idea that short stories are the most suitable literary genre for the language students is supported by a number of scholars. For example, Pathan (2012) concluded that Libyan EFL learners had a positive attitude towards the use of short stories. Furthermore, Pardede (2011) argued that short stories are suitable for EFL students due to its potential in developing the four language skills. In addition, Collie and Slater (1987) provided some advantages of using short stories for the language teachers:

- Their practical length means they can usually be read entirely within one or two class lessons.

- They are less daunting for a foreign reader to tackle or to reread on his or her own, and are more suitable when set as home tasks.

- A teacher can choose very different short stories, so that there is a greater chance of finding something to appeal to each individual's tastes and interests.

4.2.2.2 Helping Students Explore Various Literary Genres

Giving much attention to the short story does not mean to deprive the students from experiencing the beauty and eloquence of the other literary genres. Inasmuch the length of the novel, students could be given the opportunity to fully read and summarise at least one novel during their academic holidays. By doing this, we not only urge the students to keep in touch with literature but making the teaching of literature a continuous process.

As far as drama is concerned, students must be given the chance to act out plays or, at least, some scenes from them in the classroom, rather than being provided with summaries of outdated works. As for poetry, much deeper investigations should be carried out to unveil and stand on the real motives behind the total rejection and abandonment of poems' reading by the language students.

4.2.3 Classroom Implementation

In order to reap fruitful learning outcomes in using short stories in the English language classroom, language teachers should adopt effective reading strategies that raise students' eagerness and motivation to read and interact with the literary texts. To assist the teachers in doing so, a graded reading strategy seems appropriate. Following this strategy, reading activities can be divided into three categories: Pre-reading, Reading and Post-reading.

- *Pre-reading activities:* students are invited to guess what the story is about by reflecting over the title. In addition, the teacher may start by previewing main ideas and connecting the subject of the story to the background knowledge of the students. Vocabulary explanation can be beneficial for the readers during this phase.

- *While-reading activities:* the students' interaction with the text is guided through a variety of questions. These questions could be related to comprehension, literary elements as well as the language structure. Furthermore, the teacher, if possible, may ask the students to act out the whole story or selected dialogues from it.

- *Post-reading activities:* at this level, students are supposed to acquire adequate knowledge about the short story. As possible assignments, students may be asked to summarise the story in their own words, to imagine, if appropriate, an ending or a different ending. Moreover, the students can nativize the story, i.e.

rewrite the story by substituting the names of characters and places with names that reflect his/her native culture.

4.3 The Literature Teacher's Roles

The teaching/learning practices are a complicated process in which the teacher holds a pivotal role. The function of the language teacher is constrained by the convention of teaching and providing the language students with the adequate knowledge that help them acquire the different language skills. However, as far as the teaching of literature is concerned this role is slightly different. The teachers of literature should possess certain mechanisms that allow them, not only to teach the language but, to lead the students through the learning process. The following sections present some recommendations for the teachers of literature.

4.3.1 Training Needs

At the time when special attention is given to the learner and the learning strategies, investment in teacher development suffers a serious lack of funding and negligence. Therefore, in order to yield satisfactory learning outcomes the teachers' training needs must not be neglected. Adequate and appropriate teacher training is a key to any success in language education.

Kavak *et al.* (2012) argued that the on-the-job training programs are beneficial, in many ways, for the language teachers and learners alike. They explained that,

> *The aim of in-service teacher training programs is both enhancing the change in the classroom practices of teachers and learning outcomes of students and stimulating the professional competencies of teachers.*
>
> *(Kavak et al., 2012:3508)*

From their part, Nezakat-Alhossaini and Ketabi (2013) went further in their posits when they stressed the importance of both the pre-service and in-service training programs for an uninterrupted and long teacher training. According to them a decent teacher training program is,

> ***The one that starts in pre-service programs and is well designed, supported, and budgeted, and continues in a consistent way throughout the teachers' life… the pre-service programs needed to be accompanied with practical courses that improve the teachers' knowledge of teaching and training in the real sense of its practice.***
>
> *(Nezakat-Alhossaini and Ketabi, 2013:527)*

So far as the teaching of literature is concerned, teachers' training is necessary if an effective integration of literary texts in an English language teaching context is aimed. Teachers must get adequate knowledge and proper guidance how to exploit literature for better language acquisition. Thus, it is preferable to train the teachers on the practicality of literature in the language classrooms through the different teaching approaches rather than focusing only on theoretical issues.

Furthermore, the teachers, of English as foreign language, should be made aware about the specificity literature has in their language classrooms. They ought to be urged to use literary texts to teach the English language, and not as a resource to teach English literature. Another factor as important as training in the teaching profession is the scaffolded instruction.

4.3.2 Scaffolded Instruction

The use of literary texts in the English as a foreign language classroom often challenges students' understanding and interpretation. It would be possible for the EFL students to overcome this hindrance if the teachers provide them with appropriate scaffolded assistance. According to Murray and McPherson (2006) Scaffolding refers to *"the situation where learners are challenged by a task beyond their current level of*

competence, but provided with task-specific support by a more competent adult or peer" (In Khatib and Nourzadeh, 2011:261).

Khatib *et al.* (2011) suggested that the good way to exploit the scaffolding concept is through a task-based approach (In khatib and Nourzadeh, 2011). The following is a lesson scheme for the pre-task phase.

1. Schema Building

 A. Brainstorming

  a. Contextualization of the task (through pictures, realia, questions and answers)

  b. Illustration of the context

  c. Introduction of some of the key vocabulary items

 B. Group scaffolding

 C. Performing a similar task chorally

2. Authentic Listening Exposure

 A. Exposure to pertinent songs

 B. Listening to the relevant story

The first and foremost aim of Scaffolding is to help students become autonomous readers. Van de Pol (2013) stated that, *"the ultimate goal of scaffolding is to enable the student to perform a task alone and to transfer the responsibility for a task to the student (Van de Pol, 2013:33).* Within the same line of thought, Rienties (2012) emphasised the role of the teacher when he argued *"teachers who provide appropriate assistance through scaffolding allow learners to attain a goal or engage in a practice that normally would be out of reach (Rienties, 2012:894).*

4.3.3 Group Discussions Encouragement

What really distinguishes literary texts from other kind of written texts is that the kind of messages literature communicates to its readers are not explicitly stated. This linguistic characteristic gives literature the faculty of being open to different and

varied interpretations. Thus, language teachers should take advantage of this fact and engage their students in group communicative activities through which they can discuss and contrast their own readings and interpretations with the teacher and with their classmates as well.

Since group communicative activities help students enhance their language and communicative skills, the use of literature materials as a teaching resource in the language classrooms is strongly supported by the Communicative Language Teaching approach. In this respect, Long explained that,

> *Communicative language teaching- favours group activities and language-learner interaction. Prediction, creating a scenario, debating topics on or around a text … all seem to develop naturally out of a literature text, while they are either difficult or impossible with the type of text favoured by 'English for Specific Purposes'.*
>
> *(In Yeasmin et al., 2011:284)*

Teachers must be mindful of the benefits that group discussions may offer to the language learners. With the guidance of the teacher, students' interaction with their peers provides them with the opportunity to practice English in an extended discourse (Zhang, 2013). In addition, discussion is an excellent tool for developing the students' reasoning skills. Moreover, it is believed that frequent talk leads to learning, as stated by Loncar (2014), *"knowledge is constructed through discussion" (Loncar, 2014:102).*

4.4 Literary Texts Adaptation

According to the findings of the present research, the linguistic and cultural difficulties are the two major problems the students pointed out to when reading literary texts. Thus, in order to help students overcome these hindrances and achieve a better comprehension, teachers can adapt, when possible, the content and context of the literary work to the students' proficiency in the English language. In the following

sections three techniques will be suggested for the adaptation of literary texts used by the English language teachers. According to the level of their importance, these techniques are: (i) *Simplification*, (ii) *Nativization* and (iii) *Translation*.

4.4.1 Simplification

One way to help the English language students overcome the linguistic difficulties they encounter when reading authentic original literary texts is through the use of simplified versions. But what does simplification mean? Widdowson (1979) explained that. *"in language teaching, simplification usually refers to a kind of intralingual translation whereby a piece of discourse is reduce to a version written in the supposed interlanguage of the learner" (In Hirvela, 1988:135).*

It is understandable from Widdowson's definition that simplified literary texts are texts written in a way that suite the linguistic level of the students. The primary aims of simplification were summarized by Crossley *et al.* (2007) when they palpably stated that simplified literary texts are designed in order to,

> *(a) Illustrate a specific language feature, such as the use of modals or the third-person singular verb form; (b) modify the amount of new lexical input introduced to learners; or (c) control for propositional input, or a combination thereof.*
>
> *(Crossley et al., 2007:16)*

By the exclusion of unnecessary and distracting language, simplified texts decrease, gradually, the role of the teacher and contribute to the development of autonomous and self-directed attitude among students. Furthermore, these kinds of materials are convenient to the learning pace of the EFL students because, *"they accurately reflect what the reader already knows about language and have the capacity to extend this knowledge" (ibid, 2007:16).*

4.4.2 Nativization

Cultural adaptation or, what some scholars agreed on to call, Nativization is another technique that might be used to help students cope with the cultural barriers embodied in literary texts. The Nativization process brings modification to the original text through the substitution of the target culture by more culturally familiar terms such as the names of characters and places. The concept of cultural nativization in reading comprehension was first established by Alptekin (2002) (In Tavakoli *et al.*, 2013). In a more recent article Alptekin (2006) explained that,

> *Nativization Refers to pragmatic and semantic adaptation of the textual and contextual clues of the original story into the learner's own culture, while keeping its linguistic and rhetorical content essentially intact.*
>
> *(Alptekin, 2006:497)*

Tavakoli (2013) made an individual attempt to explain Alptekin's textual and contextual concepts. According to him, textual clues refer to the settings, locations, characters and occupations whereas, customs, rituals, notions, structures and values are described as contextual clues.

Cultural nativization is advantageous for the English as Foreign Language students because it activates their cultural background knowledge. This later is an essential parameter in language learning since it contributes significantly to the construction of meanings and the generation of rich comprehensions. Within the same line of thought, Jalilifar and Assi (2008) stated that cultural background knowledge enables the students to *"relate the characters, setting, and the events in the story to their own life experience, and this in turn will improve their comprehension of the stories". (Jalilifar and Assi, 2008:73).*

4.4.3 Translation

Translated first language literature of the student is of great importance in the field of foreign language teaching. Yet, very few studies have been carried out to investigate this relevance. If careful attention is given to the process of translation, this type of literature can attain the pedagogical objectives of both the simplified and nativized literary texts. According to Gray (2005) a sound translated first language literature used in the foreign language classroom should have the following characteristics: *"it should be well known to the students, the translation must be faithful to the original, and it should be accessible, not too long, and tailored to the level of the students"(Gray, 2005).*

Erkaya (2011) acknowledged the advantageous role of translated stories from the students' native language when he explained that,

> ***Translated stories motivate students to read because they are familiar to students. When students read them, students can concentrate on linguistics aspects of the stories. Moreover, they learn about cultural aspects even if the culture looks familiar to them.***
>
> ***(Erkaya, 2011:61)***

Translated first language literature has several benefits over the type of literature normally used by the language teachers. The following are some of the benefits enumerated by Gray (2005).

- The cultural background, which is a serious obstacle in reading foreign language literatures, is easily identified and understood by the students.
- Much of the vocabulary and literary elements are recognizable by the students if they have a good knowledge about the original text.
- The translation of the first language literature into the foreign language can act as a bridge between the first and second language.

- Literary texts originating from the students' first language's culture greatly increase comprehension and retention of the foreign language.

4.5 Literature through Pedagogical Stylistics

Stylistics, defined as *"the study of the language of literature" (Wynne, 2006:223),* is one of the many ways by which literature can be approached. As a result of the increasing interest in using literature for pedagogical purposes, mainly the teaching of native and foreign languages, a new concept called pedagogical stylistics has seen the light (Zyngier, 2001). Thus, in order to convince the EFL teachers adopt pedagogical stylistics in their classes, the following questions need to be answered. These are: what is pedagogical stylistics? What is it aimed to? and especially, What are the advantages it can bring to English language classrooms?

4.5.1 The Definition of Pedagogical Stylistics

In broad terms, pedagogical stylistics can be considered as the study of literary texts through which more attention is given to linguistic choices present in these texts (Tan, 2010). It is, most often, regarded as the implementation of stylistics theories within language classroom contexts to help students develop the various language skills. This fact was supported by Zyngier (2006) when he asserted that *"Pedagogical stylistics is stylistics applied to classroom contexts or any other context that involves the objective of promoting the learning of how language works" (Zyngier, 2006:226).*

However, slight differences do exist between pedagogical stylistics and stylistics. According to Tan (2010) the former is more concerned with the textual matter or the words found on the page. While the latter deals with extra-textual issues such as author's biographical details, writer's intention, or socio-historical and cultural influences. He added that pedagogical stylistics is useful in teaching literature for foreign language learners since it helps them construct meanings from the text without having prior knowledge of the background informations of the text.

What characterizes pedagogical stylistics is that the classroom activities, usually chosen by the teacher, are in the form of interaction between the students and the text. Often done in a systematic manner, this interaction aims to promote the students' awareness about language choices within the chosen text, and, as an inevitable result, improve their knowledge about the English language.

4.5.2 Aims and Intentions

The principal aim of pedagogical stylistics is to use literary texts as resource for the teaching of language. Collie and Slater (1987), for instance, stated that *"the overall aim, then… is to let the student derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature" (In Zyngier, 2006:228).* A further aim has also been claimed by Clark and Zyngier (2003) for the teaching of literature through pedagogical stylistics. They explained that in addition to,

> *Sensitizing students in their language use through participation in stylistic activities, students' own skills in reading and writing are improved. More particularly, this second aim is often referred to as justification for the inclusion of teaching literature within a language classroom, particularly in L2 contexts.*
>
> *(Clark and Zyngier, 2003:341)*

Furthermore, pedagogical stylistics, as sub-discipline of Applied Stylistics, is mainly concerned with three key objectives (ibid, 2003). These are:

- To sensitize learners to linguistic and poetic problems specific to a text.

- To encourage students to suggest solutions in the most appropriate way.

- To enable the students investigate how the interaction between students, teachers and texts occurs.

Put differently, pedagogical stylistics attempts to raise students' awareness towards language use in literary texts, and motivate them suggest appropriate solutions to interpretation problems through a fruitful interaction between students, teacher and the text.

4.5.3 Advantages

Pedagogical stylistics is a useful tool in the teaching of literature to foreign learners of the English language. Besides sensitizing students to the special and aesthetic use of language in literary texts, pedagogical stylistics analysis helps in enhancing students' reading and interpretive skills. In this respect, Carter (1996) posited the advantages of this kind of analysis stating that,

> ***Stylistics provides students with a method of scrutinising texts, 'a way in' to a text, opening up starting points for fuller interpretation. …From a teaching point of view, students learn to open a text not only by osmosis but explicitly and consciously. A pedagogically sensitive stylistics can give students increased confidence in reading and interpretation.***
>
> ***(In Timuçin, 2010:130)***

Some prominent scholars argued that the value of the pedagogical stylistic approach, as opposed to other English language teaching approaches, is that it allows for consideration of the cultural as well as the social contexts implicit in the language of the literary text. As a result, this approach prompts the students to scrutinise the text through a close reading taking into consideration what is absent or implicit within it (McRae and Clark, 2004).

In a similar vein, Clark and Zyngier (2003) revealed that the popularity of pedagogical stylistics is mainly due to the fact that it draws upon linguistic theory to explain the linguistic choices adopted in the construction of literary texts. They, further, added that such an approach helps students *"discover ambiguities, layers of*

meaning and any irregular patterning within a text which a different approach might leave undiscovered" (Clark and Zyngier, 2003:340). Zingier (2006), in a following work, recapitulated the advantages of pedagogical stylistics in its tendency to use literature as a resource for the teaching of languages rather than a study subject per se.

From the abovementioned claims in favour of pedagogical stylistics as a firm bridge between literature studies and language teaching, the adoption of this literature teaching approach in our English language classrooms is recommended. Once adopted, the question that may emerge is: what kind of pedagogical activities are best associated with this approach? An answer to this tough question will be provided in the next sub-section.

4.5.4 Pedagogical Activities

Clark and Zyngier (2003), in their article *"Towards Pedagogical Stylistics",* gave a clear and full explanation about the kind of activities with which pedagogical stylistics is mainly associated. Bex (1999, In Clark and Zyngier, 2003:343) suggested that pedagogical stylistics-based activities should focus upon how:

- Writers make selections from the linguistic potentials of a given language so as to create an artefact manifesting certain formal properties (e.g. foregrounding);

- Writers construct cohesion and coherence within a text so as to give it a dynamic of its own (e.g. narrative structure);

- Writers position themselves (and their characters) vis-à-vis their potential readers (e.g. modality, transitivity, point of view);

- Writers draw attention to previous texts (intertexuality);

- Readers track texts during the act of processing (e.g. anaphoric devices);

- Readers draw upon their cognitive environment in the interpretation of texts either individually (e.g. relevance) or universally (e.g. cognitive metaphors);

- Readers 'place' texts within a social context (e.g. genre studies);

- Texts mediate authority, power and control (e.g. critical discourse analysis, feminist approaches).

Clark and Zyngier (2003) added that Bex's list above can be subdivided into three different kinds of activity.

The first kind of activity includes the first three points in Bex's list and focuses on formal and linguistic properties of the text. It involves the analysis of words and sentences found in the text. This analysis, usually, includes the use of 'checklists' of the kind offered by Leech and short (2007). Due to the pedagogical opportunities it may offer, this kind of activity is frequently used in the teaching of literature.

The second kind of activity considers the point of contact between the text, other texts and the readers. Clark and Zyngier (2013) stated that this activity includes the next two items in Bex's list. This activity requires students to make a connection between the previous text read and the current one during the reading process.

As far as the third activity is concerned, it considers the text within its socio-cultural context and it includes Bex's last three points. This activity maintains that the students' background knowledge has a significant influence on their literary interpretation. Hence, it is important to consider this factor when implementing stylistics in the classroom.

For a better exploitation of literature in language classes students should adopt a cyclic analysis; from linguistic details to aesthetic aspects of the text. Leech and Short (2007) explained that this cyclic motion *"whereby linguistic observation stimulates or modifies literary insight, and whereby literary insight in its turn stimulates further linguistic observation" (Leech and Short, 2007:12).*

4.6 African Literature in the Language Syllabus

The traditional ideas that the teaching of English literature should center solely on the teaching of British and American masterpieces still hung over our language classrooms. Therefore, such a belief makes African and other countries' literature suffer neglect and marginalization.

The present findings refute these conventional practices, and show that African literature is a relevant and useful material for teaching of literature, as the students displayed a highly positive attitude towards reading this type of works. Thus, it is suggested that language practitioners, in our English section, will, sooner, clear the way for African literature into the present English language curriculum.

4.6.1 African Literature as a Teaching Unit

With regard to the teaching of English as a foreign language at the University of Tlemcen, a close review of the current curriculum reveals a relative absence of African literature. To the best of our knowledge, two possible explanations could be given for such a situation. Firstly, the substitution of the classical system by the new LMD system according to which the teaching of literature has radically changed. The second reason has to do with the new changes. Within the LMD system the teaching of literatures is confined to the module of literary studies or British literature to which only one hour and a half is attributed per week.

Therefore, based on and supported by the findings of the present research, it is strongly suggested to give African literature its fair share in the English language curriculum. This kind of literary texts, to which our students show a highly positive attitude, should be introduced as a core course in the LMD licence programme, mainly the 2nd and 3rd years. Furthermore, giving the students the opportunity to pursue advanced studies in African literature, this latter should be introduced as a major in the Master studies.

4.6.2 Some Selected Texts

African literature, unlike native English literature, somehow, represents a vast continent full of diverse languages, multiple histories and widely differing customs and traditions. Thus, this non-native literature provides the teacher, and the students alike, with a myriad of teaching resources that are relevant to their own experiences. The following are some suggested African literary texts (short stories and novels) for use in the English language classrooms.

- **The Boy from the Kebab Shop**

Through this short story, the students will be introduced to one of the many works of the contemporary Sudanese female writer *Leila Aboulela*. After providing a short biography of the writer, the students, supported by the teacher, can proceed to a linguistic and aesthetic analysis of the story.

In this short story, *Aboulela*, through her female protagonist *Dina*, tried to shed light on a dark and mysterious side of Muslim women's life in the west. Since the majority of our students are girls, it will be easy for them to identify with the main character and reflect upon their own experiences for a better and positive interaction with the literary work.

- **A Handful of Date**

Is a short story originally published in Arabic by the Sudanese writer Tayeb Salih, and then translated into English by the Canadian-born translator Denys Johnson-Davies. The story is told through the eyes of a young boy as he describes how his love and admiration for his grandfather has diminished as a result of the unfair treatment their neighbour Masood, for whom he feels a likeness, received from his grandfather.

Since the students are familiar with the background informations within the literary text, it is likely that the story will engender the necessary motivation for a better and fruitful student-text and student-student interactions.

- **Certain Wind From the South**

Certain Wind From the South is a short story written by the Ghanaian female writer Ama Ata Aidoo. Through the main character M'ma Asana, Aidoo relates the misfortune of those African women who, for sustenance reasons, were abandoned by their men.

The story is structured in a long conversation, usually using short sentences, between M'ma Asana and her son-in-law Issa from one part and her daughter Hawa from the other. This structure is beneficial for the students as it helps them reinforce some grammar points (for example, direct and indirect speech) and gives the opportunity for role-play activities.

- **Things Fall Apart**

Thing Fall Apart is Achebe's earliest novel and perhaps the best known of all African novels written in English. This novel, set in south-east Nigeria at the end of the nineteenth century and in the early years of twentieth century, describes how the Igbo society fell apart after the coming of the British missionaries. Okonkwo's, the protagonist, tragic incident by the end of the story marks the beginning of a struggle for freedom and independence from the British rule.

- **Tell Freedom**

This is the autobiography of one of the first Black South African writers to place on record the experience of growing up in a segregated society where race is linked with status and opportunity. Through this novel the students will be acquainted

with one of the major themes in African literature that of racism and how it would be like to live in a segregated society.

Because of its length, the teacher may ask the students to read the novels during the university recesses. Then, suitable activities can be designed, by the teacher, to exploit the students' reading in the classroom.

4.6.3 A Sample Lesson Plan

In this sub-section a suggested lesson plan for the exploitation of the short story *Certain Winds From the South* by Ama Ata Aidoo (for the full story see Appendix C), for teaching ends, is provided. Pedagogical stylistics approach is adopted for the designing of the teaching activities.

- **<u>Activity one</u>**

Complete the following dialogue between M'ma Asana and her son-in-law Issa.

Issa: ………….
M' ma : 'Yes, my son.'
Issa: ……………………
M' ma: 'Where did you say?'
Issa: ……………
M' ma: 'How far?'
Issa: ………………………………..
M' ma: 'Have I spoken yet?'
Issa: ………....................................
M' ma: 'Then why did you say that?'
Issa: ……………………………………
M' ma: 'And what are you going to do there?'
Issa: …………………………
M' ma: 'What work?'
Issa: …………………….
M' ma: 'Yes, you know, you are going to cut grass.'
Issa: ……………

- **Activity Two**

    Turn the following statements into reported speech.

    1. "Who comes?" M'ma said.

    2. "They are asleep", M'ma said.

    3. "I thought so. That is why I am coming now", Issa said.

    4. "How can I tell you he is very well", M'ma said.

    5. "Does Hawa know", Issa said.

    6. "He will come and see Hawa tomorrow", Issa said.

    7. "When shall we expect you back", M'ma said.

    8. "He asked us if we had heard of the war", M'ma said.

    9. "Hawa, Issa has gone south", M'ma said.

    10. "He went away last night", M'ma said.

- **Activity Three**

    Read the story and discuss the following questions, first, with your partner then with the whole class.

    1. What the introductory paragraphs can tell about M'ma Asana?

    2. What can you infer about the relationship between M'ma Asana and Issa? Are there any evidences from the text to support your answer?

    3. Who Fuseni is? And why M'ma Asana seemed to care more about him?

    4. Are there any clues in the short story about why Issa decided to travel south? And what was the reaction of M'ma Asana?

    5. What does the *south* means to M'ma Asana? How do you know?

    6. *"But there is only one death and one pain"*. What kind of death and pain M'ma Asana pointed out to?

    7. Why *Hawa* remained silent throughout the whole story?

    8. M'ma Asana bear great deal of agony in her life. What is, according to you, the source of her strength and determination?

9. What do M'ma Asana did to lessen Hawa's pain after the departure of her husband Issa?

10. Why do you think the story is called *"Certain Wind from the South"*?

-   **Activity Four**

Imagine that you are *Hawa*. Then, write a letter to *Issa*, who is in the south now, telling him about *M'ma Asana*, yourself and your son *Fuseni*.

Dear Issa,

I hope my letter finds you in the best of health. I send you this letter to let you know that _____

_____

_____

_____

_____

_____

_____

Yours truly

Hawa

4.7 Conclusion

Literature is a very versatile subject and is generally considered one of the most difficult subjects to teach. In the present chapter, many suggestions have been provided as an attempt to lessen this difficulty. Broadly speaking, these suggestions turn around the introduction of the English as foreign language students to more culturally familiar literary texts.

Compared with other kind of literatures, African literature has no parallel in providing this kind of familiarity. Therefore, to allow our language students take advantage of this kind of texts to enhance their linguistic knowledge as well as reflect on their own cultural legacy, the insertion of African literary texts in the English language curriculum is strongly advocated.

As for the way African literature should be approached in the language classrooms, pedagogical stylistics seems the smartest way and the most appropriate. This approach has a dual objective; it helps in developing the students' linguistic competence and at the same time promotes their aesthetic awareness in reading literature.

GENERAL CONCLUSION

GENERAL CONCLUSION

Literature is a very versatile and relevant subject to teach. The review of the literature reveals a considerable support for the integration of literary texts as a resource for the teaching of the English language. The proponents of literature are convinced about the many benefits this kind of materials may bring to the language classrooms. According to them, literature can be used as a developer of the students' language skills, communicative competence and literary appreciation. However, these teaching objectives are, sometimes, difficult to attain mainly when the kind of literary texts selected for language teaching challenges the students' linguistic and cultural competencies.

Therefore, the integration of culturally familiar literary texts in the English language classrooms secures for the students a safe and enjoyable teaching environment. As far as our students are concerned, this kind of teaching materials could be drawn from African literature. Thus, for a better and fruitful integration of this type of literature in our classrooms, it seems more reasonable to explore the students' perceptions about it.

With this goal in mind, the present study has as a primary aim: the investigation of third year English as foreign language LMD (License, Master and Doctorate) students' attitudes towards the teaching of African literature. The research sample selected for this study is representative of the target population, homogenous and large enough in a way that makes the generalization of the research findings possible.

Regarding the importance of attitudes in language teaching, the study calls the attention of the teachers to the fact that successful language learning is not only confined to well-defined teaching methods or highly scrutinized teaching curricula, it rather exceeds to the learner's attitudes as an essential participant in the learning

process. Language learners are not only static consumers of a varied range of language inputs, but whole persons with hearts, feelings, beliefs and identities. Studies have clarified that less talented students with a positive attitude and high level of motivation are among the best language learners.

The research data provided by the attitude questionnaires and the semi-structured interviews have given evidence and support to the research hypotheses raised by the researcher. The findings have revealed that the English as foreign language students (EFL) at the University of Tlemcen have a highly positive attitude towards the integration of African literary texts in the English language classes. Consequently, this kind of attitudes is beneficial as it would, inevitably, enhance the students' motivation to read more and more and strengthen their passion to learn the target language.

Furthermore, the students' positive attitude towards African literature has been found the origin of two main reasons: (i) the special use of language and (ii) the cultural content.

The readers of African literature could, without the least doubt, be surprised by the special language employed by the African writers. Far from any kind of obscurity or deviance in meaning, this language represents a standardised use of English in the proper sense of the word. Furthermore, African literature is characterised by a simple and rich vocabulary usage and well-structured sentences and paragraphs. In fact, these language features are behind the special feelings our students develop towards African literature.

Language and culture are two sides of the same coin. Language is inseparable from the culture of its native speakers. Literature embodies, explicitly or implicitly, a kind of cultural values of the writer or that of the society in which it is produced. As far as African literature is concerned, this type of literature provides our English as foreign language students with a familiar cultural background. Understanding the

culture of the literary texts constitutes half the way from a complete and deep understanding of the whole work. The removal of the cultural obstacles by providing more familiar literature gives the students the opportunity to concentrate on deciphering the linguistic clues that strengthen their linguistic and literary competence. These facts are, in fact, approved by the research findings which have revealed that cultural familiarity raises the students' motivation towards reading and interact with African literary texts.

Therefore, cultural familiarity in African literature compound with the simple and clear use of the English language has direct effects on the students' learning experiences. It has a considerable contribution in changing their perceptions towards the study of literature in general as well as helps in raising and enhancing their motivation towards reading extensively in the target language. The latter attribute is considered as the second best way for acquiring a foreign language after travelling and living among the people who use it as a native language.

Drawing on the findings of the present study, a set of suggestions for the implementation of African literature in the English language classrooms has been made. African literature has to be introduced as a study subject in the current curriculum through well selected literary texts. Short stories have proved their efficiency for language teaching as the students show a sharp inclination towards reading this literary genre.

The particularities of this research work could be summarised in two points. Firstly, a large research sample has been selected and this suggests that reliability will not be a problem and that the results can be generalised. Secondly, the study provides valuable insights into the concept of students' attitudes which is an important aspect related to the application of literature in the English as foreign language classrooms. Despite the advantages previously discussed, the study has some limitations. The major problems for this study lay in the fact that the module of African literature about

which the students' attitudes are investigated did not exist in the language teaching programme in addition to the very limited number of African literary texts the students are acquainted with.

As is the case with most research in social studies, there are areas in this study that can be improved. One area is the triangulation of the data collection instruments through the use of the classroom observation strategy. This third instrument can give more evidence and support for the research findings. Another, no less important area, is the opinions of the teachers of African literature. The latter can report a great deal of information concerning the students' behaviour during an African literature class.

Furthermore, this study could be a stepping-stone for further researches in the field of African literature teaching mainly the investigation of teachers' attitudes towards African literature, and the evaluation of the extent to which pedagogical stylistic could be a suitable teaching method.

APPENDICES

BIBLIOGRAPHY

Aghagolzadeh, F. Tajabadi, F. (2012). *A Debate on Literature as a Teaching Material in FLT.* Journal of Language Teaching and Research, 3 (1), 205-210.

Ainley, M. Hillman, K. Hidi, S. (2002). *Gender and Interest Processes in Response to Literary Texts: Situational and Individual Interest.* Learning and Instruction, 12 (4), 411-428.

Aladdin, A. (2010). *Non-Muslim Malaysian learners of Arabic (NMMLAs): an investigation of their attitudes and motivation towards learning Arabic as a foreign language in multiethnic and multicultural Malaysia.* Procedia Social Behavioral Sciences, 9, 1805-1811.

Alexander, L. G. Andrew, B. (2005). *Case Studies and Theory Development in the social sciences.* Massachusetts: MIT Press.

Alhmali, R. J. A. (2007). *Student Attitudes in the Context of the Curriculum in Libyan Education in Middle and High Schools.* PhD Thesis, University of Glasgow.

Allport, G. W. (1935). *Attitudes in handbook of social psychology.* C. M. Murchison. London, London Open University Press, 798-844.

Alptekin, C. (1993). *Target-Language Culture in EFL Materials.* ELT journal 47 (2), 136-143.

Alptekin, C. (2006). *Cultural Familiarity in Inferential and Literal Comprehension in L2 Reading.* System, 34 (4), 494–508.

Al-Tamimi, A. Shuib, M. (2009). *Motivation and Attitudes towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University Of Sciences and Technology.* GEMA Online Journal of Language Studies, 9(2), 29-55.

Ayisi, E. O. (1972). *An Introduction to the Study of African Culture.* London: Heinemann.

Azzi, M. (2012). *The New Pedagogical Practices Within the LMD System. Perception of EFL Faculty Members.* Procedia- Social and Behavioral Sciences, 69(24), 1004-1013.

Bagherkazemi, M. Alemi, M. (2010). *Literature in the EFL/ESL Classroom: Consensus and Controversy.* Linguistic and Literary Broad Research and Innovation, 1 (1), 1-12.

Bahattacharyya, D. K. (2006). *Research Methodology.* 2nd Edition. New Delhi: Excel Books.

Brace, I. (2004). *Questionnaire design: how to plan, structure and write survey material for effective market research.* London: Kogan Page.

Camparo, J. (2013). *A geometrical approach to the ordinal data of Likert scaling and attitude measurements: The density matrix in psychology.* Journal of Mathematical Psychology, 57(1-2), 29-42.

Carter, R. Long, M. N. (1991). *Teaching Literature.* Harlow, Essex: Longman.

Chaiken, S. (2001). *Attitude Formation: Function and Structure,* International Encyclopedia of the Social & Behavioral Sciences, 899-905.

Chastain, K. (1976). *Developing Second-Language Skills: Theory to Practice.* 2nd edition. Chicago: Rand McNally College Publishing Company.

Clark, U. Zyngier, S. (2003). *Towards a Pedagogical Stylistics.* Language and Literature, 12 (4), 339-351.

Cohen, L. Manion, L. Morrison, K. (2000). *Research methods in education.* London: Routledge Falmer.

Collie, J. Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities.* Cambridge University Press: Cambridge.

Copeland, L. (2003). *An exploration of the problems faced by young women living in disadvantaged circumstances if they want to give up smoking: Can more be done at general practice level?* Family Practice, 20(4), 393-400.

Cortazzi, M. Jin, L. (1999). *Cultural Mirrors: Materials and Methods in the EFL Classroom.* In Hinkel, E. Culture in Second Language Teaching and Learning. Cambridge: Cambridge University Press.

Daskalovska, N. Dimova, V. (2012). *Why Should Literature be used in the Language classroom?* Procedia-Social and Behavioral Sciences, 46, 1182-1186.

Davis, M. H. Ponnamperuma, G. G. (2005). *Portfolio Assessment.* JVME 32 (3), 279-284.

De Bot, K. Lowie, W. Verspoor, M. (2005). *Second Language Acquisition: An Advanced Resource Book.* London: Routledge.

Dehbozorgi, E. (2012). *Effects of Attitude Towards Language Learning and Risk-taking on EFL Student's Proficiency.* International Journal of English Linguistics, 2(2), 41-48.

Diab, R. L. (2006). *University Students' Beliefs about Learning English and French in Lebanon.* System 34(1), 80-96.

Drennan, R. D. (2009). *Statistics for Archaeologists: A Commonsense Approach.* 2nd Edition. New York: Springer.

Dubno. P. Hillburn, D. Robinson, G. Sandler, D. Trani, J. Weingarten, E. (1978). *An Attitude Toward Behavior Modification Scale.* Behavior Therapy, 9(1), 99-108.

Duff, P. A. (2008). *Case Study Research in Applied Linguistics.* New York: Lawrence Erlbaum.

Duncan, O. D. Stenbeck, M. (1987). *Are Likert Scales Unidimensional?* Social Science Research, 16(3), 245-259.

Eagly, A. H. Chaiken, S. (1993). *The Psychology of Attitudes.* New York. Harcourt Brace College Publishers.

Easton, G. (2010). *Critical Realism in Case Study Research.* Industrial Marketing Management, 39(1), 118-128.

Edwards, A. L. Kilpatrick, F. P. (1948). *Scale Analysis and The Measurement of Social Attitudes.* Psychometrika, 13(2), 99-114.

Elder, J. P. Wallace, C. J. Harris, F. C. (1980). *Assessment of Social Skills Using a Thurstone Equal-Appearing Interval Scale.* Journal of Behavioral Assessment, 2(3), 161-165.

Eloff, I. Ebersöhm, L. (2004). *Keys to Educational Psychology.* Cape Town: UCT Press.

Erkaya, O. R. (2011). *Advantages of Using Translated Stories from Students' Native Language to Teach EFL.* The Journal of Language Teaching and Learning, 1 (2), 57-66.

Esbensen, K. H. Paoletti, C. Minkkinen. P. (2012). *Representative sampling of large kernel lots I. Theory of Sampling and variographic analysis*. Trends in Analytical chemistry, 32, 154-164.

Finegan, E. (2008). *Language: Its Structure and Use.* 5th Edition. Boston: Thomson Wadsworth.

Fraser, B. J. (1981). *Test of Science-Related Attitude (TOSRA).* Melbourne: Australian Council for Educational Research.

Gajdusek, L. (1988). *Toward wider use of literature in ESL: Why and how.* TESOL Quarterly, 22 (2), 227-257.

Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation.* London: Edward Arnold.

Gardner, R. C. Lambert, W. E. (1972). *Attitudes and motivation in second language learning.* Rowley, MA: Newbury House.

Gardner, R. C. Tremblay, P. F. Masgoret, A-M. (1997). *Towards a full Model of Second Language Learning: An Empirical Investigation.* The Modern Language Journal, 81(3), 344–362.

Ghazvini, S. D. Khajehpour, M. (2011). *Attitudes and Motivation in Learning English as Second Language in High School Students.* Procedia Social and Behavioral Sciences, 15, 1209-1213.

Gillham, B. (2000). *Case Study Research Methods.* London: Continuum.

Göbel, K. Helmke, A. (2010). *Intercultural Learning in English as Foreign Language Instruction: The Importance of Teachers' Intercultural Experience and the Usefulness of Precise Instructional Directives.* Teaching and Teacher Education, 26 (8), 1571-1582.

Gömleksiz, M. N. (2010). *An Evaluation of Students' Attitudes Towards English Language Learning in Terms of Several Variables.* Procedia Social Behavioral Sciences 9, 913-918.

Graham, C. R. (1984). *Beyond Integrative Motivation: The Development and Influence of Assimilative Motivation.* In: Larson, P. Judd, E. L. Messesrmitt, D. S. (Eds.). *On TESOL '84: A brave new worm for TESOL.* pp. 75-88. Washington, DC: TESOL.

Guffey, J. E. Larson, G. J. Zimmerman, L. Shook, B. (2007). *The Development of a Thurstone Scale for Identifying Desirable Police Officer Traits.* Journal of Police and Criminal Psychology, 22, 1-9.

Guilford, J.P. (1955). *Louis Leon Thurstone.* Psychometrica, 263-265.

Gulliksen, H. (1956). *A Tribute to L. L. Thurstone.* Psychometrica, 21(4), 309-312.

Gürkan, S. (2012). *The Effects of Cultural Familiarity and Reading Activities on L2 Reading Comprehension.* Procedia Social and Behavioral Sciences, 55 (5), 1196-1206.

Harumi, I. (2002). *A New Framework of Culture Teaching for Teaching English as a Global Language.* RELC Journal, 33 (2), 36-57.

Henry, A. Apelgren, B. M. (2008). *Young learners and multilingualism: A study of learner attitudes before and after the introduction of a second foreign language to the curriculum.* System, 36 (4). 607- 623.

Hill, T. L. (2012). *The Portfolio as a Summative Assessment for the Nursing Student.* Teaching and Learning in Nursing, 7 (4), 140-145.

Ho, M.-C. (1998). *Culture Studies and Motivation in Foreign and Second Language Learning in Taiwan.* Language, Culture and Curriculum, 11 (2), 165-182.

Horwitz, E. K. (1995). *Students Affective Reactions and the Teaching and Learning of Foreign Languages.* International Journal of Educational Research, 23(7), 573-579.

Hussain, M. A. Shahid, S. Zaman, A. (2011). *Anxiety and Attitude of Secondary School Students towards Foreign Language Learning.* Procedia-Social and Behavioral Sciences, 29, 583-590.

Husseın, G. Demirok, M. S. Uzunboylu, H. (2009). *Undergraduate Student's Attitudes towards English Language.* Procedia Social and Behavioral Sciences, 1, 431–433.

Ip, W. C. Kwan, Y. K. Chiu, L. L. (2007). *Modification and Simplification of Thurstone Scaling Method, and Its Demonstation With a Crime Seriousness Assessment.* Social Indicators Research, 82, 433-442.

Jiang, M. Green, R. J. Henley, T. B. Masten, W. G. (2009). *Acculturation in Relation to the Acquisition of a Second Language.* Journal of Multilingual and Multicultural Development, 30(6), 481-492.

Jonker, J. Pennink, B. (2010). *The Essence of Research Methodology: A Concise Guide for Master and PhD Students in Management Science.* New York: Springer.

Karahan, F. (2007). *Language Attitudes of Turkish Students towards the English Language and its Use in Turkish Context.* Journal of Arts and Sciences Say, 7 May, 73-87.

Kavak, N. Yamak, H. Bilici, S. C. Bozkurt, O. D. Ozkaya, Y. (2012). *The Evaluation of Primary and Secondary Teachers' Opinions about In-service Teacher Training.* Procedia – Social and Behavioral Sciences, 46, 3507-3511.

Kayagil, S. (2012). *Development of an Attitude Scale towards Integral.* Prodedia-Social and Behavioral Sciences, 46, 3598-3602.

Keshavarzi, A. (2012). *Use of Literature in Teaching English.* Procedia-Social and Behavioral Sciences, 46, 554-559.

Klenowski, V. (2010). *Portfolio Assessment.* International Encyclopedia of Education, Third Edition, 236-242.

Korkmaz, Ö. (2012). *A validity and reliability study of the Online Cooperative Learning Attitude Scale (OCLAS).* Computer and Education 59(4), 1162-1169.

Kosviner, A. Hawks, D. (1976). *Seven Attitude Scales Used in Assessing Cannabis Use Amongst Students.* Drug and Alcohol Dependence, 1(5), 339-348.

Kothari, C. R. (1990). *Research Methodology: Methods and Techniques.* New Delhi: New Age International.

Kramsch, C. (2006). *Culture in Language Teaching.* Encyclopedia of Language and Linguistics, 2nd edition, 322-329.

Kumar, R. (2011). *Research Methodology: a Step-by-Step Guide for Beginners.* 3rd Edition. London: SAGE.

Kwan, Y. K. Chiu, L. L. Ip, W. C. Kwan, P. (2002). *Perceived Crime Seriousness: Consensus and Disparity.* Journal of Criminal Justice, 30(6), 623-632.

Kwan, Y. K. Ip, W. C. Kwan, P. (2000). *A Crime Index with Thurstone's Scaling of Crime Severity.* Journal of Criminal Justice, 28(3), 237-244.

Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers.* Cambridge: Cambridge University Press.

Levy, P. S. Lemeshow, S. (2008). *Sampling of Population: Methods and Applications.* 4th Edition. New Jersey: John Wiley and Sons.

Li, Q. (2013). *A novel Likert scale based on fuzzy sets theory.* Expert Systems with Applications, 40(5), 1609-1618.

Li, Q. McCoach, D. B. Swaminathan, H. Tang, J. (2008). *Development of an instrument to measure perspectives of engineering education among college students.* Journal of Engineering Education, 97, 47–56.

Liaw, M-L. (2001). *Exploring Literary Responses in an EFL Classroom.* Foreign Language Annals, 34(1), 35–44.

Liddicoat, A. J. Scarino, A. (2013). *Intercultural Language Teaching and Learning.* Oxford: Wiley-Blackwell.

Lipovetsky, S. Conklin, W. M. (2004). *Thurstone Scaling Via Binary Response Regression.* Statistical Methodology, 1(1-2), 93-104.

Loncar, M. Barrett, N. E. Liu, G. Z. (2014). *Towards the Refinement of Forum and Asynchronous Online Discussion in Educational Contexts Worldwide: Trends and Investigative Approaches within a Dominant Research Paradigm.* Computer and Education, 73, 93-110.

Lord, C. G. Lepper, M. R. (1999). *Attitude Representation Theory***.** Advances In Experimental Social Psychology, 31, 265-343.

Mahdavy, B. (2013). *Gender and Motivational Orientations of English Language Learners: The Case of High School Students in Iran.* Procedia Social Behavioral Sciences 70, 1056-1061.

Maley, A. (2001). *Literature in the language classroom.* In Carter, R. Nunan, D. (Eds.). The Cambridge Guide to Teaching English to Speakers of Other Languages. Cambridge: Cambridge University Press.

McCoach, D. B. Gable, R. K. Madura, J. P. (2013). *Instrument Development in the Affective Domain.* 3rd Edition. New York: School and Corporate Applications.

Mckenzie, R. M. (2010). *The Social Psychology of English as a Global Language: Attitudes, Awareness and Identity in the Japanese Context.* New York: Springer.

McKernan, J. (1991). *Curriculum action research: A handbook of methods and resources for the reflective practitioner.* London: Kogan Page.

Mills, A. J. Durepos, G. Wiebe, E. (2010). *Encyclopedia of Case Study Research,* volume 1-2. California: SAGE.

Mohammadzadeh, B. (2009). *Incorporating Multicultural Literature in English Language Teaching.* Procedia Social and Behavioral Sciences, 1 (1), 23-27.

Nezakat-Alhossaini, M. Ketabi, S. (2013). *Teacher Training System and EFL Classes in Iran.* Procedia – Social and Behavioral Sciences, 70, 526-536.

Nieto, S. (2010). *Language, Culture, and Teaching: Critical Perspectives.* Second Edition, New York: Routledge.

Nunan, D. (1992). *Research Methods in Language Learning.* Cambridge:Cambridge University Press.

Ojaide, T. (1992). *Modern African Literature and Cultural Identity.* African Studies Review, 35 (3), 43-57.

Olson, M. A. Kendrick, R. V. (2012). *Attitude Formation.* Encyclopedia of Human Behavior (Second Edition), 230-235.

Oppenheim, A. N. (**1992**). *Questionnaire Design, Interviewing and Attitude Measurement.* Pinter Publishers: London.

Oroujlou, N. Vahedi, M. (2011). *Motivation, Attitude, and Language Learning.* Procedia-Social and Behavioral Sciences, 29, 994-1000.

Oster, J. (1989). *Seeing with Different Eyes: Another View of Literature in the ESL Class.* TESOL Quarterly, 23, 85-103.

Pawar, M. S. (2004). *Data Collecting Methods and Experiences: A Guide for Social Researchers.* New Delhi: New Dawn Press.

Popham, W. J. (2011). *Classroom Assessment: What Teachers Need to Know.* Boston, MA: Pearson.

Povey, J. (1972). *Literature in TESL Programs: The Language and the Culture.* In: Allen, H. Campbel, R. (Eds.). Teaching English as a Second Language. New York: Mc.Graw Hill.

Pratkanis, A. R. Greenwald, A. G. (1989). *A Sociocognitive Model of Attitude Structure and Function.* Advances In Experimental Social Psychology, 22, 245-285.

Ramsey, G. Howe, R.W. (1969). *An Analysis of Research on Instructional Procedures in Secondary School Science.* The Science Teacher, *36*(4), 62-70.

Rashid, R. A. Vethamani, M. E. Abdul Rahman, S.B. (2010). *Approaches Employed by Teachers in Teaching Literature to Less Proficient Students in Form 1 and Form 2.* English Language Teaching, 3 (4), 87-99.

Reid, N. (2006). *Thoughts on Attitudes.* Research in Science and Technological Education, 24(1), 3-27.

Rezig, N. (2011). *Teaching English in Algeria and Educational Reforms : An Overview on the Factors Entailing Students Failure in Learning Foreign Languages at University.* Procedia - Social and Behavioral Sciences 29, 1327 – 1333.

Richards, J. K. Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching. 2nd Edition.* Cambridge: Cambridge University Press.

Rienties, B. Giesbers, B. Tempelaar, D. Lygo-Baker, S. Segers, M. Gijselaers, W. (2012). *The Role of Scaffolding and Motivation in CSCL.* Computer and Education, 59 (3), 893-906.

Robson, A. E. (1989). *The Use of Literature in ESL and Culture-Learning Courses in US Colleges.* TESOL Newsletter, 23, 25-27.

Sahu, P.K. (2013). *Research Methodology: A Guide for Researchers in Agricultural Science, Social Science and Other Related Fields.* New Delhi: Springer.

Sakuragi, T. (2006). *The Relationship between Attitudes towards Language Study and Cross-cultural Attitudes.* International Journal of Intercultural Relations, 30(1), 19-31.

Scott, D. Morrison, M. (2006). *Key Ideas in Educational Rresearch.* London: Continuum.

Sell, J. (2005). *Why Teach Literature in the Foreign Language Classroom?* Encuentro15, 86-93.

Spolsky, B. (1989). *Conditions for Second Language Learning: Introduction to a General Theory.* Oxford University press, New York.

Stevenson, J. L. (1977). *Student Attitudes Toward Language, Learning, and Language Learning.* System, 5(3), 200-214.

Thurstone, L. L. (1946). *Comment.* American Journal of Sociology 52, 39-50.

Tomlinson, B. (1985). *Language through Literature and Literature through Language.* EFL Gazette: 9, March.

Torun, M. Yalçin, P. Yalçin, S. A. (2011). *Study of Developing a Scale of Attitude towards Radiation.* Procedia Social and behavioral Sciences, 15, 918-921.

Tourangeau, R. Rasinski, K. A. D'Andrade, R. (1991). *Attitude Structure and Belief Accessibility.* Journal of Experimental Social Psychology, 27, 48-75

Tran Thi Nga, (2003). *Incorporating Literature into English Classes in Vietnam.* Teacher's Edition, 1, 20-25.

Trevitt, C. Macduff, A. Steed, A. (2014). *[e]Portfolios for Learning and as Evidence of Achievement: Scoping the Academic Practice Development Agenda Ahead.* Internet and Higher Education, 20, 69-78.

Turker, F. (1991). *Using Literature in Language Teaching.* Hacettepe Universitesi Egitim facultesi dergisi, 6, 299-305.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory.* Cambridge: Cambridge University Press.

Van de Pol, J. Elbers, E. (2013). *Scaffolding Student Learning: A Micro-analysis of Teacher-Student Interaction.* Learning, Culture and Social Interaction 2 (1), 32-41.

Verner, J. M. Abdullah, L. M. (2012). *Exploratory Case Study Research: Outsourced Project Failure.* Information and Software Technology, 54(08), 866-886.

Widdowson, H. G. (1983). *Talking Shop: Literature and ELT.* ELT Journal, 37: 30-35.

Woodside, A. G. (2010). *Case Study Research: Theory-Methods-Practice.* Bingley: Emerald.

Wynne, M. (2006). *Stylistics: Corpus Approaches.* Encyclopedia of Language and Linguistics, 2ⁿᵈ Edition, 223-226.

Xiao, H. Smith, S. L. J. (2006). *Case Studies in tourism research: A State-of –the-art Analysis.* Tourism Management, 27(5), 738-749.

Yin, R. K. (1984) . *Case Study Research: Design and Methods.* Beverly Hills, Calif: Sage Publications.

Yin, R. K. (1994). *Case study research: design and methods*. 2nd Edition. Thousand Oaks, CA: SAGE.

Zainol Abidin, M. J. Pour-Mohammadi, M. Alzwari H. (2012). *EFL Students' Attitudes Towards Learning English Language: The Case of Libyan Secondary School Students.* Asian Social Science, 8(2), 119-134.

Zhang, J. Anderson, R. C. Nguyen-Jahiel, K. (2013). *Language-rich Discussions for English Language Learners.* International Journal of Educational Research, 58, 44-60.

Zink R. C. (2012). *Sampling Methodology: Implications for Drawing Conclusions from Clinical Research Findings.* In Supino, P. G. Borer, J. S. *Principles of Research Methodology: A Guide for Clinical Investigators.* New York: Springer.

Zyngier, S. (2006). *Stylistics: Pedagogical Applications.* Encyclopedia of Language and Linguistics, 2ⁿᵈ Edition, 226-232.

WEBLIOGRAPHY

Bogardus, E. S. (1933). *A Social Distance Scale.* Sociology and Social Research, 17, 265–271. [Online] Available: http://www.brocku.ca/MeadProject/Bogardus/Bogardus_1933.html. (October 5, 2013).

Burgess, E.W. (1945). *Research Methods in Sociology.* In Gurvitch, G. Moore, W.E. *Twentieth Century Sociology.* 3rd Edition. New York: philosophical Library. [Online] Available**:** https://docs.google.com/viewer?url=http://64.62.200.70/BOOK/PDF/Gurvit chGeorges-1945/29-51/&chrome=true. (August 23, 2013).

Butler, I. (2002). *Language through Literature through Language: An Action Research Report on the English 100 Course at the University of North West.* Literator, 32 (2), 33-50. [Online] Available: www.literator.org.za/index.php/literator/article/download/329/298. (October 20, 2013).

Butler, I. (2006). *Integrating Language and Literature in English Studies: A Case Study of the English 100 Course at the University of North West.* Published Ph.D Thesis. University of South Africa. [Online] Available: http://uir.unisa.ac.za/bitstream/handle/10500/1663/thesis.pdf?sequence=1. (August 22, 2013).

Corbett, J. (2003). *An Intercultural Approach to English Language Teaching.* England: Multilingual Matters. [Online] Available: http://efyou.persiangig.com/teaching/An%20Intercultural%20Approach%2 0to%20English%20Language%20Teaching.pdf/download. (November 24, 2013).

Crossley, S. A. Louwerse, M. M. McCarthy, P. H. McNamara, D. S. (2007). *A Linguistic Analysis of Simplified and Authentic Texts.* The Modern Language Journal, 91 (i), 15-30. [Online] Available: http://www2.gsu.edu/~wwwesl/Files/ALSL/Cross__linguistic_analysis_of_ simplified_and_authentic_texts.pdf. (January 31, 2014).

Cruz, J. H. R. (2010). *The role of Literature and Culture in English Language Teaching.* [Online] Available: http://relinguistica.azc.uam.mx/no007/no07_art09.pdf. (October 20, 2013).

Dörnyei, Z. (2009). *The L2 motivational self system.* In: Dörnyei, Z. Ushioda, E. (Eds.), Motivation, Language Identity and the L2 Self. pp. 9-42. Bristol: Multilingual Matters. [Online] Available: http://www.zoltandornyei.co.uk/uploads/2009-dornyei-mm.pdf. (October 10, 2013).

Floris, F. D. (2004). *The Power of Literature in EFL Classroom.* KATA, 6 (1), 1-12. [Online] Available: puslit2.petra.ac.id/ejournal/index.php/ing/article/download/.../16118. (October 21, 2013).

Flyvbjerg, B. (2006). *Five Misunderstandings about Case-Study Research.* Qualitative Inquiry, 12(2), 219-245. [Online] Available: http://flyvbjerg.plan.aau.dk/Publications2006/0604FIVEMISPUBL2006.pdf. (August 22, 2013).

Gawronski, B. (2007). *Editorial: Attitudes can be Measured! But what is an Attitude?* Social Cognition, 25(5), 573-581. [Online] Available: http://publish.uwo.ca/~bgawrons/documents/G2007SC.pdf. (July 14, 2013)

Gray, R. (2005). *Using Translated First Language Literature in the Second Language Classroom.* The Internet TESL Journal, 11 (12). [Online] Available: http://iteslj.org/Techniques/Gray-TranslatedL1Literatue.html. (February 3, 2014).

Hidi, S. (2001). *Interest, Reading and Learning: Theoretical and Practical Considerations.* Educational Psychology Review, 13 (3), 191-209. [Online] Available: www.msu.edu/~dwong/CEP991/CEP991Resources/Hidi-Int%26Rdng.pdf. (November 5, 2013).

Hirvela, A. (1988). *Integrating Simplified and Original Texts.* JALT Journal, 9 (2), 131-151. [Online] Available: http://jalt-publications.org/jj/articles/2827-integrating-simplified-and-original-texts. (January 31, 2014).

Hwang, D. Embi, M. A. (2007). *Approaches Employed by Secondary School Teachers to Teaching the Literature Component in English.* Jurnal Pendidik dan Pendidikan, Jil, 22, 1-23. [Online] Available: http://web.usm.my/education/publication/jpp%20aminukm%20art%201%20(1-23).pdf. (December 10, 2013).

Jalilifar, A. R. Assi, R. (2008). *The Role of Cultural Nativization in Comprehension of Short Stories in EFL Reading Contexts*. The international Journal of Language Society and Culture, 26, 62-79. [Online] Available: www.aaref.com.au/attachment.aspx?id=207. (January 1, 2014).

Jamieson, S. (2004). *Likert scales: How to (ab)use them*. Medical Education, 38, 1217–1218. [Online] Availabe: http://xa.yimg.com/kq/groups/18751725/128169439/name/1likertscales.pdf. (July 26, 2013).

Kara, A. (2009). *The Effect of a 'Learning Theories' Unit on Students' Attitudes Toward Learning*. Australian Journal of Teacher Education, 34(3), 100-113. [Online] Available: http://ro.ecu.edu.au/cgi/viewcontent.cgi?article=1357&context=ajte. (March 22, 2013).

Khatib, M. Nourzadeh, S. (2011). *Some Recommendations for Integrating Literature into EFL/ESL Classrooms.* International Journal of English Linguistics, 1 (2), 258-263. [Online] Available: http://www.ccsenet.org/journal/index.php/ijel/article/view/10645/8545. (January 27, 2014).

Khatib, M. Rahimi, A. H. (2012). *Literature and Language Teaching.* Journal of Academic and Applied Studies, 2(6), 32-38. [Online] Available: http://www.academians.org/Articles/June4.pdf. (August 29,2013).

Khatib, M. Ranjbar, S. Fat'hi, J. (2012). *The Role of Literature in EFL Classroom from an EIL Perspective.* Journal of Academic and Applied Studies, 2 (2), 12-21. [Online] Available: http://www.academians.org/Articles/Feb2.pdf. (October 15, 2013).

Khatib, M. Rezaei, S. Derakhshan, A. (2011). *Literature in EFL/ESL Classroom.* English Language Teaching, 4 (1), 201-208. [Online] Available: www.ccsenet.org/journal/index.php/elt/article/download/9683/6932. (October 14, 2013).

Leech, G. **Short, M. (2007).** *Style in Fiction: A Linguistic Introduction to English Fictional Prose,* 2nd Edition. Harlow: Pearson Education Limited. [Online] Available: http://sv-etc.nl/styleinfiction.pdf. (February 15, 2014).

Lima, C. (2010). *Selecting Literary Texts for Language Learning.* Journal of NELTA, 15 (1-2), 110-113. [Online] Available: www.nepjol.info/index.php/NELTA/article/download/4616/3827. (October 27, 2013).

MacIntyre, P. D. Baker, S. C. Clément, R. Donovan, L. A. (2002). *Sex and age effects on willingness to communicate, anxiety, perceived competence, and L2 motivation among junior high school French immersion students*. Language Learning 52 (3), 537–564. [Online] Available: http://faculty.cbu.ca/pmacintyre/research_pages/journals/sex_age_wtc_2002.pdf. (October 11, 2013).

Martin, M. N. (1996). *Sampling for Qualitative Research.* Family Practice, 13(6), 522-525. [Online] Available: http://spa.hust.edu.cn/2008/uploadfile/2009-9/20090916221539453.pdf. (september 7, 2013).

McKay, S. (1982). *Literature in the ESL Classroom.* TESOL Quarterly, 16 (4), 529-536. [Online] Available: www.u.arizona.edu/~jcu/nos/LitinESL.pdf. (October 15, 2013).

McRae, J. Clark, U. (2004). *Stylistics.* In, Davies A. Elder, C. The Handbook of Applied Linguistics. Oxford: Blackwell Publishing Ltd. [Online] Available: http://faculty.ksu.edu.sa/76518/Linguistics/books/the%20handbook%20of %20applied%20linguistics.pdf. (February 14, 2014).

Nafisah, N. (2006). *Literature in ELT Setting: Paving the Way for Critical Students.* [Online] Available: http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/197 104242006042-NIA_NAFISAH/Paper/Literature_in_ELT_Setting.pdf. (October 24, 2013).

Nation, P. (1997). *The Language Learning Benefits of Extensive Reading.* The Language Teacher Online, 21(5), 13-16. [Online] Available: http://jalt-publications.org/old_tlt/files/97/may/benefits.html. (October 29, 2013).

Pardede. P. (2011). *Using Short Stories to Teach Language Skills.* Journal of English Teaching, 1(1), 14-27. [Online] Available: http://jetuki.files.wordpress.com/2011/05/2-using-short-stories-to-teach-language-skills-pp-14-27.pdf. (November 1, 2013).

Park, R. E. (1924). *The concept of social distance.* Journal of Applied Sociology, 8, 339–344. [Online] Available: http://www.brocku.ca/MeadProject/Park/Park_1924.html. (October 5, 2013)

Pathan, M. M. (2012). *Advantages of Using Short-stories in ELT Classroom and the Libyan EFL Learners' Perceptions towards them for Developing Reading Comprehension Skill.* Arab World English Journal, 4 (1), 28-41. [Online] Available:http://www.academia.edu/3251873/Advantages_of_Using_Short-stories_in_ELT_Classroom_and_the_Libyan_EFL_Learners_Perceptions_t owards_them_for_Developing_Reading_Comprehension_Skill. (January 20, 2014)

Perry, F. L. (2008). *Research in applied linguistics: Becoming a discerning consumer.* London: Taylor and Francis. [Online] Available: http://approachable.wikispaces.com/file/view/Fred_L._Perry__Jr.-Research_in_Applied_Linguistics__Becoming_a_Discerning_Consumer-Routledge(2005).pdf. (September 13, 2013).

Savvidou, C. (2004). *An Integrated Approach to Teaching Literature in the EFL Classroom.* The Internet TESL Journal, 10 (12). [Online] Available: http://iteslj.org/Techniques/Savvidou-Literature.html. (November 3, 2013).

Shabbir, M. A. Naeem, M. M. Zafar, M. I. (2013). *The Discriminant Validity and Reliability for Urdu Version of Test of Science–Related Attitudes (TOSRA).* International Journal of Humanities and Social Science, 3(2), 29-39. [Online] Available:http://www.ijhssnet.com/journals/Vol_3_No_2_Special_Issue_January_2013/4.pdf. (July 20, 2013).

Talif, R. (1991). *Teaching Literature in ESL in a Malaysian Context.* Published Phd Thesis, University of Nottingham. [Online] Available: etheses.nottingham.ac.uk/1560/1/304973.pdf. (December 7, 2013).

Tan, P. (2010). *TS4213 Stylistics of Drama.* National University of Singapore: Singapore. [Online] Available: http://courses.nus.edu.sg/course/elltankw/theatre/week1.pdf. (February 9, 2014).

Tavakoli, M. shirinbakhsh, S. Rezazadeh, M. (2013). *Effect of Cultural Adaptation on EFL Reading Comprehension:The Role of Narrative Nativization and Foreign Language Attitude.* World Applied Sciences Journal, 21 (11), 1587-1596. [Online] Available: http://www.idosi.org/wasj/wasj21(11)13/6.pdf. (January 1, 2014).

Thurstone, L. L. (1928). *Attitudes can be Measured.* American Journal of Sociology, 33, 529–554. [Online] Available: http://www.brocku.ca/MeadProject/Thurstone/Thurstone_1928a.html. (July 14, 2013).

Thurstone, L. L. (1931). *The Measurement of Social Attitudes.* Journal of Abnormal and Social Psychology, 26, 249-269. [Online] available: http://uts.cc.utexas.edu/~tecas/syllabi2/adv382jfall2002/readings/thur.pdf. (July 19, 2013).

Timuçin, M. (2010). *Exploring the Language of Poems: A Stylistic Study.* Novitas-ROYAL (Research on Youth and Language), 4 (2), 129-140. [Online] Available: http://www.novitasroyal.org/Vol_4_2/timucin.pdf. (February 14, 2014).

Trivedi T. (2011). *Assessing Secondary School Teachers' Attitude Towards Teaching Profession***.** E-journal of All India Association for Educational Research, 23(1&2), 1-10. [Online] Available: http://www.ejournal.aiaer.net/vol231212/6.%20Trivedy%20Tripta.pdf. (July, 19, 2013).

Watson, G. Zyngier, S. (2007). *Literature and Stylistics for Language Learners: Theory and Practice.* New York: Palgrave Macmillan. [Online] Available: http://www.stiba-malang.ac.id/uploadbank/pustaka/MKSASTRA/LIT%20STYLISTICS%20FOR%20LANG%20LEARNERS%20OK.pdf. (December 6, 2013).

Yeasmin, N. Azad, M. A. K. Ferdoush, J. (2011). *Teaching Language through Literature: Designing Appropriate Classroom Activities.* ASA University Review, 5 (2), 283-297. [Online] Available: http://www.asaub.edu.bd/data/asaubreview/v5n2sl21.pdf. (January 29, 2014).

Yusoff, Z. S. (2004). *Cultural Familiarity in Literacy Texts: Consideration for the Text-selection.* Unpublished Article In: Fifth Malaysian International Conference on English Language Teaching, Hotel Equatorial, Malacca. [Online] Available: http://umpir.ump.edu.my/926/1/11_zailinmi_cultural.pdf. (November 16, 2013).

Zainal, Z. (2007). *Case Study as a Research Method.* Journal Kemanusiaan bil, 9, 1-6. [Online] Available: http://eprints.utm.my/8221/1/ZZainal2007-Case_study_as_a_Research.pdf. (August 26, 2013)

Zingier, S. (2001). *Towards a Cultural Approach to Stylistics.* CAUCE, Revista de Filologia y Su Didactica, 24, 365-380. [Online] Available: http://cvc.cervantes.es/literatura/cauce/pdf/cauce24/cauce24_21.pdf. (February 8, 2014).

APPENDICES

APPENDIX A

Students' Questionnaire

Dear student,

I am doing a research about the attitudes of students towards the teaching of African literature for my magister thesis. I would be very grateful if you answer this questionnaire. All the answers in the questionnaire will be treated in the strictest confidence. Please be completely honest in your answers.

Section 1

These are general questions about your experience with literature. Please tick the answer that you have chosen.

1. **Do you like reading Literature?**
   ☐ yes
   ☐ No

   Please state why………………………..…………………………………………….....…
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

2. **What kind of literature do you like to read more?**
   ☐ African Literature
   ☐ American Literature
   ☐ British Literature

3. **Which literary genre do you enjoy reading?**
   ☐ Short stories
   ☐ Novels
   ☐ Poems
   ☐ Plays

4. **Name a literary work or works that you have enjoyed reading**
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

5. **What was enjoyable or memorisable about that/those work/s?**
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

6. **Did you find the literary texts used in the classroom**
   ☐ Too easy?
   ☐ Understandable?
   ☐ Too difficult?

7. **If you answer *too difficult*, what do you think gave you the greatest difficulty?**
Tick more than one box if appropriate
- ☐ The language in the text
- ☐ Unfamiliar ideas or experiences in the text
- ☐ The culture (history, way of life, behaviour…etc.)
- ☐ Other reason *(please specify below)*

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

8. **Do you think literature help you in learning the English language?**
- ☐ Yes
- ☐ No

Please state why………………………………………………………………………
………………………………………………………………….………………………

Section 2

The following claims have been made about the impact each literary element in African literature might have in raising the learner's motivation to read and as a result to learn the English language. Based on the African short stories you have dealt with in the course of literature, please indicate whether you strongly agree, agree, disagree, strongly disagree with the claims or you are neutral. A space has been left under each statement for any further observation you might want to make.

1. **As a student, you have positive attitude toward the teaching of African literature.**
- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

………………………………………………………………………………………
………………………………………………………………………………………

2. **The characters in African Literature, such as: Masood, Hassan, Issa or Amina, raise your motivation to read.**
- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

………………………………………………………………………………………
………………………………………………………………………………………

3. **Literary texts written by African writers, like Leila Aboulella Tayeb Salih or Chinua Achebe are very interesting to read.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………

4. **Literary texts which take place in an African society like South Africa, Nigeria or Sudan are very interesting to read.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………

5. **As a student, you like to read literary texts that depict the suffering, poverty and racial abuse of the African people.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………

6. **The common culture (history, traditions, customs, believes, religion) in African literature facilitates the understanding of the texts.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………

7. **Themes in African literature, like colonialism, racism and feminism, enhance your motivation to read.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………

8. **Language in African literary texts is easy to understand.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………

9. **Language simplicity in African literary facilitates the understanding and makes reading enjoyable.**
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

   …………………………………………………………………………………………
   …………………………………………………………………………………………
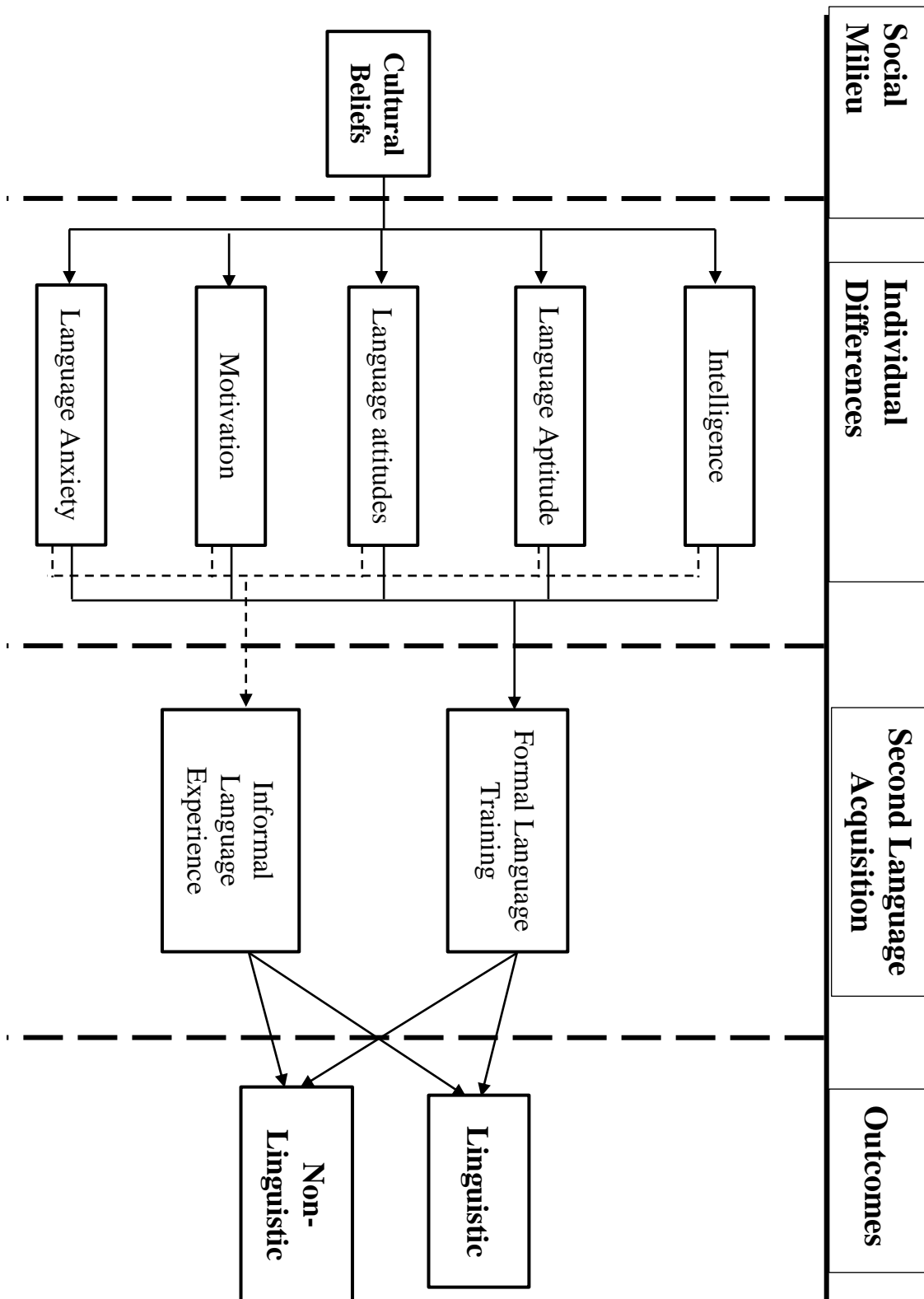
10. **African Literature with its Islamic and humanistic values educates the whole person.**
    - ☐ Strongly agree
    - ☐ Agree
    - ☐ Neutral
    - ☐ Disagree
    - ☐ Strongly disagree

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

APPENDIX B

Schematic representation of the socio-educational model of language learning (Adapted from Gardner, 1985)

APPENDIX C

Certain Winds from the South

By Ama Ata Aidoo

M'ma Asana eyed the wretched pile of cola-nuts, spat, and picked up the reed-bowl. Then she put down the bowl, picked up one of the nuts, bit at it, threw it back, spat again, and stood up. First, a sharp little ache, just a sharp little one, shot up from somewhere under her left ear. Then her eyes became misty.

'I must check on those logs,' she thought, thinking this misting of her eyes was due to the chill in the air. She stooped over the nuts. 'You never know what evil eyes are prowling this dust over these grasslands, I must pick them up quickly.'

On the way back to the kraal her eyes fell on the especially patchy circles that marked where the old pits had been. At this time, in the old days, they would have been nearly bursting and as one scratched out the remains of the out-going season, one felt a near-sexual thrill of pleasure looking at these pits, just as one imagines a man might feel who looks upon his wife in the ninth month of pregnancy.

Pregnancy and birth and death and pain; and death again when there are no more pregnancies, there are no more births, and therefore, no more deaths. But there is only one death and only one pain.

Show me a fresh corpse, my sister, so I can weep you old tears.

The pit of her belly went cold, then her womb moved and she had to lean by the doorway. In twenty years Fuseni's has been the only pregnancy and the only birth. Twenty years, and the first child and a male! In the old days, there would have been bucks and you got scolded for serving a woman in maternity a duicker. But these days those mean poachers on the government reserves sneak away their miserable duickers, such wretched hinds! Yes they sneak away even the duickers to the houses of those sweet-toothed southerners.

In the old days, how time goes, and how quickly age comes. But then does one expect to grow younger when one starts getting grandchildren? Allah be praised for a grandson.

The fire was still strong when she returned to the room. M'ma Asana put the nuts down. She craned her neck into the corner. At least those logs should take them to the following week. For the rest of the evening, she sat about preparing for the morrow's marketing.

The evening prayers were done. The money was in the bag. The grassland was still, Hawa was sleeping and so was Fuseni. M'ma came out to the main gate, first to check up if all was well outside and then to draw the door across. It was not the figure, but rather the soft rustle of light footsteps trying to move still more lightly over the grass, that caught her attention.

'If only it could be my husband.'

But of course it was not her husband!

'Who comes?'

'It is me, M'ma.'

'You, Issa, my son?'

'Yes, M'ma.'

'They are asleep.'

'I thought so. That is why I am coming now.'

There was a long pause in the conversation as they both hesitated about whether the son-in-law should go in to see Hawa and the baby or not. Nothing was said about this struggle but then one does not say everything.

M'ma Asana did not see but felt him win the battle. She crossed the threshold outside and drew the door behind her. Issa led the way. They did not walk far, however. They just turned into a corner between two of the projecting pillars in the wall of the kraal. It was as it should have been for it was he who needed the comforting coolness of it for his backbone.

'M'ma, is Fuseni well?'

'Yes.'

'M'ma; is Hawa well?'

'Yes.'

'M'ma please tell me, is Fuseni very well?'

'A-ah, my son. For what are you troubling yourself so much? Fuseni is a new baby who was born not more than ten days ago. How can I tell you he is very well? When a grown-up goes to live in other people's village...'

'M'ma?'

'What is it?'

'No. Please, it is nothing.'

'My son, I cannot understand you this evening ... yes, if you, a grown-up person, go to live in another village, will you say after the first few days that you are perfectly well?'

'No.'

'Shall you not get yourself used to their food? Shall you not find first where you can get water for yourself and your sheep?'

'Yes, M'ma.'

'Then how is it you ask me if Fuseni is very well? The navel is healing very fast ... and how would it not? Not a single navel of all that I have cut here got infected. Shall I now cut my grandson's and then sit and see it rot? But it is his male that I can't say. Mallam did it neat and proper and it must be all right. Your family is not noted for males that rot, is it now?'

'No, M'ma,'

'Then let your heart lie quiet in your breast. Fuseni is well but we cannot say how well yet.'

'I have heard you, M'ma. M'ma?'

'Yes, my son.'

'M'ma, I am going south.'

'Where did you say?'

'South.'

'How far?'

'As far as the sea. M'ma, I thought you would understand.'

'Have I spoken yet?'

'No, you have not.'

'Then why did you say that?'

'That was not well said.'

'And what are you going to do there?'

'Find some work.'

'What work?'

'I do not know.'

'Yes, you know, you are going to cut grass.'

'Perhaps.'

'But my son, why must you travel that far just to cut grass? Is there not enough of it all round here? Around this kraal, your father's and all the others in the village? Why do you not cut these?'

'M'ma, you know it is not the same. If I did that here people would think I was mad. But over there, I have heard that not only do they like it but the government pays you to do it.'

'Even so, our men do not go south to cut grass. This is for those further north. They of the wilderness, it is they who go south to cut grass. This is not for our men.'

'Please M'ma, already time is going. Hawa is a new mother and Fuseni my first child.'

'And yet you are leaving them to go south and cut grass.'

'But M'ma, what will be the use of my staying here and watching them starve? You yourself know that all the cola went bad, and even if they had not, with trade as it is, how much money do you think I would have got from them? And that is why I am going. Trade is broken and since we do not know when things will be good again, I think it will be better for me to go away.'

'Does Hawa know?'

'No, she does not.'

'Are you coming to wake her up at this late hour to tell her?'

'No.'

'You are wise.'

'M'ma, I have left everything in the hands of Amadu. He will come and see Hawa tomorrow.'

'Good.'

'When shall we expect you back?'

'Issa.'

'M'ma.' 'When shall we expect you back?'

'M'ma, I do not know. Perhaps next Ramadan.'

'Good.'

'So I go now.'

'Allah go, with you.'

'And may His prophet look after you all.'

M'ma went straight back to bed, but not to sleep. And how could she sleep? At dawn, her eyes were still wide open.

'Is his family noted for males that rot? No, certainly not. It is us who are noted for our unlucky females. There must be something wrong with them ... Or how is it we cannot hold our men? Allah, how is it?

'Twenty years ago. Twenty years, perhaps more than twenty years ... perhaps more than twenty years and Allah, please, give me strength to tell Hawa.

'Or shall I go to the market now and then tell her when I come back? No. Hawa, Hawa, now look at how you are stretched down there like a log! Does a mother sleep like this? Hawa, H-a-a-w-a! Oh, I shall not leave you alone ... and how can you hear your baby when it cries in the night since you die when you sleep?

'Listen to her asking me questions! Yes, it is broad daylight. I thought you really were dead. If it is cold, draw your blanket round you and listen to me for I have something to tell you.

'Hawa, Issa has gone south.

'And why do you stare at me with such shining eyes. I am telling you that Issa is gone south.

'And what question do you think you are asking me? How could he take you along when you have a baby whose navel wound has not even healed yet?

'He went away last night.

'Don't ask me why I did not come and wake you up. What should I have woken you up for? Listen, Issa said he could not stay here and just watch you and Fuseni starve.

'He is going south to find work, and ... Hawa, where do you think you are getting up to go? Issa is not at the door waiting for you. The whole neighbourhood is not up yet, so do not let me shout ... and why are you behaving like a baby? Now you are a mother and you must decide to grow up ... where are you getting up to go? Listen to me telling you this. Issa is gone. He went last night because he wants to catch the government bus that leaves Tamale very early in the morning. So ...

'Hawa, ah-ah, are you crying? Why are you crying? That your husband has left you to go and work? Go on weeping, for he will bring the money to look after me and not you ...

'I do not understand, you say? Maybe I do not ... See, now you have woken up Fuseni. Sit down and feed him and listen to me.

'Listen to me and I will tell you of another man who left his newborn child and went away.

'Did he come back? No, he did not come back. But do not ask me any more questions for I will tell you all.

'He used to go and come, then one day he went away and never came back. Not that he had to go like the rest of them...

'Oh, they were soldiers. I am talking of a soldier. He need not have gone to be a soldier. After all, his father was one of the richest men of this land. He was not the eldest son, that is true, but still there were so many things he could have done to look after himself and his wife when he came to marry. But he would not listen to anybody. How could he sit by and have other boys out-do him in smartness?

'Their clothes that shone and shone with pressing ... I say, you could have looked into any of them and put khole under your eyes. And their shoes, how they roared! You know soldiers for yourself. Oh, the stir on the land when they came in from the south! Mothers spoke hard and long to daughters about the excellencies of proper marriages, while fathers hurried through with betrothals. Most of them were afraid of getting a case like that of Memunat on their hands. Her father had taken the cattle and everything and then Memunat goes and plays with a soldier. Oh, the scandal she caused herself then!

'Who was this Memunat? No, she is not your friend's mother. No, this Memunat in the end ran away south herself. We hear she became a bad woman in the city and made a lot of money.

'No, we do not hear of her now. She is not dead either, for we hear such women usually go to their homes to die, and she has not come back here yet.

'But us, we are different. I had not been betrothed.

'Do you ask me why I say "we"? Because this man was your father. Ah-ah, you open your mouth and eyes wide? Yes, my child, it is of your father I am speaking.

'No, I was not lying when I told you that he died. But keep quiet and listen. He was going south to get himself a house for married soldiers.

'No, it was not that time he did not come back. He came here, but not to fetch me.

'He asked us if we had heard of the war.

'Had we not heard of the war? Was it not difficult to get things like tinned fish, kerosene and cloth?

'Yes, we said, but we thought it was only because the traders were not bringing them in.

'Well yes, he said, but the traders do not get them even in the south.

'And why, we asked.

'Oh you people, have you not heard of the German people? He had no patience with us. He told us that in the south they were singing dirty songs with their name.

'But when are we going, I asked him?

'What he told me was that that was why he had come. He could not take me along with him. You see, he said we were under the Anglis-people's rule and they were fighting with the German-people.

'Ask me, my child, for that was exactly what I asked him. What has all that got to do with you and me? Why can I not come south with you?'

'Because I have to travel to the lands beyond the sea and fight.

'In other people's war? My child, it is as if you were there, that is what I asked him.

'But it is not as simple as that, he said.

'We could not understand him. You shall not go, said his father. You shall not go, for it is not us fighting with the Grunshies or the Gonjas.

'I know about the Anglis-people but not about any German- people, but anyway they are in their country.

'Of course his father was playing, and so was I.

'A soldier must obey at all times, he said.

'I wanted to give him so many things to take with him but he said he could only take cola.

'Then the news came. It did not enter my head, for it was all empty. Everything went into my womb. You were just three days old.

'The news was like fire which settled in the pit of my belly. And from time to time, some will shoot up, searing my womb, singeing my intestines and burning up and up and up until I screamed with madness when it got into my head.

'I had told myself when you were born that it did not matter you were a girl. All gifts from Allah are good and anyway he was coming back and we were going to have many more children, lots of sons.

'But Hawa, you had a lot of strength, for how you managed to live I do not know. Three days you were and suddenly like a rivulet that is hit by an early harmattan, my breasts went dry. Hawa, you have a lot of strength.

'Later, they told me that if I could go south and prove to the government's people that I was his wife I would get a lot of money.

'But I did not go. It was him I wanted not his body turned into gold.

'I never saw the south.

'Do you say "oh"? My child I am always telling you that the world was created a long while ago and it is old-age one has seen but not youth. So do not say "oh".

'Those people, the government's people, who come and go, tell us trade is bad now, and once again there is no tinned fish and no cloth. But this time they say this is because our children are going to get them in abundance one day.

'Issa has gone south now because he cannot afford even goat flesh for his wife in maternity. This has to be, so that Fuseni can stay with his wife and eat cow-meat with her? Hmm. And he will come back alive ... perhaps not next Ramadan but the next. Now my daughter, you know of another man who went to fight. And he went to fight in other people's war and he never came back.

'I am going to the market now. Get up early to wash Fuseni. I hope to get something for those miserable colas. There is enough rice for two, is there not?

'Good. Today even if it takes all the money, I hope to get us some smoked fish, the biggest I can find, to make us a real good sauce.'

<div dir="rtl">

ملـخّـص

يحتل موقف الطلبة مكانة هامة في عملية تعليم اللغات الاجنبية. إن نوع موقف طلاب اللغة يحدد إلى مدى بعيد مستقبلهم التعليمي. من هذا المنطلق ، كان الهدف الرئيسي لهذا البحث هو قياس، و بشكل معمق، موقف طلبة السّنة الثّالثة لغة إنجليزية بجامعة تلمسان نحو تدريس الأدب الأفريقي. المعطيات التي تمَّ جمعها باستعمال استبيانات موقف ومقابلات شبه منظّمة مع الطلبة تم تحليلها نوعيا وكميا. كشفت نتائج الدّراسة أن معظم الطلّاب أظهروا موقفاً جد إيجابي نحو تدريس النصوص الأدبية الأفريقية. يمكن إرجاع هذا الموقف أساسا إلى إلمام الطلبة وحسن إطلاعهم بالجوانب الثقافية التي تميز هذا النوع من الأدب.

الكلمات المفتاحية: موقف الطلبة ، الأدب الإفريقي، تدريس الأدب.

</div>

Résumé

L'attitude des étudiants occupe une place importante dans le processus de l'enseignement des langues étrangères. Le type d'attitude des étudiants de langue détermine dans une large mesure leur futur succès ou échec. A partir de cette conviction, l'objectif principal de ce travail est d'étudier d'une manière approfondie le type d'attitude que les étudiants de troisième année d'Anglais à l'Université de Tlemcen ont envers l'enseignement de la 'Littérature Africaine'. Les données résultant des questionnaires et les entretiens semi-structurés ont été analysés qualitativement et quantitativement. Les résultats ont révélé que les étudiants ont une attitude très positive envers l'enseignement des textes littéraires africains. Cette attitude a été principalement attribuée à leur familiarité avec les cultures africaines.

Mots clé: Attitude des étudiants, Littérature Africaine, enseignement de la littérature.

Summary

Learners' attitude occupies an important place in the process of foreign language teaching. The kind of attitude the language students have determines to a larger extent their future success or failure. With this belief in mind, the main objective of this research work is to deeply investigate the kind of attitude third year EFL (English as Foreign Language) students at the University of Tlemcen have towards the teaching of African literature. The data yielded from the questionnaires and the semi-structured interviews were analysed qualitatively and quantitatively. The findings of the present study revealed that the students had a strongly positive attitude towards the teaching of African literary texts. This attitude was mainly attributed to the cultural familiarity they had experienced when interacting with this kind of literature.

Key words: Learners' attitude, African Literature, Literature teaching.