

**Democratic and Popular Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Tlemcen**  
**Faculty of Letters and Languages**



**Department of English**

**The Effectiveness of Literature Circles in Increasing  
Students' Motivation and Appreciation toward the Novel:  
The Case of Third Year Students of English at The  
University of Tiaret.**

**Thesis Submitted in Candidacy for the Degree of "Doctorate Es -Sciences" in Didactics  
of English Literature and Civilization Texts**

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## **Declaration**

I hereby declare that the data of this PhD thesis is entirely is the result of my own scholarly endeavours and intellectual contributions. All sources consulted along the research process have been properly accredited through in-text citations and listed in the bibliography section according to the citation style rules. I understand the importance of keeping academic integrity and believe that any violation of these principles may result in severe disciplinary sanctions issued from faculty scientific committee staff.

**Moustafa TOUBEIDA**

## **Dedication**

I dedicate this work to all my family members

To my friends

To the kind doctors who helped me recover my challenging illnesses.

## **Acknowledgments**

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## **Abstract**

The aim of the present study is to examine the effect of a more innovative strategy so called Literature circles to increasing students' motivation and appreciation in reading literary text namely the novel at tertiary level. It is assumed that the use of this strategy would have a positive effect on students' reading in terms of appreciation and motivation. The sample of study are 170 third year English BMD students at the English department of Ibn Khaldoun University in Tiaret, they are chosen randomly and divided into two groups: 85 for experimental group and 85 for control group. The study uses pre and post survey, a treatment and observation research tools for data collection. Data analysis shows a correlation of pre and post treatments. The research findings also revealed that there are statistically significant differences between the experimental group and the controlled group as the statistical values of the former outnumbered the latter one reflecting the effectiveness of using literature circles strategy. Based on these results, guidelines for further research are established and suggestions/recommendations are offered for teachers, students and researchers as well.

**Keywords:** literature circles, motivation, appreciation, novel, teaching literature strategies

## **List of Acronyms and Abbreviations**

EFL	English as a Foreign Language
LCS	Literature Circles Strategy
CLT	Conventional Lecture Tasks
CG	Control Group
ExG	Experimental Group
Pr-Q	Pre-questionnaire
Ps-Q	Post-questionnaire
BA	Bachelor of Art
ZPD	The Zone of Proximal Development
SM	Section of Motivation
SA	Section of Appreciation
Obs	Observation
Sig	Significance
(T) test	Independent Sample Test
SD	Standard deviation
H0	Null hypothesis
H1	Alternative hypothesis
MESR	Ministry of Higher Education and Scientific Research
BEM:	The Official Final Exam for Middle School
CBA:	Competency-Based Approach
LMD	License-Master-Doctorate
R	Correlation Coefficient
( $\alpha$ )	Cronbach's Alpha Reliability coefficient
SPSS	Statistical Package for the Social Sciences

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**General Introduction**

The didactics of literature in English as a Foreign Language (EFL) settings has gained more interest during the late 20<sup>th</sup> and early 21<sup>st</sup> century because of its significance to improve language skills, cultural understanding, and enthusiasm for literature. Teaching literature is an important aspect of language instruction because it provides students with a wealth of opportunities for linguistic and cultural study. A myriad of researches (Alsagoff and Goh,2000; McRae, 2015; Kheladi, 2020; Maley, 2020; Belal & Ouahmiche,2002 & 2021; Floris, 2021; Hişmanoğlu, 2024) have explored the complex field of literature education with the goal of providing valuable insights to improve the teaching and learning methods. Thus, this research embarks on the current body of research by investigating the distinct obstacles and advantages associated with teaching literature in the context so as to help students cope well with reading, cultivate their appreciation for various forms of literature, and boosting their motivation to comprehend literary works.

As a matter of fact, this increasing attention toward more effective ways in teaching literature has necessitated changing the role of the teacher accordingly from transmitting knowledge to the learners to becoming an assistant and guide to them in light of the modern trends of education that made the learner an active element in the teaching and learning process and not just a passive recipient of everything. But the reality of most EFL contexts reflect the dominant conventional lecturing classes from one side and passive reluctant readers from another side.

Additionally, literature is one of the most important subjects to be taught to university students because of its great role in the development of the artistic view of one's life. It also serves in broadening the individuals' cultural profile. In addition, it is a key to understanding other branches like didactics and linguistics, it has an effective role contributing to

development of language skills particularly reading. Unluckily, most recurrent teaching and learning instructions practices in EFL contexts often still show an overemphasis of the importance of developing critical thinking skills over aesthetical interpretations of the texts

By studying literature in English, students are exposed to a variety of literary genres helping them to develop their language proficiency and cultural understanding. Being a special genre of literature, reading a novel is a valuable literary experience that contributes significantly to the development of language skills and critical thinking in students. Understanding the depth and aesthetics of literature can promote positive interaction with language and open a new horizon for cultural understanding. The novel is an integral part of the student's literary and linguistic experience. Understanding the arts of the novel not only enriches the student's language, but also opens up a new world of enjoyable culture of reading.

Reading is an essential skill that is required in all areas of life, and it is particularly important in academic contexts. Reading novels can be a daunting task for many students, particularly if they lack interest or motivation in the reading in general. However, reading literary texts can expose students to different perspectives, help develop critical thinking skills, and expand their knowledge base. Therefore, educators are constantly looking for ways to motivate and engage students in reading long literary texts notably the novel as far as the research concerned.

Despite the inherent value of reading long literary texts, many students struggle with engaging in sustained reading and developing a genuine appreciation for these texts. Technological distractions, reduced attention spans, and changing reading habits in the digital era have contributed to this challenge. Students may find it difficult to connect with the

language, style, and themes of long literary texts, which can result in disinterest, disengagement, and lack of motivation to read them.

The purpose of this study is to investigate the impact of using literature circles on maximizing students' motivation and appreciation in reading novels. The study examines how literature circles can increase students' motivation and appreciation of long literary texts and explores the extent to which literature circles can be an effective strategy for teaching such texts. By conducting this study, we aim to provide valuable insights into how literature circles can be used to enhance students' reading experience and contribute to their overall academic success.

To achieve this goal, a quasi-experimental design with pre-post questionnaire comparison groups is used, with 170 students (85 in the control group, 85 in the experimental group) participating in the study. Data are collected through a motivation and appreciation questionnaire administered before and after the treatment, which consists of the experimental group participating in literature circles while the control group does not. Equally, a classroom observation is used to collect observable changes in students' behaviours in the control and experimental group.

The results of this study provide valuable insights into the effectiveness of literature circles as a strategy for teaching long literary texts and the impact of literature circles on students' motivation and appreciation for such texts. These findings can inform teaching practices and contribute to the development of effective strategies for motivating and engaging students in reading long literary texts. Overall, this dissertation aims to provide a better understanding of how literature circles can be used to enhance students' reading experience and contribute to their academic success.

The departure motives that triggered my interest to investigate this topic can be associated to my background profile as a former student, a teacher and as researcher. The primary one is personal. As a previous university student, most of us did not read the full novel thinking it is long and may not be interesting, but we came to the class with readymade answers to the given homework pretending that we read it, it is at the end just a superficial reading. I also used to do my reading assignments just because I had to regardless if they are interesting or not, and in other cases, it is just to prepare for exams. Moreover, some students show feeling of fear and discontent when faced with a direct instruction of reading a very long literary text as the novel, this would have explicit link with their low motivation and appreciation.

As a teacher, I often noticed that most of my students include identical answers in their assignments when it comes to literary analysis or interpretations which may make me doubtful if they actually read the novel or not. The ongoing dependency of others' interpretations and summaries studying literature kills the spirit of our students' active and aesthetic personal touch. Besides, I often find it hard to make students work in groups, and if I insist on that it is me who choose the members as if they lack that sense of ethical collaboration at this mature age and level.

Another ill-practised reality, which stems from the prevailing stereotype attitude among students, is the common belief that the benefit of reading literature to enrich vocabulary, trigger imagination and writing, experience reading, be aware of new culture, but rarely it is meant to see its impacts on our emotions, morals or to taste the aesthetic /artistic beauty of literature or use it to entertain ourselves.

As a researcher, this work is grounded on the outcomes of my previous magister research in which I have discovered the overriding problem that many of the students have in common is a lack of motivation to read and that teachers overemphasise understanding over

appreciating reading literary texts. They are students who can read, yet they choose not to as they apparently ignore the learning strategies. I believe that this strategy which requires group work is so effective to fill the gap of reading strategies as it gives a chance for every individual to share his strategies with others as well. (Toubeida, 2016).

Furthermore, according to the available literature so far, limited research has been conducted to investigate this particular area of research, and most of these studies are directed to study the impact of literature circles on students' reading strategies or language skills; therefore, this research is a call to fill in the gap in our understanding of the most effective ways of teaching literature and hence help to revise our teaching practices to provide best practices in the field of didactics of literature in EFL contexts.

In recent years, literature circles have become a popular approach to promoting reading comprehension and engagement in classrooms. While literature circles have been widely used, there is a need to evaluate their effectiveness in enhancing students' motivation and appreciation for reading long literary texts.

First of all, this type of strategy, i.e., literature circles are not largely used by literature teachers in our context though research findings prove its advantages for developing the language skills. As a result, teacher centered lectures and passive struggling readers are the dominant habits frequently viewed in our EFL context. So, this study aims at investigating the reasons behind the limited use of this technique in literature classes.

On the ground of the previous rationale, it is worth noting that if the issue of passive readability of literature had been and still a major issue in many native contexts, how about our EFL context often characterised by conventional lecturing method, passive learners and non-strategic bored unmotivated students. Thus, the present study aims at investigating the

effect of literature circles on the Algerian EFL students' appreciation and motivation in reading literature.

One of the major objectives is to identify the current level of appreciation and motivation studying and reading novels successfully. Moreover, it is to analyse the impact of literary circles in enhancing students' motivation towards reading the novel. Besides, it is to provide effective strategies to enhance students' enjoyment of literary reading in the educational context. More importantly, it can assist students have a positive attitude toward reading literature and to increase their awareness about the importance of reading long literary texts. In doing so, students will be encouraged to rely on their own personal experiences, sentiments, and opinions to become more intellectually and emotionally engaged in studying literature. In addition, it seeks to encourage students' independent reading within the frame of learner-centered approach and acquaint them with reflective questioning techniques related to literature. Last but not least, it helps students demonstrate confidence in doing tasks and foster teamwork via questions and answers.

Based on the above rationale and aims, the present research attempts to offer answers to the following questions:

1. What is the current level of the third-year students in terms of motivation and appreciation in the literature?
2. How effective are literature circles in enhancing students' appreciation and motivation in literary classes?

To answer these research questions, the following hypotheses are put accordingly:

**H.1.** English students learning literature seem not good achievers may be because they are unmotivated and tend to not appreciate reading long literary texts, namely the novel.

**H.2.** Students participating in literature circles are more likely to demonstrate higher level of motivation and could appreciate more reading literature compared to those who do not.

The thesis layout is generally divided into two main sections; the theoretical one is englobed under the umbrella title: the theoretical framework of the research, and it includes three chapters whereas the second section is grouped under name the field of work, and it also encompasses three practical chapters.

The thesis starts with a comprehensive general introduction that locates the scope of the research in the field of didactic of literature in language learning contexts. It then defines the rationale behind choosing this topic, its importance, the problematic issue, the research questions and hypotheses, and the nature of the research method and the implemented strategy. It ends with the main objectives of this research.

The first chapter provides cursory review about literature teaching in general and the novel in particular in EFL classrooms. It mainly opens with defining the novel and its characteristics, its types and its significance. It also states the objectives of teaching the novel. It also reviews some common strategies in teaching the novel grounding on the literature circles strategy. The latter took the lions 'share from this chapter as it covers the learning principles of literature circles, the features, importance and combating difficulties in implementing lit circle. It last highlighted. the theoretical frameworks underpinning the literature circles

The second chapter is also theoretical and meant to describes the abstract framework for the important variables of this research namely motivation and appreciation. In this respect, it defines motivation focusing on its importance with in reading literature, it explains its types

from psych pedagogical perspectives. It then highlights factors affecting motivation in reading literature and what possible strategies for promoting motivation in reading it. Besides, it also offers a comprehensive definition of appreciation and associating its importance in teaching/learning literature. It gives also a considerable account on challenges of appreciating reading novels. It last introduces the most common strategies to promote appreciation for reading novels with a focus on a more contextual one.

The third chapter is entitled the context of the research as it aims to present a clear account of the Algerian English learning/ teaching situation in general and literature in particular with specific focus on the area of study which is the department of English at Ibn Khaldoun University. In a detailed view, it stresses first the importance of teaching English literature in Algeria and what are its common existing challenges at tertiary level. After that, it clarifies the objectives of teaching English literature at university. It then juxtaposes the subject of literature at the department of English along the (B.A) with regard to syllabus objectives, course content, coefficient, credits, timing, the method of instruction and assessments so that it gives a meaningful description of the setting. As far as the study concerned, the chapter closes with emphasis on the teaching materials for the third-year literary studies subject in particular introducing the designed one “Th fault in Our Stars.”

The fourth chapter describes the methodology and the design of the research. That is to say, it provides information about sample choice and techniques to do so. The adopted research method which quasi-experimental one. Its research instruments and procedures for both experimental and control group that serve to conduct this research. It later identifies and defines the data collection and analysis techniques represented in the SPSS and its tests.

The fifth chapter reports all qualitative and quantitave data collected from the SPSS different tests, the pre-post-questionnaire, and the observation analysis and interpretation. The

six and seven chapters introduce the analysis of all the results drawn from students' questionnaire, and classroom observation, they provide interpretations the generated results from different comparative tests between experimental and control groups. They, then, data present major discussions and summaries on the main findings of the research vis a vis the research hypotheses.

The final chapter focuses exclusively on some significant pedagogical implications for an effective implementation of literature circles; Besides, several recommendations are provided based on the results obtained. In conclusion, this research is supported with a comprehensive list of references and supplementary appendices that may be of interest to those seeking further information.

Thus, the finalities of this study would permit both literature teachers and students to evaluate their teaching practices and to give shape to their concrete contributions as to what strategies and pedagogies should be changed, why, and how. In a strict sense, how we can help make the teaching/learning of literature more interesting for our EFL students.

Chapter one: Literature and Teaching the Novel

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## **1. Introduction**

The present chapter aims to acquaint the reader with present research theoretical part. It provides a review about literature in general and the novel in particular and its characteristics, types, teaching objectives and strategies. It primarily focuses on literature and teaching the novel, including objectives, strategies, and benefits of using literature circles in instruction. The theoretical frameworks that underpin literature circles including the features, importance, and potential challenges in implementing literature circles.

### **1.1. Literature and Teaching the Novel**

The novel is a widespread form of literary expression that has been enjoyed by readers for centuries. It is a work of fiction that typically tells a story through the use of characters, plot, and setting. The novel is a versatile genre that allows authors to explore a wide range of themes, settings, and characters, making it a rich and diverse form of literature.

### **1.2. Definition and Characteristics of the Novel**

The novel is a lengthy fictional prose narrative that tells a story of human experiences and emotions. It typically features characters who undergo a series of events and face challenges or conflicts, which propel the plot forward. The novel often explores the complexity of human nature, relationships, society, and the human condition, making it a powerful and reflective form of literature. As stated by Ian Watt (1957), a renowned literary critic, "The novel is a unique combination of the three main elements of literature: story, character, and ideas" (p. 23). This quote highlights the essential elements of a novel, including its narrative structure, character development, and exploration of ideas and themes.

**1.3. Types of the Novel**

There are various types of novels that can be classified based on different criteria, such as genre, structure, and content. Let's explore some of the common types of novels:

**1.3.1. Historical Novel**

This type of novel is set in a specific historical period and often incorporates real events, people, and settings from that time. It provides insights into the social, cultural, and political context of a particular era, allowing readers to gain a deeper understanding of history. For instance, in "To Kill a Mockingbird" by Harper Lee, the author portrays the racial tensions and discrimination in the 1930s American South, shedding light on the historical realities of that time.

"The past is always tense, the future perfect." - Zadie Smith, White Teeth

**1.3.2. Mystery/Thriller Novel**

This type of novel revolves around a central mystery or suspenseful plot that keeps readers engaged and guessing until the end. It often involves crime, detective work, and a sense of danger. For example, in "Gone Girl" by Gillian Flynn, the author employs a suspenseful plot and unexpected twists to create a gripping mystery that keeps readers on the edge of their seats.

"Every murderer is probably somebody's old friend." - Agatha Christie

**1.3.3. Romance Novel**

This type of novel focuses on the romantic relationships between characters and often explores themes of love, passion, and emotional connections. Romance novels are typically characterized by their emotional intensity, idealized relationships, and happy endings. In "Pride and Prejudice" by Jane Austen, the author portrays the romantic relationship between Elizabeth Bennet and Mr. Darcy, while also critiquing the social norms and expectations of the time. "We loved with a love that was more than love." – Edgar Allan Poe.

**1.3.4. Science Fiction/Fantasy Novel**

This type of novel is set in speculative worlds or futuristic settings and often involves elements of science fiction, fantasy, or the supernatural. It explores imaginative concepts, technologies, or creatures, and often reflects on social, political, and philosophical ideas. In "The Lord of the Rings" by J.R.R. Tolkien, the author creates a fantastical world with intricate world-building, mythical creatures, and epic quests, while also exploring themes of friendship, courage, and the battle between good and evil. "Space is infinite, but so is human ambition—for better or worse." Arkem,T.

**1.3.5. Bildungsroman**

Also known as a coming-of-age novel, this type of novel focuses on the psychological and moral development of a protagonist from childhood to adulthood. It often depicts the challenges, conflicts, and growth of the main character as they navigate the complexities of life and society. In "To Kill a Mockingbird" by Harper Lee, the author portrays the moral and social awakening of the young protagonist, Scout Finch, as she learns about racism, injustice, and empathy in the 1930s American South. "Growing up is losing some illusions, in order to acquire others." - Virginia Woolf

**1.4. Significance of the Novel**

The novel is a significant form of literature that has a profound impact on readers and society. It allows authors to explore the human experience, challenge social norms, and provoke thought and reflection. The novel has the power to entertain, inform, and inspire readers, and it has been a catalyst for social change, shaping culture and society.

Novels are often regarded as mirrors of society, reflecting the social, cultural, and historical context of the time in which they are written. They provide insights into the human condition, shedding light on the complexities of human nature, relationships, and society.

Novels can also serve as a means of empathy, allowing readers to connect with characters and gain understanding and compassion towards different perspectives and experiences.

Furthermore, novels promote critical thinking, analytical skills, and creativity. They encourage readers to engage with complex narratives, interpret symbols and motifs, analyse characters and their motivations, and consider different themes and ideas. Novels also promote literacy and language skills, as they require readers to engage with written language in a meaningful and immersive way.

In the words of Salman Rushdie, a renowned novelist, "A novel is a mirror walking down a road." (Rushdie, 1991, p. 68). This quote emphasizes the reflective nature of the novel and its ability to provide insights into the human experience and society.

All in all, the novel is a diverse and significant form of literature that has captivated readers for centuries. From its origins as a form of entertainment to its evolution as a reflection of society and a vehicle for social change, the novel has continued to thrive as a powerful means of storytelling. With its various types, themes, and styles, the novel offers something for everyone, allowing readers to explore new worlds, gain insight into the human experience, and deepen their understanding of themselves and others. As readers, we can continue to appreciate and celebrate the beauty and significance of the novel in all its forms. As Virginia Woolf said, "Lock up your libraries if you like; but there is no gate, no lock, no bolt that you can set upon the freedom of my mind" (Woolf, 1929, p. 76). The novel, with its limitless possibilities and enduring impact, will continue to captivate and inspire readers for generations to come. the novel is a versatile and powerful form of literature that encompasses a wide range of types, themes, and styles. It has the ability to entertain, inform, and inspire readers, and it serves as a reflection of society and the human experience. Novels provide valuable insights into the complexities of human nature,

relationships, and society, and they promote critical thinking, empathy, and literacy skills. As readers, we can appreciate the diverse and enriching world of novels, and recognize their significance in literature and society.

### **1.5. Objectives of Teaching the Novel**

Literature, including novels, plays, poems, and other forms of literary works, has been an integral part of language education for centuries. In the EFL context, literature provides a rich and authentic source of language input that can help learners develop language skills, critical thinking abilities, cultural awareness, and personal growth. Teaching literature in EFL classrooms goes beyond language instruction, as it also serves a wide range of other objectives that contribute to the holistic development of learners:

*Enhancing language skills:* "Novels provide rich and authentic language input that exposes students to diverse vocabulary, sentence structures, and language functions, which can improve their language proficiency" (Lazar, 2016, p. 133). Through reading novels, EFL learners can expand their vocabulary, improve their reading comprehension skills, and develop their listening and speaking skills as they engage in discussions and reflections on the text.

*Promoting cultural awareness:* "Novels often reflect the culture, history, and social issues of the time and place in which they are set, providing insights into different cultures and promoting cultural awareness" (McRae, 2014, p. 89). Novels can expose EFL learners to different cultural perspectives, traditions, and societal issues, helping them develop a deeper understanding of diverse cultures and fostering intercultural competence.

*Developing critical thinking skills:* "Novels present complex characters, conflicts, and themes that require critical thinking skills to analyze and evaluate, encouraging students to think critically and reflect on the text" (Carter & Long, 2017, p. 26). EFL learners can

develop their critical thinking skills by examining the motivations, actions, and emotions of characters, evaluating the plot, and analyzing the themes and messages conveyed in the novel.

*Encouraging empathy and emotional intelligence:* "Novels offer opportunities for readers to connect emotionally with characters, events, and situations, fostering empathy and emotional intelligence" (Bamford & Day, 2018, p. 23). EFL learners can develop empathy as they relate to the characters' experiences, emotions, and struggles, and enhance their emotional intelligence by understanding and analyzing the characters' feelings and motivations.

*Stimulating imagination and creativity:* "Novels spark students' imagination and creativity, inviting them to visualize and interpret the text in their own unique ways" (Lazar, 2016, p. 133). Novels can inspire EFL learners to use their imagination, creativity, and critical thinking skills to visualize the story, create mental images of characters and settings, and interpret the text from their own perspective.

*Building literary analysis skills:* "Novels provide opportunities for students to analyse and interpret literary devices, such as symbolism, foreshadowing, and irony, enhancing their literary analysis skills" (McRae, 2014, p. 90). Through close reading of the novel, EFL learners can develop their ability to identify and analyse literary devices, understand their functions, and interpret their meanings, which promotes literary analysis skills.

*Encouraging reading for pleasure:* "Novels can cultivate a love for reading and promote reading for pleasure, which can have long-term benefits for language development and lifelong learning" (Bamford & Day, 2018, p. 23). By exposing EFL learners to

engaging and interesting novels, teachers can instil a love for reading, encourage independent reading, and promote reading for pleasure as a lifelong habit.

*Promoting personal and cultural identity development:* "Novels can provide opportunities for students to explore their own personal and cultural identities and develop a sense of self" (Lazar, 2016, p. 136). EFL learners can relate to the characters' struggles, challenges, and triumphs in the novel, and reflect on their own identity, values, and beliefs, which promotes personal and cultural identity development.

*Fostering intercultural communication skills:* "Novels provide opportunities for EFL learners to encounter different cultural perspectives, norms, and communication styles, which can foster intercultural communication skills" (Carter & Long, 2017, p. 28). EFL learners can analyse how characters from different cultures communicate, negotiate meaning, and resolve conflicts, and apply these insights to their own intercultural communication skills in real-life situations.

*Encouraging critical literacy:* "Novels can help EFL learners develop critical literacy skills by examining the social, political, and cultural contexts in which the text is situated, and by questioning, challenging, and interpreting the messages conveyed in the novel" (McRae, 2014, p. 91). EFL learners can critically analyze the novel's themes, characters, and plot in relation to the social, political, and cultural contexts in which they are situated, and develop a critical understanding of the text and the world around them.

*Promoting character education:* "Novels often portray characters who face moral dilemmas, make choices, and experience consequences, providing opportunities for character education and moral development" (Bamford & Day, 2018, p. 24). EFL learners can learn from the characters' ethical dilemmas, decisions, and consequences, and reflect

on their own values, morals, and ethical choices, promoting character education and moral development.

*Enhancing literary appreciation:* "Novels can help EFL learners develop an appreciation for literature as an art form, and cultivate an aesthetic sensibility by exposing them to well-crafted language, imaginative storytelling, and creative techniques" (Lazar, 2016, p. 136). EFL learners can appreciate the beauty of language, the art of storytelling, and the creativity of literary techniques used in the novel, and develop a lifelong appreciation for literature as an art form.

*Developing reading strategies:* "Novels require readers to use various reading strategies, such as predicting, inferring, and synthesizing, which can enhance EFL learners' reading skills and strategies" (Carter & Long, 2017, p. 28). EFL learners can develop reading strategies as they engage with the novel, such as making predictions, drawing inferences, and synthesizing information from different parts of the text, which can improve their overall reading skills and strategies.

*Promoting critical engagement with social issues:* "Novels often deal with social issues, such as gender, race, class, and power, providing opportunities for EFL learners to critically engage with these issues and develop a deeper understanding of societal dynamics" (McRae, 2014, p. 91). EFL learners can critically analyse the social issues portrayed in the novel, reflect on their own perspectives, and engage in meaningful discussions about societal dynamics, fostering critical engagement with social issues.

As you can see, teaching literature in the EFL context has multifaceted objectives, ranging from language development and critical thinking to cultural awareness, creativity, and personal growth. By incorporating literature into EFL instruction through thoughtful planning, engaging activities, and meaningful assessment, teachers can help learners

achieve these objectives and cultivate a deep appreciation for literature and its many benefits. As C.S. Lewis once said, "Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and in this respect, it irrigates the deserts that our lives have already become" (C.S. Lewis). Literature can indeed enrich the lives of EFL learners, making their language learning journey more meaningful and fulfilling. As educators, we should recognize the immense value of literature in the EFL classroom and strive to integrate it effectively into our teaching practices to help our learners become well-rounded, culturally aware, and critically engaged individuals.

### **1.6. Common Strategies in Teaching the Novel**

As regard to the discussion of teaching novel in a traditional way, it is of importance to demonstrate that these strategies have developed over time and may vary in different educational contexts. However, they are not without limitations, they can still be effective in certain situations. Here are some common traditional strategies:

#### **1.6.1. Lecturing**

The teacher plays the role of a lecturer highlighting the major components of the novel; characters, themes, and literary techniques. This approach is often teacher-centered, the teacher hereby is passively dominant at class. For example, "In the lecture-based approach, the teacher serves as the 'sage on the stage' delivering information about the novel to the students" (Smith, 2009, p. 35). "Traditional lecture-based approaches to teaching literature may place the teacher as the authority, and students may passively receive information without actively engaging with the text or developing their own interpretations" (Smith, 2016, p. 45).

**1.6.2. Question-Answer Tasks**

The teacher structures a set of questions expecting his or her learners to respond. It is the approach that can be used to assess students' comprehension of the text and foster discussion and interaction. For example, "Question-Answer Sessions are a common way to engage students in discussion about the novel, assess their understanding, and provide feedback on their responses" (Brown, 2015, p. 72).

**1.6.3. Recitation**

Memorising and reciting passages from the novel is what students are set to do they can also conduct scripted role-plays based on the text. This approach may not necessarily serve to develop higher-order thinking skills or to deeply a fully engaging students in the text. In this sense, "Recitation can be used to reinforce students' memory of important passages from the novel, allowing them to internalize the language and immerse themselves in the story" (Jones, 2013, p. 42).

**1.6.4. Literary Elements Drills**

The teacher sets students to fill in gaps, match or label so that they will be able to identify and analyse literary elements such as setting, point of view, or symbolism. Such exercises prioritise recalling facts rather than thinking critically. As an instance, "Literary elements exercises can help students develop their analytical skills by identifying and analysing the various literary elements present in the novel, such as setting, point of view, and symbolism" (Smith, 2017, p. 22).

**1.6.5. Tests and Quizzes**

In order to assess students' knowledge of the novel, The teacher plans and uses tests and quizzes including multiple-choice or short-answer questions. These tools of assessment invite students to recall facts or identify details from the text, they do not really target

deeper analysis or interpretation of the text. Smith (2016) states that: "Tests and quizzes can be used to assess students 'comprehension of the novel and their ability to recall and apply literary elements, but may not necessarily promote critical thinking or deeper engagement with the text" (p. 45).

#### **1.6.6. Teacher-Driven Discussions**

The teacher leads discussions about the novel, guiding students in analysing the plot, characters, themes, and other literary elements. This approach may limit students' opportunities for independent thinking and interpretation. For example, "In teacher-driven discussions, the teacher often takes the lead, posing questions and providing answers, which may restrict students' opportunities for critical thinking and interpretation" (Johnson, 2014, p. 67).

#### **1.6.7. Literary Analysis Worksheets**

These worksheets typically involve fill-in-the-blank questions or short-answer questions that focus on specific literary elements, such as plot, character, setting, and theme. Students are required to provide simple factual answers without much room for critical thinking or interpretation. For example, "Many literature teachers use worksheets that focus on factual recall of literary elements, such as plot or character, which may not promote higher-order thinking skills or meaningful engagement with the text" (Brown, 2015, p. 78).

#### **1.6.8. Reading Guides**

After reading the novel, students move to answer a set of predetermined questions that are structured basically to guide students towards understanding specific plot points or characters. Deeper analysis or interpretation are not targeted. "Reading guides or study questions can sometimes limit students' engagement with the text to predetermined

questions, preventing them from developing their own interpretations or exploring the text in a more personal and meaningful way" (Lopez, 2018, p. 92).

### **1.6.9. Defining Literary Concepts**

This approach involves teaching students a set of literary terms and definitions, such as simile, metaphor, imagery, etc., often in isolation from the actual text. Students are then required to highlight and analyse these literary elements in the novel. It is true that literary concepts can be understood but the approach is unlikely to get the novel appreciated. Evidently, "Teaching literary terms and definitions in isolation may not be sufficient to help students develop a meaningful understanding and appreciation of the novel as a literary work" (Thompson, 2017, p. 112).

### **1.6.10. Summarizing/ Retelling**

Summarizing or retelling the plot or events of the novel in the students' own words is another major traditional approach that can help students develop basic comprehension skills. However, critical thinking, analysis, or interpretation of the text are again less possible to be enhanced through such techniques. "Summarizing or retelling the plot of a novel may focus on factual recall, but may not promote higher-order thinking skills, such as analysis, synthesis, or evaluation, which are important for a deeper understanding of the text" (Johnson, 2014, p. 63).

### **1.6.11. Comparison and Contrast**

Similarly, students are set to compare and contrast characters, events, or themes in the novel, then categorising them in structured graphic organizers or Venn diagrams. Although this approach can help students identify similarities and differences, which is the key skill but it does not help delve deeper in the text and interpret meanings. "Comparison and contrast activities may focus on surface-level similarities and differences without

encouraging students to think critically about the underlying meanings or significance of those comparisons" (Jones, 2017, p. 98).

#### **1.6.12. Close Reading Worksheets**

It is an activity where students are provided with close reading worksheets that guide them through to systematically analyse specific passages of the novel. These worksheets can include prompts and questions that guide students to analyse the language, imagery, tone, and other literary elements used in the text. "As noted by Fisher and Frey (2017), close reading worksheets can scaffold students' analysis of the text and help them develop critical reading skills by guiding their attention to specific details and encouraging them to make evidence-based interpretations."

#### **1.6.13. Reader's Theatre**

Students are engaged in playing theatrical roles and acting out dialogues, they take on roles of characters from the novel and perform scenes from the text. This is fruitful in terms of understanding character motivations, emotions, and dialogue, and developing their oral and communication skills. "As noted by Thompson and Kim (2019), reader's theatre can be an engaging and interactive way for students to bring the text to life and deepen their understanding of the characters and their interactions. Students are asked to work in small groups and prepare a performance of a key scene from the novel, using the original dialogue and actions from the text. Reader's theatre can promote active engagement, oral communication, and empathy towards the characters."

#### **1.6.14. Multimedia Presentations**

This requires from the teacher assigning multimedia presentations where students have to create visual or audio-visual representations of the novel. This can involve creating slide shows, videos, posters, or other multimedia formats through which they convey their

understanding of the novel's content, themes, and literary techniques. As highlighted by Chen and Kim (2020), "multimedia presentations can be a creative way for students to engage with the novel and demonstrate their understanding. For example, students may create a slideshow that visually represents the novel's main events, a video that conveys the mood and tone of a particular scene, or a poster that highlights the novel's themes and motifs. Multimedia presentations can encourage creativity, critical thinking, and visual literacy skills."

On the whole, traditional strategies for teaching novels often focus on comprehension, recall, and basic analysis of plot, character, and setting. Apparently, these approaches can enrich students with basic knowledge, but their obvious limitation is that they do not seem appropriate to enhance higher-order thinking skills, critical analysis, independent interpretation, or personal engagement with the text. It's paramount for teacher of literature to consider a variety of strategies that let students think critically, analyse, interpret, and engage with literature in a more meaningful and authentic way, moving beyond traditional methods to foster a deep appreciation, high motivation and understanding of the novel as a literary work.

Expectedly, the strategies are still adopted by most teachers of literature, though they may look effective learners' needs of the day may not be met. Unfortunately, many of the teachers of literature are not willing to try and embrace new ones despite advances in technology. Worse, they do not have the initiative to innovate strategies that cater to the needs of the learners of the new generation.

This study does not mean in any way to underestimate teachers' competences and the common strategies they use. It essentially attempts to offer a more democratic way of learning, Students at the end will be motivated and will appreciate the literary material as

long as the strategy of Literature Circles is embraced, based on the principles of cooperative learning, independent learning and social learning.

### **1.7. Literature Circles**

Literature Circles is a strategy or an approach to teaching literature, suggested by Harvey Daniels in 1994. It is based on a combination of Louise Rosenblatt's reader response theory (Rosenblatt, 1994) and collaborative learning methods. Rosenblatt's theory argues that a text is simply marks on a page until the reader brings his or her own knowledge to the text to create meaning. She and other proponents of reader response theory agree that no one correct interpretation of a text exists, but rather multiple interpretations exist based on the prior knowledge the reader brings to the text. She further states that students are not ready for concentrated literary analysis of a text until after they have personally responded to it. Daniel's literature circles are heavily dependent on student's personal responses to literature and he encourages teachers to begin literature discussions by inviting the readers to make personal connections to the text, using such questions as, how is this character like me? If faced with this kind of choice, what would I do? Discussions aim to be open and conversational, and open-ended, divergent questions and answers are encouraged.

Significantly, literature circles differ most in the structured, suggested collaborative learning framework where each student in the literature circle has a group role for which he or she prepares while reading. Suggested roles include discussion director, the student who leads the group discussion; literary luminary, the student who reads aloud self-chosen memorable sections of the text; connector, the student who connects the real world and background experiences to the world of the text; and illustrator, the person who interprets

the text through illustration of important passages. Other possible roles are also offered, including researcher, vocabulary enricher, character captain and summarizer.

Student roles should be assigned just after the amount of text to read is determined by the literature circle members with the inclusion of a role sheet that outlines that person's responsibilities and reserves space for the student's written contributions. Once independently reading the next day's section, the discussion director is thinking to prepare questions to enrich the discussion. The vocabulary enricher should keep an eye on the key or confusing items. Each group member brings these assignments to the group meeting on the following day. New roles are assigned for the next day's reading. This way, students can develop the skill of team work and learn how to personally respond to literature. Despite the fact that giving students specific roles is one of the most distinguishing features of literature circles, it is not permanent in that he acknowledges students will eventually "graduate" from role sheets to free-form literature response logs in which they will not be responsible for a particular role, but can choose to respond to the literature in any way they choose.

In a literature class, there may be more literature circles simultaneously gathering during the language arts period. The students of a group can meet independently whereas the teacher keeps observing, assessing and prompting struggling groups or individual readers. Occasionally, the teacher opts to participate in a group as a fellow reader. Daniels (1994) discusses the benefits of classroom teachers regularly providing positive reading models for children by joining literature circles, but acknowledges the difficulty of this when several groups are meeting simultaneously, He also argues that once teachers regularly join literature circles, the teacher tends to lead the group discussions, circumventing the student-centred design of literature circles.

Lower-ability students may find literature circles a bit challenging, therefore since books are independently chosen by students, they are free to select books that meet their individual reading level. In case these students also have trouble with lower-order skills such as decoding, they can often participate fully in discussions which require higher-level thinking and personal reactions to text. If students have difficulty reading the text, reading the book aloud by the teacher or peers, or recording the it and letting them listen is an appropriate strategy.

A typical example of using literature circles is that of Judith Hechler, a teacher of primary special education students, in her self-contained classroom (Daniels, 1994). She introduced the roles one at a time, allowing the entire group to participate in one role until everyone was comfortable. Students read the book independently with the understanding that they could quietly interrupt to clarify confusing passages as they read. Hechler felt the students were involved and comprehended the passages well.

*Table 1.1. Claring Literature Circles (Schlick Noe, K.L. & Johnson, N.J. (1999)).*

### **1.7.1. Roles of Literature Circles**

H. Daniels (1994) defines the roles her students take on in literature circles in this way:

- Artful artist uses some form of artwork to represent a significant scene or idea from the reading.
- Literary luminary points out interesting or important passages within the reading,
- Discussion director writes questions that will lead to discussion by the group.
- Capable connector finds connections between the reading material and something outside the text, such as a personal experience, a topic studied in another class, or a different work of literature.
- Word wizard discusses words in the text that are unusual, interesting, or difficult to understand.

**Note: the teacher can determine what roles should be used depending upon the age and ability of the students as well as the reading selections.**

### **1.7.2. On the Use of Literature Circle**

Grammar and lexis are not only what attract a learner to a language being learnt, but also a diverse culture being reflected in the language. Therefore, understanding the cultural content of what one learns is a crucial factor in reading comprehension (Lono, 1987; Nelson, 1987)

Students' understanding in the reading and writing process can appropriately be achieved through Literature. Similarly, EFL literature circles are small student reading groups providing a specific framework and giving EFL students real, chance to conduct meaningful discussions about literature in English. EFL Literature Circles are fun, focused classroom-based student reading and discussion groups which naturally combine the skills of reading, writing, speaking and listening.

*Table 1.1. Clarying Literature Circles (Schlick Noe, K.L. & Johnson, N.J. (1999))*

Literature circles are...	Literature circles are not...
Reader response centred	Teacher and text cantered
Part of a balanced literacy program	The entire reading curriculum
Groups formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled "talk time" without accountability
Guided primarily by student insights and questions	Guided primarily by teacher- or curriculum-based questions
Intended as a context in which to apply reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive "recipe"

### 1.7.3. Rationale on the Use of Literature Circles

Many studies have examined literature circles with regard to;

1. Teachers select reading materials appropriate for their student population and allow to participate in "real-life," meaningful discussions about the texts/stories that they've read; thus, selected graded reading materials which promote reading fluency for use in literature circles are promoted. With literature circles, teachers need to start with a graded reader that is one level below the actual student reading level to enable learners to read, to discuss the texts in English where the materials must be manageable.

2. Small temporary five to six members groups are formed, based on student choice.

3. Different groups are usually reading the same text and each group designs a member to do a given task and presents the content of the material to the other groups. After the groups finish their discussions, the teacher asks the groups to produce something reflecting the group's work. For example, each group may make a poster relating the major themes in the story and then explain the poster to the other groups. In this way, students work together to produce something .

4. The teacher's principal role when teaching literature circles is to facilitate. Furthermore, teachers should, through simple English, lead students to be responsible enough for conducting the literature circle discussions in the form of a "mini lecture". Also, areas of learners' interests should be invested through careful selection of topics for discussion. In this way, students work together to produce something which can then be presented in English to the other groups.

#### **1.7.4. Benefits of Literature Circles through Literary Readings**

1, Enhance the understanding of literature, literary expression, vocabulary, phrases style and foreign culture

3, Foster the capacity of independent thinking, critical reading and learners' Centeredness

4. Help students grow motivated by reading intensely to increase their literary appreciation to the various literary genres

5. Enhance questioning and answering skills in English and promote the ability of preparing and making reports in English

Improve the team spirit of cooperating and sharing among students through questions and answers.

**1.7.5. The Learning Principles of Literature Circles**

Combining the principles of cooperative learning, independent reading and social learning is what literally makes of Literature circles an effective literacy strategy. Literature Circle can serve to develop the reading skill and to foster literary discussions. The strategy is based on the model of an adult book discussion group.

Judith Langer in her book *Effective Literacy Instruction* (2002) describes programs that effectively support student learning based on her recent five-year study of classes in 25 urban and suburban schools (Excellence in English project from the National Research Centre on English Learning and Achievement). The book demonstrated that book, literature circles strategy and its components are effective to teach literature

***1.7.5.1. Cooperative Learning.***

In literature circle strategy, collaborative learning is a significant feature. As a matter of fact, collaborative learning has been defined as a key ingredient of "best educational practice" (Zemelman, Daniels & Hyde, 1993). Collaborative learning is mainly open-ended and student-centred. Democracy, community, and shared responsibility in the classroom can all be fostered in cooperative learning class. Cooperative learning also requires each member of the small group to responsibly participate the research and theory on cooperative learning is cited as one of nine effective strategies in *Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement* (Marzano, Pickering & Pollack, 2001). The authors recommend the use of cooperative group strategies like literature circles.

***1.7.5.2. Independent Learning.***

Research also shows that independent learning is the single factor most strongly associated with reading achievement (Anderson, Wilson and Fielding, 1988). Students

become strongest readers providing that they are given freedom to choose books and read them by their own.

### ***1.7.5.3. Social Learning.***

The discussions held in Literature circles are often organised and structured. Basically, learning is a social activity. Vygotsky (1978) theorized that social environments provide learners with an opportunity to observe higher levels of cognitive processing. Accordingly, a student in a group can see how others work, can participate and construct meaning in the discussion of literature as well. Students work as collaboratively as in a social environment. In such situation, active learning takes place when observing and exchanging ideas with the other participants. Structured social interaction is a powerful opportunity literature circles is likely to create where students tend to learn and express themselves confidently and comfortably. They are given practice in defending their ideas orally while "thinking on their feet"—all of which are skills necessary for many careers (Langer, 2002). Basically, teachers should work on driving students to talk about literature. Students should be provided with adequate opportunities for cognitive and effective responses where students are eventually encouraged to think critically. We seek to develop readers who will turn to quality literature for long memorable and satisfying reading experiences. Teachers may well achieve this through implementing the powerful strategy of Literature Circles

### **1.7.6. Features, Importance and Difficulties in Implementing LC**

Primary, engaging students into classroom activities and enabling them to better understand literary works is a major challenge in teaching literature. Sandmann and Gruhler (2007) argue that when students are reading, deep, meaningful learning should take place. They argue that the central reason for instruction in literacy is to create lifelong readers- real learning, not school learning. If real learning is accomplished, school learning is also accomplished.

Literature circles allow this kind of learning to take place in the classroom, and provide the opportunity for groups of students typically five or six, with the chance to make meaning from the text-without any direct intervention of the teacher. Furthermore, this strategy can develop literacy among learners who consequently raise interest in literature. After reading interestingly, they think actively and critically about what they read.

Sandman and Gruhler (2007) identify five key aspects of literature circles namely; student choice, mini-lessons, reading schedules, note-taking skills and assessment. First of all, as discussed above, students are granted some democracy and freedom to choose what they will be reading. Student choice gives students the opportunity to have a say in what books they read in school. Mini-Lessons is another element of literature circles. These lessons are presented shortly after or/and before the meeting in literature circle, Clearly, they are teacher centred and are meant to meet some students' needs. The third element of literature circles are the reading schedule is the third element of literature circle where students plan earlier what they will have read in a predetermined amount of time. Herein, students are active participant in planning and conducting their own learning. In literature circle, Note-Taking is a fundamental skill students need to accomplish the roles assigned to them. As explained by Harvey Daniels, scaffold students' interactions with text and serve them for a starting point for fiction and non-fiction" (Sandmann & Gruhler, 2007). The last element of literature circles is assessment, which can take place through teacher observations, student evaluation and self-evaluation.

Sandman and Gruhler (2007) define the discussion in the literature circles as either functional or literate. At the Functional level, the focus is on negotiating and navigating the process of engaging in discussion with peers. The talk sounds as facilitative, directive,

assertive and reflective in nature. However, literate talk involves identifying aspects of contrast in meaning through collaborative discussions. Conversations can shift from functional to more literate. Students, for example, discuss the content of a book in comparison to a second one to make their discussion meaningful. Literal level talk decreases over time, while critical level talk increases significantly. Peer-led discussion encourages sincere questions and students pursue their own answers to those questions, suggesting that students can think and speak in critical ways about literature, consider and value the viewpoints of others, and negotiate ways of engaging as a literate and interpretative community.

Brabham and Villaume (2000) discuss the importance of literature circles and the benefits it has for students of any age. Literature circles support the repositioning of stances that control talk in the classroom, make students responsible for developing and discussing their own questions and interpretations of texts, and level up thought, language, and literacy for themselves and their teachers as well. It is this complex thought and discussion that allow students of all reading abilities to increase skills of text comprehension. Brabham and Villaume note that struggling readers do not often come prepared to the discussions, it is the fact that let students escape to participate in discussions. In addition, they may come less confident to discuss what they have read due to the negative attitude about expressing themselves particularly in front of faster readers in the discussion groups. Brabham and Villaume also explain how teachers may diversify activities for those struggling students such as hearing the text, reading aloud or chorally, recording, participate in paired reading. Students, thus, can turn to be more self-confident and independent as they discuss and share their ideas.

It is concluded by Brabham and Villaume that teachers should keep making efforts to suggest new ways of conducting literature circles taking into account classroom culture and student characteristics as there is no completely guaranteed ways to do so.

As far as role sheets are concerned, Peterson and Belizaire (2006) argue that students in many circumstances using work sheet can be a sort of distraction when they tend to discuss the literary text. This is why students do not have to rely on role sheets to help guide their discussion. The action research study conducted by Peterson and Belizaire revealed that role sheets help and guide students as they initiate the discussion. Alternatively, they see that the ultimate goal of having role sheets is that they enable to let go of their dependency of the role so they can concentrate on gaining deeper insight into the book and learning alongside their peers.

In spite of the many fruitful findings of using literature circles in classrooms, Clarke (2007) observe that teachers can run in to difficulty while executing literature circles. To begin her article, Clarke justifies why literature circles should be used in classrooms. She begins with Rosenblatt's theory that reading is transactional, and literature allows transactional reading to flourish within the classroom.

In contrast to the old approach of directly dictating meaning to students, Clarke explains how educators need to raise students' responsibility of their own reading. For instance, setting students to conduct social interactions on common texts. To investigate literature circles, Clarke conducted a study in an urban sixth grade classroom. She found that socio-cultural forces such as economic disparities, strong student animosity, and racial and gender tension strongly affect students' text discussions despite the teacher's best attempts to create a safe and trusting environment. The lack of classroom harmony to conduct successful literature circles lead to such difficulty. Unfortunately, giving orders,

using insults and disagreeing make most of the language practised. Besides, structural barriers are another challenge, that is; literature circles are often held in times of moving out or arriving to school. School activities and celebration can affect literature circles to take place.

Improving literature circle is now of significance, Clarke presents four strategies to help explain how to improve literature circles, she recommends that teachers need to use powerful mini-lessons guiding students to conduct successful literature circles. Mini-lessons provide teachers the opportunities to teach students best practices in discussing literature. A typical mini-lesson is the use of membership grids. Created by Harvey Daniels and Nancy Steinke, membership grids dictate that students had better choose personal topics to talk about at the beginning as a warm up activity which in return is very likely to promote a sense of community among the group members. For further improvement, videotaping the discussion is recommended so that students assess their interaction patterns with one another. Clarke explains the sixth-grade students were encouraged to have more positive conversations. She also explains that watching themselves on tape encouraged students to critically reflect upon the conversations with their group members. The third strategy Clarke proposes in combating struggling literature circles is to choose quality book choices for students to choose from. Importantly, teachers should investigate their students' likes and dislikes and consider them when choosing books, this way students will be willing to read and discuss what they have read. The last strategy that Clarke's last suggestion is coaching, students must constantly be trained by teachers to conduct literature circles. This can be done through mini-lessons and occasionally participating in the literature circle conversations themselves. Teachers have to play the role of a coach to

show how each group member should act. Coaching may sell better than telling members the wrong they are going through.

### **1.7.7. The Benefits of Literature Circles on Students Learning:**

Holt and Bell (2000) stressed the usefulness of literary circles for reading:

As we read and talk about reading, we are searching for works of value that encourage students to feel, to question, to explore human values, and to examine traditions and cultures—works that provoke them to think about how they view the world. (p. 5)

Other researchers see that enhancing comprehensions and developing higher order skills is a significant feature of literature circles. Lin (2004) suggests that there are four main benefits for using literature circles similarly identified by some other studies as well. Namely (1) stronger reader-text relationships, (2) improved classroom climates, (3) enhanced degrees of gender equity and understanding, and (4) a learning environment more conducive to the needs and abilities of English language learners.

#### ***1.7.7. 1. Reader and Text Relationship.***

It has been defined to refer to readers who do not only recognize words while reading, but for whom the text is associated to real life experiences or literary experiences which are familiar to other members of the same learning community (Brabham & Villaume, 2000). Vygotsky (1978) theorized that effective learning takes place when learners recognize their own needs and are in charge of their own learning through collaboration with more competent peers and adults. According to these studies and theory, in literature circles students could connect literary texts to personal experiences, to listen to various interpretations presented by others and to be responsible of their own learning through discussion and sharing with each other where it is likely to enrich understanding and to enjoy the texts.

***1.7.7. 2. Classroom Climates.***

Classroom Climates can be, additionally, created by literature circles. These are cooperative and enjoyable due to enabling students to cooperatively make decisions about their learning particularly their needs and interests (Burns, 1998). In addition to the previously mentioned advantages, Classroom Climates can develop active listening and honesty with peers (Burns, 1998; Farinacci, 1998; King, 2001). According to these views, the classroom then becomes a place that is conducive to democracy and diversity.

***1.7.7. 3. Gender Equity.***

Silent adolescent girls in language arts classroom are basically a major issue being considered by literacy educators (Benjamin & Irwin, 1998). Johnson (2000) investigated a literature circles class of girls only in the middle school level. He found that adolescent girls in such discussion groups are more likely to sustain their voices and maintain their sense of self compared to traditional ones, in which boys often dominate the discussion as well as draw more attention from the teacher (Orenstein, 1994). Johnson's study also indicated that girls in such literature circles are more likely to critically examine gender issues and to question extant female stereotypes in the society (Johnson, 2000).

***1.7.7.4. English Language Learners.***

According to Peralta-Nash & Dutch (2000), a safe learning environment often characterises literature circles classes for second language learners where texts are selected based on learners' needs and abilities in the same circle. Both students coming from an English speaking and a linguistic minority background can benefit. Scholars expect that such students are able to make use of the linguistic resources and knowledge they possess in order to make sense of the text and eventually connect it to their life experience, and to participate in the group discussion in meaningful and functional ways (Peralta-Nash & Dutch, 2000).

**1.7.8. Studies on Literature Circles:**

Effective Literature circles has been a fertile subject to many other researches and studies which, directly or not, addressed how effective the literature circle is to motivate students and possibly improve their performance and score achievement in particular. Between 1995 and 1998, the Centre for City Schools received a grant from the Chicago Annenberg Challenge to support the development of instruction in a group of struggling Chicago schools. This initiative meant to train teachers to use literature circles, as part of a reading-writing workshop approach. Training involved summer institutes and school-year support, delivered by peer consultants, veteran Chicago teachers who had used these strategies in their own classrooms. School-wide results were encouraging. In reading, schools outstripped citywide test score gains by 14 0 0 in 3rd grade, 9% in 6th grade, and 10% in 8th grade. In writing, they topped citywide gains by 25% in grade 3, 8% in grade 6, and 27% in grade 8. The result is that teachers ended up well convinced that literature circles were so working that kids become not only readers, but proficiently doing so.

In 1998, study of fourth graders by Klinger, Vaughn, and Schumm found that students in peer-led groups made greater gains than controls in reading comprehension and equal gains in content knowledge after reading and discussing social studies material in peer-led groups. This effect was confirmed through a standardized reading test, a social studies unit test, and audiotapes of group work. Interestingly, the researchers found that students small-group talk was 65% academic and content-related, 25% procedural, 8% feedback, with only 2 0 0 off-task.

The impact of literature circles in a first-grade bilingual classroom was also examined by Martinez-Roldan and Lopez-Robertson who found that "young bilingual children, no matter what their linguistic background, can engage in rich discussion

regardless their language background as long as they are regularly engaged with books. Importantly, the findings showed that the sample of Spanish children were so ready and eager to interact with and connect the stories to their personal lives more than the native speakers who tended to stick closer to the text on the page. Besides The Hispanic established connections through telling extended stories, a style of response which the English-speaking kids rarely do.

Dana Grisham of San Diego State University has been an indefatigable recorder of emerging Literature Circle research. Her 1999 bibliography was a major contribution to the field. She organized the first panel at the American Educational Research Association to focus on literature circles. Grisham has catalogued literature circle research documenting benefits for inner-city students (Pardo, 1992); incarcerated adolescents (Hill and Van Horn, 1995 as cited by Daniels, 2002); "resistant" learners (Hauschildt & McMahon, 1996 as cited by Daniels, 2002); homeless children and children living in poverty (Hanning, 1998 as cited by Daniels, 2002); second-language learners (MacGillivray, 1995 as cited by Daniels, 2002); and English as a Foreign Language (EFL) learners (Dupuy, 1997 as cited by Daniels, 2002). Various versions of book clubs and literature study circles have been found to increase student enjoyment of and engagement in reading (Fox and Wilkinson, 1997 as cited by Daniels, 2002); to expand children's discourse opportunities (Kaufmann, et al, 1997; Scharer, 1996 as cited by Daniels, 2002); to increase multicultural awareness (Hansen-Krening, 1997 as cited by Daniels, 2002); to promote other perspectives on social issues (Noll, 1994 as cited by Daniels, 2002); to provide social outlets for students (Alvermann et al, 1977 as cited by Daniels, 2002); and to promote gender equity (Evans, Alverman, and Anders, 1998 as cited by Daniels, 2002).

In the same run of thought, the study gained some popularity as the researcher aims at using Literature Circles in teaching literature to increase student motivation and literary appreciation.

Daniels (2002) believes that there are "eleventh key ingredients" for literature circles: (p.95).

1. Students choose their own books.
2. Small temporary groups are formed, based on book choice.
3. Different groups read different books.
4. Groups meet on a regular, predictable schedule to discuss their reading.
5. Kids use written or drawn notes to guide their reading and discussion.
6. Discussion topics come from the students.
8. Group meetings aim to be open, natural conversations about books, so personal connections, digressions, and open-ended questions are allowed.
9. The teacher serves as a facilitator, not a group member or instructor.
10. Evaluation is by teacher observation and students' self-evaluation.
11. A spirit of playfulness and fun pervades the room.
12. When books are finished, readers share with their classmates, and then new groups form around new reading selections (p. 18).

### **1.7.9. The Theoretical Frameworks Underpinning the Literature Circles**

Reading books and learning through literature circles are based on certain theoretical approaches and practices including:

#### **1.7.9.1. Social Constructivism**

It is a theory dictating that learning actively goes on if students interact socially and collaborate with each other (Vygotsky, 1978). In literature circles, students engage in discussions, share ideas, and construct meaning through collective sense-making. They

actively negotiate interpretations of the text, challenge each other's ideas, and co-construct knowledge. Doing so may well enable students to build comprehension of the text deepen it through peer engagement (Daniels, 2002). This theory emphasizes that literature circles along with its aspects of interaction and collaboration are truly abundant. Literature Circles as suggested Harvey (1994) recently came to popularity for the simple reason of using literature in language arts syllabus (Gambrell, 1992; Strickland, 1995) and the awareness of the importance of student response to literature (Rosenblatt, 1994) as well as the advancement of Vygotskian views of students as active learners who construct knowledge through their interactions with others and their use of language (Vygotsky, 1978; Bodrova & Leong, 1996).

Three basic Vygotskian principles apply to the use of literature circles: (a) children construct knowledge, (b) development is a social process, and (c) language plays an important role in the development of mental processes (Vygotsky, 1978; Bodrova & Leong, 1996). Russian psychologist Lev Vygotsky reckoned that knowledge can actively be constructed when integrating personal experiences or sharing knowledge by or to others instead of remembering what have been said. Thus, social interactions can have children develop their cognitive skills and form concepts. The child's cultural development is seen on either on the social level and the individual one, in other terms; between people (inter-psychological), and then inside the child (intra-psychological). All the higher functions originate as actual relations between human individuals (Vygotsky, 1978).

Obviously, once there is new input or experiences, learners tend to adjust the way they conceived things before. Adjusting conceptions stands as a sign of active learning. Again, in literature circles, if students keep sharing ideas and are exposed to different interpretations of texts, they will constantly revise and develop their understandings of

literature. Learners discover new ideas first and after interaction, they gradually internalised those ideas. To illustrate, new comprehension strategies are best learned initially in a social context when their use can be discussed with other readers. As the student becomes more proficient at using these strategies, they become internalized and language and external feedback is no longer needed.

Regarding struggling readers, Vygotsky's concept of the zone of proximal development (ZPD) is of great essence. He perceived that "the distance between the child's actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky,1978). The presence of a more knowledgeable other, whether an adult or child, can stretch the learner past his independent level and into an area that includes mental functions that are not yet independent but are in the process of maturing. In literature discussion groups the teacher or other students might question the motives of characters or discuss background knowledge that contributes to the readers' understanding of the text, such as this discussion about the book, *Sadako* (Coerr, 1977):

- LISSA: But why did they call the bomb a thunderbolt?
- MONDO: .Cause what if a thunderbolt hit, cause when it lands it makes some thunder.
- BART: Cause lightning is very high in electricity and so is a bomb.
- LISSA: That's what happened. I saw it in the book the same story (hitting the desk)...
- BART: The bomb could travel. The gas could travel up,

'cause when the wind, 'cause when the gas is in the air the wind blows it and it goes to country, to country, to country and they all die. (McMahon, 1994, pp. 115-116)

Dixon-Krauss (1995) demonstrates a crucial teachers' role which is scaffolding students' knowledge when implementing ZPD and notes that (a) teachers mediate learning through social interaction, (b) their roles remain flexible, and (c) their support is based on students' needs. The upper limits of their zone of proximal development cannot be extended in literature discussion groups unless teachers responsibly support learners to consider new ideas and perspectives.

Vygotsky argues that communicating through signs and symbols including oral language can promote higher order thinking skills. The use of language facilitates the development of logical reasoning, decision-making and language comprehension (Vygotsky, 1978; McMahon & Raphael, 1997). Several studies have examined the effects of discussion on higher level thinking, Hudgins and Edelman (1986) conducted a study with fourth and fifth graders in which they studied the effects of discussion on critical thinking once teachers were trained to increase student participation and encourage students' responsibility for their thinking. They operationally defined critical thinking as the students' ability to provide supporting evidence for their conclusions and to request such evidence from others before accepting their conclusions. Although there was no significant difference between the control group and the discussion group on a critical thinking test, examination of transcripts of group discussions showed that the experimental group did provide more supporting evidence for their conclusions.

In Literature circles class, learners conduct conversations about books where they are prompted by teachers to participate and are on the other hand obliged to speak the

target language. In case of inability, the more competent learners in the group can provide support so that they explore new ideas and concepts forming a mental process.

That Vygotskian theory being concerned with both literature circles use and poor readers instruction is not a controversial statement. Yet teachers should give basic books to struggling students providing that that they intend to read independently before class discussions as stated by many theorists. The books provided should be (a) at the lower end of their zone of proximal development, or (b) challenge students with more difficult books that push them toward the upper range of their ZPD and simultaneously lend these readers more support.

### ***1.7.9. 2. Reader-Response***

This theory was developed by theorists such as Louise Rosenblatt (1938) and Wolfgang Iser (1978). It emphasizes the role of the reader in constructing meaning from a text. According to this theory, meaning is not implicit in the text but rather underlined in the interaction between the reader and the text. In literature circles, meanings are built and made collectively as students actively discuss, interact, respond, reflect and interpret. The reader-response approach acknowledges the subjective nature of meaning-making and encourages students to bring their unique perspectives and interpretations to the discussion (Alvermann, 2000). This opens doors of diversity of thoughts, perspectives and interpretation among learners

### ***1.7.9. 3. Criticism Independent Reading***

Analysing literary works critically and understanding of power dynamics, social problems diverse attitudes are part of critical literacy, which is also a teaching approach (Freire, 1970; Luke, 2008). In a literature circle class, students are expected to engage in critical literacy via exploring texts from different perspectives, questioning and challenging the text, and examining the social context of the text. Through discussions in literature

circles, students can critically analyse the text, its themes, characters, and messages, and engage in critical reflection and inquiry (Sutrisno, et al, 2020). Critical literacy in literature circles encourages students to become critical readers who question, analyse, and engage with texts in meaningful ways.

#### ***1.7.9.4. Vygotsky's Zone of Proximal Development (ZPD)***

The concept of ZPD, developed by the psychologist Lev Vygotsky (1978) suggests that the gap between what learners can achieve by their own and what they are able to do with their teachers' intervention is an appropriate zone where learning goes on. In their ZPD, learners can work collaboratively, that is to say, learning either from or with their peers. Students can share their knowledge, insights, and strategies with their group members, scaffold each other's learning, and collectively extend their understanding of the text (Tharp & Gallimore, 1988). Literature circles encourages collaborative learning within the ZPD and invites students to support each other.

#### ***1.7.9.5. Scaffolding Learning***

Providing support to learners to achieve a task or complete a task that they partly or completely fail to do individually is called Scaffolding (Wood, Bruner, & Ross, 1976). In literature circles and mainly in the early stages, students should be scaffolded. As an instance, teachers could tailor or adopt effective techniques as for typical reading and analysing of texts. Teachers can also prepare guiding questions to enhance discussion, and ensure that all students are provoked to participate. In case students conduct literature circles successfully, teachers can gradually withdraw their support, leaving students to manage their discussions. Briefly, scaffolding is of great value as it enriches students develop in literary analysis skills, critical thinking, and collaborative discourse, and boost learners' autonomy and self-directed learning.

***1.7.9.6. Student-Centred Learning***

Student-centred learning is an approach in which the learner plays significant roles is active and autonomous (Deci & Ryan, 1985; Vygotsky, 1978). In literature circles, students take on active roles as readers, discussion leaders, and collaborators. They can even be decision makers about what to read, how the text is decoded and interpreted, and how to engage in discussions. Remarkably, Students are also given the right to read what interest them most, set reading objectives by themselves. In essence, Literature circles always seek to develop self-directed learning where students autonomously interpret literary texts. In literature circles, the approach of learners' centeredness can help engaged learners, motivate them and develop their understanding and critical thinking.

**1. Conclusion**

Literature in EFL classroom has been the subject of study for more than a century; therefore, the present chapter aims at giving an insight about these two concepts: literature and literature in EFL classroom. This chapter starts with providing an explanation to what is literature. Then, it highlights some key element of literature and its most tackled genres. Finally, the chapter deals with the use of literature in EFL Teaching / Learning process including reasons, strategies and approaches to teach it in EFL classroom

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## Introduction

In recent years, the challenges of engaging students in reading long literary texts, such as novels, have largely stressed two major ones; the drives that pushes toward it and what makes you like it. Accordingly, this second chapter is a follow up literature review that addresses the two main variables of this study namely motivation and appreciation. It first starts with providing definitions for motivation, its types and its importance. It also examines factors affecting motivation in reading literature as well as strategies for promoting it. As for the second part, it defines appreciation, its importance and skills to cultivate appreciation in reading literary works. It then focusses on the challenges of appreciating reading novels and the most common strategies to promote appreciation and overcome them.

### 2.1. Definition of Motivation

It is a wonder why students differ in their interest in any school activity or subject as some do school activities with great enthusiasm while others refrain from them or do them unwillingly or passively. It may take one hour for a student to reading a literary text whereas it can take a very short time for another student to read it. These queries are related to the concept of motivation which researchers in education and psychology consider one of the factors responsible for student's differences in terms of eagerly and successfully doing a particular task. There are several definitions for the concept of motivation including that motivation is an internal driving force that provokes its behaviour, actions or attitude, and it largely affects a person's willingness to engage in a particular task or direct it towards achieving a certain goal. R., & Schunk, D. H. (2002).

In fact, motivation is especially important in the context of reading literature since it is found that has an impact on students' reading practices, preferences, attitudes, and outcomes. According to Guthrie and Wigfield (2000), enjoyable reading comprehension, academic success, and an interest of learning are all probable outcomes of a well-motivated learner.

Accordingly, it is significant for educators and learners to be fully aware of the different forms of motivation in reading literary texts, the elements that influence it, and the strategies for promoting it.

Many theories in the field of psychology and education have focused understanding the and clarifying the nature of motivation in addition to its referential like concepts. The self-determination theory (SDT) is a typical example for that, it proposes that autonomy, competence, and relatedness are the three fundamental psychological requirements that drive human motivation. (Ryan & Deci, 2000). Autonomy refers to the need for control over one's actions and choices, competence refers to the need to feel capable and effective in one's actions, and relatedness refers to the need for social connections and interactions with others.

In brief, it is all that moves the students' behaviour towards a specific goal or purpose knowing that the source of that movement can be internal or external. Motivation also can be as a result of the knowledge that the student envisages about the desired goals of the school, the value of the activities carried out by the student themselves, and the ability to control those activities as well as what the student feels towards a particular subject and the educational environment in general.

### **1.1.1. Markers of the Student's Motivation.**

According to Marsollier (2004), motivation markers associated with students' practices that can be observed in the classroom can generally be put into two main categories:

A. *Quantitative Markers*: time taken to do to the task; duration of involvement in the task; number of verbal interactions; quantity of oral or written productions; current performance level compared to usual performance; number of initiatives taken.

*B. Qualitative Markers:* nature of commitment; completion of the task; how the student engages (listens, questions, looks for connections, hypothesizes, proposes solutions); role that he assigns to himself in the group.

From the previous research on the cognitive, effective and behavioural components with regard to the multifaceted nature of motivation, some key related qualities can be matched to motivation in education: responsibility, confidence, autonomy (Deci & Ryan, 2000), ownership (Zimmerman, 2000), initiation, creativity (Sternberg & Lubart, 1999) and collaboration (Johnson & Johnson, 2009). Indeed, there are many other qualities but the choice is limited to the components that can be of useful use as far as the study concerned in identifying the questionnaire items and observation indicators.

### **2.1.2. Importance of Motivation in Reading Literature**

Reading long literary texts as the novel is one of the challenges facing students in their academic journey because it requires them to have high concentration and long patience to adapt to the complex ideas and feelings presented in literary texts. In order to cope with this issue, motivation is one of the most important features that affect the level of students' reading of novels.

Some motivation processes are associated with the reader's tendencies towards reading itself, as reading means understanding and making attitudes, it is also an evaluation at the aesthetic level. In other words, we should not only teach students to read, but we should help them to love reading and discover the its related delights and joys. These processes of motivation can be measured and treated independently to show their impact on understanding the text, especially what is related to motivation, direction and tendency towards reading and how it can be interpreted.

Motivation plays an important part in fostering on going love of reading and maximum data retention. One of the key advantages of motivation in the context of reading literature lies in its ability to foster active involvement and generate enthusiasm towards the act of reading. When individuals possess a strong motivation to engage in reading, they are inclined to actively partake in the reading process and allocate their time and effort towards comprehending the textual content. As Guthrie and Wigfield (2000) note, "motivation is a key factor in the engagement of readers with text" (p. 403). When students are motivated, they will certainly be able interact with the text asking proper questions, connecting with it dive thoroughly in the analysing the text. In brief, it contributes to enhancing the level of perseverance and patience while reading long literary texts. An individual with strong motivation is more likely to remain committed to reading to the end, even in the presence of challenges or difficulties.

Being motivated and interested in the subject affects how willing he is to read literary texts. When a person has a personal interest in the topic or the author, they are more likely to read and interact with the text positively. Moreover, it affects an individual's ability to interact emotionally with literary texts. Strong motivation can increase a person's response to the emotions and exciting feelings evoked by the literary text. When motivated reader enjoys reading, they tend to explore new ideas and develop creative imagination. It also affects the reader's ability to communicate and interact socially and culturally, as it increases the opportunities for exchanging opinions and ideas about literary texts among readers.

Motivation can additionally play a role in fostering lifelong learning and cultivating an affinity for reading. When individuals possess a strong motivation to engage in reading activities, they are inclined to actively pursue and explore novel and intellectually demanding reading materials. This inclination towards seeking out such materials serves as a catalyst for

the expansion of their cognitive abilities, as well as their comprehension and awareness of the world. Moreover, individuals who are driven to read are inclined to cultivate a feeling of pleasure and contentment during the act of reading, so nurturing a lasting affection for literature and a propensity to engage in ongoing reading and intellectual growth throughout their lifetimes.

Motivation plays a crucial role in motivating the reader to pay much attention to reading the novel and stay focused on reading without distraction. When the reader is motivated, s/he is more willing to devote the needed time and effort to fully understand the text. This motivation can also be viewed in situations such as perceived interaction with events and characters particularly as a reader who reacts to the text with enthusiasm and curiosity. As Guthrie and Wigfield (2000) state, "the importance of motivation in reading cannot be overestimated" (p. 422), Teachers can simplify the development of an appealing reading atmosphere that enhances students' reading experiences and outcomes by understanding the various aspects of motivation and encouraging autonomy, confidence, and relatedness

Motivations are of great importance in arousing an individual's inclination towards learning, and are essential in the learning process, Thus, motivation is one of the basic conditions on which the achievement of the goal of the learning process depends in any a field of its multiple fields, whether it is in learning methods and ways of thinking, in the formation of attitudes and values, in acquire information, or in solving problems etc. It enhances an individual's ability to think critically and analytically about literary texts, as he or she is motivated to explore the ideas and concepts embedded in the literary texts in depth and detail. It contributes to enhancing the reader's ability to critically and analytically interact with the

novel. When a person is motivated, they are more willing to explore the complex ideas and linguistic and cultural symbols contained in the texts.

Motivation contributes to motivating the individual to develop and improve his reading skills continuously. The desire to understand literary texts and enjoy the reading experience pushes a person to search for strategies and skills that help him improve his reading performance. Actually, it can sustain students reading comprehension strategies as they would be eager to seek for trying some new facilitating ones depending on the literary texts. This would also be of great benefit for students as the development of more reading strategies requires means the demand for more readership to extra novels. This can serve in the expansion of their cognitive, metacognitive and coeffective reading strategies. Thus, teacher must be vigilant in discovering the stimuli that lead to the learner's sense of pleasure and satisfaction so that his inclination to work continues for a sufficient period through which he/she can collect ideas and understanding from different literary materials. (Guthrie, Wigfield, & Perencevich, 2004).

## **2.2. Types of Motivation in Reading Literature**

As the other subjects of studying English, the process of motivation is generally categorised into three forms: intrinsic motivation, extrinsic motivation, and social motivation.

### **2.2.1. Intrinsic Motivation**

It has several definitions according to different scopes and disciplines, with reference to education, Ryan & Deci (2000) defined it as the internal motives that they stem from within the person, and they push them to do activities from their own drives. That is to say, it represents the sum of the inner forces acting as an interest that a person has to engage in a particular learning/teaching task or activity for its own sake. Additionally, Lee, McInerney,

Liem and Ortiga (2010) associated intrinsic motivation with the feelings of joy, accomplishment and enthusiasm in doing our activities, “experiencing adventure and novelty, striving for excellence in one’s work, trying to understand something and wishing to improve, and goal direction” (p. 265). It is, here, described as the force that exists while engaged in experiencing particular activities, attracting the learners towards it, and pushing them to it as well with delight, so they feel a self-desire to triumph in their work. In doing so, students integrate willingly into the performance of the literary tasks for the sake of the activity itself and not in order to obtain the external rewards or praises.

As far as reading literature is concerned, many researchers have listed some elements linked to reading literary texts intrinsically such as the having a good value for reading, having a convincing self-decision, unlimited choice in text selection; enough time devoted for reading, variety of texts, and the quality of incentives, much meaningful interaction and initiative engagement. To cultivate this type of motivation, the major focus is put on the learners themselves; It can trigger the inner energy from their own desire to do their readings as part of their achievements and is not motivated to do any work in order to be rewarded or appreciated by others.

Reading is not just a hobby or entertaining activity; it is essential for the development of knowledge and understanding especially when it comes to reading literary texts like novels, they offer new dimensions of thinking and self-expression. Hence, the importance of raising the intrinsic motivation for university students to discover the aesthetics of literature and novels is crucial as it contributes to the development of their intellectual and creative abilities, and opens a new horizon for them to understand the world and deeply get more integrated into it. . As Guthrie and Wigfield (2000) note, "engagement in reading is a function of the degree to which students find value and interest in the reading material" (p. 404).

Student with a high internal motivation tends to choose activities that they really enjoy. It, then, can develop their passion for literature particularly stories which strengthens the intrinsic motivation and make them spend more time reading literary texts. According to Pearson and Gallagher (1983), "reading is not just about acquiring skills, but about developing a love of literature and a passion for lifelong learning" (p. 431). However, reading literature requires deep reflection and understanding, which helps students develop themselves and achieve personal growth. This personal growth contributes to increased internal motivation, as the individual feels that he is achieving something valuable.

The relationship between intrinsic motivation and love of reading literary texts is complementary, reinforcing each other. That is to say, intrinsic motivation pushes individuals to engage in activities they find enjoyable and meaningful such as reading literature. In turn, literary reading contributes to personal growth and skills development, which further enhances intrinsic motivation. Therefore, it is important to support and develop this type motivation by providing stimulating environments and offering diverse literary options that meet students' interests. As Pearson and Gallagher (1983) said, "interest-based instruction allows students to connect reading with their own experiences, making the reading experience more meaningful and enjoyable" (p. 432).

Generally, literature gives the reader an opportunity to explore new worlds, understand the feelings of the characters, and reflect on the meanings of life. This type of exploration can be very interesting and boost intrinsic motivation. Moreover, literary texts often provide insights into human nature and social relationships, helping the reader to better understand himself and others, and this understanding enhances the intrinsic motivation to keep reading.

### 2.2.2. Extrinsic Motivation

In this type of motivation, the source of energy is external directed by the performance of the individual leading them to a certain task not for him but for the sake of others, he aspires to be appreciated and recognized by others or in order to obtain external incentives such as reward and praise and avoid failure and punishment. (Deci, Koestner, & Ryan, 1999). As its name suggests, it stems from external sources such as the teacher, the school administration, parents, or even peers. In this case, the student may engage in learning just to get his teacher, parents' satisfaction and obtain material or moral support from them. The school administration may also be another external source of motivation through its moral incentives (grades, rewards, presents, gifts. Degree...) for the students. As for peers, for example, it can be studying or unrolling in a particular course so that stay with his peer or just because they like it.

At tertiary level, it is student's engagement in their university studies with a belief that they will achieve some concrete benefits such as prestigious status, incomes, job and good living pattern, such level of motivation can be measured to a sufficient extent through the scale of Vallerand et al (1992). As for literature teaching, external motivation can be noticed with the aim of getting good grades, passing a test, or having a reward after reading a whole novel or doing an assignment. However extrinsic motivation is efficient in improving students' reading performance, it may not constantly pave the way to a rewarding reading experience.

Using extrinsic motivation in literature can help students read more since it gives them a clear and concrete reason to read. Students may be more inclined to put in the necessary reading time and effort when they are encouraged to do so by positive or negative external factors, particularly if they value or desire the outcomes of this motivation. Guthrie and

Wigfield (2000) said, "students who are extrinsically motivated may read more and engage more in reading activities than those who lack such motivation" (p. 405). Thus, it is deemed effective in increasing students' desire to participate more in reading literary texts activities in order to have a high achievement.

It is possible to strengthen internal motivation through external means. This can be especially effective for students with special needs, whose background, relationships, or previous experience in education weakened their motivation and confidence in themselves. However, once the process of external motivation towards learning through rewards becomes a habit, it can be later difficult to rejoice success without praise and reward as an individual's attitude becomes controlled by motivation alone. Thus, many scholars like Marsollier (2004) and Gambrell (1996) insisted on focusing on the quality of the relationship with students, instead of focusing on rewards.

Extrinsic motivation may begin as a temporary stimulus, but it can lead to the development of a real interest in reading literature. Once students start reading due to external motivation, they may discover the pleasure of reading which can gradually turn into internal motivation. It can also increase students' interaction with literary texts giving them a greater opportunity to benefit from the educational and psychological benefits of reading

External motivation depends on providing external incentives or rewards to motivate students to read literary texts, but it carries several disadvantages that negatively affect students' motivation and the sustainability of their reading habits. First, a heavy reliance on external rewards can lead to the fading of intrinsic motivation, as students begin to read texts just for the reward rather than enjoying the process itself. This makes them always need external stimuli to keep reading, impairing their ability to continue reading independently. In

addition, students may focus on quantity rather than quality, trying to finish as many texts as possible to get rewarded, leading to superficial learning without deep grasping or critical thinking about the content. External motivation also negatively affects students' internal motivation, as it can make them see reading as an assignment rather than a fun activity, and change their focus from enjoying texts to seeking rewards. It also increases stress and stress among students, especially in a competitive environment for rewards, which can lead to anxiety and reduce their enjoyment of reading (Guthrie & Wigfield, 2000). Moreover, the impact of external motivation is often temporary and unsustainable; once rewards are removed, students' enthusiasm for reading declines. Socially, rewards can create an unhealthy competitive environment among students, negatively affecting their social relationships, and may lead some students to cheat or unethical behaviours to get rewards.

To sum up, extrinsic motivation can be a useful tool in promoting reading achievement and attainment, but it may also have drawbacks in promoting deep and meaningful reading experiences. As Hidi and Renninger (2006) note, "motivation is a complex and multifaceted construct, and educators must consider a range of motivational factors and strategies in promoting reading achievement and engagement" (p. 127).

It is important to note that the motivation of learning should be encouraged to transfer from the external level to the internal level, and to teach the learner how to learn so that he can continue self-independent learning particularly toward the areas that he has developed interests and tendencies in. As Schunk, Pintrich, & Meece (2008) explained, it is very necessary to look at motivation from both sides so that we can ensure a good reading experience on the part of the students, "Understanding the complexities of motivation is essential for educators, as different students may respond to different motivational strategies, thereby impacting their reading engagement and achievement" (p. 237).

In a nutshell, this means that the stimulus of motivation can begin from an external source, but through age, schooling, the development of interests, and tendencies, the learner can move to the level in which the motivation is internalised. Furthermore, external motivation lasts as long as incentives exist while internal motivation continues with the individual for life.

### **2.2.3. Social Motivation**

It refers to the type of motivation that stems from the desire to socially interact with others where individuals seek to communicate, interact and collaborate with others to achieve common goals, to gain social recognition, or appreciation. (Urdu & Maehr, 1995). This motivation includes the desire to belong to a group, make friends, and receive social support from others. Such motivation can be very influential influence on students' reading practices as families who value reading books and inclined it in their children is more likely to result in strong social desire and support for doing so. (Pressley & McCormick, 2007).

In addition, it is the drive that pushes the learner to meet the expectations of the surroundings like it can also be the desire to read in order to meet the expectations or standards of others like parent, friends, or educators (Guthrie & Wigfield, 2000). Likewise, Classroom activities that focus on intensifying the reading of literary texts positively impact students' social motivation by promoting cooperation and social interaction, providing social support, encouraging friendly competition, developing communication and expression skills, and stimulating personal interest. These activities create an interactive and supportive learning environment that encourages students to engage deeply in reading literary texts, enhancing their self-esteem and belonging to the educational community (Guthrie & Wigfield, 2000).

In the same vein, the influence of friends on reading literary texts enhances the student's social motivation through social interaction, peer appreciation, friendly competition, mutual support and encouragement, and enhanced social skills. These social relationships make reading a more interactive and enjoyable experience, increasing the likelihood that the student try either to impress or admire their peers (Johnson and Brown (2020)).

Social motivation has a positive impact on reading literary texts, as it enhances the reading experience in a multidimensional way. As students are supported socially, they are more likely to engage in reading in depth and with greater concentration. One of the main reasons for this positive effect is the sense of belonging that reading groups like reading clubs have. Belonging to a group that shares the same literary interests encourages students to read texts that can be stressful or difficult if read individually. Group discussions about novels enhance understanding of texts through the exchange of ideas and analysis, giving the reading experience a rich social motive. In addition, the recognition and appreciation that individuals receive through their contributions to literary discussions enhances their self-confidence and increases their motivation to read continuously.

Moreover, social motivation helps develop empathy and deep understanding of others in reading literature by addressing multiple and diverse characters and delving into the details of their lives and experiences. This deep understanding of human emotions and motivations enhances individuals' social communication skills and ability to empathize with others in real life. Also, adapting to different social values and norms reflected in literary texts enhances individuals' understanding of the world around them and makes them more willing to interact with it effectively. In general, social motivation creates a supportive and stimulating environment that makes reading long literary texts an enjoyable and profoundly useful activity. (Guthrie & Wigfield, 2000).

There are also potential negative effects as a result of that over-reliance on social incentives which can reduce the personal enjoyment and self-gratification that comes from reading. When individuals read primarily for the appreciation of others or for social recognition, the motivation to read may become more geared toward meeting group expectations rather than deeply personal exploration of texts. This can lead to a superficial reading, where individuals focus on aspects that they think others will like, ignoring the parts that may be more interesting or meaningful to them on a personal level Walker and Lee (2021).

Moreover, competition among members of the reading group can create unnecessary pressures, as individuals seek to outperform each other in literary analysis and observations. This type of competition can reduce the enjoyment of reading and turn it into a stressful activity instead of a fun and enriching experience. In addition, if the reading group adopts a unified or traditional view of literary texts, individuals with different or unconventional views may feel compelled to suppress their opinions and observations, hindering creativity and deep critical understanding. Another negative effect is that social motivation can lead to the choice of literary texts based on popularity or social considerations rather than personal interests. (Ryan & Deci, 2000). This may make individuals feel frustrated if group choices do not align with their own literary inclinations, which can ultimately lead to reduced motivation to read in general.

Among the major factors that affect students social reading motivation is the cultural values which play a crucial role in shaping students' attitudes towards reading; societies that value literature and consider reading as part of cultural identity create an encouraging environment that makes reading a desirable and appreciated activity. (Guthrie & Wigfield, 2000). In addition, the type of interaction and support from those around you significantly

affects reading motivation. Positive interaction such as fruitful literary discussions with peers and group classroom activities enhances the student's interest in reading. Support from the family, such as encouraging parents and providing reading models, enhances the student's sense of the importance of reading. Classmates and teachers can also be a strong motivator, as their constant participation and interactions encourage them to read regularly. (Pressley & McCormick, 2007. When support is provided in sufficient quantity and in motivational ways, whether through appreciation or friendly competition, it increases the student's commitment to reading and makes it an enjoyable and enriching experience.

### **2.3. Factors Affecting Motivation in Reading Literature**

Motivation to read literary texts is influenced by several diverse factors that can be classified into personal, educational, cultural and social aspects. Here are some of these main factors:

#### **2.3.1. Personal Factors**

One of the most important personal factors influencing the desire to read literature is one's interests. Personal interest in literary texts reflects the ability to interact with these texts in a personal and exciting way, which is a key factor in pushing the individual towards learning and exploring them in depth. When a person has a personal interest in stories, poetry, and novels, they become more willing to interact with these literary works and understand their contents. This interest can stem from several sources such as previous personal experiences, personal discoveries of the aesthetics of texts, or a desire to understand or analyse issues and topics of interest to the person (Gambrell & Morrow, 2018). It also motivates the individual to read literary texts attentively and makes him enjoy interacting with them. Having interest in a particular type of literature means making much efforts to understand and analyse it, and may be willing to explore more similar works or read in related

fields. Since personal interest stems from within the individual, it can be a powerful motivation to learn literary texts and enjoy deeply literary reading experiences.

A student's reading level is a prominent factor. If a student has an advanced reading level and effective reading skills, he or she can understand and analyse literary texts better and deeper, increasing the likelihood that he or she will enjoy the reading and learning process. (Fountas & Pinnell, 1996). When a student has an average or poor reading level, they may have difficulties understanding complex literary texts, which may reduce their motivation to explore and interact with them. A student may feel frustrated or overwhelmed if the literary material exceeds their current level, which may reduce their willingness to move forward with their learning. As a student develops reading skills and increases their understanding of literary texts, they may feel increasingly confident and prepared for new challenges. Advances in reading can be a source of inspiration for students, as they see themselves progressing and developing in their field of preference, enhancing their motivation to continue learning and exploring further literary works.

Cultural background includes a set of values, beliefs and experiences that an individual acquires through their social and cultural environment, it includes the level of knowledge and understanding that an individual possesses about the world, culture, and literature. When an individual has a rich and diverse cultural background, they may have a greater openness to exploring literary texts from different cultures and artistic expressions. An individual can leverage his/her cultural background to understand the cultural and historical context of literary texts, thereby enhancing their motivation to explore them profoundly. Alternatively, individuals who lack a rich cultural background may face challenges in understanding and appreciating literary texts that express cultures or experiences that are alien to them. This lack of cultural background can lead to a loss of motivation to explore literary

texts or a sense of reticence or frustration. (Guthrie et al., 2004). As for the cultural background, the level of knowledge and understanding that an individual possesses about literature and literary concepts significantly affects their connection with literary texts. students with a rich prior knowledge background can be so motivated to read about particular subject, and more prepared to critical analysis and intelligent interaction with literary texts.

### **2.3.2. Text Factors**

One of the most significant factors that influences the desire to read literature is the text itself, which includes the work's genre, topic, and difficulty level. For instance, while reading materials that are directly applicable to their life or that support their interests and aspirations, students may find it easier to put such materials down on paper. One major text aspect that influences reading motivation is the text's complexity. Research has shown that when texts are too difficult, readers become frustrated and their motivation to read declines (Guthrie & Wigfield, 2000). On the other hand, when texts are too easy, readers may become bored and lose interest in reading. It is important for teachers and parents to consider text difficulty when selecting reading materials for students, and to ensure that texts are appropriately challenging without being overwhelming.

The content of a literary text consists of ideas, topics, symbols, and experiences that the writer presents artistically and creatively, this content can affect the experience of reading and interacting with the text in different ways.

When a text content is exciting and inspiring, it increases the learner's chances of enjoying the reading process and enhances their motivation to explore more literary texts. Interesting and exciting topics, complex characters, and mysterious details can arouse curiosity and enthusiasm in the learner and push him to think, meditate, and interact

emotionally with the text (Nussbaum, 1997). On the other hand, if the content of the text is boring or not exciting, it may negatively affect the learner's motivation to continue reading or understanding it in depth. The learner may feel bored or frustrated if the content is not inspiring or does not meet their expectations, which can lead to reduced motivation to explore more literary texts in the future.

Furthermore, other subfactors that can also affect motivation in reading literary texts involve the length, the form, the layout the size the font. These subfactors may either hinder or encourage students' engagement with the literary texts. Thus, the selection of suitable length and proper form of the text would certainly sustain students' level of motivation.

### **2.3.3. Contextual Factors**

Contextual factors depend on several influential factors that vary between teacher influence, assessment, and purpose of reading. Primarily, the teacher can be a positive role model for students he showing his love and value for literature and the reading process. Moreover, the teacher sharing his personal and interactive experiences enjoying literary texts can inspire and encourage students to be so motivated as well (Graff, 1979). Teacher also can motivate students to think critically and creatively by asking questions that motivate them to explore various aspects and meanings in literary texts. In addition, the professor can encourage students to express their opinions and ideas in an innovative and open manner (Guthrie & Wigfield, 2000). This way, students choose books and literary texts that suit their interests and reading level, and they are more willing to continue reading and interacting with them positively.

Teachers' inclusion of different alternatives of assessment tools gives a student an extra chance to show their understanding and interpretation to the literary texts, this matches students learning styles and therefore their motivation to have a good result. Besides, if students' efforts and progress in reading literary texts are positively appreciated, for example, when students receive positive feedback on their analysis of texts or on their efforts in understanding literary material, they feel recognized and valued, which increases their willingness to continue reading and interacting with texts. Providing constructive guidance and feedback to students on how to improve their performance in understanding and analysing literary texts can enhance students' motivation to develop their literary skills.

Setting clear purpose for reading literary texts motivates students to achieve deep comprehension and understanding of they are reading. This helps students to connect with culture, history, and multiple human experiences. Moreover, being aware of the purpose of reading is beneficial to understand and explore human values, concepts, and experiences, they become more inclined to interact with literary texts in a continuous and in-depth way. (Guthrie & Wigfield, 2000). For example, if the purpose is entertaining, they are more likely to enjoy reading and interact with texts positively as they are aware of the goal and outcomes.

#### **2.4. Strategies for Promoting Motivation in Reading Literature**

Reading literature is an essential part of a student's education, and motivation is crucial for students to engage with and enjoy the literature they read. Below are some common effective strategies to promote motivation dealing with literature suggested by researchers.

### 2.4. 1. Autonomy in Text Selection

This means giving students the freedom and choice to select their reading selection. As Applebee and Langer (2011) note, "the power of choice cannot be underestimated in developing and sustaining motivation to read." (p. 55). When a reader can choose literary texts that respond to their personal interests and expectations, they are more likely to be intrinsically motivated and encouraged to read. Many researchers have provided evidence for the relationship of the freedom of choosing literary texts and students' high motivation like Gambrell, L. B., & Morrow, L. M. (2018), McGeown, S. P., Goodwin, H., Henderson, N., & Wright, P. (2012), and Wigfield, A., & Guthrie, J. T. (1997).

The freedom to choose a literary text to read gives the learner the opportunity to explore his interests and ideas which enhances the level of interaction and enjoyment of reading. As the learner chooses texts that match his preferences, his interest and passion for reading increases which improves the level of comprehension and comprehension. This freedom encourages critical and creative thinking as the learner is exposed to a variety of literary ideas and texts. In addition, freedom of choice enhances the learner's sense of independence and self-confidence, which reflects positively on his educational experience in general. It also contributes in increasing interaction and participation in literary discussions and activities, and expanding the cultural and intellectual horizon of the learner through exposure to diverse experiences and opinions. In this way, reading becomes a rich and fruitful experience, promoting the development of a sustainable reading habit and motivating the learner to continue exploring the diverse worlds of literature.

A helpful activity to support freedom in text selection is what is applied in through book clubs. With their help, students are able to read and discuss books that trigger their

interest in a safe and encouraging group setting. This can help students feel more invested in the reading experience and enhance their motivation to read (Krashen, 2004).

Another way to promote choice and autonomy is through independent reading. Independent reading allows students to select books that interest them and read at their own pace. This strategy also allows students to build reading stamina, develop reading skills, and engage with a variety of texts. Teachers can support independent reading by providing students with access to a diverse range of literature and by regularly conferring with students about their reading choices and progress (Guthrie, Wigfield, & VonSecker, 2000).

Another strategy to get learners interested in reading is to give them more freedom to choose how they learn in class. Teachers can model appropriate responses to reading aloud by letting students pick activities like group projects, book reviews, or creative writing. Since each student has their own unique interests and learning style, this gives them the freedom to express themselves and interact with the texts in ways that are significant to them

#### **2.4.2. Relevance and Personal Connections**

Connecting literature to students' personal experiences and viewpoints is another way to encourage relevance and personal connections. This can improve kids' motivation to read by highlighting the importance and significance of literature.

Teachers have a significant problem when they try to inspire their pupils to read, particularly when those students fail to perceive the practical application of what they are reading. Strategies that encourage students to make personal connections and find meaning in the texts are one method to tackle this issue effectively. When students can see the relevance of the literature to their own lives and interests, they are more likely to engage with the text and be motivated to read (Guthrie, Wigfield, & You, 2012).

One way to promote relevance and personal connections is through the use of literature circles. Literature circles are small discussion groups in which students read and discuss a text that they have chosen. During the discussions, students can make connections between the text and their own lives, interests, and experiences. This helps to make the text more meaningful and relevant, which can in turn enhance motivation to read (Daniels, 2002).

Another strategy for promoting relevance and personal connections is through the use of real-world connections. Teachers can help students see the relevance of the literature to their own lives by making connections between the texts and real-world issues or events. For example, a teacher could use a novel that explores themes of social justice to connect with current events or local issues in the community. This can help to make the text more relevant and engaging for students (Guthrie, McRae, & Klauda, 2007).

In addition, teachers can encourage students to make personal connections with the text by providing opportunities for reflection and response. For example, students can write about their own experiences that relate to the themes or characters in the text, or create visual representations of the text that reflect their own interpretations and connections. These activities can help students to see the relevance of the text to their own lives, and enhance their motivation to read (Guthrie & Wigfield, 2000).

In connecting literature to real-world issues and encouraging personal connections, teachers can promote a love of reading and inspire students to engage with literature in a meaningful and enjoyable way.

### 2.4.3. Collaboration and Social Interaction

As Pressley and McCormick (2007) said, "Positive social interactions are critical in developing and sustaining motivation to read" (p. 227). Teachers can promote motivation in reading literature by creating a collaborative and supportive reading culture that emphasizes the value of reading and the importance of reading achievement. Reading literature can be an individual activity, but it can also benefit from collaboration and social interaction. Collaboration and social interaction can help promote motivation in reading literature, especially among students who may feel isolated or disinterested in reading on their own.

One strategy for promoting motivation in reading literature is to encourage collaboration and discussion among students. Collaboration and social interaction can also promote motivation in reading literature by creating a supportive and connected reading community. When students feel valued, supported, and recognized for their reading achievements, they are more likely to be intrinsically motivated to read and engage in the reading process. This strategy can be achieved through various activities, such as book clubs, literature circles, and group projects. When students work together in groups, they can share their thoughts and ideas about the literature they are reading, and this can lead to a deeper understanding and appreciation of the text. Additionally, working in groups can help students build social connections, which can contribute to a more positive reading experience.

As a matter of fact, collaboration and social interaction can play a significant role in promoting motivation in reading literature. Through various strategies, such as group activities, social media, role-playing, and literary events, students can connect with others, build social connections, and engage with literature in new and meaningful ways. By encouraging collaboration and social interaction, teachers can help students develop a lifelong love of reading and literature.

### 2.4.3. 1. Active Engagement and Response

Active engagement and response are important strategies for promoting motivation in reading literature. When students are actively engaged with the text and encouraged to respond to it in a meaningful way, they are more likely to develop a positive attitude towards reading and become more motivated to read.

One effective strategy for promoting active engagement and response in reading literature is through the use of literature circles. In literature circles, students are divided into small groups and given a specific task, such as summarizing a chapter, identifying the main theme, or analyzing a character's motivation. Students then share their findings and discuss their thoughts and ideas with their group members. This type of collaborative learning encourages students to take an active role in their own learning and promotes engagement and motivation.

Research has shown that literature circles can be an effective strategy for promoting motivation in reading literature. In a study conducted by Guthrie, Wigfield, and VonSecker (2000), students who participated in literature circles demonstrated higher levels of motivation to read and improved their comprehension and use of reading strategies. Similarly, in a study conducted by Shinas (2012), students who participated in literature circles reported higher levels of enjoyment and motivation in reading than those who did not.

Another strategy for promoting active engagement and response in reading literature is through the use of reading journals. Reading journals provide students with a space to record their thoughts and ideas about the text as they read. This strategy encourages students to actively engage with the text and respond to it in a meaningful way. In a study conducted by Krashen (2004), students who used reading journals showed higher levels of motivation to

read and improved their reading comprehension. Similarly, in a study conducted by Bagheri and Tavakoli (2014), students who used reading journals reported higher levels of engagement and motivation in reading than those who did not.

Another strategy for promoting active engagement and response in reading literature is through the use of graphic organizers. Graphic organizers provide students with a visual representation of the text and encourage them to actively engage with it by identifying important information, making connections, and summarizing key ideas. In a study conducted by McTigue, Washburn-Moses, and Park (2018), students who used graphic organizers demonstrated higher levels of engagement and motivation in reading than those who did not. Similarly, in a study conducted by Pyle and Dede (2014), students who used graphic organizers reported higher levels of motivation and engagement in reading than those who did not.

In sum, motivation plays a critical role in reading literature, and understanding the various types of motivation, factors that affect it, and strategies for promoting it can help educators and learners enhance their reading experiences and outcomes. Motivation is a critical factor in a person's willingness to engage in a particular task or activity, and it plays an important role in promoting reading comprehension, literacy achievement, and lifelong learning. Theories such as self-determination theory and goal theory provide insight into the nature and function of motivation, and understanding the various types of motivation in reading literature, such as intrinsic, extrinsic, and social motivation, can help educators and learners enhance their reading experiences and outcomes. By fostering a supportive and engaging reading culture that promotes autonomy, competence, and relatedness, educators can help promote intrinsic motivation and a lifelong love of reading literature.

## 2.5. Introduction

One of the major objectives in teaching/ learning literature is accentuating the prior of appreciating the act of reading literary texts toward understanding and analysing its content. This section provides meaningful definition to appreciation and emphasising its importance, it also describes the common techniques that can help to instil it in our teaching or learning instructions.

### 2.5.1. Definition of Appreciation in Literature

In the scope of literature, it is meant to designate the capacity to identify, value, and comprehend the beauty, worth, and sense of literary works. It is not merely the having that joy while reading a story or decoding the main the theme of a particular novel but rather it represents a thorough level of engagement with a text, a readiness to uncover the complexity and deepness of a literary work, and an appreciation for how it brightens the human practice. Generally, appreciation in education is associated with both emotional and intellectual involvement as explained by Smith. R.A (1983), appreciation includes the act of identifying and understanding the value or significance of particular things and often results in a deeper emotional or intellectual engagement.

According to Louise M. Rosenblatt (1978), literary appreciation is like the "lived-through experience of a text, where the reader engages deeply with the text's language, imagery, and themes" (p. 25). That is to say, she stressed the artistic transactional connection between the reader and the literary text. Besides, she suggested that it encompasses "aesthetic, ethical, and intellectual responses to imaginative literature" (2005, p. 17). In simple words, literary appreciation is the ability to taste and value the artistic and aesthetic aspects of a literary text, this concept includes the ability to adjust to the literary style, empathize with characters,

visualise the symbols, admire the themes, familiarise with the cultural and historical context, and the ability to respond to the text.

Appreciation of reading literary texts cannot be restricted only to a particular genre or specific era or literary movement, but rather it is concerning all various literary works like fiction, poetry or drama and be it classical or modern. Accordingly, developing an appreciation for literature is vital for readers to gain new perspectives as it makes reading a fun and exciting experience, and it gives freedom to personal imagination to wander the worlds of the novel and portray events and characters in the mind.

### **2.5.2. Literary Appreciation or Literary Taste**

Literary taste is the ability to understand and analyse the artistic and aesthetic aspects of literary texts. This taste includes the ability to differentiate between different literary styles, understand symbols, linguistic structures, and enjoy the literary techniques used such as similes, metaphors, and symbols. Thus, it can be considered as an analytical process based on a careful and detailed reading of texts. For example, in style analysis, the reader reads a novel and notices how the writer uses narrative style, such as using short sentences to increase climax of events or using detailed descriptions to highlight a certain aspect. Also understanding some symbols as flowers denoting love in the novel "Love in the Time of Cholera" by Gabriel García Márquez or the specific diction as the use of the white poetry by Shakespeare in his play "Hamlet" to express the psychological state of the characters

Literary appreciation is the feeling of pleasure and satisfaction that the reader gets from reading literary texts without having to analyse them in depth. Literary appreciation focuses on the personal and emotional experience that the reader feels when interacting with the text. This appreciation can be the result of empathy for the characters, admiration for the plot, or enjoyment of literary style in general. (Brooks, 1947). The well example for that is the joy and

empathy for characters in reading Emily Bronte's "Wuthering EIGHTs" because of the empathy for key characters such as Heathcliff and Catherine and the sense of emotional engagement with their stories. Moreover, admiring the plot and style as in J. K. Rowling's "Harry Potter" owing to the exciting plot and innovative characters without having to analyse literary details.

Literary taste is a critical analytical process while literary enjoyment is an emotional and personal experience (Hirsch, 1967). Unlike the literary taste which focuses on the artistic and aesthetic elements of the text, literary appreciation focuses on the emotional experience and pleasure felt by the reader (Rosenblatt, 1978). Additionally, literary appreciation requires analytical skills and a deep understanding of literature and its techniques, while anyone can enjoy literature based on their personal experience. The goal of literary taste is a deeper understanding and a detailed critics of the text whereas the goal of literary enjoyment is to feel good and enjoy.

Literary taste and appreciation can be shared within the same literary work at the same time like reading Victor Hugo's "Les Misérables", both can be combined since the reader can analyse deep symbols and characters and at the same time enjoy the exciting and emotional story. Furthermore, the reader can satisfactorily keep enjoying reading a simple novel like "The Lost Island" because of its suspenseful plot without a deep analysis of the literary style.

In the end, there is a difference between literary taste and literary appreciation with regard to studying literature. They serve different functions and have diverse meanings though they do overlap sometimes. I.e., literary taste and appreciation can be complementary, as a deep understanding of literary texts can increase the personal and emotional pleasure that the reader feels when reading literature. The difference between literary taste and literary appreciation is that the former entails a more in-depth examination of the literary aspects of a

work, and the latter is a matter of personal preference (James, 1884). The study of literature depends on on both ideas because they help readers comprehend and value literature more fully.

### **2.5.3. The Significance of Appreciation in Teaching/Learning Literature**

Literary appreciation has a vital role and great importance in teaching and learning literature as it helps to achieve several educational goals in an effective and enjoyable way equipping students with the proper aesthetic, linguistic, cultural and analytical skills to enjoy reading. The following detailed paragraphs highlights the its significance in this context:

Literary appreciation is an essential element in teaching and reading literary texts such as novels because it contributes to a deep understanding of texts. When students enjoy reading a literary text, they become more engaged with the content allowing them to understand the characters, events, and implicit meanings more deeply. According to Langer (1984), “appreciation is the ultimate aim of reading and should be the focal point of instruction” (p. 137). For example, reading a novel like “Les Misérables” by Victor Hugo's without a literary appreciation may lead to a superficial reading that focuses solely on events while literary appreciation helps students understand social, political, and psychological contexts that form the background of the novel reinforcing their appreciation of the text.

Literary appreciation encourages the stimulation of imagination and creativity in students. Reading long literary texts opens up a world full of details, characters, and complex scenes that require them to use their imagination to visualize and interact with them (Rosenblatt, 1938). This interaction enhances students' critical and creative thinking abilities as they learn how to imagine events, understand character motives, and interpret literary symbols. This creative stimulation extends beyond the boundaries of the text where students

can apply these skills in other areas of their academic and personal lives. (Sternberg & Lubart, 1999).

Literary appreciation helps build a strong emotional connection between the reader and the literary text. As students enjoy reading a novel, they become more connected to the story and characters making them empathize with their struggles and triumphs. This emotional connection can be a powerful motivator to continue reading and delve deeper into literary texts. (Keen, 2007). For example, when students empathize with a character like Holden Caulfield in Jerome David Salinger's *The Catcher in the Rye* novel, they become more willing to explore more literature that addresses Youth and identity issues.

Literary appreciation contributes to the promotion of cultural and social values by exposing students to different experiences and perspectives. Rosenblatt (1995) stated, "Through literature, students encounter diverse worlds and viewpoints, which help them understand and appreciate the complex tapestry of human culture" (p. 60). Long literary texts often address complex topics such as social justice, love, freedom, identity, and sacrifice. By enjoying these texts, students can learn to empathize with others, appreciate cultural and social diversity, and develop a deeper understanding of common human issues. Reading novels such as "One Hundred Years of Solitude" by Gabriel García Márquez can provide students with a deeper insight into Latin American history and culture, promoting from their cultural awareness and ability to think critically about global issues.

Literary appreciation can also motivate students to read effectively and write creatively. This motivation makes students more prepared to dive into the depths of the texts, and explore their different meanings and perspectives. For example, students can improve their language skills, learning to use new vocabulary and apply impressive forms in their writing. In addition, literary appreciation can encourage students to develop a love of reading as a sustainable habit, enhancing their ability to think critically and creatively. Literary texts, with

their stories, scenes and characters, open the doors of imagination for students and give them the opportunity to express themselves in new and innovative ways which reflects positively on their writing skills and ability to communicate effectively. Baker and Wigfield (1999).

Finally, literary appreciation in teaching and reading literature not only promotes deep understanding, imagination and creativity, but also helps in building an emotional connection with literature and promoting cultural and social values. This makes reading literature an integrated experience that goes beyond mere text analysis to a rich and influential experience that contributes to the development of personality and thought in students.

#### **2.5.4. Skills to Cultivate Appreciation in Reading Literary Works**

Appreciating literature is not just about reading more books or analysing texts more closely. It's about engaging with literature in a way that deepens our understanding and appreciation for its beauty, significance, and meaning. In this respect, the subsequent part sheds light on most common strategies that can help cultivate a greater appreciation for the beauty and significance of literary works.

##### **2.5.4.1. Read Literature with an Open Mind**

It is one of the most important skills to promote the love of reading literature. Students who approach literary texts without prejudices or preconceived expectations, they give themselves the opportunity to experience ideas, characters, and events in a new and unfamiliar way. For Rosenblatt (1978), "A reader must approach a text with a willingness to be open to new experiences and interpretations. This open-minded engagement allows for a richer and more meaningful interaction with the literary work" (p. 29). This approach helps them fully immerse themselves in the worlds of literary texts and explore their aesthetics and deep meanings. It also means accepting the diversity of literary and cultural styles, enhancing students' understanding of the world around them and their appreciation of the plurality of

literary voices. In addition, this openness enables students to develop their critical thinking and literary analysis as they are able to see texts from multiple angles and ask questions that push them to explore more. Thus, reading with an open mind not only enhances the pleasure of reading, but also contributes to their intellectual and personal growth making literature a vital and enjoyable activity in their lives.

#### **2.5.4.2. Integration of Creative Activities**

The integration of creative activities into the process of teaching literature can have a great impact in increasing the love of enjoying literary texts. According to Ur (1996), "Creative activities such as group storytelling, literary debates, and imaginative writing exercises encourage active engagement and deeper literary appreciation by allowing students to explore texts in dynamic and interactive ways" (p. 132). For example, teachers can ask students to write alternative endings to novels or retell stories from another character's perspective. Drama and plays can also be used to bring literary texts to life allowing students to experience events and characters more realistically and interactively. These activities stimulate students' imagination and make literary texts more engaging and fun.

#### **2.5.4.3. Taste the Language and Style**

The skill of aesthetic analysis of style and language is one of the most important tools to cultivate appreciating literary texts. This skill requires readers to scrutinize the technical and aesthetic details that the writer uses to communicate his messages and ideas. As students learn how to analyse stylistic elements such as similes, metaphors, and artistic images, they are able to appreciate the aesthetics of literary texts more deeply. This analysis helps them understand how the writer manipulates language to evoke emotions and build imaginary worlds. For example, paying attention to the words, phrases, and sentences that an author uses, as well as the rhythm, tone, and structure of a work. In addition, aesthetic analysis contributes to the

development of students' critical and creative thinking skills, as they learn how to read texts consciously and sensitively to fine details. Thus, the aesthetic analysis of style and language not only enhances students' enjoyment of reading, but also opens new doors for them to explore the depth and richness of literature. (Gupta, 2017).

#### **2.5.4.4. Building Reading Communities**

Building and encouraging reading communities in and outside the classroom is an essential element to foster appreciating reading literary texts. Teachers can create an atmosphere of enthusiasm and encouragement around reading by organising book clubs, organizing literary events such as meetings with authors or writing workshops, or engaging with literary communities online. Teachers can also serve as role models, sharing their students' personal reading experiences and demonstrating their passion for literature. As McCarty, 2019 stated, "By joining a book club or attending literary events, readers can engage in thoughtful discussions about literary works, exchange ideas and insights with others, and learn about new authors, genres, and works... through these interactions, readers can gain new perspectives on literature and broaden their understanding of its many complexities" (p.78). This type of supportive environment enhances students' sense of the importance of reading and encourages them to adopt it as a fun and useful hobby.

#### **2.5.4.5. Using Collaborative Learning**

Cooperative learning tasks are effective techniques to foster a love of enjoyment and reading literary texts among students. Teachers can divide students into small groups where they collaborate in reading and analysing literary texts. This method encourages lively and shared discussions helping students to exchange different ideas and interpretations. As clarified by Rosenblatt (1995), "Collaborative activities such as group discussions and peer-led analysis sessions allow students to explore diverse perspectives and deepen their

understanding and appreciation of literary works" (p. 89). By listening to the perspectives of their peers, students can develop a deeper understanding of texts and enjoy more literary experience. In addition, working in groups enhances team spirit and increases positive interaction among students.

However, using these diverse skills may not fit in all contexts and with all students, teachers can create an interactive and enjoyable learning environment that encourages students to love reading and enjoy literary texts, enhancing their language, critical and creative skills.

Besides, being patient, curious, and passionate to take new reading experiences traits are necessary to develop a literary appreciation.

### **2.5.5. Challenges of Reading Novels in Educational Settings**

Reading literary texts namely novels in the educational context is an experience of great importance in developing students' linguistic and cultural skills, but students may face many obstacles and difficulties that prevent them from fully understanding the literary content and the enjoying the artistic beauty of the texts. These challenges range from psychological, educational, cultural and technological aspects, and need comprehensive treatments to overcome them. Here is a breakdown of some of these obstacles:

#### **2.5.5.1. The spread of Technological Distractions**

In such digital age, students face new challenges related to concentration and attention when reading literary texts. For instance, social media, gaming, and other online activities can distract students' concentration on what they are reading. The rapid transition between screens and preoccupation with technology can reduce students' ability to concentrate and immerse themselves in reading long and complex literary texts. In addition, there may be a lack of access to e-books or digital resources that can support the reading of literary texts.

Students are constantly bombarded with notifications, social media updates, and other digital stimuli, making it difficult for them to focus on sustained reading activities (Smith, 2019).

### **2.5.5.2. The Impact of the Background Environment**

The social and family environment significantly affects the ability and desire of students to read literary texts. Sometimes, reading may not be a priority in some family settings, reducing students' exposure to literature outside of the classroom. There may be a lack of support or encouragement for parents to read at home, or there may be economic challenges that make it difficult for families to provide books and literary magazines for children. To promote a love of reading, schools can work on establishing partnerships with local communities, and organizing awareness and training programs for parents on the importance of reading and its role in developing students' skills (Garcia, 2017).

### **2.5.5.3. Psycho-emotional Challenges**

Some students may have psychological or emotional problems that affect their ability to immerse themselves in literary texts. Anxiety, depression, and learning disabilities such as attention deficit hyperactivity disorder (ADHD) can be significant barriers to reading. Students who experience these difficulties can feel frustrated or helpless when they find it difficult to understand or focus on texts for long periods. This can be developed to fear of failure, a sense of incompetence, or less motivation in reading and understanding literary (Carter, 2018). This feeling can be caused by negative past experiences or a lack of support and guidance from teachers. To enhance students' self-confidence to overcome these barriers, teachers can apply supportive teaching strategies that include extra reading time and breaking texts into parts. Smaller, use visual and audio aids to help students understand and enjoy texts.

Even though there is a considerable body of research investigating the constraints encountering students' reading of literature in school there are still areas to be studied to cope

for gaps and limits. As far the Algerian context is concerned, there is insufficiency of research on exploring students' inclination towards reading novels. Consequently, this study explores benefits of literature circles notably to better understand how it can improve students' motivation and enjoy reading novels.

### **2.5.6. The Most Common Strategies to Promote Appreciation for Reading Novels**

Enhancing the enjoyment of reading novels requires the use of a set of effective strategies that can create a stimulating and engaging environment for students. Here are some strategies that can be employed by teachers to promote students' appreciation for reading novels in educational contexts:

#### **2.5.6.1. Instructional Activities**

Many researchers have advocated for some effective activities which are meant to boost students' joy for reading literature. These activities are taught explicitly such as predicting, summarizing, picturing, and finding connections, they have, largely, been proven to enhance students' comprehension and engagement with novels (Gambrell, 2011). Moreover, the adoption of scaffolded learning where teachers are supposed to provide support and guidance along their reading activities. This would certainly consolidate student' understanding batteries their delight reading literary texts. Furthermore, one of the most effective activities to increase the joy of reading literary texts is to use storytelling and interact with texts dynamically. Teachers can encourage students to retell stories in their own voices, and make changes to events or characters creating a deeper personal connection to the text. This type of interaction enhances students' imagination and makes them feel part of the story increasing their appreciation of literary texts. In addition, the activity of "dramatic reading" can be used where students represent scenes from text, making reading a vivid and exciting experience. In this respect, literature circles which involve students participating in cooperative activities

about novels enables their interaction with the text and cultivate a sense of friendship among students resulting in a greater appreciation for the works (Daniels, 2002).

### **2.5.6.2. Differentiate Techniques**

Using a variety of teaching techniques can help attract students' interest and motivate them to read. Teachers can organize literary workshops where students can write alternative endings to novels or develop new characters, it can be designed as a project-based work in which student construct their tasks in connection with the novels they are reading (Merga, 2016). Educational games are also such as literary competitions can be used to increase interaction with literary texts. Diversity in educational techniques makes the reading experience enjoyable and renewable.

Furthermore, teachers can use interactive reading techniques such as such readers' theatre, reading aloud by which students take turns in role-playing activities. This technique helps to increase students' involvement, empathy, and appreciation for the characters and plots (Kamil & Intrator, 2019). improve comprehension and harmony with the text. Students may also be encouraged to ask questions and discuss ideas and personalities with their peers, enhancing interaction and discussion about the text. Furthermore, techniques like literature circles engage in collective discussions, share their opinions and interpretations. Through these techniques, students show stronger sense of connection and appreciation. (Daniels, 2002).

### **2.5.6.3. Active Use of Technology**

Technology plays an increasingly important role in enhancing students' enjoyment of reading novels. Digital tools such as educational apps, e-books, and blogs can be used to provide interactive reading experiences. For example, students can use apps to analyse texts or create interactive presentations that summarize the novel. Forums and blogs can provide a

platform for literary discussions outside the classroom, allowing students to continue dialogue and exchange ideas about the texts they have read (Beck, 2018).

Using technology in interactive ways can enhance the reading experience and make it more engaging for students. Teachers can use e-books and interactive apps that allow students to interact with texts in new and innovative ways. For example, apps with features such as interactive links, voice notes, and video tutorials related to the content of literary texts can be used. These tools can help clarify complex ideas and make texts easier and more fun to understand (Unsworth et al., 2017). In spite of the wide recognition of the effectiveness of such technological tools facilitate students' interaction and access to literary texts, it is unfortunately the case of most of our traditional university classes.

#### **2.5.6.4. Culturally Relevant Diverse Texts**

Choosing literary texts that suit students' interests and preferences can have a significant impact on their level of motivation to read. Teachers should choose a variety of literary texts that reflect different cultures and experiences, and include diverse literary styles and genres such as novels, short stories, poetry, and plays. Students are more likely to appreciate and identify with novels that reflect their own cultural backgrounds, identities, and life experiences (Bishop, 2012). Providing texts that inspire students' interest can help attract them to read and make it part of their daily lives activities.

More importantly, diversifying the literary texts offered to students can help foster enjoyment of reading literary texts. Thus, both classroom and the school library should include a wide range of literary genres such as novels, short stories, poetry, and essays and from different origins. Diversity in literary subjects and styles can cater to different interests and encourage students to explore new areas of literature. Reading texts from different cultures and backgrounds can broaden students' horizons and enhance their understanding and

appreciation of cultural diversity increasing the pleasure of reading and enjoying literary texts (Nieto, 2010).

#### **2.5.6.5. Differentiation and Personalization**

Personalisation is deemed effective in enhancing students' appreciation in reading literary text, it is simply linking literary texts to ones' everyday experiences so as to make them more realistic and understandable. Teachers can encourage students to think about how to apply the themes and ideas in novels to their own lives. For example, discussing the values and ethics addressed in the novel and how they affect personal and social behaviour (McKenna, 2018). This connection increases students' attachment to the texts and makes live the reading of the novel with more enthusiasm. Encouraging students to connect themes, events, and characters in literary texts to their daily experiences and lives can make reading more realistic and fuller of meaning. This can include activities such as writing short essays or stories on topics similar to those found in literary texts, or discussing how to apply the values and lessons learned from novels in everyday life.

With reference to differentiation, the reading instructions should include a variety of teaching activities adapted to different learning styles. They can include mind maps, graphs, and diagrams that help visual students understand the relationships between characters and events. For visual students, and presenting literary texts through audio recordings or reading them aloud which helps auditory students focus and understand better. In addition, incorporating interactive activities such as dramatic acting where students can express texts through movement and performance enhancing their comprehension of texts in vital ways for kinetic students (Heacox, 2012). Thus, teachers can provide a holistic and enjoyable learning experience that encourages students to engage deeply with literature and develop their personal individual skills.

### **2.5.6.6. Teacher Modelling and Passion for Reading**

Teachers themselves should be role models in demonstrating their joy with reading literary texts. Teachers can share their personal experiences with students, talk about books they love, and read with them in class. This type of role model can inspire and encourage students to continue reading and develop their love for literature. In this respect, Guthrie & Wigfield (2000) illustrated "Teachers who exhibit a genuine passion for reading and share their enthusiasm with students serve as powerful role models. Their behaviour can significantly influence students' attitudes towards literature, fostering a love for reading that extends beyond the classroom." (p. 410)

### **2.5.6.7. Formative Assessment and Feedback**

An outstanding education should include the use of formative assessment to monitor student progress and provide immediate feedback. This can help identify each student's strengths and weaknesses enabling teachers to adjust teaching methods and learning activities according to students' needs (Hattie & Timperley, 2007). Thus, teachers here focus their formative assessment techniques to assess in priori the extent to which they enjoy their readings and not only providing right or wrong answers. One of the ways to do so is encouraging students to practice self-assessment and revision can help them check their literary appreciation skills and improve their understanding of texts. According to Brookhart (2008),"Effective formative assessment not only measures student progress but also fosters a deeper connection to the material. Through thoughtful and reflective feedback, teachers can cultivate a more profound appreciation for literature among their students." (p. 52) Teachers can provide strategies for self-assessment and help students identify their reading strengths and weaknesses (Andrade, 2007). This process helps students develop their independence for their learning and ability to improve themselves.

#### **2.5.6.8. Authentic Reading Experiences**

Exposing students to authentic reading experiences would certainly improve students' appreciation in reading novels. As a matter of fact, such experiences should include clear objectives such as reading for pleasure, reading for getting information, or reading for a specific purpose, they also should represent real life activities which can be encountered by students in their real-life situations (Guthrie & Wigfield, 2000). Teachers should offer students chances to participate in genuine reading tasks so that to bridge the gap between imaginative abstractness of literary events and the reader existing similar contexts. Hence, it can increase their motivation, validate their relevance, and encourages enjoyment of reading novels. For Guthrie & Alvermann (1999), "Authentic reading experiences, where students engage with texts that are meaningful and relevant to their lives, can significantly enhance their appreciation for literature. When students see the connections between their own experiences and the themes of the novels, their engagement and motivation to read are greatly increased." (p. 50).

#### **2.5.6.9 Encourage Group Readings and Literary Debates**

Organizing group reading sessions and literary discussions can enhance the pleasure of group reading and social interaction about literature. Teachers can set aside a specific time during the week for group reading sessions where students can read certain texts and then discuss them collectively. After reading, the teacher can lead interactive literary discussions, in which he asks questions that stimulate critical thinking and motivate students to express their feelings and impressions about the text. As said by Daniels (2002), "Encouraging group readings and literary debates in the classroom not only enhances students' comprehension of the text but also fosters a deeper appreciation for literature. Through collaborative discussions, students are able to explore diverse perspectives and develop critical thinking

skills." (p. 23). These discussions can be an opportunity for students to exchange ideas and opinions, and express their feelings and impressions about the texts. This kind of interaction can deepen their understanding of texts and enhance their appreciation of literature. They also can help students appreciate their artistic and symbolic aspects.

In conclusion, enhancing the enjoyment of reading novels requires adopting a variety of strategies that encourage positive interaction with literature and create a stimulating and supportive environment for students. Through the use of these strategies, teachers can foster a love of reading in students and develop their literary skills in innovative and inspiring ways. In doing so, reading can be transformed from an academic mission into a lasting passion that promotes the intellectual and emotional growth of students.

## **2. Conclusion**

In this chapter, the researcher tried to introduce these two necessary subskills for reading literature: motivation and appreciation. According what is dealt with in first section of this chapter, we can say that motivation with both its types is such a complex operation that is fundamentally linked to learning, we have also presented the different ways of motivation based on many scholars in EFL contexts and addressed the different patterns in understanding and promoting the act of motivation. Besides, the second section of the chapter is devoted to appreciation as another key objective linked to reading literary texts. The emphasis is put in skills and strategies can be used by teachers or students to develop this sense of joy and avoid any impeding activities or instructions inside or outside the classroom.

## Chapter Three: Context of the Study

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### 3. Introduction

The present chapter is generally divided into two parts; the first part contains information about the situation of English as a foreign language in the Algerian schools, and the second one is for the area of the study i.e., it describes the theoretical assumptions organising the teaching and learning of English in general and the study of literature in particular with reference to their counterpart practices in the classrooms, it also presents the major growing issues be it rewarding efforts or hindrances that shape the current teaching situation of literature instructions. That's to say, it examines the importance of teaching English literature in the Algerian schools and the challenges that educators face in implementing effective literary instructions. Thus, it reviews the status of English literature in the Algerian educational system starting from primary school, middle school, secondary school to university, its importance, its objectives, its contents, its challenges and outcomes in each level with a specific focus on the dependent factors surrounding the teaching of literature at the department of English in Tiaret.

#### 3.1. The Situation of English in Algeria

As the country intellectual, industrial and economic development has imposed on the national university community be it students or researchers to deal with the fact that English language has become an inevitable obligation required in this time. The Algerian government is gradually shifting from French to English, integrating English into official documents, scientific fields, and professional development. French, once a colonial legacy, is being phased out in favour of English (Marouf, 2017). Many academic professors have affirmed that prioritizing English language teaching in Algeria is a scientific requirement. This importance stems from English's global prominence and its role in scientific research. Enhancing English teaching quality requires a well-structured plan that considers specialized scientific and future horizon studies. As a matter of fact, the technical fields at university

depend mainly on foreign languages, particularly English language (about two-thirds of international studies and research are done in English).

The Ministry of Higher Education and Scientific Research (Bouzid Tayeb,2019) made a significant decision (No. 1433) to promote the use of English in higher education. It was mainly based on the national online pole in which percentage of 94% supporting the use of English at tertiary level. the approval reached the This initiative aims to reform the university system by providing comprehensive training for both teachers and students in the English language. Several actions support this goal: specialized PhD programs for visiting doctorate students in the UK, particularly Ireland (MESR, 2017); university teachers enrolling in intensive language centres; and encouraging English language study through another bachelor's degree, according to the capabilities available to each university to study English language. Eventually, the short-term objective is to establish and enhance English as the language of instruction at university in all fields. Later on, the President Abdelmadjid Taboun (2023) asked the prime minister to replace French by English in most administrative communications.

As far as literature is concerned, it's unfortunate that many Algerian writers and thinkers have produced remarkable scientific research and masterpieces. However, they were deprived from the opportunity of the World Nobel Prizes because their writings were in the Arabic or French language. In fact, many Algerian researchers who work for some Gulf countries universities have booked a well-recognised international presence in higher researches or writing literary works, such considerable works and efforts are largely supported by the English language.

### 3.2. The Importance of Teaching English Literature

The study of literature is a central part of a well-rounded education that can contribute to **students' academic and personal growth**. According to Langer and Applebee (2013), "The study of literature enriches our lives by enabling us to explore the human condition, to appreciate the beauty of language, and to gain insight into ourselves and others" (p. 1). Understanding literature can enhance students' English communication skills and develop their comprehension of other academic subjects taught in English. Additionally, personal growth through literature exploration allows students to explore their values, beliefs, and experiences, fostering self-awareness and personal development. (Bendjeddou, 2014).

It contributes to students' **cultural literacy**. The study of literature makes students aware about diverse histories, cultures, and perspectives which extends their understanding of the world. According to Abdallah (2019), "The literary texts chosen for teaching English can introduce Algerian students to different cultures, civilizations, and ways of life" (p. 60). This exposure can help students develop tolerance, empathy, and appreciation for different ways of life, making them better global citizens.

Moreover, teaching English literature allows students to develop **critical thinking and analytical skills**. Literature is often complex and multidimensional requiring students to engage with texts critically and interpretively to develop their critical thinking skills and fosters their aptitude to express and defend their own interpretations and opinions (Bendjeddou, 2014). This involvement promotes cognitive development, which can benefit students in their academic and professional lives. As stated by Ouellette (2019), "Literature provides the opportunity to learn about and practice higher-order thinking skills such as analysis, evaluation, and synthesis" (p. 22).

Literature can also play a substantial role in **promoting language acquisition**. By reading and analysing literary works, students develop their vocabulary, grammar, and syntax.

As Zaim (2016) notes, "English literature instruction can foster language skills and help learners to develop a more sophisticated understanding of the English language" (p. 57). Exposure to literary works can enhance students' proficiency in language and improve their communication skills. As noted by Rizkallah (2018), "The study of literature can contribute to language acquisition by exposing students to authentic language usage and by providing opportunities to practice reading, writing, and speaking skills" (p. 41).

Furthermore, the study of literature can foster **imagination, creativity, and empathy**. Literature exposes students to a range of human experiences and emotions, which can help them to develop empathy and understanding for others. This exposure to various viewpoints can also endorse creativity and imagination by inspiring students to think outside the box and to discover substitute ways of thinking and expressing themselves (Zaim, 2016).

Teaching English literature is very important for Algerian students as it not only improves their language abilities but also fosters critical thinking, cultural awareness, creativity, and personal development. It allows them to expand their knowledge and broaden their horizons, enhance language proficiency, and explore countless literary works from English-speaking nations, contributing positively to their language skills, cognitive evolution, and personal development.

### **3.3. The Challenges of Teaching English Literature at Tertiary Level**

In fact, there are many challenges in teaching literature even in native contexts, so how about nonnative ones. Thus, the researcher tried to spotlight the major challenges with regard to the perceptions, the teaching material, the act of reading, and the professional training.

#### **3.3.1. Changing Reading Habits of Students**

In our swift evolutionary digital age, students frequently encounter distractions from devices like smartphones, tablets, and laptops which may reduce their engagement with novels and diminish their appreciation for them. The occurrence of digital media and shorter

texts, such as social media updates, tweets, and online articles may lead students to become accustomed to quick and shallow reading practices that do not promote deep engagement with long literary texts. This tendency can prevent deep engagement with extensive literary works, leading to a basic understanding of novels and a reduced appreciation of their literary elements.

### **3.3.2. Students Learning Strategies**

However English literature teaching turns out to be more advanced and sophisticated at tertiary level, one of the main challenges of English literature instruction is the emphasis on rote memorization and standardized testing. Students are often expected to memorize facts and details about literary works rather than to engage in profound analysis and critical thinking. This approach to literary instruction can limit students' understanding and appreciation of literature. According to Iddou (2010), approaches like stylistic, new criticism, and structural ones were criticised as they largely link students' understanding to literary texts in English to their language level and their knowledge of Anglo-Saxon culture. Therefore, Algerian students may miss the appreciation in learning English literature for their low language and culture.

### **3.3.3. The Teaching Methods**

English literature teaching methods in Algeria are often focussed on the reading of literary texts and translation. According to Linda Bendali (2018), "teachers often resort to traditional methods which do not allow a real appropriation of Anglo-Saxon culture".

### **3.3.4. The Unavailability of English Literature Teaching Materials**

Resources for teaching English literature in Algeria are limited. According to Guebailia, F., and Benmarce, R (2021), there is a lack of resources for teaching English literature in Algeria, in terms of textbooks, books and other teaching materials. This situation makes teaching English literature even more difficult for teachers and students. This limited

access to literary materials can restrict students' exposure to different literary genres and authors, which can limit their appreciation and understanding of literature. According to Abdallah (2019), "The shortage of English literary materials in Algerian schools is one of the major obstacles to the effective teaching of literature" (p. 63).

### **3.3.5. The Lack of Teacher Training and Professional Development Opportunities**

Many instructors in Algeria may not have a background in literature or may not have received suitable training on how to teach literature successfully. This deficiency of training can result in poor teaching practices, which can affect negatively their aptitude to develop engaging and effective lessons, and may diminish students' motivation to read literature. As specified by Rizkallah (2018), "Teachers need adequate training and professional development opportunities to develop the skills and knowledge necessary to teach literature effectively" (p. 42).

### **3.3.6. The Focus on Standardized Testing**

This situation can restrict the breadth and depth of literary education, as teachers might feel pressure to cover a wide range of literary works, leaving insufficient time to explore texts in depth or to facilitate student-centred activities like group discussions, projects, or creative writing tasks. This narrow focus on testing can limit students' engagement with literature and can weaken the development of critical thinking and analytical skills.

### **3.3.7. The “Fear Perception” of the Teaching of English Literature**

According to the instructors, the teaching of English literature is perceived as a difficult and underestimated discipline. According to a survey conducted by B, Bouziane, "teachers often have a negative perception of English literature, which they consider to be a discipline that is not easily accessible to students and not highly valued in the Algerian education system".

To address these challenges, policymakers and educators must prioritize providing adequate resources, professional development opportunities, and a curriculum that prioritizes critical thinking, analysis, and creativity over standardized testing. By adopting these measures, students will enjoy a more rewarding and beneficial educational experience.

### **3.4. The Place of English Literature in the Algerian Education**

English literature teaching in the Algerian schools is a subject that has raised many questions. Although it is evidently stated and official texts and prominently concluded in many scientific events that the teaching of English literature has to have a significant place in the Algerian education system, this discipline is often poorly taught and undervalued. As it is reported in the official text (Bulletin) No. 67 of September 19, 1993, "the teaching of English language and literature aims to ensure that the pupil has sufficient knowledge of the English language and Anglo-Saxon culture". This text illustrates clearly the importance given to English literature in the Algerian educational system. While some consider literature to be a valuable and enriching educational experience, others argue that studying literature is not practical and does not enhance skills relevant to employability.

In this respect, the researcher seeks to present and describe the whole area of context for this research with regard to English teaching and literature in particular in the four different schooling cycles;

#### **3.4.1. Preschool and Primary School**

In the pre schooling course, students generally are not exposed to study English at all. With recent reforms for primary education (2021), English is studied as a foreign language in primary school from the third year, and English literature is not usually taught at this level. According to the Algerian Ministry of National Education (2019), the objective of English language instruction in primary school is to "provide pupils with a basic knowledge of the language and the ability to communicate in simple everyday situations" (Algerian Ministry of

National Education Website). Thus, the main objective of English language instruction is to provide students with basic language skills with primary focus on vocabulary and speaking skills. At this level, literary texts are totally excluded.

### 3.4.2. The Middle Schools

At this level, English is adopted in the first year and taught for four years. It is considered as the second foreign language. It is taught three hours per week, the main goal is not only to improve the pupils' command of the basic language skills but also to make him able to interact, collaborate and communicate through projects at the end of each unit (Bouchair, 2018). Later, they need to pass a national educational exam "Brevet d'Enseignement Moyen" (henceforth BEM) so that to be enrolled in the secondary school. To decide upon the place of literature at the middle school curriculum, it is helpful to consider the objectives the teaching of English by the Algerian middle school curriculum which are as follow:

- To assist our society to be in harmony through equipping pupils by some linguistic means that are crucial for their efficient communication;
- Support national and common values;
- Developing critical thinking, tolerance and worldliness;
- Contributing to the defining of a good citizen who must be aware of the changes and challenges of today and tomorrow;
- And then giving every learner the opportunity to have access to science, technology and world culture while avoiding the dangers of acculturation (p. 3).

Reflecting upon these objectives and the textbook contents, it seems that the teaching of English is focused to develop the four language skills besides students' critical/analytical thinking, problem-solving abilities, and cultural awareness. That is to say literature is mainly introduced through incorporating cultural elements into English instructions to support pupils

in developing an open-minded perspective towards diverse cultural contexts, particularly those related to Anglophone societies. These objectives are designed to broaden students' horizons, enhance their intercultural awareness, and foster a deeper understanding of the various civilizations and societies associated with the English-speaking world (Douad, K. 2009), yet still little attention is given to the literature in the syllabus because it is represented only by the appearance of some literary extracts as songs, short biographies, or posters holding part of short story, pomes or play (Middle school English textbooks & Planning learning English middle school, 2018). Thus, it is somewhat safe to say that pupils are left with few opportunities to experience literary taste, imagination, feelings and joy at this early stage of learning English.

### **3.4.3. The Secondary School**

At this stage, based on their grades in middle school, pupils are directed either to scientific, literary, foreign language or economy and management stream. English is taught from twice to four times a week according to the joined stream. The overall finalities behind teaching English at this level is to develop the linguistic, methodological and cultural skills of pupils through activities that are directed toward a real-world task such as job applications task, doing a public speech, making report. (Commission National des programmes, 2005). According to Slimani (2016), pupils are expected to achieve the following objectives along the three years of secondary education: They comprehend various oral communications daily tasks. They demonstrate linguistic proficiency in communication. They comprehend the various types of genuine texts, namely narrative, descriptive, and argumentative. They can efficiently use dictionaries and encyclopaedias. They develop awareness of numerous writing mechanics. They have a clear idea about cultural aspects when using the English language. They are also required to do projects at the end of each unit as a check-up for the integration

of the targeted competencies. After three years of study, pupils pass the Baccalaureate examination to join university.

Regarding the above objectives, it seems that the prevalent emphasis of teaching English at this level is to develop students' critical thinking skills, language acquisition, and cultural literacy. It is true that the English textbooks at this level may include a variety of literary texts such as chunks from novels, plays, songs, poetry... (secondary school English textbooks). In a study conducted by Bouriguig (2020) focusing on the use of short stories in the Algerian English textbook, it was determined that literary genres such as poetry, novels, biographies, and folktales accounted for only twenty percent (20%) of the overall content in the English textbook used in first-year secondary schools. This limited representation of literary genres was deemed insufficient and not considered an effective tool for EFL teaching and learning. The fact that such literary posters are mostly included at the end of the syllabus, they are often considered as extra resources or only marginalised supporting materials; therefore, they require some motivational and enjoyable pedagogies to be reintegrated in language learning programs.

In sum, the Algerian English textbooks, the teaching objectives and syllabi of English language provide slight focus for the teaching of English literature from primary to secondary school. However, there are instances where English literature is incorporated into the curriculum. For example, Benrabah (2007) notes that literary texts, such as short stories, are included in English textbooks for secondary and middle school education. Yet, the treatment of these texts often focuses on linguistic aspects, with limited attention to literary appreciation or critical analysis. Thus, this subject has not been introduced adequately particularly with regard to the objective of appreciation in dealing with it. According to a study conducted by Guessab (2019) and Bendali (2018), "the teaching of English literature is often approached in a superficial way, limited to the reading of literary texts and translation, without a real

appropriation of Anglo-Saxon culture ". it is also appropriate to note that the different syllabi introduce students to projects that are done in groups or teams, yet they are still ineffective in developing collaborations skills that make them enjoy the reading experience and connecting their lives meaningful tasks.

#### **3.4.4. Tertiary Level**

After the adoption of the License-Master-Doctorate (henceforth LMD) reform in the 2004/2005 in the higher education system of Algeria, it becomes clear that all specialities are taught along three phases to get a certain degree accordingly; licence, (BAC+3) master (BAC+5), and Doctorate (BAC+8) and the English major is no exception. In fact, the LMD system used in Algeria provides a standardized framework for higher education particularly in terms of general aims, approach, credits and coefficients, but we can find possible different specific details with regard to the contents, the teaching materials and the method of instruction. What is of a major importance is that each syllabus or course should be complimentary and sequenced from one stage to the other. Similarly, however the teaching of English literature subject may vary between teachers or universities, they certainly seek one common end which is to facilitate learning of literature.

A teaching practice known as the lecture approach has taken root in the teaching of literature within the educational environment of Algerian universities. According to Beach et al. (2011), this novel strategy centres around the instructor serving as the major source of knowledge, with learners taking a more passive role as information recipients. As a result, their involvement is mostly focused on memory and rote learning, with little active participation.

This instructional framework views literature learning as a journey of integrating knowledge and data. Students engage on an intellectual excursion that includes digging into numerous literary movements, integrating themselves in historical contexts, and learning

about the distinctive qualities of various genres of literature. Following this method, learners are intended to obtain a complete grasp of literature, its various expressions, and the contextual complexities that influence literary works. Impreciseness, the lecturing method is a special approach that is adopted in Algerian universities to create a deep comprehension of literature. Student performance in English at tertiary level is generally described as poor and several reasons have been suggested: poor student motivation (Bouزيد & Cheryl, 2014). By making the teacher the main source of knowledge and putting an emphasis on collecting facts, this method aims to give students a wide range of literary knowledge and help them become more skilled at navigating the immense expanse of literary landscapes.

According to Beach's explanation, the teaching of literature in Algerian universities follows a teacher-centred approach. In simpler terms, the teacher is seen as the guardian of knowledge and takes on the role of the primary communicator in the classroom. They are responsible for speaking and providing explanations throughout the learning process. In contrast, the level of active participation from learners is kept to a minimum (Kheladi, 2020).

Research conducted by Bouhend (2008) and Khaldi (2013) explored the perceptions on teaching methods in literature courses at tertiary level, uncovering certain limitations in the approaches employed. Kheladi (2013) observed that literature teachers tend to exert dominance in the classroom by imposing their own interpretations of literary works, leaving little room for learners to cultivate their own critical thinking and judgment when engaging with the texts.

Additionally, in a study conducted by Guerroudj (2015) on the teaching of literature in the Algerian context, it was concluded that the potential of literature as a tool for captivating learner engagement with literary elements is not fully utilized in language classrooms. According to Guerroudj, the application of the approach mentioned above reduces the

probabilities for active and learners centred learning, therefore limiting students' active participation and involvement in the exploration and analysis of literary texts.

**N.B:** To guarantee a united equal learning for our students, the higher ministry of education and scientific research asked the pedagogical committees to harmonise the CANEVAS of all specialities along all universities regardless of their differences, yet the contents of English literature instruction at this level may vary depending on teachers, context, objectives and the availability of convenient teaching materials.

### **3.5. The Objectives of Teaching English Literature at University**

The study of English literature at university level in Algeria is seen as a way to deepen students' knowledge of the English language, culture and society (Hamani, 2017).

The study of English literature at university level in Algeria is intended to develop critical thinking skills, to enable students to analyse texts in a sophisticated way, and to engage in scholarly debates about literary works and theories (Kadri, 2018).

Teaching literature in English at university level in Algeria can also be a way to foster students' creativity and imagination, and to encourage them to express themselves through writing and other forms of artistic expression (Zarzouri, 2019).

The study of English literature at university level in Algeria is also intended to prepare students for careers in teaching, translation, interpretation, publishing, journalism, or any other field that requires advanced language and communication skills (Bendjelloul, 2020).

The study of English literature at university in Algeria can contribute to intercultural understanding by providing students with an insight into British and American culture and society (Bouchenak, 2019).

Teaching English literature can help improve English proficiency in students, as it exposes learners to a wide variety of English texts and vocabulary (Mimouni, 2015).

"Teaching English literature at university in Algeria can also develop transversal skills in students, such as critical thinking, problem-solving, communication, and collaboration" (Bensafia, 2018).

Teaching English literature at university in Algeria can help form an educated and informed society by encouraging reading, critical reflection, and engagement with the ideas and values expressed in literary texts (Ladjal, 2016).

Overall, the presence of literature in the Algerian curriculums be it a subject or a major generally aims to help in teaching the language, to broaden students' knowledge with literary history and critical approaches, or raise cultural awareness while there is little if no efforts are put to develop the love of reading literature as an art. Even more there is no specialty at university nor a lesson that can explicitly contribute to instilling the culture of appreciating and raising students' motivational skills to develop that passion of reading.

### **3.6. The Teaching of Literature at Department of English in Ibn Khaldoun University**

Along this section, the researcher tries to describe the teaching of literature throughout the three years of the BA cycle.

#### **3.6.1. First Year (Licence 1)**

Name/Contents/Objectives/Credits/ Coefficients (Source: the CANEVA of English 2019)

**The name:** Study of Literary texts

**Credits:** The credits assigned to the subject are two (02)

**Coefficients:** though it is included in fundamental unit, it is one (01)

**Teaching Unit: Fundamental**

**a. Semester One:****Objectives:**

-To provide students with a basic understanding of English literary elements making the difference between literary discourse and non-literary ones, it also seeks to introduce students to poetic, narrative and dramatic texts.

-To distinguish literary discourse from other types of discourse

-To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

**Contents:** This course introduces students to the study of literature, covering topics such as literary genres, literary devices, and critical approaches. Students will read a variety of texts from different genres and periods such as tale, short storie, poetry, drama, and the novel;

What is literature ?

Literary Genres : Potery, Prose narrative (fiction and non-fiction) and Drama

Poetic types

Prosody, rhyme and rhythm

Figures of Speech

Method of Poem Analysis (Romantic Poetry )

Elements of Literature: Considerations in Reading Literature

Literary Analysis Guided Reading (Mapping Literary Elements):

A Warm Up

*The Last Leaf by O'Henry*

*The Theme*

*The Necklace by Guy Maupassant (adapted)*

Plot and Conflict

*An Excerpt from Black Boy by Richards Wright*

Setting, Conflict and Mood

*To build a Fire by Jake London (adapted)*

First and Third Person Point of View

*On The Rainy River by Tim's Obrien*

Point of View:

Omniscient and Limited Point of view

Characterisation                      Cat in the Rain by Earnest Hemingway

Figurative Language                Comparison of Two Selected Passages

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

Flashback and Conflict Ambush by Tim O'Brien from *The Thing They Carried*.

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

**b. Semester Two:****Objectives:**

To distinguish literary discourse from other types of discourse

To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

To compare between Two Passages

**Contents:**

Old English Literature: Beowulf

Middle English Literature

Geoffrey Chaucer's *The Canterbury Tales*

Elizabethan Literature

William Shakespeare's Selected Works

The Rise of the English Novel (Aspects and major figures)

Daniel Defoe's *the Life and Adventures of Robinson Crusoe*

**3.6.2. Second Year (Licence 2) :**

Name /Contents/Objectives/Credits/ Coefficients (Source: the CANEVA of English 2019)

**The Name: Study of Literary Texts**

**Credits:** The credits assigned to the subject are two (02)

**Coefficients:** it is one (01)

**Teaching Unit: Fundamental**

**a. Semester Three:**

In the second year, students delve deeper into the study of English literature. They explore various genres, literary periods, and authors in more detail. This course covers major periods and genres of American and British literature. Students in this course practice becoming proficient readers of prose published in a number of genres, fields, and rhetorical contexts as well as proficient writers who write for a variety of purposes. Students in this course will explore literature with a focus on understanding the profound, contentious, and beautiful ideas that have shaped literary heritage as well as the relationships among the authors' intentions, themes, and audience expectations.

Expository, personal, and persuasive writing, oral expression, vocabulary expansion, research, and analysis will all be part of the assignments. The majority of writing assignments and projects involve research and analysis of literary, cultural, and historical subjects pertinent to British and American literature as well as rhetorical and linguistic choices.

**Objectives:**

To read and study different texts, authors and literature

To write a simple literary commentary on the studied texts

To build a more comprehensive understanding of different literary traditions and develop a broader cultural and historical perspective in British literature.

**Contents:**

Romanticism in Great Britain

Study of Romantic Poetry (*The Rime of The Ancient Mariner* by T.S Coleridge, Chimney Sweeper by W. Blake)

The Gothic Novel: *Frankenstein* or *Modern Prometheus* by Mary Shelley

The Literature of the Victorian Age

Jane Austen's *Pride and Prejudice*

Charles Dickens' *Hard Times*

#### **b. Semester Four:**

##### **Objectives:**

To help students better comprehend the English language and American cultural history, this course exposes students to a wide range of American literature, ideas, art, politics, religion, philosophy, etc.

To summarize, analyse, and evaluate the literature they have read through written journals, essays, reports, projects, and oral presentations in addition to a rigorous investigation of the rhetoric in American literature. The syllabus may include courses such as:

##### **Contents**

Introduction to American Literature

##### **Puritans: 1650-1750**

William Bradford—selections from *Of Plymouth Plantation*

Nathaniel Hawthorne--*The Scarlet Letter* (Historical fiction--Puritan setting)

Jonathan Edwards—*Sinners in the Hands of an Angry God*

Literature of Revolution: Thomas Paine's *Common Sense*

##### **Colonial (or Enlightenment): 1750-1800**

Thomas Jefferson— *The Declaration of Independence*

Benjamin Franklin—from *The Autobiography of Benjamin Franklin*

Thomas Paine—excerpt *The Crisis*

John and Abigail Adams--selections from *Personal Letters*

American Romanticism

Cooper, James Fenimore - selections from *The Last of the Mohicans*

Irving, Washington - *Rip Van Winkle* (short story); *The Legend of Sleepy Hollow*(short story)

Introduction to the Short Story: Washington Irving's *Rip Van Winkle*

Gothic Short Story: Edgar Allan Poe's *The Fall of the House of Usher*

**Transcendentalists—1840-1855**

Ralph Waldo Emerson, selections from *Self-Reliance*

Henry David Thoreau, selections from *Walden* (or *Life in the Woods*)

Oliver Wendall Holmes-- *Old Ironsides* (poem)

Henry Wadsworth Longfellow-- *Paul Revere's Ride* (poem)

**The Fireside Poets—1840-1855**

**Anti-Transcendentalists—1840-1855**

Herman Melville--selection from *Moby Dick*

Edgar Allan Poe— *The Raven* (poem)

**The Civil War Era - 1861-1865**

Frederick Douglass— *How a Slave Was Made A Man —The Battle with Mr. Covey*” from  
Narrative of the *Life of Frederick Douglass, an American Slave Written by Himself* (1845)

Louisa May Alcott--selection from *Little Women*

American Realism:

Emily Dickinson —*Because I Could Not Stop for Death* (1890) (poem)

*Local Colour: The Adventures of Huckleberry Finn*

Genteel Tradition : *Daisy Miller*

**Naturalism—1865-1915**

Jack London-- *To Build a Fire*

Mark Twain—*The Celebrated Jumping Frog of Calaveras County* (short story) selections  
from *The Adventures of Huckleberry Finn*

**Modern:** 1900- present

Robert Frost--Poetry: *Stopping By Woods on a Snowy Evening*; *The Road Not Taken*;

*Mending Wall*

O. Henry-- *The Gift of the Magi* (short story)

### 3.6.3. Third Year (Licence 3) :

Name /Contents: Objectives/Credits/ Coefficients (Source: the CANEVA of English 2019)

**The name: Literature: Theory and Practice**

**Credits:** The credits assigned to the subject are two (04)

**Coefficients:** it is one (02) (Source: the CANEVA of English 2019)

**Teaching Unit: Fundamental**

**Semester five:**

The third year typically involves advanced courses in specific areas of English literature. This course allows students to focus on a specific genre, period, or author, postcolonial literature, literary criticism, or special topics in literature.

Literary Criticism and Theory: This course delves deeper into literary theory, exploring key concepts such as postmodernism, psychoanalysis, and Marxism. Students will apply these theories to the analysis of literary texts.

### Course Objectives

- Improve students' knowledge and practice of the analysis of contemporary literary texts.
- Develop a deeper understanding of specialized areas within English literature, refine critical and research skills, and foster independent thinking and analysis.

### Subject Contents

Modernism: *The Dead* By James Joyce, Joseph Conrad's *Heart of Darkness* and /or *Slave*

Narratives: Narrative of the *Life of Frederick Douglass an American Slave*

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

First person unreliable narrator: *The Tell-Tale Heart* by Edgar A POE

Third person unreliable narration: *Young Goodman Brown* by Nathaniel Hawthorne's

Analysis historical context and characters inner conflict

*A Horse Man in the Sky* by Ambrose

*On the Rainy River* by Tim O'Brien

*Ambush* by Tim O'Brien

Writing literary analysis about character's inner conflict

Student's response to their own selected short stories Assessment

**b. Semester Six:**

**Subject Contents**

***I: Analysing the Impact of External Conflict***

1 *Gift to the Maggi* by O'Henry

2 *The Stolen Party* by Liliana Heker

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

***II Gender and Literary Language***

4 *A Story of One Hour* by Kate Chapin

5 *Cat in the Rain* by Hemingway

6 Excerpt from the novel *From a Crooked Rib* (Nurridin Farah )

7 Writing argumentative (For/against) literary essay

8 Student 's response to their own selected short stories

***III: Meaning and Context***

10 *Pride and prejudice* by Jane Austin: Social and cultural background

***IV: Assessment***

On the light of the above-described syllabus of literature, it appears that literature objectives and contents is often seen as accumulation of facts, vocabulary and knowledge. students along the BA cycle are expected to learn about different types of literature (poetry, drama, short story, etc.), increase their language skills, and understand the social and cultural context of any given text; however, they often fail to apply this knowledge and develop the

skills necessary to analyse, appreciate, and interpret literature on their own. Part of this issue is traced back to the overemphasis of comprehension over appreciation and motivation to study literary texts. Thus, first, second, and third-year Algerian EFL students at the University still face a variety of challenges that prohibit them from actively and enjoyably participate in literature classes.

#### **3.6.4. The Methods of Instruction**

The methods of instruction for teaching literature along three years may include lectures, seminars, workshops, research projects, literary analysis exercises, and presentations.

#### **3.6.5. The Assessment Techniques**

Along the three BA years studying literature, the final mark is composed of two marks: the Exam mark and TD mark, each one of them constitute 50% of the final mark. As for the Exam, it is often in the form of written essay, filling the gap, or providing answers to open/ended questions. On the other side, The continuous assessment mark is including the students' attendance, participation, and written test. Moreover, some teachers may assign students home works to strengthen their literary competencies. In fact, such form of assessment is convenient for literature, yet what is missing is the technicality to measure students' oral performance, literary appreciation and having a feedback that is beyond grading (intrinsic motivation), and active independent reading (extrinsic motivation). What is remarkable also is that major assignments are done dependently by others or ready made similar works and individually.

### **3.7. Description of the Setting of Research**

This research was conducted in the department of English which was established in 2012. It started first as annexed classes with only 88 students, and based its teaching programme on the syllabus of Abdelhamid Ibn Badis university in Mostaganem. After two

years, 2014, it becomes independent from it, and the department designed its own syllabus. This has undergone several modifications over time.

Today, the department of English is one of the foundational departments of the university that aligns centrally with its mission and vision. It has also witnessed transitional growth with the aim to serve as a core centre of English in Ibn khaldoun university of Tiaret, the department has come a long way in realizing this goal and has produced graduates skilled students in English. Unexpectedly, the number of students in the department increased dramatically. In the 2013-2014 session, the total number of students were 192 and today, the total number is 1552 (The department of English). The below figures show how the number of students increased rapidly.

**Table 3.1. The Number of Students at the Department of English (Tiaret)**

<b>Year</b>	<b>Number of Students (all levels)</b>
<b>2012/2013</b>	88
<b>2013/2014</b>	297
<b>2014/2015</b>	303
<b>2015/2016</b>	674
<b>2016/2017</b>	1127
<b>2017/2018</b>	1144
<b>2018/2019</b>	1648
<b>2019/2020</b>	1997
<b>2020/2021</b>	1810
<b>2021/2022</b>	1748
<b>2022/2023</b>	1583
<b>2024/2025</b>	1552

(Source Department of English)

The department has a solid setting such as classrooms and auditoriums to ensure the suitable conduct of lessons. The training in our department aims to graduate holders of a Bachelor's degree in the English language, equipped with the necessary linguistic skills and competencies in order to practice professional activities in various scientific and practical fields that require proficiency in the English language. As the L.M.D system denotes, students obtain a bachelor's degree after the six semesters, and then, according to their wishes, average and specialty requirements (didactics or linguistics), they join the master's courses which last four semesters. The end of these courses culminates in a graduation dissertation that students complete under the supervision of specialised teachers.

Luckily, the year 2023 marked the approval of the PhD program training opening new post for our students. This tribute is to the qualified teachers of the department who have made significant contributions to the making of the department. In this respect, the beginning was just with 04 full time teachers who took the initiative endeavour to put the core stone of the English department. They were later supported by some BA students, secondary school teachers and even inspectors. Admittedly, the number of the teaching staff did not match the increasing number of students each year; therefore, they resorted to hiring new full-time teachers with regard to the required needs of the department each year. The below table illustrates the progress of the teaching staff at the department of English.

*Table 3.2. The Number of the Teachers at the Department of English*

<b>Year</b>	<b>Number of full-time teachers</b>
<b>2012/2013</b>	04
<b>2013/2014</b>	09
<b>2014/2015</b>	14
<b>2015/2016</b>	17
<b>2016/2017</b>	20
<b>2017/2018</b>	20
<b>2018/2019</b>	23
<b>2019/2020</b>	27
<b>2020/2021</b>	27
<b>2021/2022</b>	27
<b>2022/2023</b>	27
<b>2024/2025</b>	32

**(Source Department of English)**

During the lockdown, as most Algerian educational institutions, the department shifted the focus toward online learning. This was a significant turning point in the department's teaching programme. Because of the increased value of communication technology in the present-day world, further strengthened by the COVID-19 pandemic, with the approval of the head of the department, a number of alternative courses were offered through on-line learning like Moodle and google classroom

Interestingly, the department is supported with a rich corner for English books in all subjects linked to the main library of the faculty. A considerable number of these sources are collection of literary works like short stories, novels, drama, plays, critics, literature and culture publications. According to the library staff, students' involvement with borrowing or reading literary books in the library is very often low. Over the times, the department has organized a number, seminars, workshops and national/international conferences, mostly they

stressed literature teaching and practices but no presentation in favour of appreciation and motivation in literature. (Source the English Department).

### **3.8. Time Allocated for the Subject of Literary Studies (3<sup>rd</sup> year)**

According to the schedule that was provided by the English department of Ibn Khaldoun University. The subject of literary studies takes one hour and a half hour per week. While the total hourly volume for the semester is approximately forty-five hours. (Time that was allotted based on the CANVAS. The subject of literary texts is one of the most important modules since it seeks to build the learner's linguistic and cultural skills; nevertheless, due to the enormous load of its curriculum, this volume of time does not make it possible to cover sufficient literary competence and achieve most of its objectives. (Source the English Department).

### **3.9. An Overview of the Novel: *The Fault in our Stars***

This part provides an overview to the Fault in our stars, it starts with the American writer John Green's life

#### **3.9.1. John green**

This part of the chapter is important because it gives readers an overview about the author, it shows an idea about the author's origins. parents and what inspired him to be a writer Also this part can inspire readers to consider reading his book through learning his background ideology and tendencies because it's evident that the background of the writer influences his ideology in writing his books

John Michael green's son of Mike and Sydney is a current prominent name in the American young adult fiction who was born in August 24,1977 in Indianapolis .John green experienced a lot of place changing in his life when his family first left Michigan after three weeks of his birth to Birmingham and finally to Orlando , Florida where he stayed there and grew up , he started his education in lake highland preparatory school and Indian spring

school where he received his initial and early instructions , John green earned double graduation degrees in English and religious studies from Kenyon that inspired him to to end up like a priest ,but filling in as an understudy after graduation in children's hospital of Columbus Ohio where children suffered from terminal illnesses . Kids inspired him to become an author. John Michael is also a YouTube blogger. he shares many important and useful educational lessons and different topics. "Politically and philosophically “, In addition Green is also an actor, editor and a producer. Furthermore, he worked for the book review journal "Booklist" in Chicago. Green filled in as a publishing associate and production editor. This work gave him the opportunity to read hundreds of books especially the Literary fiction books and religious books.

### **3.9.2. The Background of the Novel**

Social life in old times was brimming of disparity , inequality , injustice , discrimination and victimization against women , who experienced the absence of opportunities and chances in addition to liberty of expression and lack of jobs and employment for women, However, in recent era women have been equivalent with men in which they both have the same opportunities and open doors and occupy the same jobs with similar salaries and pay rates and more since women for example in the United states of America are filling all jobs without any exception , even in the ministry and that proves that women now are taking even basic leading employments and decision making jobs through constructing parties to run of presidency , women like Hillary Clinton , jill Stein and Cynthia McKinney are examples of women who ran for presidency , That is , women nowadays in John green's time' which implies the present modern times are experiencing the best era they could ever live in , since their lives changed from a horrible living conditions and hard circumstances to enjoying equal rights and this is all a direct result of their unbelievable resistance of their rights and their insistence to be equal

with men themselves who used to deal with them as properties . Moreover, women now have so many rights and some rules are made just for them for example , the United states of America's most absolute rule infringement is "Assault" against women , it exhibits that even law is excessively thoughtful and sympathetic towards women .Also nowadays ,societies and governments give too much importance for women , for example if a woman accomplishes something or reaches a certain level of studies or does some research then she will be rewarded and celebrated for that accomplishment , and this is a cause behind their success is that they get too much encouragement and value.

The fault in our stars is John Michael green's sixth fabulous novel in which it was listed number one for two weeks in the New York times Bestseller for children's books according to Cowles Gregory (January 29, 2012). This novel was published In January 2012. It was also produced as a film which made a big success in all over the world in 2014. Its title was inspired by Shakespeare's play Julius Caesar when a character of the play says the fault dear Brutus is not in our stars, but in ourselves, that we are underlings. That is, the author means that fault is not in ourselves but it is on luck which means that it's not the character's fault to be I'll but it's their bad luck.

### **3. Conclusion**

The introduction and description of the context where the study is conducted is of a paramount importance in providing complementary information for the theoretical part from one side and contributing to have an efficient control for the variables of the study for the empirical part from the other side. Thus, this chapter is meant to collect valuable information about the real place of English language in our educational settings, the theoretical background in what concerns the teaching of literature, the principles and the rationale, it also

highlights the presence of the literary texts in the different learning cycles in Algeria involving the teaching materials as well. It also offers a thorough account on the teaching of literature at tertiary level according to the CBA approach requirements and teachers practices including specifically the adopted syllabus and approaches, course content and its underlying teaching objectives for teaching literary texts at the English department.

## Chapter Four Research Methodology

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#### **4. Introduction**

This chapter discusses the overall research methodology for conducting this investigation. Thus, it describes the different procedures and tools that can be employed to address the research questions regarding the effectiveness of literature circles on third year English students 'motivation and appreciation at the tertiary level. The introductory part of the field work encompasses the research design where the research method namely the quasi-experimental is defined and justified. It then provides information on how the sample was randomly designated as both experimental and control groups. This chapter also discusses the treatment procedures, the research instruments employed, and the data collection and analysis methods. The chapter also addresses definitions as well as the benefits and drawbacks of questionnaires and observations and the justification for their use. In addition, it provides a detailed description of the content, design and procedures of the activities of the literature circles strategy during the treatment.

#### **4. 1. Research Methodology**

The successful accomplishment of any scientific research depends primarily on the extent to which the actions taken are appropriate for the subject matter considered. Any deficiency in the procedures will negatively affect the results. Thus, designing a research methodology to investigate how to enhance students' appreciation and motivation in reading a novel involves careful consideration of the research objectives, context, and procedures, as well as the selection of appropriate research methods and instruments that can reliably fit with a particular sample of population.

##### **4. 1.1. The Population**

The chosen population to participate in this study are third year students studying literature of English as one fundamental subject in their BA courses within the department of English at Ibn Khaldoun university. They are 280 students, 103 males and 187 females.

#### 4. 1.1.1. Students

This study's sample consists of 170 university students enrolled in the department of English, evenly divided into experimental (85 students) and control (85 students) groups, their age ranges from 20 to 28 years old. There are 54 men and 114 women present. They have diverse backgrounds because they belong to various Algerian regions and social classes. In addition, most, if not all, members of the sample are multilingual, speaking at least two languages; Arabic, French, and Berber in addition to English. These students have been learning English for over eight years. Their English language proficiency can be considered intermediate English level in general.

*Table 4.1. The Sample of the Study*

Description	Students
The number	170
Female	114
Male	56
Age	20-28
Level	Bachelor of Art
Context	Department of English at University of Ibn khaldoun

**Source: Department of English Language, Ibn khaldoun University, Tiaret**

The sample is a crucial component of any research study because it determines the generalizability of the research findings and the extent to which the results can be used to other populations. The choice of a random sampling technique is common in education research. According to Cohen, Manion, and Morrison (2018), random sampling guarantees that each member of the population has an equal chance of being chosen. It is often used when the researcher seeks great extent of generalising the findings over the population. Thus,

the sample is selected randomly as the researcher asked the volunteered teacher of English literature to not select only those who are interested to participate in literature circles. In doing so, we are not ensuring only random choice of the targeted subject of the study but also to avoid selecting only motivated students which may affect the validity of any changes in our students' motivation after the treatment as students are likely to have varying levels of motivation and appreciation for reading literary texts.

The students were also randomly directed to experimental and control groups regardless of their gender, age, or achievement. However only the experimental group uses literature circles and not the control group, the use of the control group is a common feature of experimental designs. According to Campbell and Stanley (2015), a control group is necessary to ensure if the relationship between the independent and dependent variables is a causal-effect one. It is considered as a reference point by which the experimental group can be compared. It is exposed to the independent variable (Literature Circles Strategy) to see the impact of this variable on students' motivation and appreciation as learning sample whereas the control group was under the conventional circumstances, and its use is to know that if differences between the two groups is due to the independent variable effect or not.

**The Size of Sample** there are various formulas and approaches available for sample size determination, depending on the specific sampling design and objectives of the study to achieve desired levels of confidence, precision, and power.

The equation of the sample size calculation is:

$$n = \frac{Z^2 * p * (1 - p)}{e^2}$$

Where:

n = sample size

Z = Z-score

p = estimated proportion

e = margin of error

The calculation of this equation is based on common agreed values:

Level of confidence: 99% ( $\alpha = 0.01$ )

Margin of error: 5% (0.05)

Statistical power: 90% (0.9)

Plugging in the values into the formula for the finite population correction factor

$$n = \frac{2.58^2 * 0.5 * (1 - 0.5)}{0.05^2}$$

Since the population size is only 280 students, we need to use a finite population correction factor to adjust the sample size, we get:

$$n_{adj} = \frac{664}{1 - \frac{664 - 1}{280}}$$

Which gives us an adjusted sample size of approximately 170.

So, for a population of 280 students with a 99% confidence level and a 5% margin of error, we need a sample size of approximately 170 students.

*Table.4.2. Number of Population and Sample*

The Population	The Sample	
		170
280	The Experimental Group 85	The Control Group 85

Source: Department of English Language, Ibn khaldoun University, Tiaret

#### 4. 1.1.2. The Rational for Choosing this Sample

The research design for this work was selected with reference to the research questions and the feasibility of conducting the study. The research question aims to investigate the effectiveness of literature circles on students' motivation and appreciation in reading long literary texts, using "The Fault in Our Stars". A quasi-experimental design allows for a comparison between the experimental and control groups, providing an opportunity to measure the effectiveness of the intervention. This sample was chosen because only third-year students are expected to thoroughly address the novel and they are already acquainted the other types of prose mainly tales and short stories. In addition, I presume that they are exposed to literature circles for the first time. If they had this experience, it was with non-literary rather than literary texts. More importantly, the third-year students are on the exist phase of the BA degree and which could be the last and good chance to instil the pleasure of reading literary texts and become motivated independent readers outside university. This factor is essential for determining the impact of innovative reading strategies, such as literature circles, on students' appreciation and motivation to read literature.

#### 4. 1.2. Research Method

The research method is essential for guiding researchers in collecting, interpreting, and presenting data in a systematic manner. Researchers utilize various methods to address their research questions, test hypotheses, and contribute to the existing knowledge in their field. (Creswell & Creswell, 2017). As this research is meant to examine to which extent may innovatively teaching strategies namely Literature circles increase students 'motivation and appreciation in reading literary texts (the novel), the chosen method for conducting this work is the quasi-experimental method. Quasi-experimental methods often used in education research because of its feasible to implementation and respect to the ethical considerations. In addition, it is "the only method of research that can truly test hypotheses concerning cause

and effect relationships. It represents the most valid approach to the solution of educational problems, both practical and theoretical, and to the advancement of education as a science” (Gay, 1992, p.298).

In fact, quasi-experimental design broadly falls under three categories: non-equivalent groups design, time-series design, and pre-test-post-test design. Non-equivalent groups design involves a treatment and control group. Because the present study seeks to examine and compare changes in the outcome variable attributable to the intervention, the pre and post-test category is adopted. To strengthen the internal validity of this research, a control group is added to be compared with experimental one. “The inclusion of a comparison group helps to control for confounding variables and strengthens the internal validity of quasi-experimental designs” (Shadish, Cook, and Campbell, 2002, p. 78).

Moreover, as suggested by Rubin (1974), "Randomization helps to distribute confounding variables evenly across treatment groups, thereby increasing the internal validity of quasi-experimental studies" (p. 65). For this reason, the researcher supported this research with random sampling for reliable results and a high validity. As it is not firm and certain to claim that any improvement in students’ motivation and appreciation toward literature is due only to the effect of literature circles; the researcher opted for triangulation. To This end, the subjects of this research are exposed to a pre-and post-questionnaire and classroom observations during the treatment.

#### **4. 1.3. Research Design**

Research design is an essential element of any research study as it outlines a comprehensive strategy for the collection, analysis, and interpretation of data. Actually, the selection of a research design is a critical aspect of any research study. The design must be consistent with the research question, the phenomena being studied, and the research objectives. Regardless of the selected design, the objective is to produce valid, reliable, and

significant results that can contribute to the existing data in the respective field. There are three primary types of research design: qualitative, quantitative, and mixed methods.

#### **4. 1.3.1. Quantitative Research Design**

Quantitative research is a powerful instrument seeking to gather empirical data about the research. It is commonly defined by Dörnyei (2002), “it involves data collection procedures that result primarily in numerical data which are then analysed primarily by statistical methods. Typical example: survey research using a questionnaire, analysed by statistical software such as SPSS (p,203). That is to say, it is a methodical and organized approach to scientific investigation that seeks to gather and analyse numerical data in order to derive reliable findings, its main objective is to investigate and understand phenomena or relationships by gathering and analysing numerical data so that to generalize the findings to a larger population.

The associated data collection methods often involve experiments or surveys, The primary emphasis is on objectivity, aiming to ensure the reliability and validity of the collected data. Additionally, the goal is to enable the replication of findings in different settings or with diverse populations. (Bryman, 2012).

As this type of research does not enable the researcher to know the profound reasons people's experiences, attitudes, and behaviours, it is necessary to include qualitative research that can help for an in-depth understanding of the research.

#### **4. 1.3.2. Qualitative Research Design**

It functions as an essential instrument for investigating the profound nature and intricate aspects of human experiences and social phenomena. One of the most common concise definition is what stated by Van Maanen (1979),” Qualitative research is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally

occurring phenomena in the social world” (p. 520), this means that it tries to explore it through an intuitive and creative analysis of intangible data. Also, for Dörnyei (2002), “it involves data collection procedures that result primarily in open-ended, non-numerical data which are then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis(p,203).

The common data collection methods include observations, interviews, and content analysis. The collected data is then analysed to identify patterns and themes. Furthermore, this approach offers flexibility as the research question can be refined or altered based on emerging insights during the data collection process. The objective is to offer a comprehensive and elaborate portrayal of the phenomena being investigated, typically from the viewpoint of the individuals involved. (Merriam & Tisdell, 2015).

Reviewing the literature in research methodology, many researchers combine qualitative and quantitative approaches in their studies. The objective is to make use of the advantages of both methods while compensating for their limitations. (Creswell & Plano Clark, 2011). Qualitative data, for instance, can give quantitative data more context and depth, and quantitative data can give qualitative data more accuracy and scope. Qualitative and quantitative data can be integrated at different stages of the research process, including data collection, analysis, interpretation, and reporting. (Creswell & Plano Clark, 2011).

Considering the experimental nature of this study, employing a mixed-method design would be suitable. This design integrates both quantitative and qualitative methods to facilitate a comprehensive understanding of the research problem. Thus, quantitative data is collected through a pre-test and post-test questionnaire. The questionnaire consists of Likert scale questions that measure students' motivation and appreciation of reading the novel. Qualitative data is collected through classroom observation during the literature circles.

Designing research also involves clear identification of the research variables; therefore, the two main variables of this research design are:

**Independent variable:** the independent variable in this study is the use of literature circles in the experimental group.

**Dependent variable:** the dependent variable in this study is the students' motivation and appreciation in reading long literary texts.

This study employed a mixed approach design, as it is common for researchers to utilize both approaches in order to gain a more comprehensive understanding of a phenomenon and to facilitate comparison of results.

#### 4. 1.4. Research Procedures

Primarily, the 85 students in the experimental group are distributed into groups of six members. The teacher showed sample lesson for the students so as to make them know about the different roles that they perform and their functions. As students become aware about roles, they agree to assign roles within groups. It is very possible that student may disagree about roles. It is the teacher task to clarify that they can take turn taking for all roles. As students make a choice of a novel from the list provided by their teacher (See appendices) which was here “The Fault in our Stars”, they are asked to read a particular chapter of novel of their choice. This can stimulate students to read something of their preference.

The teacher scheduled the assignments in a timetable (See table below). The discussion time inside the class was about 30 minutes because they had already prepared outside. While students were presenting, the teacher monitored their activity observing any signs of failure and helped some students who seems to be experiencing difficulty at the beginning as they were the first group.

*Table.4. 3. Group Meetings Schedule*

The date	The groups	The chapter	The time	Extra
<b>02/11/2022</b>	One	01	8h00-8h30	
	Two	02	8h30-9h00	
	Three	03	09h00-09h30	
<b>10/11/2022</b>	Four	04	8h00-8h30	
	Five	05	8h30-9h00	
	Six	06	09h00-09h30	
<b>19/11/2022</b>	Seven	07	8h00-8h30	
	Eight	08	8h30-9h00	
	Nine	09	09h00-09h30	
<b>28/11/2022</b>	Ten	10	8h00-8h30	
	Eleven	11	8h30-9h00	
	Twelve	12	09h00-09h30	

Next, the finality of the literature circle activity is the group meetings. As scheduled above along the month, groups met and presented the work for their different roles in front of the other groups according to their scheduled order. Each member had his specific time for talking (5 minutes) of the part being read, students were generally enthusiastic in sharing their answers with peers. It dependence on the length of the novel, students could meet more than once along their reading work, but as the selected novel is somewhat long, so each group presented only once.

Since literature circles are adjustable strategy, the teacher cannot stick to only way of using literature circles. They can be adapted and adjusted based on the targeted objectives; As far as this study is concerned, it is used to strengthen students' motivation and make them enjoy reading the novel.

During the literature circles classes, students presented written and oral tasks other members. They get in turn feedback which can be comments, praise, suggestions, or

questions. Students themselves decided upon the content, yet they were sustained by the questions of literature circles functions and also the teachers' guidance. Gradually? students became aware of the worth of the principles under each performed role. This also may made them more involved in sharing and working collaboratively.

#### **4. 1.4.1. Assigning Roles for the Experimental Group**

Assigning specific roles to students in literature circles can help to ensure that each student is actively engaged in the reading and discussion of the novel. For example, students can be assigned roles such as discussion director, summarizer, connector, literary luminary, or illustrator (See appendices). Each role provides students with a specific task to complete while reading the novel, which can enhance their understanding and appreciation of the text. These rules can be adjusted to serve the research objectives and specificity of the context. For example, the researcher used his own labelling for the roles assigned by Daniels, it is meant also to help in lubricating students' motivation and appreciation while using literature circles: the discussion director (Satellite), summarizer (Granny), connector (Google), literary luminary (National geography), or illustrator (caricaturist)

Principally, the group discussions of literature circles are used to explore the novel's themes and characters. Students share their thoughts and insights about the novel and ask questions to deepen their understanding of the text. Group discussions were also used to compare and contrast the characters, plot, and themes of the novel with other books and films. Sample of students' group discussion sheets and writing assignment activities are put in the appendices section.

#### **4. 1.4.2. The Control Group**

The control group study the novel “The Fault in our Stars” through the common lecturing method. In this traditional practice, the teacher presents the literary work to the students often based on stylistic approach, discussing its themes, characters, plot, and literary techniques. According to Kinard and Day (2016), lectures are useful for providing background information and setting the context for the literary work. However, this method may not be very effective in engaging students and promoting their joy, critical thinking and analysis of the text. Students are given a pre- and post-questionnaire before and after studying this piece of literature respectively.

#### **4. 1.5. The Research Instruments**

To collect rich data which lead to find response to the research queries, the research opted for the triangulation method using two research tools namely the questionnaire and observation. The questionnaire is used with students, and classroom observation for both teachers and students.

##### **4. 1.5.1. The Questionnaire**

Being one of the major prevailing research instruments in education research is the questionnaire, it is a very helpful to collect information about opinions, attitudes, motivations and any feedback from the respondents. As Brown stated (2001), “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.” (p. 6). In other words, they comprise structured questions that aim to elicit specific responses regarding different facets of language learning.

Questionnaire administration can take diverse forms such as on paper, online, through mobile apps, or using computers. Paper-based questionnaires are physical sheets filled out by hand and are suitable for face-to-face interviews, while online questionnaires administered

through web-based platforms and offer diverse question formats and are convenient for distant participants. Mobile app questionnaires are done on smart phones or tablets convenient for real-world settings and frequent use, and computer-assisted questionnaires use software and offer efficiency in data collection and real-time error checking. Telephone questionnaires are conducted over the phone and require concise questions and effective verbal communication skills making them suitable for participants without internet access, and mixed-mode questionnaires use a combination of methods. Researchers choose the form that works best for their study and participants (Dillman et al., 2014). Principally, comprehending the intricacies of each form empowers the researchers to make well-informed choice, customizing their strategy to optimize the efficiency and reliability of data collection.

Constructing a questionnaire involves several criteria, including its purpose, audience, and format. Because the questionnaire wording item is one of these important criteria in constructing it, researchers like Dillman, (2000) insisted on considering the following wording tips to ensure clarity and accessibility:

Use simple rather than complex words.

Make the stem of a question as short and easy to understand as possible, but use complete sentences.

Avoid vague questions in favour of more precise ones.

Avoid asking for too much information.

Respondents may not have an answer readily available.

Avoid “check all that apply” questions.

Avoid questions that ask for more than one thing.

Soften the impact of potentially sensitive questions.

Questionnaires provide several advantages when collecting data in foreign language contexts research.

Low cost in time and money.

Easy to get information from a lot of people and very quickly.

Respondents have adequate time to complete the questionnaire.

Analysis of answers to closed questions is straight forward.

Less pressure for an immediate response.

Respondent's anonymity.

Free from interview bias.

Remote respondents can be easily approached.

Can provide suggestive data for testing a hypothesis. (Gillham, 2007, p6).

Despite their effectiveness, questionnaires are not without limitations;

Problem of motivating respondents.

Typically, low response rate unless sample "captive".

The need for brevity and relatively simple questions.

Misunderstandings cannot be corrected.

Seeks information just by asking questions.

Question wording can have major effect on answers.

Respondent literacy problems.

People talk more easily than they write.

Impossible to check the seriousness or honesty of the answer.

Respondents' uncertainty as to what happens to data. (Gillham, 2007, p.8).

Though questionnaires are utilized as research instruments for collecting information from participants comprising both qualitative and quantitative data, the correct selection of question types depends on the specific data needed. In general, they typically include a combination of two main types of questions: closed-ended and open-ended. One of the popular formats of this close ended questions and highly valued in academic research is The Likert scale survey.

In addition, questionnaires enable the collection of both quantitative and qualitative data. Researchers have the option to include closed-ended questions with response options for quantitative analysis, along with open-ended questions that encourage participants to respond with detailed and insightful answers (Brown, 2021). As emphasized by Davis (2022), "questionnaires enable researchers to gather both numerical data for statistical analysis and rich, in-depth qualitative data for a deeper understanding of participants' experiences" (p. 205).

#### **4.1.5.1.1. The Likert Scale Questionnaire**

The Likert scale survey is a powerful tool used extensively in language learning research. This popular instrument provides researchers with a robust and flexible means of measuring attitudes, perceptions, beliefs, and other psychological variables. It is a type of self-report questionnaire that uses a rating scale to measure the degree of agreement or disagreement with a statement. As Bryman (2016) states, "A Likert scale survey allows for the collection of ordinal data on attitudes and perceptions. As far as this study is concerned, it is considered so important to measure motivation and appreciation and not scores;

#### **4. 1.5.1.2. Rationale Behind Using Pre- and Post-questionnaire (Likert Scale)**

In this study, the research opted for using pre- and post-questionnaire under the form of rating scale instead of pre and post-test because one of the main strengths of the Likert scale is its ability to quantify subjective constructs related to language learning like attitudes, self-perceptions, beliefs, motivation, anxiety, and other such variables that are inherently subjective. The Likert scale transforms these subjective constructs into measurable data, which can then be statistically analysed (Dörnyei& Taguchi, 2009). Thus, as scores cannot fully reflect the true level of motivation and appreciation, Likert scale questions allow

students to rate their level agreement with the given statements about motivation or appreciation.

Furthermore, Likert scales are robust in terms of validity and reliability when designed and used appropriately. They have been shown to have strong construct validity, meaning they accurately measure the constructs they are intended to measure (DeVellis, 2016). They also tend to exhibit good reliability, indicating that they produce consistent results over time and across different groups of respondents (Allen & Seaman, 2007).

#### **4.1.5.1.3. Steps to Prepare the Questionnaire**

The questionnaire was relied on as the main tool for data collection in this study as the most appropriate means of its type, especially with regard to its feasibility. In order to get the final form of the questionnaire, which made it a reliable tool and to ensure the accuracy of the results, the researcher followed these steps in preparing it:

Determining the objectives behind the questionnaire in light of the subject and problem of the research. Restating the objectives into questions, and thus preparing the statements of the questionnaire that measure the items of the independent variable and the items of the dependent variable.

Taking into account the theoretical assumption in building the questionnaire, especially whether the questions are related to the topic and the main problem of the study with regard to other previous studies.

Taking into account the simplicity and clarity in the style and language of the questionnaire questions to facilitate their understanding by the respondents, especially since it was distributed in a paper manner.

Writing the questionnaire in a preliminary draft in the light of the theoretical framework of the study and previous studies, and presenting it to a number of expert teachers in order to ensure that it includes the subject of the research and its adequacy to answer its

problem and achieve its objectives, and this resulted in a set of observations that were taken into account when designing the final questionnaire. Rewriting the questionnaire in its final form taking into account the feedback of the expert teachers.

#### 4.1.5.1.4. Description of the Students' Questionnaire

It is developed by the researcher, primarily, based on reviewing the previous theoretical frameworks and studies (Emmons, R. A. (2003), Gary W. Becker and Kevin M. Murphy (1992), Abraham Maslow (1943), Dörnyei, Z. (2001) that include items, phrases or questions in relation with measuring appreciation and motivation. Furthermore, it is designed based on the pre-outlined research questions to encourage participants to share their experiences, feelings, and perceptions regarding the teaching and learning of literature before and after literature circles. It is made in the form of Likert scale questions, it is consisted of 26 statements and one open question and sequenced into two sections; section one contains 13 statements for motivation, and section two has 13 statements for appreciation, and finally has only one question in the form of open question giving students a chance to express their comments, likes, dislikes, opinions or suggestions about the applied strategy literature circles (see appendices A & B). They are properly formulated, concise, and relevant to collect data about the purpose of the study which is enhancing students' motivation and appreciation. The questions are also sequenced from specific to general and equally distributed into two sections for both pre- and post-questionnaire s. The distribution of the questionnaire phrases according to their numbering in the questionnaire is as follows:

*Table. 4.4. Distribution and Numbering of Questionnaire Statements*

<b>The sections and the themes of the questionnaire</b>	<b>Number of statements</b>
<b>Pre-Questionnaire</b>	<b>1-26</b>
<b>Students' Motivation: Conventional lecture tasks</b>	1-13
<b>Students' Literary Appreciation: Conventional lecture tasks</b>	14-26
<b>Open question: likes/ dislikes, suggestions/ comments: the Conventional lecture</b>	

<b>Post-Questionnaire</b>	<b>1-26</b>
<b>Students' Motivation: The Literature Circles strategy</b>	1-13
<b>Students' Literary Appreciation: The Literature Circles strategy</b>	14-26
<b>Open question: likes/ dislikes, suggestions/ comments The Literature Circles strategy</b>	

**Source:** Prepared by the researcher based on the questionnaire

To the independent variable and the dependent variable, the Likert scale used a five-point scale rating that ranges from 5 (Very Effective) to 1 (Not Effective) (see below table 5), and enabling participants to indicate the degree of their agreement or disagreement with each statement.

*Table. 4.5. The Ratings and Scales according to the Five-Point Likert*

<b>Scales</b>	<b>Not Effective (NE)</b>	<b>Slightly Effective (SE)</b>	<b>Moderately Effective (ME)</b>	<b>Agreeably Effective (AE)</b>	<b>Very Effective (VE)</b>
<b>Ratings</b>	<b>01</b>	<b>02</b>	<b>03</b>	<b>04</b>	<b>05</b>

**Source:** Prepared by the Researcher

Primarily, the heading of questionnaire included a note addressed to the respondents introducing them to the study, its importance, and to emphasize that their answers will be treated with complete confidentiality and will be used for scientific research purposes only. As for the questions, they are classified into two main sections and each section has specific major themes:

### Section One

It is meant to target *students' motivation*, it includes 13 statements which can be grouped under four main themes; interest, confidence, participation and task completion, they are used in this context to serve all as sub indicators for the main concept motivation; They are as follows.

1. Item one: it generally denotes students 'interest, it includes three statements taking the following numbers in the questionnaire (2,8, and 5).
2. Item two: it englobes students' participation, it includes four statements taking the following numbers in the questionnaire (1,6,9, and 10).
3. Item three: it generally denotes students 'task completion, it includes 03 statements taking the following numbers in the questionnaire (3,7, and 11).
4. Item four: it generally denotes students 'confidence, it includes 03 statements taking the following numbers in the questionnaire (4,12, and 13).

### Section Two

It is meant to target students' appreciation, it includes 13 statements which can be grouped under three main themes; positive attitudes, positive values, aesthetic value, and enthusiasm.

5. Item five: It typically refers to students 'positive attitudes and consists of three statements indicated by the following numbers in the questionnaire (3,7, and 11).
6. Item six: It typically refers to students 'positive values and consists of three statements indicated by the following numbers in the questionnaire (3,7, and 11).
7. Item seven: It typically refers to students 'aesthetic value and consists of three statements indicated by the following numbers in the questionnaire (3,7, and 11).
8. Item EIGHT: It typically refers to students 'enthusiasm and consists of three statements indicated by the following numbers in the questionnaire (3,7, and 11).

### **The Open Question**

It is meant to target students' opinions, attitudes, suggestions, preferences likes and dislikes about literature circles, it includes one open question. It is used as a complementary qualitative data and give a chance to students to voice their negative or positive impressions versus the used teaching strategies be it conventional lecturing or literature circles strategy.

#### **4.1.5.2. Classroom Observation**

Observation is one of the most prominent means used in collecting data in educational studies, especially when studying the causal-effect relationship between dependent and independent variables. It is regarded as a non-experimental tool that aims to collect accurate and qualitative information about students' behaviors during their interaction in classroom activities. As Richards (2001) defined it, "Classroom observation is central to understanding teaching and learning as it provides direct insight into the dynamic and interactive nature of the teaching process" (p. 77).

In this study, the classroom observation is used to monitor and evaluate the impact of literature circles on increasing students' motivation and appreciation to read literary texts in two groups: an experimental group using the LCS in their learning and a control group that follows the habitual teaching method.

##### **4.1.5.2.1. Types of Classroom Observation**

Observation can be classified into different types either according to the purpose, participation, or direct or indirect.

###### **4.1. 5.2. 1.1. Participant Observation**

The researcher participates in the EFL classroom as a teacher, student, or observer. This form of monitoring gives a deep insight of classroom dynamics, interactions, and teaching-learning

(Merriam, 2009). It lets researchers see first-hand how students and teachers struggle, creating a more accurate classroom picture.

#### **4. 1.5.2.1. 2. *Non-Participant Observation***

: The researcher observes the EFL classroom without participating. This method eliminates researcher prejudice and collects data objectively (Creswell, 2013). Non-participant observation lets researchers study student involvement or teacher language use.

#### **4. 1.5.2.1. 3. *Structured Observation***

uses checklists or coding methods to document actions or occurrences (Bogdan & Biklen, 2007). Researchers categorize and record events during observation. Structured observation improves data dependability and facilitates quantitative analysis, making it ideal for investigating EFL classroom dynamics and instruction.

#### **4. 1.5.2.1. 4. *Unstructured Observation:***

The researcher uses flexible data collection to study many **features of the EFL classroom without preconceived categories (Merriam, 2009)**. Researchers can see unexpected or nuanced events, offering a comprehensive qualitative insight of the teaching and learning process. Unstructured observation is useful for exploring new research issues or complex classroom interactions.

#### **4. 1.5.2.2. Advantages of Observation**

Researchers can observe real-time EFL classroom interactions and behaviors (Creswell, 2013). This improves the ecological validity of the research findings and helps explain teaching and learning in practice.

*Rich Data Collection:* Observation provides rich data on nonverbal cues, teacher-student interactions, and student involvement (Robson, 2011). This depth of information allows

researchers to study complex phenomena and find patterns or trends that other methods may miss.

*Data Triangulation:* Researchers can triangulate data by using observation, interviews, and surveys (Creswell, 2013). Multiple data sources verify and complement each other, strengthening the findings' validity and reliability.

#### **4. 1.5.2.3. Disadvantages of Observation**

*Researcher Bias:* The researcher's interpretation of events can affect observation (Bogdan & Biklen, 2007). The researcher's personal beliefs, past knowledge, and expectations may bias data collection.

*Hawthorne Effect:* When watched, people change their behavior (Robson, 2011). This impact can artificially modify student and teacher behavior in an EFL classroom, distorting perceived interactions.

*Time and Resource Constraints:* EFL classroom observations take time and resources (Merriam, 2009). Data collection, transcription, and analysis require enough time. Permissions and classroom access may also hinder observation.

Despite its drawbacks, observation is essential for EFL researchers because it can improve EFL classroom instruction by studying observation kinds and biases.

#### **4. 1.5.2. 4. Description of Observation**

The observation check list form is elaborated with a reference to the theoretical assumptions mentioned in the theoretical chapters (one and two) underlying the common principles of motivation and appreciation supporting literature circle strategies like social learning, collaborative learning, centred learning, critical independent learning, and reading for pleasure. It is made in the form of statements referred to as indicators, it is consisted of .... statements; section one contains six statements for motivation, and section two includes six

statements for appreciation (see appendix C). They are properly formulated, concise, and relevant to collect data about the purpose of the study which is enhancing students' motivation and appreciation. The questions are also sequenced from specific to general and similarly constructed for students and teachers in both the control and experimental groups. The choice and the sequencing of relevant observable indicators are shown briefly in the below table:

*Table. 4.5. Description of the Classroom Observation*

	<b>Observed Behaviours</b>	<b>N of statements</b>
<b>Motivation</b>	1.They come prepared	<b>1-6</b>
	2.They are eager to work and share with others	
	3.They actively participate in discussion	
	4.They are punctual and consistent in literature classes	
	5.They fulfil their roles successfully	
	6.They initiatively support each other in the presentations	
<b>Appreciation</b>	7.They enjoy listening to their peers	<b>7-12</b>
	8.Students relate characters to situations in their lives	
	9.They approach the reading tasks with curiosity	
	10.They show signs of humour like smiles, laughter, mockery...	
	11.They provide artistic responses like famous citations, sayings, actors, poems...	
	12.They seem spontaneous and at ease in the discussions	
	<b>Control and Experimental Groups</b>	<b>1-12</b>

**Source:** Prepared by the Researcher based on the Observation Form

The Likert scale used a five-point scale rating that ranges from 5 (Very Much) to 1 (Not at All) (see below table), and enabling participants to indicate the degree of their agreement or disagreement with each statement. (See below table).

*Table. 4.6. The Ratings and Scales according to the Five-Point Likert*

Scales	Not at All (NL)	Very Little (VL)	Little (L)	Much (M)	Very Much (VM)
Ratings	01	02	03	04	05

**Source:** Prepared by the Researcher

As for as the observable indicators concerned, they are classified into two main sections and each section has specific major themes:

### **Section One**

It is designed to reflect upon students' motivation, it includes six indicators which can be grouped under the following items: Self-motivation, Interest, active participation, confidence, task competition, intrinsic motivation

### **Section Two**

It is designed to reflect upon students' appreciation, it includes six indicators which can be grouped under the following statements: enjoyment, reflection, positive attitudes, positive values, artistic taste, and positive value

#### **4. 1.5.2. 5. Conduct of The Classroom Observation**

After identifying the objectives of conducting observation as second research instrument, the researcher asked the consent of the literature teacher to be observed during the literature circles meetings classes and assured her that his presence should not change both her and her students' behaviours. To this end, the first observation session took place two weeks later after implementing this strategy seeking to give some time for students and even

teachers to get ready and feel at ease. To ensure the validity of this observations, the researcher re-observed each group three times. To minimize mistakes like bias and subjectivity, the researcher used a check list observation form which can facilitate and assist to focus the control only on the predefined indicators with regard to motivation and appreciation. In each observation class, the focus in both groups was mainly on any expressions/ signs of motivation or appreciation be it heard, observed, or implied in body language. The researcher used a direct Sumi structured observation for the literature classes. The use of this research instrument undoubtedly enables the researcher to obtain a realistic view of the current classroom practices and challenges as well. It is effective in gathering qualitative information related to an individual's actual behaviour, attitudes, attitudes, and feelings related to the teaching of the novel *The Fault in our Stars literary*.

#### **4.2.1. Data Collection**

Data is collected using a pre-test and a post-test. The pre-test is administered to both groups before the intervention, while the post-test is administered to both groups after the intervention. The pre-test and post-test consist of questions that measures students' motivation and appreciation for reading long literary texts. As for this study, quantitative data is collected through a pre-test and post-test questionnaire. The questionnaire consists of Likert scale questions that measure students' motivation and appreciation of reading literary texts. Qualitative data is collected through classroom observation during the literature circles.

#### **4.2.2. Data Analysis**

Data is analysed using both descriptive and inferential statistics. According to Creswell (2014), "Quantitative data analysis involves the use of statistical methods to describe, summarize, and draw inferences from data. The goal of quantitative data analysis is to use the data to test hypotheses and make generalizations about a population." (p.166). In this respect, quantitative data of the pre- and post-questionnaire are analysed using inferential

statistics and paired-sample t-tests to determine if there are significant differences in students' motivation and appreciation of reading the novel before and after participating in literature circles for both the experimental and control groups. Qualitative data of the classroom observations is analysed using descriptive thematic analysis to identify themes related to teachers' experiences and perceptions trying literature circles. This method would help uncover key themes related to students' experiences and perceptions of reading novels, a well-designed research methodology is crucial for investigating how to promote learners' appreciation and motivation in reading a novel. By combining quantitative and qualitative methods, researchers can gain a comprehensive understanding of this complex issue.

At the beginning of the experiment, the control group had a pre-questionnaire consisting of twenty-six close ended questions and open question. To ensure equal comparison between the groups, the Pre-questionnaire first was answered by both the control group and the experimental group. After ensuring treatment with experimental group using literature circles and taking the post-questionnaire by both groups again, the research analysis if answers from the control group differs or correspond with their counterparts in the experimental group and also between the same group so as to draw general inferences from the results of the study. Thus, the focus in the analysis is the discussion of main findings that could be used for interpreting and comparing changing of attitudes or behaviours between groups and pre-post-tests.

#### **4.3.1. The piloting Study**

Before conducting research, it is essential and prior to pilot the study so that to test the feasibility, validity and reliability of the data collection tools. According to Teijlingen and Hundley (2002), "the pilot study can be seen as a small-scale version or trial run in preparation for the major study."

As far as the questionnaire is concerned, the focus was on respecting the following procedures:

After preparing the first draft according to the forementioned variables and objectives of the study, it was first directed to some expert **teachers (see below table)** to take their opinions, suggestions, observations and benefit from their expertise that contribute to the design of the questionnaire. This step helps to recheck the clarity of the language, the difficulty of the vocabulary, the length, the layout, ambiguity and if it actually measures what was meant to measure. After considering the teachers' ideas, their feedback was taken into account and used to refine the questionnaire where some statements were reformulated and reordered, others were added, and deleted to improve the final form of the questionnaire (**see below table**).

**Table.4.6. List of Expert Teachers (reviewers)**

<b>Name / Surname</b>	<b>Rank</b>	<b>University</b>
Prf. Ammar BENABED	Professor	Ibn khaldoun University, Tiaret
Prf. Ghouti HADJOU	Professor	University of Tlemcen
Dr. Ahmed SISANI	Professor	University of Tiaret

Moreover, the researcher also tested the questionnaire on with 10 students from the population of the study before distributing it to the targeted sample. This phase helped to identify some minor issues with the questionnaire's misleading words and complex phrase which were revised. This stage helped me also to adjust and refine the content of the both observation and questionnaire instruments to ensure consistent and accurate data collection.

#### **4. Conclusion**

The research methodology chapter is a critical part of any research as it provides a comprehensive overview of the research design method being the quasi-experimental research design, sample selection, treatment procedures and techniques, selection of research tools, and data collection and analysis process. Each component is carefully designed to address the research questions and contribute reliable findings into the effectiveness of literature circles strategy in promoting students' motivation and appreciation in reading novels.

**Chapter Five: Reliability, Validity and Distribution of Data**

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## 5. Introduction

This chapter serves the purpose of detailing the statistical tests employed to generate and analyse data required for quasi-experimental research and SPSS tools research process. It then provides analysis of according to the Cronbach's alpha coefficient to the questionnaire to approve or refute its reliability to collect data from students' answers. Moreover, it also examines the questionnaire dependent variables intercorrelation validity to confirm it could truly measure what it is mean to sure or not. Last but not least, the utilization of normality distribution test which allow to explore the type of relationship between (causal or correlation) between the independent variable and dependent variables.

### 5. 1. Statistical Methods Used in the Study

In order to achieve the objectives of the research and analysis of the data collected, the researcher used the program called the Statistical Package for the Social Sciences under the twenty-fifth edition, it helped them to easily deal with a set of appropriate statistical methods and tests to target the objectives of the study and ensure valid and reliable analysis for data, the most important of these methods can be highlighted as the following:

#### 5. 1.1. The Normality Test

It is a statistical procedure used to know whether a dataset adheres to a normal distribution. It is crucial in ensuring the validity and reliability of many parametric statistical tests like t-tests, which rely on the normality assumption for accurate results (Shapiro & Wilk, 1965). The interpretation of this test results is associated with checking the value of probability as follow:

- 1.If the p-value exceeds the significance level (usually 0.05), we cannot reject the null hypothesis. This means there is no major evidence that the data is not normal.
- 2.If the p-value is below THE significance level (usually 0.05), we can reject the null hypothesis. This suggests that the data is not normally distributed.

### 5. 1.2. Cronbach's Alpha Reliability Coefficient ( $\alpha$ )

It is a common reliability analysis statistical test to measure the internal reliability for scales or surveys. It also measures the intercorrelation among items in a set. The concept was introduced by the American psychologist Lee Cronbach in 1951 and bears his name. Its values range from 0 to 1, it means; the closer the coefficient is to 1, the greater is the internal consistency of the items (variables) in the scale and vice versa. (Sandhya .J, & Vijeta .A, 2017). Most researchers agreed that the most acceptable values are (0.70) and (0.80), and the minimum alpha value is (0.60). That is to say, the higher the alpha value, the greater the reliability of the scale. Cronbach, L. J. (1951). The following table shows the values of the stability coefficient and the interpretation of their significance.

**Table: 5.1. The Values of Reliability Coefficient & the Interpretation of their Significance**

The value of the reliability coefficient	Interpretation
$\alpha > 0.5$	Unacceptable
$\geq 0.5 \alpha > 0.6$	Poor reliability (test does not contribute to the mark)
$\geq 0.6 \alpha > 0.7$	Low reliability (needs revision)
$\geq 0.7 \alpha > 0.8$	Good reliability (this is achieved for most tests)
$\geq 0.8 \alpha > 0.9$	Very good reliability
$\alpha \geq 0.9$	Excellent reliability

**Source:** George, D., & Mallery, P. (2003). SPSS for Windows step by step

### 5. 1.3. Pearson Correlation Coefficient

It is a test that measures the correlation or relationship between two variables as it gives information about the size of the correlation as well as the direction of the relationship, noting that the values of the correlation coefficient are confined between the field [-1 & +1] where (+1) represents a positive correlation and (-1) represents a negative correlation, and (0) represents the absence of correlation (no link). Turney, S. (2023).

*Table 5.2. Shows the Characteristics of the Correlation Coefficient*

Correlation coefficient	Interpretation
R=1	Very strong
$0.6 \geq R > 0.99$	Strong
$0.6 \geq R > 0.4$	Medium
$0.4 \geq R > 0$	Weak
R=0	No link

**Source:** Muhammad Yunus Al-Ghadi, Pearson Correlation Coefficient (2021).

**5. 1.4. Mean:** The arithmetic mean is one of the most widely used measures of central tendency, and it determines the central degree in the distribution of a given set of numbers or data, it is calculated directly by adding all the scores and dividing them by total number. I.e. the sum divided by the number of cases. (Abdullah Ibrahim Al-Fiqi, 2014).

#### **5. 1.5. Standard Deviation (Std. Deviation):**

It is a measure of dispersion of data in relation to the mean. The standard deviation is a statistical measure that quantifies the extent to which the values in a dataset differ from their mean. Put simply, it measures the extent to which each data point differs from the mean of the data set. A high standard deviation implies that values tend to deviate significantly from the mean, whereas a low standard deviation suggests that values are closely grouped around the mean. M., S.H.K. (2011).

#### **5. 1.6 One Sample-T-Test**

One of the widely used statistical tests to compare the means of two groups and decide whether there is a meaningful significant difference between them or not. It is also used to compare the arithmetic mean of the statements and the overall scale with the hypothetical average in order to determine the direction of the respondents' answers provided that the quantitative data is normally distributed. Moreover, it is, it is a statistical hypothesis, also known as a single sample T test, that assesses if the mean calculated from sample data

gathered from a single group differs from a fixed value provided by the researcher. Al-kassab, M, (2022).

The hypothetical mean in this study is estimated at (03) because the score of the alternatives available to the respondents ranges from 1 to 5 according to the Likert pentagonal scale.

Which is calculated as follows:

$$\text{Hypothetical mean} = \text{answer scores} / \text{number of choices}$$

$$\text{Hypothetical mean} = \frac{1 + 2 + 3 + 4 + 5}{5}$$

$$\text{Hypothetical mean} = \frac{15}{5} = 03$$

### 5. 1.7 Independent Samples Test

One of the statistical tests that compares the means of two independent samples, it is useful in detecting any significant difference for two independent samples. Preferably, it is recommended to randomly assign subjects into two independent samples. This ensures that any change in response can be attributed solely to the intervention (or lack of intervention), rather than other influencing factors. (Ross, A., Willson, S.L. (2017).

### 5.2. Reliability Analysis (Experimental group)

It was performed to examine the internal reliability of the students' responses to the different questions of Pre-questionnaire and the reliability of this tool. The analysis produced the following results:

### 5.2.1. Results of the Reliability Test in the Cronbach Alpha Coefficient for (Pr-Q)

Presentation of the results of the **reliability** test for both sections of **the whole pre-questionnaire** according to the Cronbach Alpha coefficient.

*Table 5.3. Cronbach Alpha Coefficient for the Whole Pre-questionnaire*

Sections of the questionnaire	N of Items	Cronbach's Alpha
A. Students' Motivation: Conventional lecture tasks	13	0.934
B. Students' Literary Appreciation: Conventional lecture tasks	13	0.910
<b>All Indicators of Effectiveness</b>	26	0.961

**Source:** Prepared by the Researcher Based on the Outputs of the Spss.V25 Program

We note through the above table that the value of the Cronbach Alpha coefficient in Pre-questionnaire of experimental group is greater than the minimum 0.7, and that the total value of all the statements of the whole prequestionnaire indicators amounted to (0.961), this value belongs to the sixth category of the Cronbach Alpha field ( $\alpha \geq 0.9$ ) which indicates that the statements of the whole Pre-questionnaire are characterized by excellent reliability, this means that the Pre-questionnaire is valid and reliable.

We also find that the values of the Cronbach Alpha coefficient for the sections of the Pre-questionnaire were respectively as follow; the first section of Students' Motivation (Conventional lecture tasks) is (0.934) and ranked in the sixth category of the Cronbach Alpha domain ( $\alpha \geq 0.9$ ), which indicates that the statements of the first section of the Pre-questionnaire of the experimental group are characterized by excellent reliability, and the second section of Students' Literary Appreciation (Conventional lecture tasks) is (0.961), it belongs to the sixth category of the Cronbach Alpha domain ( $\alpha \geq 0.9$ ), which indicates that

the statements of the second section of the pre-questionnaire of the control group are characterized by excellent reliability.

Thus, all sections of the pre-questionnaire indicators are greater than the minimum (0.7) which indicate the reliability of this research tool.

### **5.3. Correlation Analysis**

The validity of the questionnaire in this method was measured according to the Pearson correlation coefficient (See table.5.2 in the previous chapter) by conducting item analysis to assess the performance of each individual statements. In SPSS, this often involves calculating item-total correlations, which measure the correlation between individual items and the overall scale score. High item-total correlations indicate good internal validity.

#### **5.3.1. Internal Validity of both Sections of the (ExG) in the Pr-Q**

In this part, we tried to identify the internal validity of each section of the pre-questionnaire of the experimental group and the overall scale of the questionnaire by calculating the Pearson correlation coefficient and the results are shown in the below table.

##### **5.3.1.1. Internal Validity of the 1st Section: SM (CLT) (ExG) in the Pr-Q**

Analysis of the internal validity to the statements of the first section of the pre-questionnaire (ExG) with overall scale of the first section.

*Table 5.4. Internal Validity of The Statements of the 1<sup>st</sup> Section of The Pre-Q Students' Motivation in Conventional Lecture Tasks (ExG)*

First section statements	Correlation Pearson	Sig
1.The lesson tasks encourage me to participate actively in group discussions and other classroom activities.	**0.884	0.000
2.The lesson tasks help me become accountable and responsible for my own learning (student autonomy/ independent learning).	**0.820	0.000
3.The lesson tasks encourage me to successfully complete required tasks in a lesson.	**0.840	0.000
4.The lesson tasks help me answer and reply to questions confidently.	**0.813	0.000
5.The lesson tasks help me relate and apply the text to my life, make inferences, and predict future events.	**0.859	0.000
6.The lesson tasks encourage me to think critically and analytically.	**0.884	0.000
7.The lesson tasks invite me regularly to focus on the sense of being successful in accomplishing both ones and the group tasks.	**0.286	0.008
8.The lesson tasks stimulate my creativity and interest in dealing with the novel.	**0.745	0.000
9.The lesson tasks break the routine in the lesson, giving me different choices to contribute and assess realistic-like tasks and experiences.	**0.838	0.000
10.After completing the lesson tasks, I feel motivated to participate in future discussions.	**0.674	0.000
11.The lesson tasks have increased my motivation to read outside of the classroom.	**0.682	0.000
12.The lesson tasks give me the chance to confidently express my choice and my voice to the text	**0.670	0.000
13.The lesson tasks encourage me to apply, analyse and synthesize ideas and concepts	**0.653	0.000

**Source:** Prepared by the Researcher Based on the Outputs of the Spss.V25 Program

According to the results of the item correlations shown above between each of the statements of the first section: **Students' Motivation (Conventional lecture tasks)** and the overall scale score of the section where the correlation coefficients of the Pearson correlation coefficient are meaningful at the level of significance (0.05), the correlation value of the first statement was estimated at ( $r = 0.884$ ), it is a value that belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation

between the first statement and the overall scale of the second section. As for the second statement, it is estimated at ( $r = 0.820$ ) which belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the second statement and the overall scale of the first section. Similarly, the same comparison for the statements 3, 4, statement 5, statement 6 and 8, statement 9, 10, 11, 12 and 13 estimated the following values of the correlation coefficient respectively (0.840), (0.813), (0.859), (0.884), (0.745), (0.838), (0.674), (0.682) (0.670), (0.653) indicating a strong correlation relationship whereas statement No. 7 was found with a correlation coefficient estimated at (0.286) which belongs to the fourth field ( $0.4 \geq R > 0$ ), this indicates a weak correlation between statement No. 7 and the overall scale of the first section. Since the significance level for each statement is less than ( $0.05 \geq \alpha$ ), each statement from the first section: "**Students' Motivation: Conventional lecture tasks**" is characterized having internal validity between them and the also the overall scale of the first section of the pre-questionnaire in the experimental group; therefore, they are valid to measure what they were developed for.

#### **5.3.1.2. Internal Validity of the 2<sup>nd</sup> Section: SLA (CLT) (ExG) in the Pr Q**

Analysis of the internal validity of the statements of the second section of the Pre-questionnaire with the overall scale of the second section of the pre-questionnaire in the (ExG).

*Table:5.5. Internal Reliability of the Statements of the 2<sup>nd</sup> Section of the Pre-Q of the (ExG) for Students' Literary Appreciation: Conventional Lecture Tasks*

Second section statements	(Correlation Pearson)	Sig
14.The lesson tasks offer me a friendly and enjoyable learning atmosphere.	**0.751	0.000
15.The lesson tasks help activate my prior or background knowledge about the lesson.	**0.340	0.001
16.The lesson tasks assisted develop positive attitude toward cooperative and collaborative work.	**0.741	0.000
17.The lesson tasks assisted me to taste the aesthetic value of the literary text	**0.794	0.000
18.The lesson tasks facilitate my interactions with peer students and teachers	**0.878	0.000
19.The lesson tasks helped me develop positive values like supportive attitudes, patience, tolerance, and self-reliance.	**0.670	0.000
20.The lesson tasks supported my appreciation in comprehending and explaining the text.	**0.780	0.000
21.The lesson tasks encouraged my enthusiasm, laughter, and sense of humour.	**0.680	0.000
22.Through the lesson tasks, I feel that reading is not a boring way to spend time	**0.741	0.000
23.The lesson tasks give me a chance to enjoy sharing our ideas about the novel and consider reading it really fun	**0.826	0.000
24.During the lesson tasks, I feel delighted to ask useful questions	**0.782	0.000
25.I feel appreciated when participating in the lesson tasks	**0.683	0.000
26.I believe that the lesson tasks increase my appreciation for the value of reading.	**0.404	0.000

**Source: Prepared by the Researcher** Based on the Outputs of the SPSS.V25 Program

As shown in the above table, there is item correlation analysis between each statements of the second section: “**Students' Literary Appreciation**” (**Conventional lecture tasks**) and the overall scale of the second section, the correlation coefficients of the Pearson correlation coefficient are meaningful at the level of significance (0.05), the correlation value of the first statement(14) was estimated at ( $r = 0.751$ ), it is a value that belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the first statement and the overall scale of the first section. As for the statement (15) and statement (26), they are estimated at these values respectively ( $r = 0.340$ )

and ( $r = 0.404$ ) which belongs to the fourth domain of the correlation coefficient ( $0.4 \geq R > 0$ ), this indicates that there is a weak correlation between these two statements and the overall scale of the second section. Equally, the same item correlation analysis is done for from statement (16) to (25) estimated the following values of the correlation coefficient respectively (0.741), (0.794), (0.878), (0.670), (0.780), (0.680), (0.741), (0.826), (0.782), (0.683) , each one indicates a strong correlation relationship and the overall scale of the second section. Since the significance level for most statements is less than ( $0.05 \geq \alpha$ ), each statement from the second section: **“Students' Literary Appreciation” (Conventional lecture tasks)** is characterized having internal validity between them and the overall scale of the second section of the pre-questionnaire in the experimental group; therefore, they are valid to measure what they were developed for.

#### 5.4. Reliability Analysis (Experimental Group)

It was performed to examine the internal reliability of the students ‘responses to the different questions of pre-questionnaire and the reliability of this tool. The analysis produced the following results:

##### 5.4.1. Results of the Reliability test in the Cronbach Alpha Coefficient for the (Ps-Q)

Presentation of the results of the reliability test for the sections of the post-questionnaire according to the Cronbach Alpha coefficient.

*Table 5.6. Cronbach Alpha Coefficient for the Post-questionnaire*

Sections of the questionnaire	N of Items	Cronbach's Alpha
A. Students' Motivation: The Literature Circles strategy	13	0.816
B. Students' Literary Appreciation: The Literature Circles strategy	13	0.878
<b>All Indicators of Effectiveness</b>	26	0.837

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

With reference to the above table results, the value of the Cronbach Alpha coefficient in the Post-questionnaire of the experimental group is greater than the minimum 0.6 and that the total value of all the statements of the Pre-questionnaire Indicators of Effectiveness amounted to (0.837), which is a value belonging to the fifth category of the Cronbach Alpha domain ( $\geq 0.8 \alpha > 0.9$ ), this indicates that the statements of the Post-questionnaire ( ExG) are characterized by very good reliability, it means also that the Pre-questionnaire is valid and reliable.

We also find that the values of the Cronbach Alpha coefficient for the sections of the Post-questionnaire were respectively as follow; the first section of Students' Motivation (The Literature Circles strategy) is (0.816) and ranked in the fifth category of the Cronbach Alpha field ( $\geq 0.8 \alpha > 0.9$ ), which indicates that the statements of the first section of the post-questionnaire of the experimental group are characterized by very good reliability, and the second section of Students' Literary Appreciation (The Literature Circles strategy ) is (0.878), it belongs to the fifth category of the Cronbach Alpha domain ( $\geq 0.8 \alpha > 0.9$ ), which indicates that the statements of the second section of the Post-questionnaire of (ExG) have very good reliability. Thus, all sections of the pre-questionnaire indicators are greater than the minimum (0.6) which indicate the reliability of this research tool.

### 5.5. Correlation Analysis

The validity of the questionnaire in this method was measured according to the Pearson correlation coefficient (See table.5.2 in the previous chapter) by conducting item analysis to assess the performance of each individual statements. In SPSS, this often involves calculating item-total correlations, which measure the correlation between individual items and the overall scale score. High item-total correlations indicate good internal validity.

### 5.5.1. Internal Validity of both Sections of the (ExG) in the Ps-Q

As it is explained earlier to ensure the internal validity of the pre-questionnaire (ExG). In this part, we also tried to identify the internal validity of each section of the pre-questionnaire of the experimental group and the overall scale of the questionnaire by calculating the Pearson correlation coefficient and the results are shown in the below tables.

#### 5.5.1.2. Internal Validity of the 1st Section: SM (LCS) (ExG) in the Ps-Q

Analysis of the internal validity to the statements of the first section of the post-questionnaire (ExG) with overall scale of the first section.

**Table 5.7. Internal Validity of The Statements of the 1<sup>st</sup> Section of the Post-questionnaire Students' Motivation in The Literature Circles strategy (ExG)**

First Section Statements	(Correlation Pearson)	Sig
1.Literature circles encourage me to participate actively in group discussions and other classroom activities.	**0.570	0.000
2.Literature circles help me become accountable and responsible for my own learning (student autonomy/ independent learning).	**0.567	0.000
3.Literature circles encourage me to successfully complete required tasks in a lesson.	**0.581	0.000
4.Literature circles help me answer and reply to questions confidently.	**0.601	0.000
5.Literature circles help me relate and apply the text to my life, make inferences, and predict future events.	**0.535	0.000
6.Literature circles encourage me to think critically and analytically.	**0.681	0.000
7.Literature circles invite me regularly to focus on the sense of being successful in accomplishing both ones and the group tasks.	**0.354	0.001
8.Literature circles stimulate my creativity and interest in dealing with the novel.	**0.681	0.000
9.Literature circles break the routine in the lesson, giving me different choices to contribute and assess realistic-like tasks and experiences.	**0.535	0.000
10.After completing literature circles, I feel motivated to participate in future discussions.	**0.601	0.000
11.Literature circles have increased my motivation to read outside of the classroom.	**0.581	0.000
12.literature circles give me the chance to confidently express my choice and my voice to the text	**0.567	0.000
13.Literature circles encourage me to apply, analyse and synthesize ideas and concepts	**0.501	0.000

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

According to the results of the item correlations shown above between each of the statements of the first section of **Students' Motivation (The Literature Circles strategy )** and the overall scale score of the section, the correlation coefficients of the Pearson correlation are meaningful at the level of significance (0.05), where the correlation value of the first statement was estimated at ( $r = 0.570$ ), it is a value that belongs to the third domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is an average correlation between the first statement and the overall scale of the first section. As for the second statement, it is estimated at ( $r = 0.567$ ) which also belongs to the third domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is an average correlation between the second statement and the overall scale of the first section. Similarly, the same comparison for the statements 3, 4, statement 5, statement 6 and 8, statement 9, 10, 11, 12 and 13 estimated the following values of the correlation coefficient respectively: (0.581), (0.601), (0.535), (0.681), (0.681), (0.535), (0.601), (0.581), (0.567), and (0.501), indicating a medium correlation relationship whereas statement No. 7 was found with a correlation coefficient estimated at (0.354) which belongs to the fourth field ( $0.4 \geq R > 0$ ), this indicates a weak correlation between statement No. 7 and the overall scale of the first section. Since the significance level for the twelve statements is less than ( $0.05 \geq \alpha$ ), each statement from the first section: **Students' Motivation (The Literature Circles strategy** is characterized having internal consistency and reliability between them and the overall scale of the first section of the post-questionnaire in the experimental group; therefore, they are valid to measure what they were developed for.

### 5.5.1.3. Internal Validity of the 2<sup>nd</sup> Section: SLA (LCS) (ExG) in the Ps-Q

Analysis of the internal validity to the statements of the second section of the post-questionnaire (ExG) with overall scale of the second section

**Table.5.8. Internal Validity of the Statements of the 2<sup>nd</sup> Section of the Post-questionnaire: Students' Literary Appreciation for the LCS (ExG)**

Second section statements	Correlation Pearson	Sig
14.Literature circles offer me a friendly and enjoyable learning atmosphere.	**0.676	0.000
15.Literature circles help activate my prior or background knowledge about the lesson.	**0.751	0.000
16.Literature circles assisted develop positive attitude toward cooperative and collaborative work.	**0.805	0.000
17.Literature circles assisted me to taste the aesthetic value of the literary text	**0.829	0.000
18.Literature circles facilitate my interactions with peer students and teachers	**0.684	0.000
19.Literature circles helped me develop positive values like supportive attitudes, patience, tolerance, and self-reliance.	**0.728	0.000
20.Literature circles supported my appreciation in comprehending and explaining the text.	**0.726	0.000
21.Literature circles encouraged my enthusiasm, laughter, and sense of humour.	**0.717	0.000
22.Through literature circles, I feel that reading is not a boring way to spend time	**0.728	0.000
23.Literature circles give me a chance to enjoy sharing our ideas about the novel and consider reading it really fun	**0.600	0.000
24.During literature circles, I feel delighted to ask useful questions	**0.394	0.000
25.I feel appreciated when participating in literature circles roles.	**0.325	0.002
26.I believe that literature circles increase my appreciation for the value of reading.	*0.272	0.012

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

As shown in the above table, there is item correlation analysis between each statements of the second section: **Students' Literary Appreciation (The Literature Circles**

**strategy**) and the overall scale of the second section, the correlation coefficients of the Pearson correlation coefficient are meaningful at the level of significance (0.05), the correlation value of the first statement (14) was estimated at ( $r = 0.676$ ), it is a value that belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the first statement and the overall scale of the first section. As for the statement (15), it is estimated at the value ( $r = 0.751$ ) which belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the statement and the overall scale of the second section. Equally, the same item correlation analysis is done for statement (16) to (23) estimated the following values of the correlation coefficient respectively (0.805), (0.829), (0.684), (0.728), (0.726), (0.717), (0.728), (0.600), each value indicates a strong correlation relationship and the overall scale of the second section as they belong to the second domain. Since the significance level for most statements is less than ( $0.05 \geq \alpha$ ), each statement from the second section: “**Students' Literary Appreciation**” (**The Literature Circles strategy**) is characterized having internal validity between them and the overall scale of the second section of the post-questionnaire in the experimental group; therefore, they are valid to measure what they were developed for.

## 5.6. Reliability Analysis (Control Group)

It was performed to examine the internal reliability of the students' responses to the different questions of pre-questionnaire and the reliability of this tool. The analysis produced the following results:

### 5.6.1. Results of the Reliability Test in the Cronbach Alpha Coefficient for the Pr-Q

Presentation of the results of the **reliability** test for both sections of **the whole pre-questionnaire** according to the Cronbach Alpha coefficient.

*Table. 5.9. Cronbach Alpha Coefficient for the whole Pre-questionnaire*

Sections of the questionnaire	N of Items	Cronbach's Alpha
A. Students' Motivation: Conventional lecture tasks	13	0.891
B. Students' Literary Appreciation: Conventional lecture tasks	13	0.772
<b>All indicators of Effectiveness</b>	26	0.913

**Source: Prepared by the** Researcher Based on the Outputs of the SPSS.V25 Program

As it is shown in the table, the value of the Cronbach Alpha coefficient in the pre-questionnaire of the control group is greater than the minimum 0.6, and that the total value of all the statements of the whole prequestionnaire indicators amounted to (0. 913), this value belongs to the sixth category of the Cronbach Alpha field ( $\alpha \geq 0.9$ ) which indicates that the statements of the whole Pre-questionnaire are characterized by excellent reliability, this means that the pre-questionnaire is reliable.

We also find that the values of the Cronbach Alpha coefficient for the sections of the pre-questionnaire were respectively as follow; the first section of Students' Motivation (Conventional lecture tasks) is (0. 891) and ranked in the fifth category of the Cronbach Alpha domain ( $\geq 0.8 \alpha > 0.9$ ), which indicates that the statements of the first section of the Pre-questionnaire of the experimental group are characterized by a very good reliability, and the second section of Students' Literary Appreciation ( Conventional lecture tasks) is (0.772), it belongs to the fourth category of the Cronbach Alpha domain ( $\geq 0.7 \alpha > 0.8$ ),which indicates that the statements of the second section of the pre-questionnaire of the control group are characterized by a good reliability.

Thus, all sections of the pre-questionnaire indicators are greater than the minimum (0.6) which indicate the reliability of this research tool.

### **5.7. Correlation Analysis**

The validity of the questionnaire in this method was also measured according to the Pearson correlation coefficient by conducting item analysis to assess the performance of each individual statements. In SPSS, this often involves calculating item-total correlations, which measure the correlation between individual items and the overall scale score. High item-total correlations indicate good internal validity.

#### **5.7.1. Internal Validity of both Sections of the Pre-questionnaire in the CG**

The validity of the questionnaire in this method was measured according to the Pearson correlation coefficient (Correlation Pearson) by calculating the correlation coefficients between each statement and the overall scale of the questionnaire. The Pearson correlation coefficient and the results are shown in the below tables.

##### **5.7.1.1. Internal Validity of the 1<sup>st</sup> Section: SM in (CLT) of CG for (Pr-Q)**

Analysis of the internal validity to the statements of the first section of the pre-questionnaire (CG) with overall scale of the first section.

*Table. 5.10. Internal Validity of the Statements of the First Section of the Pre-questionnaire: Students' Motivation in Conventional lecture tasks (CG)*

First Section Statements	(Correlation Pearson)	Sig
1.The lesson tasks encourage me to participate actively in group discussions and other classroom activities.	**0.322	0.003
2.The lesson tasks help me become accountable and responsible for my own learning (student autonomy/ independent learning).	**0.341	0.001
3.The lesson tasks encourage me to successfully complete required tasks in a lesson.	**0.841	0.000
4.The lesson tasks help me answer and reply to questions confidently.	**0.762	0.000
5.The lesson tasks help me relate and apply the text to my life, make inferences, and predict future events.	**0.753	0.000
6.The lesson tasks encourage me to think critically and analytically.	**0.682	0.000
7.The lesson tasks invite me regularly to focus on the sense of being successful in accomplishing both ones and the group tasks.	*0.250	0.020
8.The lesson tasks stimulate my creativity and interest in dealing with the novel.	**0.827	0.000
9.The lesson tasks break the routine in the lesson, giving me different choices to contribute and assess realistic-like tasks and experiences.	**0.763	0.000
10.After completing the lesson tasks, I feel motivated to participate in future discussions.	**0.799	0.000
11.The lesson tasks have increased my motivation to read outside of the classroom.	**0.784	0.000
12.The lesson tasks give me the chance to confidently express my choice and my voice to the text	**0.744	0.000
13.The lesson tasks encourage me to apply, analyse and synthesize ideas and concepts	**0.751	0.000

**Source:** Prepared by the researcher based on the outputs of the SPSS.V25 program

As shown in the above table, there is item correlation analysis between each statement of the first section: “**Students' Motivation**” (**Conventional lecture tasks**) and the overall scale of the first section, the correlation coefficients of the Pearson correlation

coefficient are meaningful at the level of significance (0.05), the correlation value of the first statement (14) was estimated at ( $r = 0.322$ ), the second statement with a correlation coefficient estimated at (0.341) and the seventh statement with a correlation coefficient estimated at (0.250), they represent a value that belongs to the fourth domain of the correlation coefficient ( $0.4 \geq R > 0$ ), this indicates that there is a weak correlation between the first, the second and the seventh statements and the overall scale of the first section. As for the rest of statements (3), (4),(5),(6),(8) up to (13), they are estimated at these values respectively (0.841), (0.762), (0.753), (0.682), (0.827), (0.763), (0.799), (0.784), (0.744), (0.751) which belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between these statements and the overall scale of the second section. Because of the strong correlation relationship and the significance level of most statements is less than ( $0.05 \geq \alpha$ ), each statement from the second section: **“Students' Motivation” (Conventional lecture tasks)** is characterized having internal validity between them and also the overall scale of the first section of the pre-questionnaire in the control group; therefore, they are valid to measure what they were developed for.

#### **5.7.1.2. Internal Validity of the 2<sup>nd</sup> Section: SLA in (CLT) of CG for (Pr-Q)**

Analysis of the internal validity of the statements of the second section of the pre-questionnaire with the overall scale of the second section of the pre-questionnaire in the (CG).

*Table 5.11. Internal Validity of the Statements of the 2<sup>nd</sup> Section of SLA in (CLT) of CG for (Pr-Q)*

Second Section Statements	Correlation Pearson	Sig
14.The lesson tasks offer me a friendly and enjoyable learning atmosphere.	**0.751	0.000
15.The lesson tasks help activate my prior or background knowledge about the lesson.	**0.340	0.001
16.The lesson tasks assisted develop positive attitude toward cooperative and collaborative work.	**0.741	0.000
17.The lesson tasks assisted me to taste the aesthetic value of the literary text	**0.794	0.000
18.The lesson tasks facilitate my interactions with peer students and teachers	**0.878	0.000
19.The lesson tasks helped me develop positive values like supportive attitudes, patience, tolerance, and self-reliance.	**0.670	0.000
20.The lesson tasks supported my appreciation in comprehending and explaining the text.	**0.780	0.000
21.The lesson tasks encouraged my enthusiasm, laughter, and sense of humour.	**0.680	0.000
22.Through the lesson tasks, I feel that reading is not a boring way to spend time	**0.741	0.000
23.The lesson tasks give me a chance to enjoy sharing our ideas about the novel and consider reading it really fun	**0.826	0.000
24.During the lesson tasks, I feel delighted to ask useful questions	**0.782	0.000
25.I feel appreciated when participating in the lesson tasks	**0.683	0.000
26.I believe that the lesson tasks increase my appreciation for the value of reading.	**0.404	0.000

**Source:** Prepared by the researcher based on the outputs of the SPSS.V25 program

According to the above table, it is clear that there is a correlation between each of the second statements: “**Students’ Literary Appreciation**” (**Conventional lecture tasks**) and the overall scale of the second section, the correlation coefficients of the Pearson correlation coefficient are meaningful at the level of significance (0.05), the correlation value of the first

statement (14) was estimated at: ( $r = 0.676$ ) it is a value that belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the first statement and the overall scale of the first section. As for the second statement (15), it is estimated at the value ( $r = 0.632$ ) which belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the statement and the overall scale of the second section. Equally, the same item correlation analysis is done for statement (16) to (26) estimated the following values of the correlation coefficient respectively (0.735), (0.705), (0.690), (0.714), (0.683), (0.692), (0.756), (0.700), (0.711), (0.776), (0.702), each value indicates a strong correlation relationship and the overall scale of the second section as they belong to the second domain. Since the significance level for most statements is less than ( $0.05 \geq \alpha$ ), each statement from the second section: **“Students' Literary Appreciation” (The Literature Circles strategy)** is characterized having internal validity between them and also the overall scale of the second section of the pre-questionnaire in the control group; therefore, they are valid to measure what they were developed for.

### **5.8. The Reliability Analysis (Control group)**

It was performed to examine the internal reliability of the students' responses to the different questions of pre-questionnaire and the reliability of this tool. The analysis produced the following results:

#### **5.8.1. Results of the Reliability Test with the Cronbach Alpha coefficient for the (PQ)**

Presentation of the results of the reliability test for the sections of the post-questionnaire **according** to the Cronbach Alpha coefficient.

**Table. 5.12. Cronbach Alpha Coefficient for the Post-questionnaire (CG)**

Sections of Questionnaire	N of Items	Cronbach's Alpha
A. Students' Motivation: Conventional lecture tasks	13	0.737
B. Students' Literary Appreciation: Conventional lecture tasks	13	0.739
<b>All indicators of Effectiveness</b>	26	0.851

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

Based on the above table results, the value of the Cronbach Alpha coefficient in the post-questionnaire of the control group is greater than the minimum 0.6 and that the total value of all the statements of the pre-questionnaire Indicators of Effectiveness amounted to (0.851), which is a value belonging to the fifth category of the Cronbach Alpha domain ( $\geq 0.8 \alpha > 0.9$ ), this indicates that the statements of the post-questionnaire (CG) are characterized by very good reliability, it means also that the pre-questionnaire is reliable.

We also find that the values of the Cronbach Alpha coefficient for the sections of the post-questionnaire were respectively as follow; the first section of Students' Motivation (The Conventional lecture strategy) is (0.737) and ranked in the fourth category of the Cronbach Alpha field ( $\geq 0.8 \alpha > 0.9$ ), which indicates that the statements of the first section of the post-questionnaire of the control group are characterized by a good reliability, and the second section of Students' Literary Appreciation (The Conventional lecture strategy) is (0.739), it belongs to the fourth category of the Cronbach Alpha domain ( $\geq 0.8 \alpha > 0.9$ ), which indicates that the statements of the second section of the post-questionnaire of the control group have a good reliability.

Thus, all sections of the pre-questionnaire indicators are greater than the minimum (0.6) which indicate the reliability of this research tool.

## 5.9. Correlation Analysis

The validity of the questionnaire in this method was measured according to the Pearson correlation coefficient (Correlation Pearson) by calculating the correlation coefficients between each statement and the overall scale of the questionnaire. The Pearson correlation coefficient and the results are shown in the below tables.

### 5.9.1. Internal Validity of both Sections of the Post-questionnaire in the CG

Analysis of the internal validity to the statements of the first section of the pre-questionnaire (CG) with overall scale of the first section.

**Table. 5.13. Internal Validity of the Statements of the 1<sup>st</sup> Section of the SM in (CLT) of CG in (Ps-Q)**

First Section Statements	(Correlation Pearson)	sig
1.The lesson tasks encourage me to participate actively in group discussions and other classroom activities.	**0.715	0.000
2.The lesson tasks help me become accountable and responsible for my own learning (student autonomy/ independent learning).	**0.773	0.000
3.The lesson tasks encourage me to successfully complete required tasks in a lesson.	**0.637	0.000
4.The lesson tasks help me answer and reply to questions confidently.	**0.621	0.000
5.The lesson tasks help me relate and apply the text to my life, make inferences, and predict future events.	**0.753	0.000
6.The lesson tasks encourage me to think critically and analytically.	**0.642	0.000
7.The lesson tasks invite me regularly to focus on the sense of being successful in accomplishing both ones and the group tasks.	**0.670	0.001
8.The lesson tasks stimulate my creativity and interest in dealing with the novel.	**0.744	0.000
9.The lesson tasks break the routine in the lesson, giving me different choices to contribute and assess realistic-like tasks and experiences.	**0.659	0.000
10.After completing the lesson tasks, I feel motivated to	**0.743	0.000

participate in future discussions.		
11.The lesson tasks have increased my motivation to read outside of the classroom.	**0.693	0.000
12.The lesson tasks give me the chance to confidently express my choice and my voice to the text	**0.667	0.000
13.The lesson tasks encourage me to apply, analyse and synthesize ideas and concepts	**0.788	0.000

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

According to the results of the item correlations shown above between each of the statements of the first section: **Students' Motivation (Conventional lecture tasks)** and the overall scale score of the section where the correlation of the Pearson correlation coefficient is meaningful at the level of significance (0.05), the correlation value of the first statement was estimated at ( $r = 0.715$ ), it is a value that belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the first statement and the overall scale of the first section. As for the second statement, it is estimated at ( $r = 0.773$ ) which belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the second statement and the overall scale of the first section. Likewise, the same comparison for the statements 03 up to 13 were estimated at the following values of the correlation coefficient respectively (0.637), (0.621), (0.753), (0.642), (0.670), (0.744), (0.659), (0.743), (0.693), (0.667), (0.788)), all values belong to the second field ( $0.99 \geq R > 0.6$ ), it means that each statement indicates a strong correlation relationship between them and also the overall scale of the second section. Since the significance level for each statement is less than ( $0.05 \geq \alpha$ ), each statement from the first section: "**Students' Motivation: Conventional lecture tasks**" is characterized having internal validity between them and the also the overall scale of the first section of the post-questionnaire in the control group; therefore, they are valid to measure what they were developed for.

### 5.9.1.2. Internal Validity of the 2<sup>nd</sup> Section of SLA in (CLT) of CG for (Ps-Q)

Analysis of the internal validity of the statements of the second section of the post-questionnaire with the overall scale of the second section of the post-questionnaire in the (CG).

*Table. 5.14. Internal Validity of the 2<sup>nd</sup> Section of SLA in (CLT) of CG for (Ps-Q)*

Second section statements	Correlation Pearson))	Sig
14.The lesson tasks offer me a friendly and enjoyable learning atmosphere.	**0.633	0.000
15.The lesson tasks help activate my prior or background knowledge about the lesson.	**0.478	0.000
16.The lesson tasks assisted develop positive attitude toward cooperative and collaborative work.	**0.670	0.000
17.The lesson tasks assisted me to taste the aesthetic value of the literary text	**0.611	0.000
18.The lesson tasks facilitate my interactions with peer students and teachers	**0.752	0.001
19.The lesson tasks helped me develop positive values like supportive attitudes, patience, tolerance, and self-reliance.	**0.820	0.000
20.The lesson tasks supported my appreciation in comprehending and explaining the text.	**0.780	0.000
21.The lesson tasks encouraged my enthusiasm, laughter, and sense of humour.	**0.613	0.000
22.Through the lesson tasks, I feel that reading is not a boring way to spend time	**0.761	0.000
23.The lesson tasks give me a chance to enjoy sharing our ideas about the novel and consider reading it really fun	**0.727	0.000
24.During the lesson tasks, I feel delighted to ask useful questions	**0.664	0.000
25.I feel appreciated when participating in the lesson tasks	**0.729	0.002
26.I believe that the lesson tasks increase my appreciation for the value of reading.	**0.719	0.012

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

As shown in the above table, there is item correlation analysis between each statement of the second section: **Students' Literary Appreciation (Conventional lecture tasks)** and the overall scale of the second section where the correlation coefficients of the Pearson

correlation coefficient are meaningful at the level of significance (0.05), the correlation value of the first statement (14) was estimated at ( $r = 0.633$ ), it is a value that belongs to the second domain of the correlation coefficient ( $0.99 \geq R > 0.6$ ), this indicates that there is a strong correlation between the first statement and the overall scale of the second section. As for the second statement (15), it is estimated at the value ( $r = 0.481$ ) which belongs to the third domain of the correlation coefficient ( $0.4 \geq R > 0.6$ ), this indicates that there is an average correlation between the second statement (15) and the overall scale of the second section. Equally, the same item correlation analysis is done from statement (16) to (23) estimated the following values of the correlation coefficient respectively (0.670), (0.611), (0.752), (0.820), (0.780), (0.613), (0.761), (0.727), (0.664), (0.729), (0.719) all values belong to the second field ( $0.99 \geq R > 0.6$ ), it means that each statement indicates a strong correlation relationship between them and also the overall scale of the second section. Since the significance level for most statements is less than ( $0.05 \geq \alpha$ ), each statement from the second section: “**Students' Literary Appreciation**” (**Conventional lecture tasks**) is characterized having internal validity between them and also the overall scale of the second section of the post-questionnaire in the control group; therefore, they are valid to measure what they were developed for.

### 5.10. Normal Distribution Test

In order to determine whether the data obtained from the participants vis a vis the variables of the study follow the normal distribution or other probability distributions, there are several statistical methods to determine the type of distribution of the questionnaire data namely (Kolmogorov-Smirnov test, the Shapiro-Wilk test in using the SPSS program. In fact, when exploring the type of distribution of data, the test (Tests of Normality), it generates outputs for both tests (Kolmogorov-Smirnov test and Shapiro-Wilk test) together. One of the major rules to follow in choosing the suitable test for the study is: the Kolmogorov-Smirnov

test is recommended to be used if the sample size is large (equal or more than 50 participants) (Conover, W. J. (1999) whereas the results of the Shapiro-Wilk test are favoured with a smaller sample size (less than 50 participants) (Razali, N. M., & Wah, Y. B. (2011).

### 5.10.1. Results of the Normality Distribution Test for (ExG) & (CG) (Pr-Q & Ps-Q)

The following table shows the test result of normality distribution:

*Table. 5.15. Shows the Results of the Normal Distribution of (ExG) & (CG) (Pr-ps-T)*

Test Type for Data Distribution		Kolmogorov-Smirnova			Shapiro-Wilk			Type of Distribution
		Statistic	Df	Sig	Statistic	Df	Sig	
<b>Experimental Group</b>	Pre-test	0.073	85	<b>0.200*</b>	0.977	85	<b>0.134</b>	Normal
	Post-test	0.079	85	<b>0.200*</b>	0.937	85	<b>0.074</b>	
<b>Control Group</b>	Pre-test	0.079	85	<b>0.200*</b>	0.982	85	<b>0.297</b>	Normal
	Post-test	0.106	85	<b>0.120</b>	0.979	85	<b>0.169</b>	
<b>Rule:</b> If the probability value “p-value” or (sig) level is more than 0.05, it means that the data follows a normal distribution.								

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

Since the size of the sample study is (85) participants, which is greater than (50) individuals, the researcher adopted the results of the Kolmogorov-Smirnov test which are as follow:

The level of significance for the pre-questionnaire (ExG) reached (Sig=0. 200) which is greater than (0.05), and also for the data of the post-questionnaire group, the value of significance (Sig=0.200) is greater than (0.05). Furthermore, the data of the pre-questionnaire (CG), where the level of significance is estimated at (Sig=0.200) which is greater than (0.05), and the post-questionnaire (CG) with a significant level of (Sig=0.120) It is greater than the

required level of significance (0.05), therefore; the data of the experimental group and the control group follow the normal distribution. Based on this finding, the study uses statistical parametric, descriptive and inferential tools to analyse the answers and opinions of the targeted sample and test the hypotheses of the study.

### **5. Conclusion**

This pre field work chapter can be considered as check in for the variables of the study, for the statistical tools measuring validity and reliability of the collected data and the research instrument construction itself. As for the check in of this research work namely here the questionnaire, it is found that the pre-questionnaire and post-questionnaire items for both control and experimental groups as a whole or just for its sections (motivation and appreciation individually) have got a high value of Alpha Cronbach which means that the results are consistent and reliable. Equally important, the validity analysis demonstrates that there is valid intercorrelation between the items of the questionnaire themselves and between items and the.

## Chapter Six: Discussion of Hypotheses Testing Results

## Chapter Six: Discussion of Hypotheses Testing Results

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## 6. Introduction

After conducting the field work study procedures, and presenting the followed methodological steps required, this chapter presents the obtained results in an easy-to-read tables and figures, with analysis and discussion of these results in the light of hypotheses and the theoretical framework of this study. In addition, it interprets and discusses the results of the pre/postquestionnaire with reference to the Mean, Standard deviation, T test, and One Independent test in terms of the frequencies and descriptions to either confirm or reject the aforementioned hypotheses.

### 6.1. Results of Testing the Hypotheses of the Study

In this aspect, the researcher works on testing the main hypotheses and their sub-hypotheses where the focus is on testing the extent of acceptance or rejection of the research hypotheses through appropriate statistical methods. The below table is required in testing the hypotheses.

*Table. 6.1 .The Hypothetical Mean of the Study*

The Field of the Hypothetical Mean	The Degree of Agreement	The General view
[1.00 -1.79]	Strongly disagree	Very low
[1.80 -2.59]	Disagree	Low
[2.60 -3.39]	Neutral	Average
[3.40 -4.19]	Agree	High
[4.20-5.00]	Strongly agree	Very high

**Source:** Developed by the Research Based on the Equation of Calculating the Hypothetical Mean and the General View.

## Chapter Six: Discussion of Hypotheses Testing Results

### 6.1.1. Results of Distribution of Pre-questionnaire for CG and ExG

In this part, the researcher tries to present and analyse the results of testing each of the first main hypothesis through the level of the research variables towards its sample. Thus, the validity of the hypotheses is tested by showing the extent of their acceptance or rejection using appropriate statistical methods and tests.

#### 6.1.1.1. The Results of Testing the First Main Hypothesis (CG)

**Hypothesis:** Many third-year students pursuing a BA in English may have a low level of motivation and appreciation in studying literature. (pre-questionnaire).

This hypothesis is divided into the following sub-hypotheses:

*The first sub-hypothesis:* Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (CG).

*The second sub-hypothesis:* Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (CG).

*The third sub-hypothesis:* Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (ExG).

*Fourth sub-hypothesis:* Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (ExG).

##### 6.1.1.1.1. Test Results of the 1<sup>st</sup> Sub-hypothesis of the 1<sup>st</sup> Main Hypothesis (CG)

**Hypothesis:** Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (CG).

We formulate them statistically as follows:

*Null hypothesis (H<sub>0</sub>):* Many third-year students pursuing a BA in English may not have a low level of motivation in studying literature for the pre-questionnaire (CG).

## Chapter Six: Discussion of Hypotheses Testing Results

**Alternative hypothesis ( $H_1$ ):** Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (CG).

To test this hypothesis, the (One-Sample-T-test) is used per group to compare the general mean of the answers (the overall mean of the statements of the first section of the pre-questionnaire of the control group) with the hypothesis mean “3” at a significant level of 0.05 according to the SPSS program.

**Table. 6.2. Test Results of the First Sub-hypothesis of the First Main Hypothesis**

Calculated T-value	Degrees of Freedom	SIG Level	The Mean Difference	Confidence Level 95%		Test Resolution
				Lower Value	Upper value	
14,250	84	0,000	0,75475	0,6494	0,8601	( $H_1$ )

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

As seen in the table, the results of testing the first sub-hypothesis of the first main hypothesis show that the value of the significance level is estimated at (Sig=0.000) which is less than the imposed level of standard error mean ( $\alpha \leq 0.05$ ), and they also show the difference between the general and hypothetical arithmetic means estimated at (0.75475). That's is to say, this difference is within the range limits [0.6494-0.8601] at a confidence level of (95%), it indicates that the general mean of the answers exceeds the hypothetical mean (3), and the value of the general arithmetic mean of the first section in the pre-questionnaire of the control group is estimated at (2.24) within the range [1.80-2.59], so it represents a low level of approval about the statements of the first section of the pre-questionnaire of the control group. Accordingly, it can be said that the level of motivation

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among many third-year students pursuing a BA in English is low in studying the subject of literature for the pre-questionnaire (CG).

Based on the outcome of the first sub-hypothesis test of the first main hypothesis, we accept the alternative hypothesis ( $H_1$ ) and reject the null hypothesis ( $H_0$ ), i.e., many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (CG).

### 6.1.1.1.2. Test Results of the 2<sup>nd</sup> Sub-hypothesis of the 1st Main Hypothesis (CG):

**Hypothesis:** Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the. (pre-questionnaire for CG).

We formulate them statistically as follows:

**Null hypothesis ( $H_0$ ):** Many third-year students pursuing a BA in English may not have a low level of appreciation in studying literature for the. (pre-questionnaire for CG).

**Alternative hypothesis ( $H_1$ ):** Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the. (pre-questionnaire for CG).

To test this hypothesis, the (One-Sample-T-test) test is used for one group to compare the general mean of the answers (the overall mean of the statements of the second section of the pre-questionnaire of the control group) with the hypothesis mean 3 at a significant level of (0.05) according to the SPSS program.

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*Table:6.3. Test Results of the Second Sub-hypothesis of the First Main Hypothesis*

Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Lower value	Upper Value				
(H <sub>1</sub> )	0,4649	0,2898	0,37738	0,000	84	8,571

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

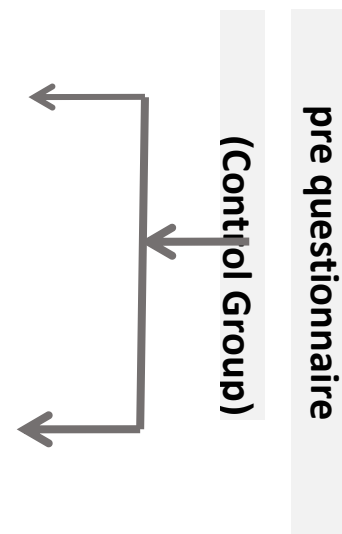
As seen in the table, the results of testing the second sub-hypothesis of the first main hypothesis show that the value of the significance level is estimated at (Sig=0.000) which is less than the imposed level of standard error mean ( $\alpha \leq 0.05$ ), and they also show the difference between the general and hypothetical arithmetic means estimated at (0.37738). That's is to say, this difference is within the range limits [0.2898-0.4649] at a confidence level of (95%), it indicates that the general mean of the answers exceeds the hypothetical mean (3), and the value of the general arithmetic mean of the first section in the pre-questionnaire of the control group is estimated at (2.36) within the range [1.80-2.59], so it represents a low level of approval about the statements of the second section of the pre-questionnaire of the control group. Accordingly, it can be said that the level of appreciation is low for many third-year students pursuing BA in English in studying literature in the pre-questionnaire (CG).

Based on the outcome of the second sub-hypothesis test of the first main hypothesis, we reject the null hypothesis (H<sub>0</sub>) and accept the alternative hypothesis (H<sub>1</sub>), i.e., many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the. (pre-questionnaire for CG).

**Figure:6.1. Summary of the Test Results of the 1<sup>st</sup> & 2<sup>nd</sup> Sub-hypothesis of Pr-Q (CG)**

**Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (CG)**

**Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (CG)**



**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program

#### **6.1.1.1.3. Discussion of Results of the Pre-questionnaire of the ExG**

On the light of the outcome that students of the control group showed a low motivation and appreciation according to the results of the pre-questionnaire, this is mainly due to the fact that There is no statical differences in the values provided between the two variables of the study which are the teaching instructions (strategies) and the level of motivation and appreciation. In other words, there is no correlation in the relationship between the independent variable which is the conventional lecture tasks that does not support the dependent variable of the study being students' motivation and appreciation. These statistical findings would reflect the current passive pattern of the literature classes and their negative effects on the level of eagerness and enjoyment in reading literary texts.

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### 6.1.1.1.4. Test Results of the 3<sup>rd</sup> Sub-hypothesis of the 1<sup>st</sup> Main Hypothesis (ExG):

**Hypothesis:** Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (ExG).

We formulate them statistically as follows:

**Null hypothesis ( $H_0$ ):** Many third-year students pursuing a BA in English may not have a low level of motivation in studying literature for the pre-questionnaire (ExG).

**Alternative hypothesis ( $H_1$ ):** Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (ExG).

To test this hypothesis, the (One-Sample-T-test) test is used for one group to compare the general mean of the answers (the overall mean of the statements of the first section of the pre-questionnaire of the experimental group) with the hypothesis mean 3 at a significant level of (0.05) according to the SPSS program.

**Table. 6.4**

**Test Results of the Third Sub-hypothesis of the First Main Hypothesis**

Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Upper value	Lower Value				
(H1)	0,8339	0,5851	0,70950	0,000	84	11,346

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

As seen in the table, the results of testing the third sub-hypothesis of the first main hypothesis show that the value of the significance level is estimated at (Sig=0.000) which is less than the imposed level of standard error mean ( $\alpha \leq 0.05$ ), and they also show the difference between the general and hypothetical arithmetic means estimated at (0.70950). That's is to say, this difference is within the range limits [0.5851-0.8339] and at a confidence

## Chapter Six: Discussion of Hypotheses Testing Results

level of (95%), it indicates that the general mean of the answers exceeds the hypothetical mean (3), and the value of the general arithmetic mean of the first section in the pre-questionnaire of the experimental group is estimated at (2.29) within the range [1.80-2.59], so it represents a low level of approval about the statements of the first section of Motivation in the pre-questionnaire of the experimental group. Accordingly, it can be said that the level of motivation is low among third year students of English pursuing BA of English language in studying literature for the pre-questionnaire (ExG).

Based on the outcome of the third sub-hypothesis test of the first main hypothesis, we reject the alternative hypothesis ( $H_0$ ) and accept the null hypothesis ( $H_1$ ), i.e., many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (ExG).

### 6.1.1.1.5. Test Results of the 4<sup>th</sup> Sub-hypothesis of the 1<sup>st</sup> Main Hypothesis (ExG)

**Hypothesis:** Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (ExG).

We formulate them statistically as follows:

**Null hypothesis ( $H_0$ ):** Many third-year students pursuing a BA in English may not have a low level of appreciation in studying literature for the pre-questionnaire (ExG).

**Alternative hypothesis ( $H_1$ ):** Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (ExG).

To test this hypothesis, the (One-Sample-T-test) test is used for one group to compare the general mean of the answers (the overall mean of the statements of the second section of the pre-questionnaire of the experimental group) with the hypothesis mean 3 at a significant level of (0.05) according to the SPSS program.

*Table:6.5. Test Results of the Fourth Sub-hypothesis of the First Main Hypothesis*

Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Upper value	Lower Value				
(H1)	0,5805	0,3516	0,46606	0,000	84	8,098

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

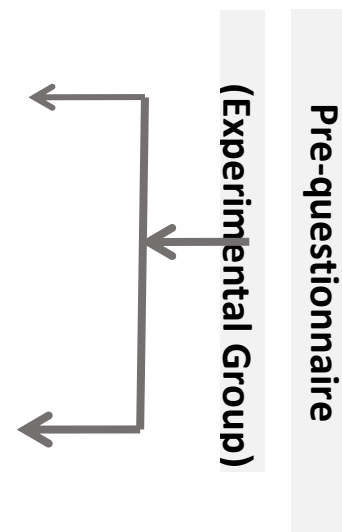
The data in the above table indicate the results of the test of the fourth sub-hypothesis of the first main hypothesis where the value of the significance level is estimated at (Sig=0.000), which is less than the level of standard error imposed ( $\alpha \leq 0.05$ ), they also display the difference between the general and hypothetical arithmetic means estimated at (0.46606). That's is to say, this difference is within the range [0.3516-0.5805] at a confidence level of (95%), it indicates that the general mean of the answers exceeds the hypothetical mean (3), and the value of the general arithmetic mean of the second section of the pre-questionnaire of the experimental group is estimated at (2.53) within the range [1.80-2.59], so it represents a low level of approval about the statements of the second section of the pre-questionnaire of the experimental group. Therefore, it can be said that the level of appreciation is low among third year students of English pursuing BA of English language in studying literature for the pre-questionnaire (ExG).

Based on the outcome of the fourth sub-hypothesis test of the first main hypothesis, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), i.e. many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (ExG).

**Figure .6.2. Summary of the Results of the Test of the 3<sup>rd</sup> and 4<sup>th</sup> Sub-hypotheses of the Pre-questionnaire of the (ExG)**

**Many third-year students pursuing a BA in English may have a low level of motivation in studying literature for the pre-questionnaire (ExG)**

**Many third-year students pursuing a BA in English may have a low level of appreciation in studying literature for the pre-questionnaire (ExG)**



**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

#### 6.1.1.1.6. Discussion of Results of the Pre-questionnaire of the ExG

Relative to the baseline set by the control group, the experimental group statistical findings also demonstrated that there are no significant differences between independent variable of study “conventional lecture tasks and the dependent variables students’ current level of motivation and appreciation in the pre-questionnaire. This is mainly due to the fact that the teaching of literature at this stage is as monotonous as in the comparative control group. The above findings compared to the slight difference with the control group strengthens the representativeness of the research samples and the reliability of any possible outcomes. Moreover, such low level of motivation and appreciation for students in the experimental group indicates that these students need stimulation in their literature reading activities; therefore, they are exposed to the LCS after this second baseline pre-questionnaire.

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### 6.1.2. Results of Distribution of Post-questionnaire for CG and ExG

In this part, the researcher tries to present and analyse the results of testing each of the first main hypothesis through the level of the research variables towards its sample. Thus, the validity of the hypotheses is tested by showing the extent of their acceptance or rejection using appropriate statistical methods and tests.

#### 6.1.2.1. The Results of Testing the Second Main Hypothesis (CG)

**Hypothesis: a-** Third year students of English exposed to non-literature circles strategies may show low motivation and appreciation in the literature classes for the post-questionnaire (CG).

**b-** Third years students of English are more likely to be motivated and could appreciate more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post- questionnaire (ExG).

*These hypotheses are further divided into the following sub-hypotheses:*

**The first sub-hypothesis:** Third year students of English exposed to non-literature circles strategies may show low motivation in the literature classes for the post-questionnaire (CG).

**The second sub-hypothesis:** Third year students of English exposed to non-literature circles strategies may show low appreciation in the literature classes for the post-questionnaire (CG).

**The third sub-hypothesis:** Third years students of English are more likely to be motivated more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

**The fourth sub-hypothesis:** Third years students of English could appreciate more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

## Chapter Six: Discussion of Hypotheses Testing Results

### 6.1.2.1.1. Test Results of the 1<sup>st</sup> Sub-hypothesis of the 2<sup>nd</sup> Main Hypothesis (CG)

**Hypothesis:** Third year students of English exposed to non-literature circles strategies may show low motivation in the literature classes for the post-questionnaire (CG).

We formulate them statistically as follows:

**Null hypothesis (H<sub>0</sub>):** Third year students of English exposed to non-literature circles strategies may not show low motivation in the literature classes for the post-questionnaire (CG).

**Alternative hypothesis (H<sub>1</sub>):** Third year students of English exposed to non-literature circles strategies may show low motivation in the literature classes for the post-questionnaire (CG).

To test this hypothesis, the One-Group-T-test (T) test is used for one group to compare the general mean of the answers (the total mean of the statements of the first section of the post-questionnaire of the control group) with the hypothesis mean<sub>3</sub> at a significant level of 0.05 according to the SPSS program.

**Table.6.6. Test Results of the First Sub-hypothesis of the 2<sup>nd</sup> Main Hypothesis of the Ps-Q in CG**

Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Maximum value	Minimum Value				
(H <sub>1</sub> )	0,4955	0,3100	0,40271	0,000	84	8,634

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

In light of the results displayed in the above table, the outcomes of the test of the first sub-hypothesis of the second main hypothesis where the value of the significance level is estimated at (Sig=0.000), which is less than the level of the imposed standard error ( $\alpha \leq 0.05$ ), show that there is a difference between the general and hypothetical arithmetic means

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estimated at (0.40271), this difference is ranked within the range [0.3100-0.4955] with a confidence level of (95%), and indicates that the general mean of the answers exceeds the hypothetical mean(3), and the value of the general arithmetic mean of the first section of the post-questionnaire of the control group is estimated at (2.59) within the range [1.80-2.59], so it represents a low level of approval about the statements of the first section of the post-questionnaire of the control group. Therefore, the teacher's use of conventional lecture tasks in teaching English literature did not contribute to increasing high motivation among the third-year students for (CG).

Based on the outcome of the first sub-hypothesis test of the second main hypothesis, we reject the null hypothesis (H<sub>0</sub>) and accept the alternative hypothesis (H<sub>1</sub>), i.e., third year students of English exposed to non-literature circles strategies may show low motivation in the literature classes for the post-questionnaire (CG).

### 6.1.2.1.2. Test Results of the 2<sup>nd</sup> Sub-hypothesis of the 2<sup>nd</sup> Main Hypothesis of Ps-Q in CG

**Hypothesis:** Third year students of English exposed to non-literature circles strategies may show low appreciation in the literature classes for the post-questionnaire (CG).

We formulate them statistically as follows:

**Null hypothesis (H<sub>0</sub>):** Third year students of English exposed to non-literature circles strategies may not show low appreciation in the literature classes for the post-questionnaire (CG).

**Alternative hypothesis (H<sub>1</sub>):** Third year students of English exposed to non-literature circles strategies may show low appreciation in the literature classes for the post-questionnaire (CG).

To test this hypothesis, the One-Group-T-test (T) test is used for one group to compare the general mean of the answers (the total mean of the statements of the second

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section of the post-questionnaire of the control group) with the hypothesis mean (3) at a significant level of 0.05 according to the SPSS program.

*Table.6.7. Test Results of the Second Sub-hypothesis of the Second Main Hypothesis*

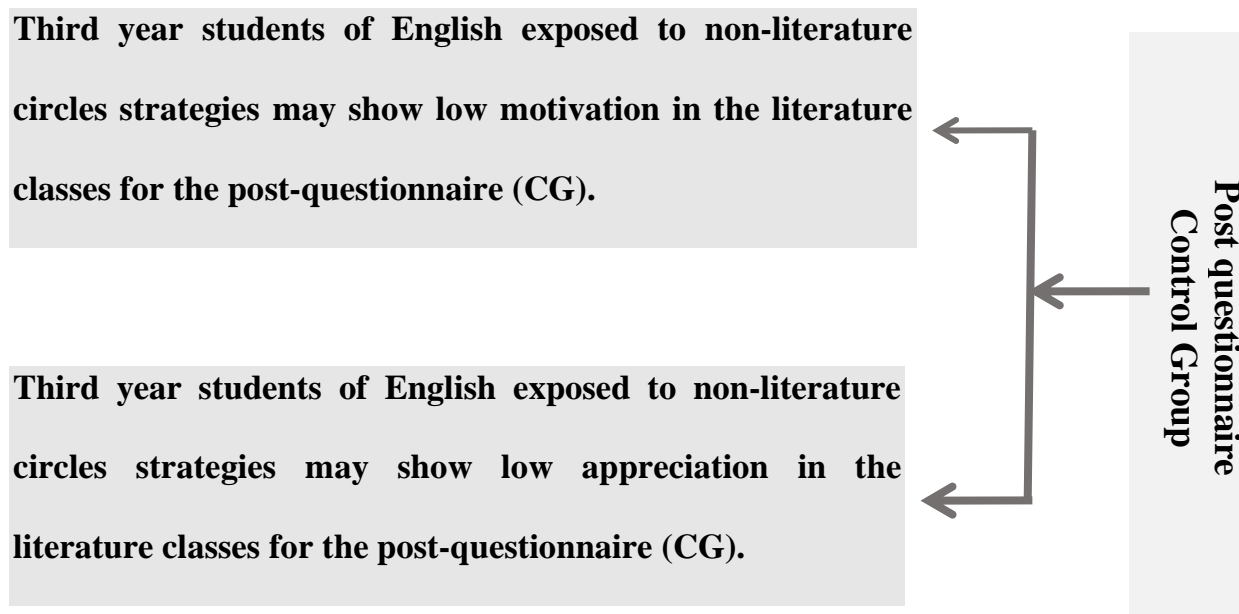
Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Maximum value	Minimum Value				
(H1)	,47110	,27640	0,37376	,0000	84	7,631

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

In light of the results displayed in the above table, the outcomes of the test of the first sub-hypothesis of the second main hypothesis where the value of the significance level is estimated at (Sig=0.000), which is less than the level of the imposed standard error ( $\alpha \leq 0.05$ ), show that there is a difference between the general and hypothetical arithmetic means estimated at (0.37376), this difference is ranked within the range [0.2764-0.4711] with a confidence level of (95%), and indicates that the general mean of the answers exceeds the hypothetical mean(3), and the value of the general arithmetic mean of the first section of the post-questionnaire of the control group is estimated at (2.62) within the range [2.60-3.39], so it represents average level of approval about the statements of the second section of the Post-questionnaire of the control group. Therefore, the teacher's use of conventional lecture tasks in teaching English literature did not contribute to boosting high appreciation among the third-year students (CG).

Based on the outcome of the first sub-hypothesis test of the second main hypothesis, we reject the null hypothesis (H0) and accept the alternative hypothesis (H 1), i.e., third year students of English exposed to non-literature circles strategies may show low appreciation in the literature classes for the post-questionnaire (CG).

**Figure:6.3. Summary of the Results of the 1<sup>st</sup> and 2<sup>nd</sup> Sub-hypotheses Tests of the Ps-Q (CG)**



**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

#### 6.1.2.1.3. Discussion of Results of the Post-questionnaire of the ExG

To assess the effectiveness of the LCS compared to the conventional lecture tasks in teaching English literature, a post-questionnaire also conducted with the control group to examine any possible results. To this end, the above test outcomes reject the null hypothesis (H<sub>0</sub>) stating that the teacher's use of conventional lecture tasks in in teaching English literature did not contribute to decreasing third-year students' motivation and appreciation for the alternative hypothesis (H<sub>1</sub>) view because this traditional method would lead to decreasing their motivation and appreciation, and hence their reading performance. In other words, the post-questionnaire Test hypotheses results indicate that there are no statistically significant differences between the two variables; the traditional teaching method (conventional lecture-

## Chapter Six: Discussion of Hypotheses Testing Results

based tasks) and the dependent variables (students' level of motivation and appreciation) which is compelling evidence to accept the alternative hypothesis.

### 6.1.2.1.4. Test Results of the 3<sup>rd</sup> Sub-hypothesis of the 2<sup>nd</sup> Main Hypothesis (ExG)

**Hypothesis:** Third years students of English are more likely to be motivated more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

We formulate them statistically as follows:

**Null hypothesis ( $H_0$ ):** Third years students of English are not more likely to be motivated more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

**Alternative hypothesis ( $H_1$ ):** Third years students of English are more likely to be motivated more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

To test this hypothesis, the One-Group-T-test (T) test is used for one group to compare the general mean of the answers (the total mean of the statements of the first section of the post-questionnaire of the experimental group) with the hypothesis mean (3) at a significant level of 0.05 according to the SPSS program.

**Table.6.8. Test Results of the Third Sub-hypothesis of the Second Main Hypothesis**

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Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Upper value	Lower Value				
(H <sub>1</sub> )	1,4289	1,2734	1,35113	0,000	84	34,554

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

With reference to the information presented in the above table, the results of the test of the third sub-hypothesis of the second main hypothesis with a value of the significance level is estimated at (Sig=0.000), which is less than the level of standard error imposed ( $\alpha \leq 0.05$ ), shows the difference between the general and hypothetical arithmetic means estimated at (1.35113), this difference is ranked within the range [1.2734-1.4289] with a confidence level of (95%), and indicates that the general mean of the answers exceeds the hypothetical mean (3), and the value of the general arithmetic mean of the first section of the post-questionnaire of the control group is estimated at (4.35) within the range [4.20-5.00], so it represents a very high level of approval about the statements of the first section of the Post-questionnaire of the experimental group. Therefore, the teacher's use of Literature circles strategy in teaching English literature contributed to increasing high motivation for the student under study in (ExG).

Based on the outcome of the third sub-hypothesis test of the second main hypothesis, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), i.e., Third years students of English are more likely to be motivated more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

### 6.1.2.1.5. Test Results of the 4<sup>th</sup> Sub-hypothesis of the 2<sup>nd</sup> Main Hypothesis (ExG)

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**Hypothesis:** Third years students of English could appreciate more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

We formulate them statistically as follows:

**Null hypothesis (H<sub>0</sub>):** Third years students of English could not appreciate more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

**Alternative hypothesis (H<sub>1</sub>):** Third years students of English could appreciate more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

To test this hypothesis, the One-Group-T-test (T) test is used for one group to compare the general mean of the answers (the total mean of the statements of the second section of the post-questionnaire of the experimental group) with the hypothesis mean (3) at a significant level of 0.05 according to the SPSS program.

**Table:6.9. Test Results of the Fourth Sub-hypothesis of the Second Main Hypothesis**

Test Resolution	Confidence Level 95%		The Difference Mean	SIG Level	Degrees of Freedom	T-value
	Upper value	Lower Value				
(H <sub>1</sub> )	1,0623	0,8345	0,94842	0,000	84	16,562

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

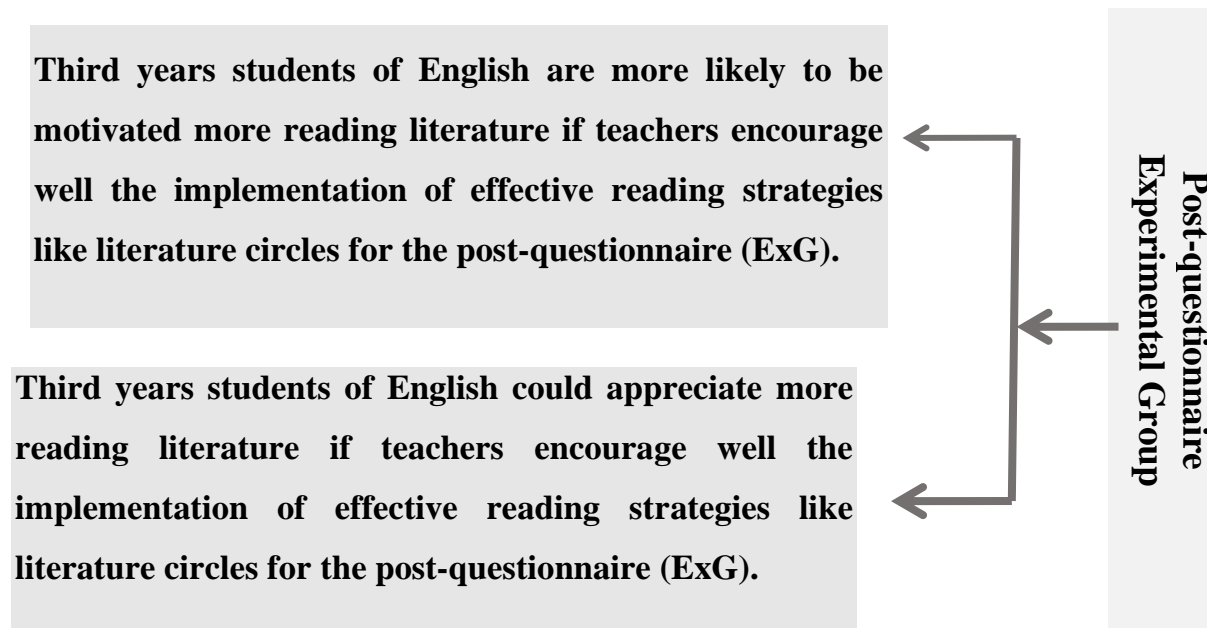
With reference to the information presented in the above table, the results of the test of the fourth sub-hypothesis of the second main hypothesis with a value of the significance level is estimated at (Sig=0.000), which is less than the level of standard error imposed ( $\alpha \leq 0.05$ ), shows the difference between the general and hypothetical arithmetic means estimated at

## Chapter Six: Discussion of Hypotheses Testing Results

(0.94842), this difference is ranked within the range [0.8345-1.0623] with a confidence level of (95%), and indicates that the general mean of the answers exceeds the hypothetical mean (3), and the value of the general arithmetic mean of the first section of the post-questionnaire of the control group is estimated at (3.94) within the range [3.40-4.19], so it represents a very high level of approval about the statements of the second section of the Post-questionnaire of the experimental group. Therefore, the teacher's use of Literature circles strategy in teaching English literature contributed to increasing high appreciation for the student under study in (ExG).

Based on the outcome of the fourth sub-hypothesis test of the second main hypothesis, we reject the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), i.e., third years students of English could appreciate more reading literature if teachers encourage well the implementation of effective reading strategies like literature circles for the post-questionnaire (ExG).

**Figure:6.4 Summary of the results of the test of the 3<sup>rd</sup> and 4<sup>th</sup> sub-hypotheses of the sectional experimental group.**



**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

### 6.1.2.3. Discussion of Results of the Post-questionnaire for the ExG

With the aim to investigate the effectiveness of (LCS) compared to the conventional lecture tasks in teaching English literature, a post-questionnaire also conducted with the experimental group to examine any possible results. Based on the above data collected analysis from the experimental group, the post-questionnaire results indicate a statistically significant differences in the values of the two variables; the independent variable (LCS) and the dependent variables (students' level of motivation and appreciation) which is compelling evidence to accept the alternative hypothesis. The rejection of the null hypothesis advocates that the LCS strategy has a considerable impact on students' level of motivation and appreciation compared to the traditional method (CLBT). Consequently, these findings represent a strong support to the effectiveness of this innovative strategy in contributing to create high level of motivation and appreciation among our students.

### **6. Conclusion**

This chapter presents the detailed examination of the both quantitative and qualitative starting by the pre/postquestionnaire with reference to the Mean, Standard deviation, T test, and One Independent test using the SPSS. As this statistical tool requires, it first adopted the main research hypotheses into sub hypotheses with regard to the variables of motivation and appreciation. These formulated sub hypotheses ate tested with reference to the value of significance, frequencies and description so as either confirm or reject them. In sum, this chapter paves the way to the juxtaposition of the aforementioned hypotheses between control and experimental groups.

## Chapter Seven: Interpretation of Results

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## 7. Introduction

This chapter is a follow up to the practical field chapters in which the researcher compares the pre and post tests for both questionnaire and observation results. Additionally, It presents the differences and changes between the tests to determine if they are statically significant or not and what type of relationship they have. It then provides main general discussions grounded on the acceptance or rejection of the study main hypotheses.

### 7.1. Comparison between the Results of Pr-Q & Ps-Q & (CG) & (ExG)

To identify whether there is a statistically significant difference in the answers of the participants according to the difference of the control and the experimental group of the pre- and post-questionnaire for both sections motivation and appreciation, the Independent-Samples T-test was used because the study variable factor is a comparison between the two independent samples; control and experimental taking before and after measurements. This test is also used when the data in each group is following a normal distribution. Because we are using two groups (control and experimental), and they are tested four times before and after the treatment, a cross linear comparison is required to englobe all the possible data between the baseline and the findings. The results of this test are as follow:

#### 7.1.1. Comparison according to the Questionnaire (Horizontal Comparison)

We start the cross linear comparison horizontally with the aim to find out any significant relationships, differences or similarities between control and experimental group outcomes. The results are as follow:

### 7.1.1.1. Comparison of the Results of the Pre-questionnaire

**The Comparison Hypothesis:** There is no difference in the level of motivation and appreciation among third year students pursuing BA of English language in studying literature between control and experimental group.

**We divide this hypothesis into the following sub-hypotheses:**

1. **The first sub-hypothesis of comparison:** There is no difference in the level of motivation among third year students pursuing BA of English language in studying literature between control and experimental group.
2. **The second sub-hypothesis of comparison:** There is no difference in the level of appreciation among third year students pursuing BA of English language in studying literature between control and experimental group.

#### *7.1.1.1.1. Results of the Comparison Test between the CG and ExG for the Section of Motivation (Pre-questionnaire)*

After testing the following first sub-hypothesis which states, there is a difference in the level of motivation among third year students pursuing BA of English language in studying literature (control and experimental group) through the (T) test for two independent groups and the results are shown in the following table:

*Table.7.1. Results of the Comparison Test between the CG and ExG for the Section of Motivation (Pre-questionnaire)*

The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Motivation	Control group Pre-Q	85	2.2452	0.48831	2.602	0.109	No difference
	Experimental group Pr-Q	85	2.2905	0.57654			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

From the findings in the above table, we notice that there are no statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of motivation among third year students pursuing BA of English language in studying literature for both the control and the experimental groups in the prequestionnaire, this decision is taken based on the fact that the value of the test "F" is (2.602), and the value of the level of significance is (Sig=0.109) which is greater than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is not statistically significant. Besides, in comparing the mean of the control group estimated at (2.2452) with a standard deviation of (0.48831) and the mean of the experimental group estimated at (2.2905) with a standard deviation of (0.57654), it becomes clearly evident that there is no difference in the prequestionnaire data between the control and the experimental group towards the level of motivation among third year students pursuing BA of English language in studying literature.

*7. 1.1.1.2. Results of the Comparison Test between the CG and ExG for the Section of Appreciation (Pre-questionnaire)*

After testing the following second sub-hypothesis which states, there is no difference in the level of appreciation among third year students pursuing BA of English language in studying literature between control and experimental group through the (T) test for two independent groups, and the results are shown in the following table:

*Table.7.2. Results of the Comparison Test between the CG and ExG for the Section of Appreciation (Pre-questionnaire)*

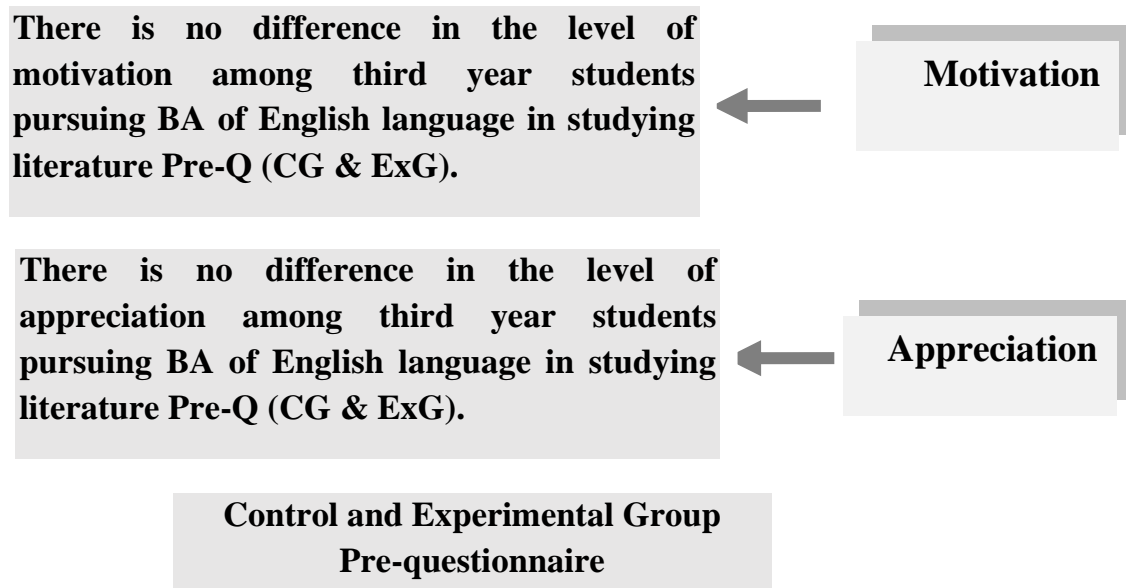
The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Appreciation	Control group Pre-Q	85	2.3226	0.40593	6.803	.0310	No difference
	Experimental group Pr Q	85	2.5339	0.53060			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

The above tabulated data provides the results of the comparison between the control group and the experimental group demonstrating that there are no statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of motivation among third year students pursuing BA of English language in studying literature for both the control and the experimental groups in the pre-questionnaire, this decision is taken based on the fact that the value of the test "F" is

(6.803) and the value of the level of significance is (Sig=0.310) which is greater than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is not statistically significant. Besides, in comparing the mean of the control group estimated at (2.3226) with a standard deviation of (0.40593) and the mean of the experimental group estimated at (2.5339) with a standard deviation of (0.53060), it becomes clearly evident that there is no difference in the pre-questionnaire data between the control and the experimental group towards the level of appreciation among third year students pursuing BA of English language in studying literature.

**Figure.7.1. Summary of the Comparison Test Results of Differences between the CG and ExG for both Motivation and Appreciation**



**Source:** Prepared by the Researcher Based on the Results of Hypotheses Testing

### 7. 1.1.1.3. The Analysis of the Results

Based on the results of the test of the comparison hypothesis for motivation and appreciation between the control and the experimental group in the pre-questionnaire, there is no difference in the level of motivation and appreciation among third year students pursuing BA of English language in studying literature for both control and experimental groups in comparing the means. With regard to motivation, the means for CG (2.2452) and EG (2.2905) were almost identical. In the same vein, the means for CG (2.3226) and EG (2.5339) for appreciation were almost close as well. The latter results are strong empirical evidence that shows the homogeneity of control and experimental groups. Furthermore, it consolidates the representativeness of the control group which strengthens the internal validity and raises the level confidence in the effects of the LCS with the experimental group. In practical terms, these statistics represents truly that students at this level are truly not so motivated to read and do better in studying literature. Besides, they show clearly that students at this level do not appreciate and enjoy the way they are studying literary texts. Though the reasons behind that is attributed to the current teaching instructions and methods in teaching literature, we cannot confirm the reasons behind this low level of appreciation until we analyse the results of the post-questionnaire with the experimental group.

#### **7. 1.1.2. Comparison of the Results of the Post-questionnaire**

**The Comparison Hypothesis:** There is a difference in the level of motivation and appreciation among third year students pursuing BA of English language in studying literature between control and experimental group.

**We divide this hypothesis into the following sub-hypotheses:**

**1. The first sub-hypothesis of comparison:** There is a difference in the level of motivation among third year students pursuing BA of English language in studying literature between control and experimental group.

**2. The second sub-hypothesis of comparison:** There is a difference in the level of appreciation among third year students pursuing BA of English language in studying literature between control and experimental group.

#### 7. 1.1.2.1. The Test of the Comparison Hypothesis: CG & ExG for SM (Ps-Q)

After testing the following first sub-hypothesis which states, there is a difference in the level of motivation among third year students pursuing BA of English language in studying literature (control and experimental group) through the (T) test for two independent groups and the results are shown in the following table:

*Table.7.3. Results of the Comparison Test between the CG and ExG for the Section of Motivation (Post-questionnaire)*

The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Motivation	Control group	85	2.5973	0.43004	3.951	0.048	There are differences
	Experimental group	85	4.3511	0.36050			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

From the findings in the above table, we notice that there are statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of motivation among third year students pursuing BA of English language in studying literature for both the control and the experimental groups in the pre-questionnaire, this decision is taken based on the fact that the value of the test "F" is (3.

951), and the value of the level of significance is (Sig=0.048) which is less than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is statistically significant. Besides, in comparing the mean of the control group estimated at (2.5973) with a standard deviation of (0.43004) and the mean of the experimental group estimated at (4.3511) with a standard deviation of (0.36050), it becomes clearly evident that there are differences in the pre-questionnaire data between the control and the experimental group towards the level of motivation among third year students pursuing BA of English language in studying literature.

#### 7. 1.1.2.2. The Test of the Comparison Hypothesis: CG & ExG for SA (Ps-Q)

After testing the following second sub-hypothesis which states that there is a difference in the level of appreciation among third year students pursuing BA of English language in studying literature between the control and experimental group through the (T) test for two independent groups, and the results are shown in the following table:

**Table.7.4. Results of the Comparison Test between the CG and ExG for the Section of Appreciation (post-questionnaire)**

The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Appreciation	Control group (Pst Q)	85	2.3262	0.45153	1.174	0.001	There are differences
	Experimental group (Pst Q)	85	3.9484	0.52794			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

The above tabulated data provides the results of the comparison between the control group and the experimental group demonstrating that there are no statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the

participants with regard to the level of motivation among third year students pursuing BA of English language in studying literature for both the control and the experimental groups in the pre-questionnaire, this decision is taken based on the fact that the value of the test "F" is (1.174) and the value of the level of significance is (Sig=0.001) which is less than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it means it is statistically significant. Besides, in comparing the mean of the control group estimated at (23262) with a standard deviation of (0.45153) and the mean of the experimental group estimated at (3.9484) with a standard deviation of (0.52794), it becomes clearly evident that there are differences in the pre-questionnaire data between the control and the experimental group towards the level of appreciation among third year students pursuing BA of English language in studying literature.

**Figure:7.2. Summary of the Comparison Test Results of Differences between the CG and ExG for both Motivation and Appreciation**

**There are differences in the level of motivation among third year students pursuing BA of English language in studying literature Post-Q (CG & ExG).**

**Motivation**

**There are differences in the level of appreciation among third year students pursuing BA of English language in studying literature Post-Q (CG & ExG).**

**Motivation**

**Control and Experimental Group  
Post-questionnaire**

**Source:** Prepared by the researcher based on the results of hypothesis testing

### 7. 1.1.2.3. Analysis of the results

Based on the results of the test of the comparison hypothesis for motivation and appreciation between the control and the experimental group in the post-questionnaire, there is difference in the level of motivation and appreciation among third year students pursuing BA of English language in studying literature between the control and experimental groups in comparing their means. With regard to motivation, the means for ExG (4.3511) was largely higher than CG (2.5973). In the same vein, the means of appreciation for ExG (3.9484) was also higher than CG (2.3262) as well. The high differences between the two means of both groups are potent statistical evidence showing the divers results that can be justified by the relationship between the independent variable and dependent variables of this study for both control and experimental groups. That is to say, the low means representing motivations and appreciation in post-questionnaire within the control group demonstrates the ineffectiveness of the conventional lecturing methods and related tasks and instructions in boosting students' level of motivation and appreciation to read well literary texts. On the contrary, the high means of motivation and appreciation obtained after the post-questionnaire in the experimental group confirms the effectiveness of the LCS in raising students' level of motivation and appreciation to read well literary texts.

Furthermore, the low mean in students' responses for motivation and appreciation in the control group supports the reliability of the control group as baseline to measure the changes in students' behaviour for the experimental group treatment. To conclude, although the big difference found between the means of both groups is attributed to the different current teaching instructions and methods in teaching literature, this claim could be confirmed

more also while analysing the comparative analysis results of the pre and post-questionnaire for the experimental group.

### 7.1.2. Comparison within Groups (Vertical Comparison)

In this part, we start the vertical linear comparison with the aim to find out any significant relationships, differences or similarities between pre-and post-questionnaire outcomes. The results are as follow:

#### 7.1.2.1. Comparison between the Results of the Pr-& Ps-Q for SM in CG

In this part, we make a comparison between the pre-and post-questionnaire withing each group individually by testing the following hypothesis:

##### 7.1.2.1.1. Comparison between the Pr-& Ps-Q for SM in CG

**The first sub-hypothesis of comparison:** There are statistically significant differences between the mean of motivation in the pre- and post-questionnaire for the control group.

To test this hypothesis, the Independent-Samples T-test is used because the study variable factor is a comparison between the two independent samples, and the results are shown in the following table:

**Table.7.5. Results of the Comparison Test between the Pr-& Ps-Q for Section of Motivation. (CG)**

The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Motivation	Pre-Q Control Group	85	2.2452	0.48831	1.873	0.173	No difference
	Post-Q	85	2.5973	0.43004			

	<b>Control group</b>						
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**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

From the findings in the above table, we notice that there are no statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of motivation among third year students pursuing BA of English language in studying literature for both pre-and post-questionnaire in the control group, this decision is taken based on the fact that the value of the test "F" is (1.873), and the value of the level of significance is (Sig=0.173) which is greater than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is not statistically significant. Besides, in comparing the mean of the (Pr Q) control group estimated at (2.2452) with a standard deviation of (0.48831) and the mean of the (Ps Q) control group estimated at (2.5973) with a standard deviation of (0.43004), it becomes clearly evident that there are no differences in the means of motivation between pre-and-post-questionnaire data within the control group among third year students pursuing BA of English language in studying literature.

#### **7.1.2.2.2. Comparison between the Pr-& Ps-Q for SA in CG**

**The second sub-hypothesis of comparison:** There are statistically significant differences between the mean of appreciation in the pre- and post-questionnaire for the control group.

To test this hypothesis, the Independent-Samples T-test is used because the study variable factor is a comparison between the two independent samples, and the results are shown in the following table:

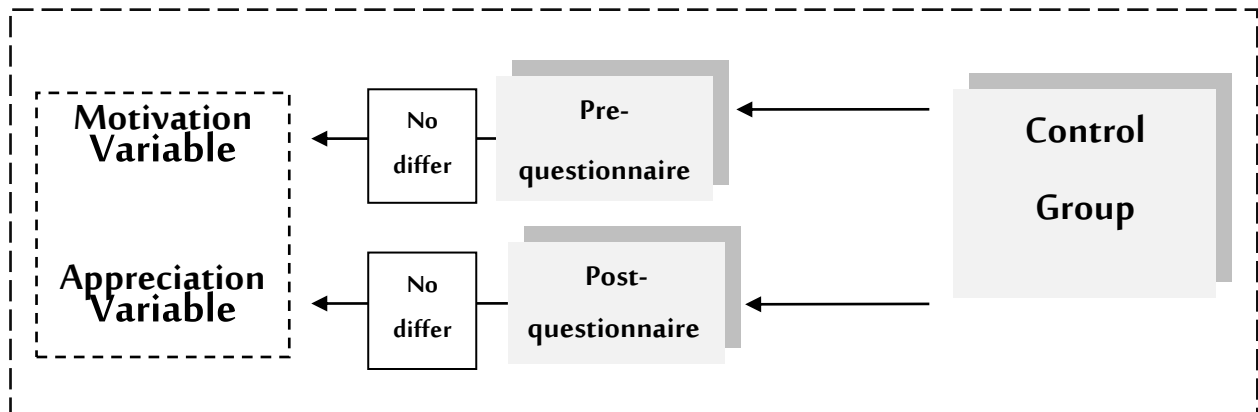
*Table.7.6. Results of the comparison test between the Pr & Ps-Q for section of appreciation. (CG)*

The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Appreciation	Pre-Q Control Group	85	2.6226	0.40593	2.236	0.137	No difference
	Post-Q Control group	85	2.6262	0.45153			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

From the findings in the above table, we notice that there are no statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of appreciation among third year students pursuing BA of English language in studying literature for both the control and the experimental groups in the pre-questionnaire, this decision is taken based on the fact that the value of the test "F" is (1.873), and the value of the level of significance is (Sig=0.173) which is greater than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is not statistically significant. Besides, in comparing the mean of the (Pr Q) control group estimated at (2.6226) with a standard deviation of (0.40593) and the mean of the (Ps Q) control group estimated at (2.6262) with a standard deviation of (0.45153), it becomes clearly evident that there are no differences in the means of appreciation between pre-and-post-questionnaire data within the control group among third year students pursuing BA of English language in studying literature.

**Figure: 7.3.** *Comparison between the Pr & Ps-Q of Motivation and Appreciation in the Control Group*



**Source:** Prepared by the Researcher Based on the Results of Hypothesis Testing

#### 7.1.2.2.3. Analysis of the Results

Based on the results of the test of the comparison hypothesis for motivation and appreciation between the pre-and post-questionnaire in the control group: there is no difference in the level of motivation and appreciation among third year students pursuing BA of English language in studying literature for both pre-and post-questionnaire in the control group. Expectedly, the dependency on tradition methods of teaching in literature classes as the conventional lecturing activities did not contribute to creating a high level of motivation or appreciation in reading literary texts among students. As for motivation, the means for CG (2.2452) and EG (2.5973) were almost close. Likewise, the means for CG (2.6226) and EG (2.6262) concerning appreciation were almost identical. Principally, having such minor differences in the results of pre- and post-questionnaire for the control group illustrates that

the relationship between the independent variable and dependent variables is not statically meaningful.

In this respect, having no major differences in the level of motivation and appreciation between the pre- and post-questionnaire data analysis strengthens the degree of reliability in this study particularly the randomizing sampling process which is reflected in the results withing/and between groups so far. Moreover, the limited changes or differences in students' level of motivation under the conventional lecture tasks seen in the pre-and -post-questionnaire would certainly isolate any other uncontrolled intervening variables as reliable a baseline for the later experimental group results changes.

#### **7.1.2.2. Comparison between the Results of the Pr-& Ps-Q for SM in ExG**

In this part, we make a comparison between the pre-and post-questionnaire withing each group individually by testing the following hypothesis:

##### **7.1.2.2.1. Comparison between the Pr-& Ps-Q for SM in ExG**

**The first sub-hypothesis of comparison:** There are statistically significant differences between the mean of motivation in the pre- and post-questionnaire for the experimental group. To test this hypothesis, the Independent-Samples T-test is used because the study variable factor is a comparison between the two independent samples, and the results are shown in the following table:

**Table.7.7. Results of the Comparison Test between the Pr & Ps-Q for Section of Motivation. (Experimental group)**

The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Motivation	Pre-Q Experimental Group	85	2.2905	0.57654	22.168	0.000	There are differences
	Post-Q Experimental group	85	4.3511	0.36050			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

From the findings in the above table, we notice that there are statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of motivation among third year students pursuing BA of English language in studying literature for both pre- and post-questionnaire in the experimental group, this decision is taken based on the fact that the value of the test "F" is (22.168), and the value of the level of significance is (Sig=0.000) which is less than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is statistically significant. Besides, in comparing the mean of the (Pr Q) experimental group estimated at (2.2905) with a standard deviation of (0.57654) and the mean of the (Ps Q) experimental group estimated at (4.3511) with a standard deviation of (0.36050), it becomes clearly evident that there are differences in the means of motivation between pre-and-post-questionnaire data within the experimental group among third year students pursuing BA of English language in studying literature.

### 7.1.2.3.2. Comparison between the Pr-& Ps-Q for SA in ExG

**The third sub-hypothesis of comparison:** There are statistically significant differences between the means of appreciation in the pre- and post-questionnaire for the experimental group.

To test this hypothesis, the Independent-Samples T-test is used because the study variable factor is a comparison between the two independent samples, and the results are shown in the following table:

*Table. 7.8. Results of the Comparison Test between the Pr-& Ps-Q for Section of Appreciation. (ExG)*

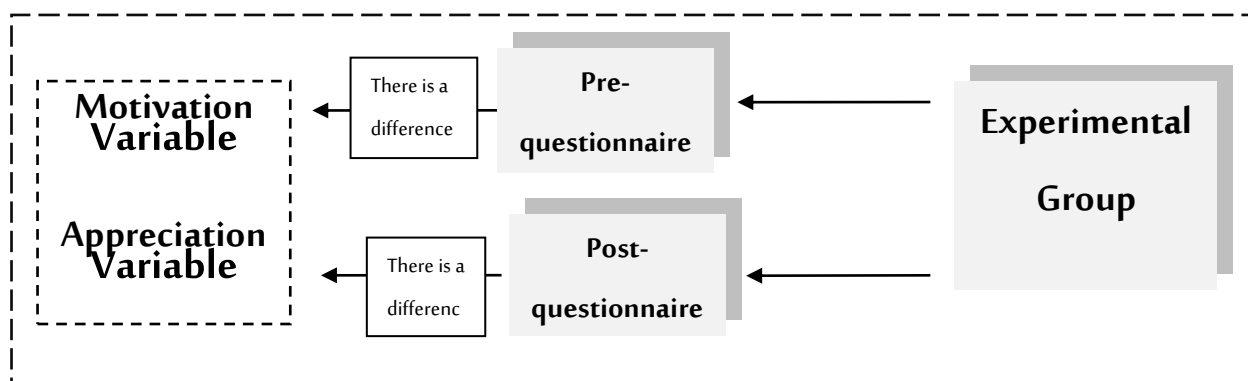
The Variables of Study		Number	Arithmetic mean	Standard deviation	Calculated value (F)	Level (Sig)	Test Decision
Appreciation	Pre-Q Experimental Group	85	2.5339	0.53060	1.869	0.002	There are differences
	Post-Q Experimental Group	85	3.9484	0.52794			

**Source:** Prepared by the Researcher Based on the Outputs of the SPSS.V25 Program.

From the findings in the above table, we notice that there are statistically significant differences at the level of significance (0.05) or less in the directions of the responses of the participants with regard to the level of appreciation among third year students pursuing BA of English language in studying literature for both pre- and post-questionnaire in the experimental group, this decision is taken based on the fact that the value of the test "F" is (1.869), and the value of the level of significance is (Sig=0.002) which is less than the predefined level of significance ( $0.05 \geq \alpha$ ); therefore, it is statistically significant. Besides, in comparing the mean of the (Pr-Q) experimental group estimated at (2.5339) with a standard

deviation of (0.53060) and the mean of the (Ps-Q) experimental group estimated at (3.9484) with a standard deviation of (0.52794), it becomes clearly evident that there are differences in the means of appreciation between pre-and-post-questionnaire data within the experimental group among third year students pursuing BA of English language in studying literature.

**Figure.7.4. Comparison between the Pr & Ps-Q of Motivation and Appreciation in the ExG**



**Source:** Prepared by the researcher based on the results of hypothesis testing

### 7.1.2.3.3. Analysis of the Results

Based on the results of the test of the comparison hypothesis for motivation and appreciation between the pre-and post-questionnaire in the experimental group, there is significant difference in the level of motivation and appreciation among third year students pursuing BA of English language in studying literature for both pre-and-questionnaire in the experimental group. In numerical terms, the mean of motivation for CG (2.2905) was very low in comparison with the mean of EG (4.3511). Equally, the mean of appreciation of the EG (3.94842) was very high as opposed to the CG (.6262) mean. As hypothesised, the adoption of some innovative teaching strategies namely the LCS in teaching/learning

literature classes contributed to creating a high level of motivation or appreciation in reading literary texts among students. As Undoubtedly, having such major differences in the results of pre- and post-questionnaire for the experimental group clarifies that the relationship between the independent variable (LCS) and dependent variables (students' motivation and appreciation) is statically significant.

In this regard, having such major differences in the level of motivation and appreciation between the pre- and post-questionnaire data analysis demonstrates the ineffectiveness of the conventional lecturing methods and related tasks and instructions in boosting students' level of motivation and appreciation to read well literary texts. On the contrary, the high means of motivation and appreciation obtained after the post-questionnaire in the experimental group confirms the effectiveness of the LCS in raising students' level of motivation and appreciation to read well literary texts.

Moreover, the prominent changes or differences in students' level of motivation and appreciation under LCS seen in the post-questionnaire of the experimental group would certainly isolate the intervention of other uncontrolled variables. Additionally, the low means in students' responses for motivation and appreciation in the control group post and Pre-questionnaire and the pre-experimental affirms that the improvements in students' level of motivation and appreciation in the post-questionnaire result with the experimental group is due to the effectiveness of LCS in helping to have positive changes on students' behaviours and attitudes.

## **7.2. Classroom Observation Results**

As described earlier in the fourth chapter, it is conducted with the aim to further check and examine unvoiced behaviours and practices from the part of third tear English students

reading literature novels. It is done with both control group and experimental, the former is observed to make it a reference line to the follower expected changes.

### 7.2.1. Classroom Observation of the Control group

While conducting the classroom observation, the researcher managed checklist observation form and managed to analyse the obtained data using SPSS formulas to ensure reliable and valid outcomes because of the sensitivity of assessing or measuring qualitatively behaviours related to motivation and appreciation. Thus, the results were categorised according to the variables of the study (motivation and appreciation) and distributed in terms of mean scaling decision and average. (See below table).

*Table.7.9. Showing the Observation Comparison Results for the Scale Decisions in the CG*

Sections of the observation	Groups	CONTROL	
	Observed behaviours	Average	Decisions
<b>Motivation</b>	Self-motivation	2,33	very little
	Interest	1,33	Not at all
	Active participation	2,00	very little
	Confidence	3,00	little
	Task competition	2,00	very little
	Intrinsic motivation	2,00	very little
	<b>Motivation</b>	<b>2,11</b>	<b>very little</b>
<b>Appreciation</b>	Enjoyment	1,67	very little
	Reflection	1,00	Not at all
	Positive attitude	2,33	very little
	Enthusiasm	1,33	Not at all
	Artistic taste	1,33	Not at all
	Positive value	2,00	very little
	<b>Appreciation</b>	<b>1,61</b>	<b>very little</b>
<b>Average Rank</b>		<b>1,86</b>	<b>very little</b>

**Source:** Developed by the Researcher Based on the Outputs of the SPSS.V25 Program.

With reference to the table above, the results of the observation during three classes with the control group of third-year students in the English Literature, it is noticed that the overall average of the first section concerning motivation is estimated (2.11) representing the decision “very little”. In the same line, the overall average for the observable indicators of the second section of appreciation is estimated (1.61) referring also to the decision “very little”. Moreover, the sum of frequencies for both motivation and appreciation section are (15) in the 1<sup>st</sup> observation, (22) in the 2<sup>nd</sup> observation and (30) in 3<sup>rd</sup> one. However, there is an increase in the last two classes frequencies, these values are still even below the average of the general frequency value estimated at (60). These low numerical values of observation for control group reflects the real low level of students’ motivation and appreciation in studying literature, this would certainly be attributed to the use of the traditional teaching strategies mainly the conventional lecturing tasks and instructions.

To illustrate from the classroom observation practices, during the first observation, students were quiet and curious to know why the researcher is present. At the beginning of the lesson, most students were showing passive behaviour, the teachers tried many times to recall them to avoid such passive behaviour in the lecture. Some students seem tired and sleepy along the teacher talk.

The results of the classroom observations denote that the general teaching mode was lecture-oriented. The teacher read and explained the text; the tasks are mostly done by few students with the teachers and the rest are not interested. Students’ direct involvement was hardly seen in the classes. In almost all the three classes of observation the teachers were the only speakers, and they were not concerned whether they were able to make students understand what they were teaching in the class. They were also indifferent to get feedback

from the students. One common feature noticed during the class observation is that all teachers are habituated to following the language-based approach. Most students were not asking questions except few students at the front rows who were inattentive in the class, they seemed to be uninterested to listen to their teacher. Students 'lack of confidence was reflected also in their sitting as most front sits were empty unlike those at the back. This refers also to the lack of motivation to be involved in the class. The teacher was completely unaware of it. Some students were busy with their phones! All in all, the general classroom atmosphere denotes the negative attitude shown by the students choosing not to participate.

### **7.2.2. Classroom Observation of the Experimental Group**

Observing the experimental group aims to examine the positive impact that LCS may have on several aspects of learning dealing with the novel and its results on motivation and appreciation. As done with the data of the results were categorised according to the variables of the study (motivation and appreciation) and distributed in terms of mean scaling decision and average. (See below table).

*Table.7.10. Showing the Observation Comparison Results for the Scale Decisions in the CG*

Sections of the observation checklist	Groups	EXPRIMENT		CONTROL VS EXPRIMENT
		Observed	Average	
	Self-motivation	4,33	much	0,50
	Interest	4,33	much	1,00
	Active participation	4,00	much	1,00
	Confidence	4,00	much	1,00
	Task competition	4,00	much	-
	Intrinsic motivation	4,33	much	0,87
	<b>Motivation</b>	<b>4,17</b>	<b>much</b>	<b>0,95</b>
	Enjoyment	4,00	much	0,87
	Reflection	4,67	Very much	-
	Positive attitude	4,00	much	0,87
	Enthusiasm	4,00	much	0,87
	Artistic taste	4,00	much	0,87
	Positive value	4,00	much	1,00
	<b>Appreciation</b>	<b>4,11</b>	<b>much</b>	<b>0,97</b>
<b>Average Rank</b>	<b>4,14</b>	<b>much</b>	<b>1,00</b>	<b>Average Rank</b>

**Source:** Developed by the Researcher Based on the Outputs of the SPSS.V25 Program.

Based on the above table findings, the results of the observation during three classes with the experimental group of third-year students in the English Literature, it is noticed that the overall average of for first section concerning motivation is estimated (4.17) representing the decision “much”. In the same line, the overall average for the observable indicators of the section appreciation is estimated (4.11) referring also to the decision “much”. Moreover, the sum of frequencies for both motivation and appreciation section are (41) in the 1<sup>st</sup> observation, (49) in the 2<sup>nd</sup> observation and (59) in 3<sup>rd</sup> one. Interestingly, there is an increase

in the frequencies for each session of observation, and most significantly is that these values are even over or close the average of the general frequency value estimated (60) as it is the case of the last session. These high numerical values of observation for experimental group reflects a high level of students' motivation and appreciation in studying literature. Such findings lead certainly to attribute positive effect of the independent variable (the novel teaching strategies mainly the literature circle strategy). on the dependent ones such interest, confidence, enjoyment, enthusiasm... etc representing items of appreciation and motivation in the observation checklist.

With regard to motivation, it was noticeable that students who performed their roles at that first class came prepared and actively involved in delivering the literature circles roles.

Furthermore, the results of the first observation showed that the strategy of literature circles had slight positive influence on the level of participation among students, but it was more in the second and third observation, it was also noticeable students who participated in the LCS roles were more willing to take part in the class discussions, and were more confident in expressing their opinions and ideas particularly the last session of observation.

However, it was not high and clear in the first observation, students' encouragement and support to each other during the LCS roles reflects their trial to enhance their intrinsic motivation. In the second and third observation, the frequency of high intrinsic motivation was higher to the extent that as if they are taking a competition to win something with regard to the support between group members. The well example for that one student in the second observation class felt may be shy or lost words but his group members positively saved him out from the situation saying, "*She is the grandmother of the work and she needs to think long before she talks*".

The researcher noticed that there is an acceptable frequency level of self-confidence in three observation sessions, this was clearly expressed in their replies to the questions of LCS roles which asserts feelings of satisfaction and certainty that their opinions and analysis are valued and respected, which enhances their self-confidence as literary readers and analysts.

Another major aspect reflecting students' interest in three observation (1.2&3 Obs) is the great number of attendance of students in the literature circles meetings. Another remarkable indicator was viewed (Obs 2&3) in the considerable concentration of more than half of students while listening to their classmates whereas students who participated in LCS roles were more engaged in lessons and less likely to be distracted and deviant.

The results of (1<sup>st</sup> Obs) also showed that students were more prepared for lessons. The presenters were more interested in doing their tasks during literature circles; in the meantime, the audience students also sound enjoying listening and watching what the presentations particularly in the (2<sup>nd</sup> and 3<sup>rd</sup> Obs).

Along the three observation sessions, considerable number of students were present in the class, they were taking long round table sitting. Though the presenters were at the centre of it, they, luckily, succeeded to act with self-confidence which in turn helped the subsequent presenters get rid of fear and reluctance in their tasks. Besides, the punctuality of students in being presents in the (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> Obs) and the presenters in respecting time reflects their high level of confidence and motivation.

However, there were some loud debate and laughter particularly during the (3<sup>rd</sup> Obs), it is worth noting that the audience students showed respect between students-students and the teacher as they were listening with joy among each other, this was clearly observable in the respect for the opinions of others particularly when one *connector* said "I won't talk until I

hear nothing in the class because now I am the teacher” , and also when a member group “illustrator” was good in imitating the voice of Hazel as if she is over obsessed with love and affection toward others.

Contrary to the control group classes, students are seen with kind of personal aesthetic and literary taste particularly in their responses and examples, this was seen the illustrative examples provided either from well-known persons or passages from literature and culture. The well example for that what the group meeting number one brought to the class names I myself do not know them before but revolutionised the world like names like Walt Disney and Thomas Edison being inspired from the central theme of the story.

Most importantly, the (2<sup>nd</sup> & 3<sup>rd</sup> Obs) were characterised with sense of humour from the very beginning particularly when the teachers call the funny nicknames of the LC members like google, the granny...etc. Additionally, the satire and mockery of the students toward the animated responses of the presenters in terms characters connectedness or preference. It was also noticeable in the promising challenges between groups presenters and audience students as I heard voices like, “*when it comes to your turn in the stage, I will drive you crazy with my comments...*”

At the end of the class students seem to ask and confirm about their next meeting and also ask the teacher if she liked that day presenters. This may reflect how curious and interested to do their assignments as a good sign of high motivation.

## 7.2.3. Discussion of the Observation Results

*Table.7.11. Showing the Observation Comparison Results for Average Rank and the Total Sum between the CG & ExG*

	Self-motivation	Interest	Active participation	Confidence	Task competition	Extrinsic motivation	Employment	Reflection	Positive attitude	enthusiasm	Artistic taste	Positive value	Motivation	Appreciation	Average Rank	Sum
Control	1	1	1	2	2	1	1	1	2	1	1	1	1,33	1,17	1,27	15
	3	1	2	3	2	2	2	1	2	1	1	2	2,17	1,50	1,82	22
	3	2	3	4	2	3	2	1	3	2	2	3	2,83	2,17	2,45	30
Experimental	4	4	3	3	4	4	3	4	3	3	3	3	3,67	3,17	3,45	41
	4	4	4	4	4	4	4	5	4	4	4	4	4,00	4,10	4,00	44
	5	5	5	5	4	5	5	5	5	5	5	5	4,83	5,00	4,91	59
	<b>0,89</b>	<b>0,22</b>	<b>0,67</b>	<b>0,67</b>	<b>0,00</b>	<b>0,67</b>	<b>0,22</b>	<b>0,00</b>	<b>0,22</b>	<b>0,22</b>	<b>0,22</b>	<b>0,67</b>	<b>37,56</b>	<b>4,67</b>		
	<b>0,22</b>	<b>0,22</b>	<b>0,67</b>	<b>0,67</b>	<b>0,00</b>	<b>0,22</b>	<b>0,67</b>	<b>0,22</b>	<b>0,67</b>	<b>0,67</b>	<b>0,67</b>	<b>0,67</b>	<b>54,22</b>	<b>5,56</b>		

**Source:** Developed by the Researcher Based on the Outputs of the SPSS.V25 Program.

With the aim of providing a convenient teaching and learning atmosphere to read long literary texts notably novels and confirm or refute the research hypotheses, the results of observations sessions in both groups were compared using SPSS frequencies, average ranks, sums and percentages of the observable indicators. (See table above table).

As far as the first research hypothesis concerned in which third year students studying literature have low level of motivation and appreciation, the six sessions observation results of

both groups show that there are clear statistically significant results between the control group and the experimental group,

This can be highlighted in the mean difference between the control group and experimental group comparison of frequencies for the indicators of each section of the observation (motivation and appreciation). For instance, the frequencies of the observable behaviour with regard to section of motivation and appreciation are calculated according the observation sessions respectively (1,33), (2,17) (2,83) & (1,17), (1,50) (2,17). Based on the mean frequency of this research tool, which is based on five points scale, estimated at (5), it can be noticed from these values of frequencies are very low indicating that there are no significant differences between the teaching methods and the observed behaviours. That is to say, little or no positive change had marked in students' behaviours with regard to the variables. This is due to the use of traditional methods "the conventional lecture-based tasks in teaching the control group.

On the contrary, there was an increasing tendency in the percentages and frequencies for the indicators of both motivation and appreciation in the three sessions of observation as follow respectively (3,67), (4,00), (4,83) & (3,17), (4,17), (5,00). Accordingly, putting these values in parallel contrast of the mean frequency of this research tool, which is based on five points scale, is estimated at (5), these results indicates that there are significant changes in the observed behaviour of students with regard to motivation and appreciation indicators. That is to say, there is statistically meaningful relation between the implemented strategy (LCS) and improvement in the level of motivation and appreciation behaviours of the experimental students.

In sum, the consistent stability of the findings in the low values (decisions, averages and frequencies) confirmed the first research hypothesis stating that the third year students current level of motivation and appreciation may be low in reading literature. Thus, the absence of significant changes in the control group strengthens the validity of the observed effects in the experimental group.

Regarding the second research hypothesis, the in results of the experimental group observation sessions relative referring to a relative increase in the calculated values (decisions, averages and frequencies). Consequently, because the experimental group data analysis exhibited high values in the increased rate of frequencies with regard to observed indicators for both sections (appreciation and motivation) in comparison to the those of the control group. this high positive change in the students' behaviour show that the use of literature circles strategy had positively affected third year students' level of motivation and appreciation in reading literary texts.

Statistically speaking, this comparative statistical analysis have objectively and reliably proved that there are significant differences between the experimental group and the control group in terms of the observed differences. Furthermore, these significant differences also indicate that there is a strong relationship between the independent variable" LCS and the dependent variables (students' observed behaviours in terms of motivation and appreciation in the experimental group). That is to say, this improvement is due to the use of Literature circle strategy in teaching literature.

### 7.3. Summary of the Main Results

There are statistically significant differences between the means of students' answers in pre- and post-questionnaire and pre and post observation in the level of motivation and appreciation to read literary texts in favour of the post-questionnaire and post-observation. Thus, the first hypothesis of the research is accepted, as the results contained in table 7 & 8 in chapter (7). as students during the conventional lecturing task in teaching literature put students with low or no motivation, these findings draw attention to the need to go beyond traditional methods of teaching literature and support the teaching learning process with diverse innovative modern strategies to build a high level of motivation towards literary texts among students.

Furthermore, findings from the pre and Post-questionnaire and observation comparative analysis in the experimental and the control group besides the ones of the Pre-questionnaire of the experimental group confirmed the second hypothesis, they revealed that there are statistically significant differences between the mean and value of Sig of students' answers in the pre-questionnaire and the post- questionnaire of the level of motivation to learn in favour of the post- questionnaire, and this indicates the effectiveness of the literature circles learning strategy and its positive impact on increasing the level of motivation for learning among students.

The high level of motivation to learn among students under the teaching strategy of literature circles is due to the opportunities it provides for all students to participate effectively in the learning process, it gives them multiple opportunities to express their ideas in a supportive enjoyable atmosphere, and it helps paying attention to the reluctant readers by recognizing his positive role and conscious participation in the teaching and learning process.

The high level of motivation to reading novels is also due to the contribution of the literature circles strategy in giving freedom to students to learn and teach each other in positive mutual dependence, a sense of collective responsibility in achieving a common task successfully, and making confident involvement in reading long literary text.

The high level of appreciation is also due to the diversity of tasks and roles assigned to the students in the literary circles (the discussion director (Satellite), summarizer (Granny), connector (Google), literary luminary (National geography), or illustrator (caricaturist). The nature of this roles and its provoking and enjoyable questions led to the development of the views and opinions of most students delving into the reading text, feeling its aesthetic taste and understanding it; therefore, establishing constructive interaction and interpretation between student's opinion and the literary text ideas. Appreciating literature is never forcing the learner to read, on the contrary, it is classical invitation to read but with a freedom of choice.

The diversity of students' levels and tasks required of them has added an atmosphere of well-being and fun, which removed anxiety, fear and shyness and made students interact with each other without obstacles, and reducing the roles of the teacher and intensifying the roles of students enhanced the responsibility of the students and increased their motivation and focus on understanding the texts read better.

In addition, it goes in line with the fundamental changes that occur in the educational process such as changing the role of both the teacher and the student, where the first became a guide, organizer and facilitator of the learning process while the second became the focus of the educational learning process looking for information and its product, and even the form of the classroom environment changes so that students learn in groups in a sitting position

different from the usual pattern, i.e. students sit in groups in the form of a circle and perhaps this situation positively affected the psychological nature of the students.

The teaching of the novel under the literature circles strategy has contributed to the development of positive relations between students, satisfying their needs such as the need for freedom, the need for belonging, appreciation and improving their attitudes towards reading literature in particular and learning in general. In addition, students receive rewards while completing the tasks entrusted to them, and perhaps all these characteristics will create the appreciation and motivation for students to learn.

The current research agrees with the motivational perspective based on the most of the theoretical assumptions mentioned in the theoretical part of the research namely collaborative learning, reader response, scaffolding, centred learning and constructivism where they all supported the role of the positive role of group works to strengthen interpersonal relationships between students for learning which would in turn positively affect students' motivation, self-achievement and academic learning. More importantly, working in groups as the adopted strategy in learning works to raise the motivation of students, develop their sense of responsibility, increase the ability to accept different points of view and raise the level of self-esteem among students.

The results of the current research are consistent with the studies carried out in the same context of this study by (Bouazid & Cheryl ,2014) through which it confirmed that students 'Performance in English at tertiary level is generally described weak as they consider students' poor motivation is one of the major reasons.

As a key point, the results of the current research regarding the positive impact of the literature circles strategy on the motivation towards learning among students supported by the

approach of centred learning which is concerned the active role of students toward the ownership of their learning. The latter can be replicated to autonomous readers who progressively free themselves from the controlled extrinsic reading activities toward extrinsically motivated independent readers. In doing so, it is to develop sense of confidence that motivates students to work with others and positive feelings that help them like or appreciate what they are doing. Furthermore, it goes also with another principle of the competency-based approach main assumption which is problem solving as LCS favours put students with challenging situation that generate sense of sense of accomplishment and enjoyment in doing them in all cases.

Several studies have examined the effectiveness of literature circles on students' motivation and appreciation in reading long literature texts. Research done by Gailea, N., Evenddy, S. S., & Haeroni, H, (2022) examined the importance of literature circles on improving students' reading motivation. The study found that the use of literature circles resulted in higher levels of motivation and comprehension compared to traditional reading instruction.

Similarly, Thomas, D. (2013) investigated the effects of literature circles on the reading achievement of college reading students. The study found that literature circles lead to both improved comprehension and deeper engagement for college students' reading literary texts.

Another research work is conducted by Alghamdi, M. (2013) studying the effectiveness of the strategy of literature circles in developing literary taste among secondary school students. The study suggested that students who participated in literature circles

demonstrated more positive attitudes toward reading and higher levels of reading appreciation compared to those who did not participate.

Overall, the previous research suggests that literature circles are an effective approach to promoting students' motivation and appreciation in reading long literature texts. Literature circles provide opportunities for students to actively engage with the text and participate in discussions with their classmates. Through the different roles and tasks assigned to students, literature circles help students to develop a deeper understanding of the text and make connections between the reading and their own lives. Literature circles also promote a love of reading and can help to increase reading motivation among students.

However, it is important to note that the effectiveness of literature circles may vary depending on various factors, such as the age of the students, the book selection, and the implementation of the literature circle approach. Further research is needed to explore the effectiveness of literature circles in different contexts and with different student populations. In conclusion, literature circles have shown promise as an effective teaching strategy to promoting students' motivation and appreciation in reading long literature texts. Literature circles provide a collaborative and engaging approach to reading instruction that can enhance students' understanding, appreciation, and motivation for reading.

## 7. Conclusion

This chapter presents the overall analysis of the findings of the research with the aim to answer research questions and/or confirm their associated hypotheses. To this end, it first interpreted and discussed the data collected from the questionnaires and then the observation. The findings were thoroughly analysed, contrasted, and evaluated in order to reach meaningful outcomes and conclusion linked to topic of this research. In addition, the results were also put in comparison to findings from other former researches in the same scope of research. The reason behind that is to provide further supporting evidence on the effectiveness of literature circles strategy in increasing third year English students level of motivation and appreciation in reading novel

**Chapter Eight: Pedagogical Recommendations and Implications**

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## 8. Introduction

As the close of this research, this chapter presents well-crafted recommendations and strategic suggestions which are steered towards the goals and objectives of the study. In light of the research and analysis discussed in previous chapters, the content of this section is devoted to combine the summary main findings and provide practical recommendations to better benefit from this them. The recommendations provided here aim to address gaps that are challenging for students, teachers and researchers. It also discusses the implication of the findings and makes some suggestions for improving students' motivation and appreciation in reading literature in general and novels in particular.

### 8.1. Recommendations for Teachers:

Teacher are a core factor in the process of learning and that is why the researcher put an emphasis on him to contribute to the enhancement of student's interest and passion for reading. In this respect, his main tasks in the context are; implementing reading strategies, providing a variety of reading materials, creating a supportive and positive reading environment, encouraging collaboration and discussion, and utilizing technology to enhance the reading experience. These recommendations are based on research and expert opinions, and they are intended to provide educators with practical strategies to enhance student motivation and appreciation of reading novels.

*Implement Reading Strategies* with reference to a study by Guthrie and Wigfield (2000), students are more likely to be motivated to read when they have a choice in what they read and when the reading materials are relevant to their interests and experiences. The chapter recommends that educators provide students with a range of reading materials, including fiction, non-fiction, and graphic novels, to cater to different interests and reading levels.

***Create a Supportive and Positive Reading Environment:*** based on research conducted by the National Endowment for the Arts (NEA), students who report having a positive attitude towards reading are more likely to read for pleasure (NEA, 2007). The chapter recommends that educators create an environment that is conducive to reading, with comfortable seating, good lighting, and a welcoming atmosphere. Additionally, educators should encourage a positive attitude towards reading by modelling reading themselves and providing positive feedback and encouragement to students who engage in reading.

***Encouraging Collaboration /Discussion:*** many educational researchers recommended highly the inclusion of collaborative reading activities can increase students' motivation and engagement in reading. The chapter recommends that educators incorporate collaborative reading activities, such as book clubs and group discussions, to help students develop critical thinking and social skills. (Kuo and Roehrig 2014),

***Incorporating Technology:*** with this drastic development and invasion of modern technologies, digital reading tools could certainly maximise students' motivation and engagement in reading, as well as their reading comprehension. The chapter recommends that educators utilize technology to enhance the reading experience, such as through e-books, audiobooks, and reading apps (Hiebert et al. 2018),.

***Gamification of Literature:*** because of their entertaining functions, exploring the use of gamification to enhance reading motivation and appreciation, and investigating the use of peer collaboration and discussion in enhancing reading motivation and appreciation.

Based on the findings and conclusions of the study, it is recommended that the literature circles-based program provided in the present study should be adopted by university teachers for teaching other EFL language skills and subjects with several level of students.

3. Professional development training programs are required to EFL teachers to help them know how to implement the literature circles-based program in the classroom.

4. Emphasising periodic seminars and workshops that can raise the awareness of strategic skills to revalue reading of literature.

## 8.2. Recommendation for Students

The high and increased level of motivation to learn under the teaching strategy of literature circles is due to a set of thousands of compromises, the most important of which are: Make students learn on their own by being well guided to discover the applications of the educational material.

Students interact with each other as they accomplish and carry out their tasks in a position that allows them to dialogue, discuss, build trust and make decisions, such encouraging interaction has positive effects on students' motivation to learn, as it allows them to know each other, which in turn forms the basis for committed and caring relationships between group members in a cooperative atmosphere.

The role of the student is positive and active because he learns with the rest of his colleagues, and it represents the main axis in the teaching-learning process, which reflects positively on his desire to learn and motivation for him.

Students participate in the educational-learning process effectively beyond being passive recipients, as for the nature of their participation, it takes place in small groups that are heterogeneous in terms of academic achievement, including students with high abilities, medium abilities and low abilities, and this would increase the percentage of participation within groups, where there are great opportunities to give aid and exchange ideas, so the superior student helps the weak student to accomplish tasks and achieve goals, which increases his motivation to learn and increases his participation in the situation. Educational.

Increasing the ability of students to express their ideas, opinions and points of view, and developing respect, affection and trust among students, which affects them positively psychologically.

Changing the classroom environment, compared to the usual form where the teacher is the main source of knowledge for students, and in return the student becomes a source of knowledge for his peers within the group under the teaching strategy of cooperative education, even the sitting position differs where students sit in groups in the form of a circle in order to facilitate enhanced interaction face to face.

The desire of students to change the traditional methods of teaching and their tendency to learn in an atmosphere of cooperation, dialogue and positive participation, in addition to the rewards they receive that stimulate motivation to learn and develop it during the teaching-learning process.

### **8.3. Implementing Relevant Reading Strategies**

Implementing Reading Strategies is one of the key recommendations provided in the chapter to enhance student motivation and appreciation of reading novels. According to research by Guthrie and Wigfield (2000), students are more likely to be motivated to read when they have a choice in what they read and when the reading materials are relevant to their interests and experiences. Therefore, it is recommended that educators provide students with a range of reading materials, including fiction, non-fiction, and graphic novels, to cater to different interests and reading levels.

Furthermore, research by National Reading Panel (2000) has identified several effective reading strategies that educators can use to enhance students' reading comprehension, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. These strategies can be integrated into the reading curriculum to help

students develop essential reading skills and increase their motivation and engagement in reading.

Moreover, the chapter recommends that educators should provide students with opportunities to engage in independent reading, as this can improve students' reading skills, motivation, and attitudes towards reading. This can be achieved by providing students with access to a variety of reading materials, such as books, magazines, newspapers, and e-books, and by encouraging students to read for pleasure.

Additionally, the chapter recommends that educators should use reading logs and journals to monitor students' reading progress and provide feedback to students. This can help students set reading goals, track their progress, and reflect on their reading experiences. It can also help educators identify areas where students may need additional support or intervention.

Overall, implementing reading strategies is a critical recommendation for educators to enhance student motivation and appreciation of reading novels. By providing students with a range of reading materials, integrating effective reading strategies into the curriculum, and providing opportunities for independent reading and reflection, educators can help students develop essential reading skills and foster a lifelong love of reading.

### **8.3.1. Pre-Reading Strategies**

They involve activities that students can engage in before reading to help them prepare for the text and improve their comprehension. Research has shown that pre-reading strategies can significantly enhance students' motivation and engagement in reading (Mokhtari & Sheorey, 2002).

***Activating Prior Knowledge:*** this involves asking students to reflect on what they already know about the topic or theme of the text. By activating prior knowledge, students are able to connect new information to what they already know, which can improve their comprehension

and retention of the text (Harvey & Goudvis, 2017). Teachers can ask students to share their prior knowledge with the class, or they can provide students with a graphic organizer or mind map to help them organize their thoughts.

***Predicting:*** it involves asking students to make predictions about what they think will happen in the text based on the title, cover, or other clues. This strategy can help students engage with the text and develop critical thinking skills (Harvey & Goudvis, 2017). Teachers can ask students to share their predictions with the class and discuss how they came up with them.

***Visualizing:*** It is another pre-reading strategy that can enhance student motivation and appreciation of reading novels. This involves asking students to create mental images of what they are reading. Visualizing can improve comprehension by helping students create a mental picture of the text (Harvey & Goudvis, 2017). Teachers can provide students with descriptive language from the text and ask them to create a mental image of what is being described.

***Questioning:*** is a pre-reading strategy that can promote student motivation and engagement in reading. This involves asking students to generate questions about the text before they read it. By asking questions, students are able to set a purpose for reading and focus on what they want to learn from the text (Harvey & Goudvis, 2017). Teachers can ask students to share their questions with the class and discuss how they think the text will answer those questions. Such strategies is deemed students develop motivation and engagement with the text, and foster a lifelong love of reading.

### **8.3.2. During Reading Strategies**

They encompass activities that enable students to engage in while reading to help them understand the text and improve their comprehension. Research has shown that during reading strategies can significantly enhance students' motivation and engagement in reading (Guthrie et al., 2007).

**Graphic Organizers:** they are considered visual tools that can help students organize and clarify their thinking about the text. For example, a teacher could provide students with a character map to help them keep track of the different characters in the novel. By using graphic organizers, students are able to identify and understand the key elements of the text, which can improve their comprehension and retention of the text (Guthrie et al., 2007).

**Summarizing:** it includes asking students to condense the main ideas of a section of the text into a shorter version. This strategy can help students identify the most important information in the text and improve their comprehension (Harvey & Goudvis, 2017). Teachers can ask students to share their summaries with the class and discuss how they relate to the overall theme of the novel.

**Questioning:** it involves asking students to generate questions about the text as they read. By questioning the text, students are able to focus on what they want to learn from the text and identify areas where they may need more support or clarification (Guthrie et al., 2007). Teachers can encourage students to ask questions and provide opportunities for students to share their questions and discuss them with the class.

**Contextualisation:** it refers to using the information provided in the text to infer the meaning of unfamiliar words or phrases. By using context clues, students are able to build their vocabulary and develop critical thinking skills (Harvey & Goudvis, 2017). Teachers can provide students with examples of how to use context clues and encourage them to use this strategy as they read.

### 8.3.3. Post Reading Strategies

They are the last step which include activities that students can engage in after reading to help them reflect on the text, consolidate their learning, and make personal connections to the

text. Research has shown that post-reading strategies can significantly enhance students' motivation and engagement in reading (Guthrie et al., 2007).

**Interviewing:** it means asking students to write about their thoughts, feelings, and reactions to the text. By journaling, students are able to reflect on what they have learned from the text and make personal connections to the characters and themes (Harvey & Goudvis, 2017). Teachers can encourage students to share their journal entries with the class and discuss how they relate to the overall theme of the novel.

**Discussion** it simply refers to inviting students to group discussion about the text. By discussing the text, students are able to share their ideas, ask questions, and deepen their understanding of the text (Guthrie et al., 2007). Teachers can facilitate these discussions by providing discussion prompts and encouraging students to build on each other's ideas.

**Retelling:** it is done through asking students to summarize the key events of the text in their own words. By retelling, students are able to consolidate their learning and develop their oral communication skills (Harvey & Goudvis, 2017). Teachers can encourage students to retell the story in groups or individually and provide feedback on their retelling.

**Building Visual Representations:** it means encouraging students draw or envisage similar views about the text such as a timeline, character map, or storyboard. By creating visual representations, students are able to demonstrate their understanding of the text in a creative and engaging way (Guthrie et al., 2007). Teachers can provide students with examples of visual representations and encourage them to use their creativity to represent the text.

#### **8.3.4. Varying the Reading Texts**

It is highly recommended by research that students are more likely to be motivated to read when they have access to a variety of reading materials that match their interests and reading level (Guthrie et al., 2007).

One effective way to do so is through creating a classroom library. A classroom library is a collection of books and other reading materials that are available for students to access in the classroom. Teachers can stock the library with a range of fiction and non-fiction books, magazines, and other reading materials that are appropriate for the students' reading level and interests. By having access to a variety of reading materials, students are more likely to find something that interests them and will be motivated to read.

Other effective way is to exploit the use of new technological devices for reading. With the widespread availability of electronic books and audiobooks, teachers can offer students a variety of reading materials that they can access on their own devices. In addition, teachers can use websites and apps that offer reading materials that are appropriate for the students' reading level and interests. For example, Epic! is a digital reading platform that offers thousands of books and videos for children of all ages and reading levels.

We can also vary the reading texts through adopting levelled reading texts which are books and other reading materials that are organized by reading level. By using levelled texts, teachers can ensure that students are reading materials that are appropriate for their reading level and that they can read independently. Reading programs such as Reading A-Z and Raz-Kids offer levelled texts and other resources to support students' reading development.

### **8.3.5. Creating a Supportive and Positive Reading Environment**

Creating a supportive and positive reading environment is a crucial aspect of implementing reading strategies to enhance student motivation and appreciation of reading novels. Research has shown that the reading environment can have a significant impact on students' attitudes toward reading and their reading achievement (Guthrie et al., 2007). In this essay, we will discuss the importance of creating a supportive and positive reading environment and some strategies that educators can use to implement this recommendation.

One of the key strategies for creating a supportive and positive reading environment is modelling reading behaviour. Teachers who model reading behaviour by reading aloud to their students or reading in front of them can demonstrate the value and importance of reading. In addition, teachers can create a culture of reading by sharing their own reading experiences and recommendations with their students.

Another strategy for creating a supportive and positive reading environment is promoting positive attitudes toward reading. Teachers can encourage students to view reading as a pleasurable and rewarding activity by praising students for their reading achievements and providing positive feedback on their reading progress. In addition, teachers can celebrate reading milestones, such as finishing a book, by offering incentives or recognition for students who reach these milestones.

A third strategy for creating a supportive and positive reading environment is providing a comfortable and inviting reading space. Teachers can create a designated reading area in their classroom with comfortable seating and good lighting to encourage students to read. In addition, teachers can decorate the reading area with posters and other materials that promote a love of reading.

Finally, teachers can provide opportunities for social interaction around reading. By creating book clubs or discussion groups, teachers can encourage students to engage with reading in a social and collaborative way. These groups can provide a supportive and positive environment where students can share their thoughts and opinions on books and connect with other students who share their interests.

In conclusion, creating a supportive and positive reading environment is an important recommendation for enhancing student motivation and appreciation of reading novels. By modelling reading behaviour, promoting positive attitudes toward reading, providing a

comfortable reading space, and offering opportunities for social interaction around reading, teachers can create an environment where students feel valued and supported in their reading journey. These strategies can help students develop a love of reading that will serve them throughout their academic and personal lives.

### **8.3.6. Encouraging Collaboration and Discussion**

Encouraging collaboration and discussion is a valuable reading strategy that can enhance student motivation and appreciation of reading novels. Research has shown that collaborative reading experiences can lead to deeper understanding of text and improve reading comprehension (Duke & Pearson, 2002). In this essay, we will discuss the importance of encouraging collaboration and discussion in the reading process and some strategies that educators can use to implement this recommendation.

One of the key strategies for encouraging collaboration and discussion is through literature circles or book clubs. Teachers can create small groups of students who read and discuss a particular book together. These groups can be facilitated by the teacher or by the students themselves, and can provide a space for students to share their thoughts and interpretations of the text. Literature circles also provide an opportunity for students to practice their critical thinking skills and develop their ability to analyze and evaluate literature.

Another strategy for encouraging collaboration and discussion is through class-wide book talks. Teachers can assign a book for the entire class to read and then facilitate a class-wide discussion about the book. This can be done through structured discussion questions or by allowing students to share their own questions and observations about the text. Class-wide book talks can promote a sense of community and encourage students to view reading as a social activity.

In addition to literature circles and class-wide book talks, teachers can also encourage collaboration and discussion through online discussion forums. Online forums provide a space for students to engage in discussion about books outside of the classroom. This can be particularly useful for students who may be hesitant to share their thoughts and opinions in a face-to-face setting. Online forums can also promote student engagement with reading by allowing students to connect with others who share their interests.

Finally, teachers can encourage collaboration and discussion through collaborative projects that involve reading. For example, teachers can assign group projects where students create book trailers or perform skits based on a particular book. These projects not only encourage collaboration and discussion, but also allow students to demonstrate their understanding of the text in a creative and engaging way.

In conclusion, encouraging collaboration and discussion is an important reading strategy that can enhance student motivation and appreciation of reading novels. By implementing strategies such as literature circles, class-wide book talks, online discussion forums, and collaborative projects, teachers can create opportunities for students to engage with reading in a social and collaborative way. These strategies can not only improve reading comprehension, but also foster a love of reading that can benefit students throughout their academic and personal lives.

### **8.3.7. Utilizing Technology to Enhance Reading Experience"**

Utilizing technology to enhance the reading experience is a powerful tool that educators can use to motivate and engage students in reading novels. Technology has revolutionized the way we approach reading, making it more interactive and immersive than ever before. In this essay, we will discuss the importance of utilizing technology in the reading process and some strategies that educators can use to implement this recommendation.

One of the key ways to utilize technology to enhance the reading experience is through the use of e-books and audiobooks. E-books provide a digital platform for reading that can be accessed on a variety of devices, making reading more convenient and accessible for students. Audiobooks, on the other hand, provide a way for students to engage with literature through listening, which can be especially helpful for struggling readers or students who may have difficulty with traditional reading formats. In fact, research has shown that audiobooks can improve reading fluency and comprehension (Lesaux, Kieffer, Kelley, & Harris, 2014).

Another strategy for utilizing technology in the reading process is through the use of interactive reading apps and websites. There are a variety of interactive reading apps and websites that offer engaging activities and resources for students to use while reading. For example, some apps provide interactive annotations and multimedia resources that can help students better understand and analyze the text. Other apps and websites offer virtual book clubs, discussion forums, and online book clubs that allow students to connect with other readers who share their interests.

In addition to e-books, audiobooks, and interactive reading apps, teachers can also utilize social media platforms to enhance the reading experience. Social media can be used to create online book clubs or reading communities, where students can share their thoughts and reactions to a particular book. Teachers can also use social media to share articles and resources related to reading or to connect with other educators who are passionate about promoting reading.

Finally, virtual reality and augmented reality can provide a unique and immersive reading experience. Virtual reality allows students to explore and experience the setting of a novel, while augmented reality can provide interactive annotations and additional information

about the text. These technologies can bring literature to life and provide a more engaging and memorable reading experience for students.

In conclusion, utilizing technology to enhance the reading experience is an important strategy that can motivate and engage students in reading novels. By implementing strategies such as e-books, audiobooks, interactive reading apps and websites, social media, and virtual and augmented reality, educators can create a more interactive and immersive reading experience for students. These strategies not only enhance reading comprehension but also promote a love of reading that can benefit students throughout their academic and personal lives.

### **8.3.8. Involving Students Explicitly or Implicitly in Selecting their Readings**

Permitting students to choose what they prefer to read make them more likely to be motivated to read. Teachers can offer students a selection of books and other reading materials and allow them to choose what they want to read. In addition, teachers can encourage students to share their favourite books and authors with the class to promote a sense of community and shared interest in reading.

## **8.4. Rebirth the Value of Reading Novels**

Reading is an essential skill that is critical to success in many areas of life. As such, it is crucial that students are motivated and engaged in reading from a young age. Novels, in particular, can be an excellent tool for developing literacy skills and encouraging a love of reading.

Firstly, reading novels can have significant benefits for students' academic and personal development. According to a study by the National Literacy Trust, reading for pleasure has a significant positive impact on academic attainment, with students who read for pleasure performing better in reading, writing, and spelling tests than those who do not (Clark

and Rumbold, 2006). Novels can also help students to develop empathy, critical thinking skills, and cultural awareness, which are important for success in a diverse and interconnected world (McLeod, 2017). As such, it is vital that educators find ways to motivate and engage students in reading novels.

Actually, students are more likely to be motivated to read when they have a choice in what they read and when the reading materials are relevant to their interests and experiences. In addition, providing students with a diverse range of reading materials can help to broaden their horizons and expose them to new perspectives and ideas. Guthrie and Wigfield (2000).

Lastly, technology can be a powerful tool for motivating and engaging students in reading novels. According to a study by Hiebert et al. (2018), digital reading tools can increase students' motivation and engagement in reading, as well as their reading comprehension. This may include tools such as e-books, audiobooks, and reading apps. By using technology to enhance the reading experience, educators can help to make reading more accessible and engaging for all students.

### **8.5. Pedagogical Implication:**

1. The need to reduce the prices of paper books so that all any member of society can acquire the books they need, and encourage initiatives that help to provide used books either at very cheap prices, or they provide the possibility of exchanging books between people, which helped spread the culture of reading among people because reading is of great importance to the individual and society and it is part of it.
2. The importance of paying attention to reading on four major factors: family, school, media, as well as the societal perspectives or beliefs, and the technical challenge.
3. The need to highlight the role of the family in promoting and sustaining the culture of reading and educating parents and families about the importance of reading as the basis of

culture and knowledge increase, in addition to the need for dialogue and educational programs in the media that promote the book and provide awareness doses in the field of expanding and sustaining reading.

4. importance also should be given to the external artistic view of literature books thus writers and publishers should produce the paper book in a beautiful and attractive way and a simple and interesting style that attracts the reader to complete the reading of the book as the very simple style and physical form of the book are among the reasons for the distance of nowadays young readers from the book.

5/ Focusing on the establishment of public libraries with targeted cultural programs that attract young people, especially as they love to visit libraries and benefit from their cultural workshops and programs.

6. Encouraging students to visit the international book fairs that are held annually and making them aware of the different publications and cultural programs they contain, thus increasing their love for reading and reading.

7. Directing the new generation to take advantage of modern technologies and interact with them in a way that enables them to acquire reading skills and cultural knowledge.

8. In addition to the importance of training teachers and motivating them to transfer knowledge and encourage students to read, and not to consider the textbook as the only source of education, and the need for specialized and documented scientific studies that measure the percentage of reading level among school students.

9. Involving the school in its various stages from primary to university, in terms of having a modern library with new books and references suitable for academic and age levels.

10. Allocating classes and times for free reading and removing students from the school class space restricted by regulations and instructions.

11. Supporting the idea of visiting authors, national and foreign writers, to give lectures or provide readings of their books and books, in order to cultivate a culture of reading among the new generation and motivate them to consider it a daily cultural activity.

12. Promoting authors, writers and books through the press through book review and interviews with writers and poets, as well as discussions and seminars on new and newly published books.

13. Encouraging reading groups in governmental or non-governmental offices, departments, ministries, university, colleges, where book lovers meet in groups that read new books and discuss them at the workplace at dedicated times, or in cafes, homes, or in social and cultural institutions such as clubs and public libraries... etc.

14. Using modern communication media from Twitter, Facebook and Instagram to promote online reading groups at all levels.

15. Benefiting from international experiences and learning about their methods in disseminating the culture of reading.

16. Linking reading activity to incentives such as allocating competitions and prizes for those who read the largest number of books, and finding arrangements that contribute to providing environments that encourage reading, in light of official initiatives and directions in this context.

17. The presence of a library at home is a major element that must be present to form the broad lines that the people of the house walk in their lives, and it is useful for children to grow under the roof of a library that contributes to the formation of their personalities and the development of their skills from a young age.

The call for opening specialties or subjects centred around reading literary appreciation and

18. promoting summer seminars like the UK universities do. For example, Beckett University fosters some summer seminars with the aim to help students relax from the exhausting year of study and at the same time give them an outlet study space to keep intellectually engaged.

19. Relating literature with industry should be also at the heart of the reform where schools ought to prepare students to take their place at the economic integration and international investment so that they can read literature purposefully as well.

### **8.6. Suggestions for Further Research**

Replication of the study at various educational stages such as fundamental, middle, secondary, and university. Based on the above conclusions, it is the researcher's hope that this study will open a door for specialists and researchers interested in the field of education to conduct research and studies on:

1. Exploring the long-term effects of implementing the new study technique across different disciplines and educational settings. By continuing to investigate and refine instructional strategies, educators can empower students to achieve their full academic potential.
2. The impact of the literature circles strategy on developing motivation to learn among middle or secondary school students
3. A study on the difficulties and obstacles facing literature teachers in implementing the innovating teaching strategies.
4. Obstacles to the use of modern teaching strategies in teaching social subjects from the point of view of teachers.
5. The effect of the environmental factors on the level of motivation to learn - a comparative study between rural and urban students.
6. Investigating the Impact of Cultural Background on Reading Motivation and Appreciation
7. Investigating the Role of Teachers and Parents in Motivating Students to Read Novels

8. Exploring the Use of Gamification to Enhance Reading Motivation and Appreciation

9. Investigating the Use of Peer Collaboration and Discussion in Enhancing Reading Motivation and Appreciation

### **8. Conclusion**

In closing, the recommendations and suggestions outlined in this chapter offer strategic pathways for addressing the identified gaps and advancing our organizational objectives. By fostering a culture of innovation and continuous learning, we can empower our workforce to adapt to evolving challenges and seize new opportunities. So, the chapter provided recommendations and identify areas for future research to enhance motivation and appreciation of students in reading novels. The chapter provided practical strategies for students, teachers and researchers to motivate and engage students in reading novels drawing on research findings and expert educational researchers within the scope of this research. Furthermore, it identifies areas for future research to investigate other intervening factors or variables with other context to consolidate our understandings.

### General conclusion

Generally speaking, reading is considered a very important skill for students in FLE classes. Because while learning a foreign language, we need to read about its language rules, culture, and literature. Undoubtedly, students' interactions with English language texts are put into questions as most students find difficulties to understand what they read. In this sense, these difficulties are essentially related to difficulties of linguistic or cultural aspects, but several researchers (Kheladi, 2013 & Toubaida 2016) confirm that one of the main reasons for this lack of understanding among these students is the lack of motivation and appreciation in the literature reading activity.

For this reason, this research aims to come up with a solution to deal with this problem. The choice was on the literature circles strategy as a didactic strategy that motivates and promotes appreciation to read. So, the research focuses on the role of literature circles strategy in improving and increasing students' motivation and appreciation. The main research question is: what is the current level of students' motivation and appreciation toward reading the novel? And to what extent could literature circle strategies could help enhancing students' motivation and appreciation in reading the novel. Accordingly, the hypotheses are formulated as follows: third year English students seem unmotivated and do not enjoy reading long literary texts as the novel; therefore, the use of innovative teaching strategies like the literature circles strategy is more likely to promote students' motivation and appreciation reading literary texts.

The primary objective of this study is not only to examine our students' current level in motivation and appreciation, but also to uncover the prevailing practices behind it so that they improve their relationship with reading. To do so, the researcher carried out a quasi-experiment research with third year English students studying literature at department of English in the university of Tiaret. The study took over two months. At first, the researcher

met the target population (students and literature teacher to order to request their readiness to participate in this study, after having their approval. The students are divided into two groups, the sample is composed of 170 members divided in turn into two groups, the control group and the experimental group, each group contains 85 students. The first research instrument is questionnaire which concerns the motivation and appreciation to read, its aim is to have a general understanding of the students' relationship to reading literature before and after the treatment. And the second research instrument is classroom observation which is to notice observable behaviours in terms of level of motivation and appreciation with the same students. The results of these collected data tools showed that the students have a passive relationship with regard to reading literature, as well as the students have a remarkable lack of motivation and appreciation precisely among the students in the control group.

Following the treatment with the experimental group, a cross comparison analysis to students' answers is done with the pre- and post-questionnaire s for both groups. The findings also showed that there are significant differences between the pre and post treatment which denotes the efficiency of the implemented strategy (LCS) to boost students' motivation and appreciation. The data are analysed quantitatively and qualitatively using SPSS tests which are convenient for such experimental researches.

Based on the six classroom observations, students' behaviours were also observed during the different sessions using an observation checklist form in both groups. When setting up the LSA, students in the experimental group showed progressive improvement in their behaviours with regard to the indicators of motivations and appreciation. It shows that they benefitted from participating in the implemented strategy. On the contrary, observation results from the control group showed relatively lower values in the level of motivation and appreciation with regard to the one of the experimental groups.

At the end of the process, the researcher examined students' responses directed to their likes/dislikes and suggestions toward the literature circles strategy. Generally, a positive impression marked experimental group feedback with regard to the effectiveness of the strategy in studying the novel as more than 50 % of them liked their participation. In other words, they said that it helped awakening their interest in reading and also enjoy the reading activities during the literature circles session.

These positive results could certainly support the research to state that the objectives of the study are, to a greater extent, achieved, and therefore we can also confirm the hypotheses made at the outset by suggesting that the literature circles strategy helps the student to get motivated reading literary texts and enjoy reading them as well. Regarding the difficulties encountered while conducting this work, primarily it was time problem because of the overloaded syllabus of literature studies on the one hand and the much time took to master the use and choice of the SPSS tests suitable for this study.

In conclusion, this research is meant to emphasize the significance of updating our teaching practices with what works well with students' needs and teachers' expectations in this rapidly changing world of research development in all fields. Thus, the role of the teacher as a motivator in his or her classroom plays an important role to action research their classroom practices. As Smith, (2019) points out, "Inspiring a love for literature and learning is a fundamental role of teachers. By employing motivating strategies, educators can ignite students' passion for reading literature, thereby fostering a deeper appreciation for learning in general." In other words, learning in general and studying in particular cannot be transformed into real active learning if teachers always using the same type of reading skills, technique or activities as one linear reading strategy. Teachers need to vary the reading activities that lead the student to better understand and enjoy their reading process and to better engage in the activity. In the same perspective, it is important to emphasize that the priority of objectives

with respect to the level of students. In such context, we should adopt and ground our teaching objectives, materials, instruction from learning to read literature to reading to learn literature specially at tertiary level. In doing so, we are contributing to develop independent readers who can be nurtured with the culture of reading.

As a matter of fact, the optimum results to instil the love of reading novels and being successful to keep students highly motivated in this task is largely attributed to the adopted strategy in this research but only with this particular context and the various above-mentioned controlled variables. Accordingly, having high level of motivation and appreciation in reading long literary texts namely the novel is never a solitary and individual work of the student, the researcher or the teacher alone, it is rather the contribution of the parent involvements, the educational background, the readership rate of the society that could also intervene in construction of highly motivated readers who passionately enjoy the art of literature readings.

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## Appendices

### Appendices

#### Appendix A: Pre-study Questionnaire

*Dear Students,*

Read each item carefully and indicate how effective the Literature instructions, strategies and tasks are in increasing your motivation and literary appreciation by putting a tick ( ) mark on the column that corresponds to your response. Refer to the following scales for your answer,

Scales:

Indicators of Effectiveness	Levels of Effectiveness
-----------------------------	-------------------------

- 5 Very Effective (VE)
- 4 Agreeably Effective (AE)
- 3 Moderately Effective (ME)
- 2 Slightly Effective (SE)
- 1 Not Effective (NE)

## Appendices

<b>A. Students' Motivation: Lecture-based tasks</b>	1				
1.The lesson tasks encourage me to participate actively in group discussions and other classroom activities.					
2.The lesson tasks help me become accountable and responsible for my own learning (student autonomy/ independent learning).					
3.The lesson tasks encourage me to successfully complete required tasks in a lesson.					
4.The lesson tasks help me answer and reply to questions confidently.					
5.The lesson tasks help me relate and apply the text to my life, make inferences, and predict future events.					
6.The lesson tasks encourage me to think critically and analytically.					
7.The lesson tasks invite me regularly to focus on the sense of being successful in accomplishing both ones and the group tasks.					
8.The lesson tasks stimulate my creativity and interest in dealing with the novel.					
9.The lesson tasks break the routine in the lesson, giving me different choices to contribute and assess realistic-like tasks and experiences.					
10.After completing the lesson tasks, I feel motivated to participate in future discussions.					
11.The lesson tasks have increased my motivation to read outside of the classroom.					
12.The lesson tasks give me the chance to confidently express my choice and my voice to the text					
13.The lesson tasks encourage me to apply, analyse and synthesize ideas and concepts					
<b>B. Students' Literary Appreciation: Lecture-based tasks</b>					
14.The lesson tasks offer me a friendly and enjoyable learning atmosphere.					
15.The lesson tasks help activate my prior or background knowledge about the lesson.					
16.The lesson tasks assisted develop positive attitude toward cooperative and collaborative work.					
17.The lesson tasks assisted me to taste the aesthetic value of the literary text					
18.The lesson tasks facilitate my interactions with peer students and teachers					
19.The lesson tasks helped me develop positive values like supportive attitudes, patience, tolerance, and self-reliance.					
20.The lesson tasks supported my appreciation in comprehending and explaining the text.					

## Appendices

21.The lesson tasks encouraged my enthusiasm, laughter, and sense of humour.					
22.Through the lesson tasks, I feel that reading is not a boring way to spend time					
23.The lesson tasks give me a chance to enjoy sharing our ideas about the novel and consider reading it really fun					
24.During the lesson tasks, I feel delighted to ask useful questions					
25.I feel appreciated when participating in the lesson tasks					
26.I believe that the lesson tasks increase my appreciation for the value of reading.					
<b>C. Comments and Suggestions</b>					
Please write your comments, observations and suggestions below about the <b>Indicators of Effectiveness</b> Literature instructions, strategies and tasks you were exposed in.					<b>Levels of Effectiveness</b>
<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

## Appendices

A. Students' Motivation: The Literature Circles strategy					
1.Literature circles encourage me to participate actively in group discussions and other classroom activities.					
2.Literature circles help me become accountable and responsible for my own learning (student autonomy/ independent learning).					
3.Literature circles encourage me to successfully complete required tasks in a lesson.					
4.Literature circles help me answer and reply to questions confidently.					
5.Literature circles help me relate and apply the text to my life, make inferences, and predict future events.					
6.Literature circles encourage me to think critically and analytically.					
7.Literature circles invite me regularly to focus on the sense of being successful in accomplishing both ones and the group tasks.					
8.Literature circles stimulate my creativity and interest in dealing with the novel.					
9.Literature circles break the routine in the lesson, giving me different choices to contribute and assess realistic-like tasks and experiences.					
10.After completing literature circles, I feel motivated to participate in future discussions.					
11.Literature circles have increased my motivation to read outside of the classroom.					
12.literature circles give me the chance to confidently express my choice and my voice to the text					
13.Literature circles encourage me to apply, analyse and synthesize ideas and concepts					
B. Students' Literary Appreciation: The Literature Circles strategy					
14.Literature circles offer me a friendly and enjoyable learning atmosphere.					
15.Literature circles help activate my prior or background knowledge about the lesson.					
16.Literature circles assisted develop positive attitude toward cooperative and collaborative work.					
17.Literature circles assisted me to taste the aesthetic value of the literary text					
18.Literature circles facilitate my interactions with peer students and teachers					
19.Literature circles helped me develop positive values like supportive attitudes, patience, tolerance, and self-reliance.					

## Appendices

20.Literature circles supported my appreciation in comprehending and explaining the text.					
21.Literature circles encouraged my enthusiasm, laughter, and sense of humour.					
22.Through literature circles, I feel that reading is not a boring way to spend time					
23.Literature circles give me a chance to enjoy sharing our ideas about the novel and consider reading it really fun					
24.During literature circles, I feel delighted to ask useful questions					
25.I feel appreciated when participating in literature circles roles.					
26.I believe that literature circles increase my appreciation for the value of reading.					
<p><b>C. Comments and Suggestions</b></p> <p>Please write your comments, likes, dislikes, observations and suggestions below about the Literature Circle strategy you were exposed in.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>					

### Appendix C: Observation Checklist Form

#### Scales

1 Not at All (NL)

## Appendices

- 2 Very Little (VL)
- 3 Little (L)
- 4 Much (M)
- 5 Very Much (VM)

	Observed Behaviours	scales	1	2	3	4	5
<b>Motivation</b>	They come prepared						
	They are eager to work and share with others						
	They actively participate in discussion						
	They are punctual and consistent in literature classes						
	They fulfil their roles successfully						
	They initiatively support each other in the presentations						
<b>Appreciation</b>	They enjoy listening to their peers						
	Students relate characters to situations in their lives						
	They approach the reading tasks with curiosity						
	They show signs of humour like smiles, laughter, mockery...						
	They provide artistic responses like famous citations, sayings, actors, poems...						
	They seem spontaneous and at ease in the discussions						

### Appendix D: Literature Circles Roles

#### Literary Luminary

## Appendices

Name .....Meeting Date.....

Reading Assignment Book.....

- Select text to be read aloud (Can be a quote or a paragraph)
- Luminary can read the section themselves or ask others to read aloud.
- Select text that is thought-provoking, humorous, controversial, poetic, confusing, unusual, important, interesting.
- Your job is to pick parts of the piece that you want to read aloud to your group. You might choose a:
  - Good Part                      - Interesting Part
  - Confusing Part                - Funny Part
  - Important Part                 - Surprising Part
  - Scary Part                      - Good Description
  - Good Writing Sample

.....

.....

.....

.....

.....

## Word Wizard

Name .....Meeting Date.....

Reading Assignment Book.....

## Appendices

- Talk about the style mainly (diction, grammar, syntax and sounds)
- locates words which need further explanation to fully understand the text
- Select unfamiliar, challenging, enriching, unusual, or interesting words.
- Use context-clues to guess the meaning.
- Look up dictionary definition.
- Make sure word meanings can be expressed in students' own words
- Share and discuss with group
- Write down any words you don't know. Also write down words the author used that you think are especially interesting or vivid. Use a dictionary to find word meanings. When your group meets, help your group members talk about the words you have chosen.

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.....

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.....

.....

### Connector

Name ..... Meeting Date.....

Reading Assignment Book.....

## Appendices

- Make connections between the text (*characters, setting, conflicts, etc.*) and...
  - Happenings at school
  - Life outside school
  - Similar events of another time or place.
  - Other people or problems
  - Another book
  - Events in the news
- What was going through your mind as you read this piece?
- What was the topic or theme?
- Did anything surprise you?
- How did you feel about the characters?
- Connect the text to something in life or to another text. Does this story remind you of anything? Identify whether your connection is text to text(TT) or text to life (TL).
- Make sure that the group members participate in the discussion. He or she also takes notes for the discussion and keeps the group on task.
- Purpose of the text- Why is written or why is it written in a certain way
- What effect did the text have on the reader

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### Researcher

Name ..... Meeting Date.....

Reading Assignment Book.....

## Appendices

- Put the story into its context or relate the topic to the whole work.
- Find background information on any topic related to the text. (historical context)
- Geography/culture of the setting
- History of the time period
- Background on the author
- Music, objects, or word derivation
- Investigator keeps a record of where they looked for information and whether or not they were successful.
- Finally talk about the setting of the story ( time and place).

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# Appendices

Name .....Meeting Date.....

Reading Assignment Book.....

○ Choose a character(s) and write a response about him/her. What is your opinion of the character? What does he look like, and what does he do? Does this character remind you of anyone? Identify some of the character's traits and give evidence from the story to support your ideas

○ This student tracks the evolution of characters and cites text examples

○ Besides check the presence of point of view

○ .....  
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## Appendices

Name .....Meeting Date.....

Reading Assignment Book.....

Your job is to write a brief summary of the story. That means that you are retelling the key points in a shorter version. Include the main ideas, but leave out small details.

- Give the title
- The authors' name
- The date of its first publication
- The plot
- The theme(s)

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**Appendix E: Test Results for the Normal Distribution of the Experimental Group**

**First: The Normal Distribution of the Pre-questionnaire**

## Appendices

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
MMM	,073	85	,200*	,977	85	,134
M3						

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Second: The Normal Distribution of the Post-questionnaire

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
BBBB3	,079	85	,200*	,973	85	,074

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Appendix F: Test Results for the Normal Distribution of the Control Group

#### First: The Normal Distribution of the Pre- Questionnaire

## Appendices

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
TTTT3	,079	85	,200*	,982	85	,294

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### Second: The Normal Distribution of the Post- questionnaire

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
RRRR3	,106	85	,120	,979	85	,169

### Appendix G: Cronbach Alpha Results for the Pre-Questionnaire of Experimental Group Cronbach Alpha for the First Section

## Appendices

### Case Processing Summary

		N	%
Cases	Valid	85	100,0
	Excluded <sup>a</sup>	0	,0
	Total	85	100,0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
,934	13

### Cronbach alpha for the Second Section

### Reliability Statistics

Cronbach's Alpha	N of Items
,910	13

### Alpha Cronbach for the Pre-Questionnaire (both sections)

### Reliability Statistics

Cronbach's Alpha	N of Items
,961	26

## Appendix H: Inter-Item Correlation Matrix Results for the Pre-questionnaire of the Experimental Group Inter-Item Correlation of the First Section of the Pre-questionnaire

# Appendices

		MLC01	MLC02	MLC03	MLC04	MLC05	MLC06	MLC07	MLC08	MLC09	MLC010	MLC011	MLC012	MLC013	MLC1
MLC 01	Pearson Correlation	1	.740**	.771**	.732**	.784*	.780**	.279**	.610**	.728**	.532**	.531*	.535**	.484*	.884**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.010	.000	.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 02	Pearson Correlation	.740**	1	.675**	.703**	.936*	.696**	-.053	.457**	.829**	.442**	.509*	.394**	.434*	.820**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.627	.000	.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 03	Pearson Correlation	.771**	.675**	1	.734**	.685*	.810**	*.249	.537**	.649**	.462**	.513*	.546**	.477*	.840**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.022	.000	.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 04	Pearson Correlation	.732**	.703**	.734**	1	.758*	.774**	.116	.462**	.674**	.503**	.460*	.465**	.447*	.813**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.291	.000	.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 05	Pearson Correlation	.784**	.936**	.685**	.758**	1	.702**	-.054	.473**	.873**	.511**	.577*	.446**	.460*	.859**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.624	.000	.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 06	Pearson Correlation	.780**	.696**	.810**	.774**	.702**	1	.336**	.684**	.709**	.469**	.441*	.551**	.550*	.884**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.002	.000	.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 07	Pearson Correlation	.279**	-.053	*.249	.116	-.054	.336**	1	.420**	-.056	.321**	.033	*.249	.147	.286**
	Sig. (2-tailed)	.010	.627	.022	.291	.624	.002		.000	.613	.003	.762	.021	.180	.008
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 08	Pearson Correlation	.610**	.457**	.537**	.462**	.473*	.684**	.420**	1	.520**	.468**	.480*	.566**	.560*	.745**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 09	Pearson Correlation	.728**	.829**	.649**	.674**	.873**	.709**	-.056	.520**	1	.543**	.546*	.462**	.462*	.838**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.613	.000		.000	.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 010	Pearson Correlation	.532**	.442**	.462**	.503**	.511*	.469**	.321**	.468**	.543**	1	.535*	.437**	.418*	.674**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.003	.000	.000		.000	.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 011	Pearson Correlation	.531**	.509**	.513**	.460**	.577*	.441**	.033	.480**	.546**	.535**	1	.460**	.557*	.682**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.762	.000	.000	.000		.000	.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 012	Pearson Correlation	.535**	.394**	.546**	.465**	.446*	.551**	*.249	.566**	.462**	.437**	.460*	1	.376*	.670**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.021	.000	.000	.000	.000		.000	.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 013	Pearson Correlation	.484**	.434**	.477**	.447**	.460*	.550**	.147	.560**	.462**	.418**	.557*	.376**	1	.653**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.180	.000	.000	.000	.000	.000		.000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MM MM1	Pearson Correlation	.884**	.820**	.840**	.813**	.859*	.884**	.286**	.745**	.838**	.674**	.682*	.670**	.653*	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.008	.000	.000	.000	.000	.000	.000	
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).







## Appendices

	Sig. (2-tailed)	,291	,092	,003	,000	,000	,180	,712	,021	,003	,010	,002	,257		,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MMM M2	Pearson Correlation	,751**	,340**	,741**	,794**	,878**	,670**	,780**	,680**	,741**	,826**	,782**	,683**	,404**	1
	Sig. (2-tailed)	,000	,001	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	,000	
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

## Appendices

### Appendix I: Cronbach Alpha Results for the Post-Questionnaire of Experimental Group

#### Cronbach alpha for the First Section of the Post-Questionnaire of Experimental Group

##### Case Processing Summary

		N	%
Cases	Valid	85	100,0
	Excluded <sup>a</sup>	0	,0
	Total	85	100,0

a. Listwise deletion based on all variables in the procedure.

##### Reliability Statistics

Cronbach's Alpha	N of Items
,816	13

#### Cronbach alpha for the Second Section of the Post-questionnaire of Experimental Group

##### Reliability Statistics

Cronbach's Alpha	N of Items
,878	13

#### Alpha Cronbach for the Post-questionnaire of Experimental Group (Both sections)

##### Reliability Statistics

Cronbach's Alpha	N of Items
,837	26



## Appendices

MLC 6	Pearson Correlation	,761**	* *	* 229	,348**	,189	1	,066	1,000**	,189	,348**	* 229	* *	* 272	,681**
	Sig. (2-tailed)	,000	,027	,035	,001	,083		,549	,000	,083	,001	,035	,027	,012	,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 7	Pearson Correlation	,041	* 270	,153	,069	,000	,066	1	,066	,000	,069	,153	* 270	,190	,354**
	Sig. (2-tailed)	,707	,012	,162	,532	1,000	,549		,549	1,000	,532	,162	,012	,082	,001
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 8	Pearson Correlation	,761**	* *	* 229	,348**	,189	1,000**	,066	1	,189	,348**	* 229	* *	* 272	,681**
	Sig. (2-tailed)	,000	,027	,035	,001	,083	,000	,549		,083	,001	,035	,027	,012	,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 9	Pearson Correlation	,188	,193	,211	* * 252 *	1,000**	,189	,000	,189	1	* * 252 *	,211	,193	,184	,535**
	Sig. (2-tailed)	,084	,077	,052	,020	,000	,083	1,000	,083		,020	,052	,077	,092	,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 10	Pearson Correlation	,286**	,160	,293**	1,000**	* * 252 *	,348**	,069	,348**	* * 252 *	1	,293**	,160	,176	,601**
	Sig. (2-tailed)	,008	,143	,007	,000	,020	,001	,532	,001	,020		,007	,143	,108	,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 11	Pearson Correlation	,154	,111	1,000**	,293**	,211	* 229	,153	* 229	,211	,293**	1	,111	,069	,581**
	Sig. (2-tailed)	,160	,310	,000	,007	,052	,035	,162	,035	,052	,007		,310	,530	,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 12	Pearson Correlation	,085	1,000**	,111	,160	,193	* *	* 270	* *	,193	,160	,111	1	,367**	,567**
	Sig. (2-tailed)	,437	,000	,310	,143	,077	,027	,012	,027	,077	,143	,310		,001	,000

## Appendices

	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
MLC 13	Pearson Correlation	,318**	,367**	,069	,176	,184	* 272	,190	* 272	,184	,176	,069	,367**	1	501**
	Sig. (2-tailed)	,003	,001	,530	,108	,092	,012	,082	,012	,092	,108	,530	,001		,000
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85
BBB B1	Pearson Correlation	,570**	,567**	,581**	,601**	,535**	,681**	,354**	,681**	,535**	,601**	,581**	,567**	501**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,001	,000	,000	,000	,000	,000	,000	
	N	85	85	85	85	85	85	85	85	85	85	85	85	85	85

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Appendix K: Cronbach alpha results for Pre-Questionnaire Control Group**  
**Cronbach Alpha for the First Section of Pre-Questionnaire Control Group**

**Case Processing Summary**

		N	%
Cases	Valid	85	100,0
	Excluded <sup>a</sup>	0	,0
	Total	85	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,891	13

**Cronbach Alpha for the Second Section of Pre-Questionnaire Control Group**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,772	13

**Alpha Cronbach of Pre-Questionnaire Control Group (Both Sections)**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,913	26

**Appendix L: Cronbach Alpha Results for Post-Questionnaire of Control Group**  
**Cronbach Alpha for the First Section of Post-Questionnaire Control Group**

**Case Processing Summary**

		N	%
Cases	Valid	85	100,0
	Excluded <sup>a</sup>	0	,0
	Total	85	100,0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
,737	13

**Cronbach alpha for the Second Section of Post-Questionnaire Control Group**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,739	13

**Alpha Cronbach of Post-Questionnaire control Group (Both Sections)**

**Reliability Statistics**

Cronbach's Alpha	N of Items
,851	26

**Cronbach's Alpha Value Range and Interpretation.**

**Appendix M: Test Results of the First Sub-hypothesis of the First Major Sub-hypothesis**

<b>One-Sample Statistics</b>				
	N	Mean	Std. Deviation	Std. Error Mean
TTTT1	85	2,2452	,48831	,05296

<b>One-Sample Test</b>						
Test Value = 3						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TTTT1	14,250	84	,000	,75475	,6494	,8601

**Appendix N: Test Results of the Second Sub-hypothesis of the First Major Hypothesis**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
TTTT2	85	2,6226	,40593	,04403

**One-Sample Test**

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TTTT2	8,571	84	,000	,37738	,2898	,4649

**Appendix O: Test Results of the Third Sub-hypothesis of the First Major Hypothesis**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
MMM M1	85	2,2905	,57654	,06253

**One-Sample Test**

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
MMM M1	11,346	84	,000	,70950	,5851	,8339

## Appendix P: Test Results of the Fourth Sub-hypothesis of the First Major Hypothesis

### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
MMMM2	85	2,5339	,53060	,05755

### One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
MMMM2	8,098	84	,000	,46606	,3516	,5805

**Appendix Q: Test Results of the First Sub-hypothesis of the Second Major Hypothesis**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
RRRR1	85	2,5973	,43004	,04664

**One-Sample Test**

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RRRR1	8,634	84	,000	,40271	,3100	,4955

**Appendix R: Test Results of the Second Sub-hypothesis of the Second Major Hypothesis**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
RRRR2	85	2,6262	,45153	,04898

**One-Sample Test**

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
RRRR2	7,631	84	,000	,37376	,2764	,4711

## Appendix S: Test Results of the Third Sub-hypothesis of the Second Major Hypothesis

### One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
BBBB1	85	4,3511	,36050	,03910

### One-Sample Test

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BBBB1	34,554	84	,000	1,35113	1,2734	1,4289

**Appendix T: Test Results of the Fourth Sub-hypothesis of the Second Major Hypothesis**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
BBBB2	85	3,9484	,52794	,05726

**One-Sample Test**

Test Value = 3

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BBBB2	16,562	84	,000	,94842	,8345	1,0623

## Appendix U: Results of the Comparison Test between Prequestionnaire of the Control and the Experimental Group in Motivation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Control group1	85	2,2452	,48831	,05296
ExGroup0	85	2,2905	,57654	,06253

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
الأفندية	Equal variances assumed	2,602	,109	-,552	168	,582	-,04525	,08195	-,20703	,11654
	Equal variances not assumed			-,552	163,569	,582	-,04525	,08195	-,20707	,11657

## Appendix V: Results of the Comparison Test between Prequestionnaire of the Control and the Experimental Group in Appreciation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Control group1	85	2,6226	,40593	,04403
ExGroup0	85	2,5339	,53060	,05755

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
الاستمتاع	Equal variances assumed	6,803	,010	1,224	168	,223	,08869	,07246	-,05437	,23174
	Equal variances not assumed			1,224	157,240	,223	,08869	,07246	-,05444	,23181

## Appendix W: Results of the Comparison Test between Post-questionnaire of the Control and the Experimental Group in Motivation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Control group1	85	2,5973	,43004	,04664
Control group2	85	4,3511	,36050	,03910

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
الاعبادة الجديدة	Equal variances assumed	3,951	,048	-28,815	168	,000	-1,75385	,06087	-1,87401	-1,63369
	Equal variances not assumed			-28,815	163,031	,000	-1,75385	,06087	-1,87403	-1,63366

## Appendix X: Results of the Comparison Test between Post-questionnaire of the Control and the Experimental Group in Appreciation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Control group1	85	2,6262	,45153	,04898
Control group2	85	3,9484	,52794	,05726

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
البدني الاستماع	Equal variances assumed	1,174	,001	-17,547	168	,000	-1,32217	,07535	-1,47093	-1,17342
	Equal variances not assumed			-17,547	164,054	,000	-1,32217	,07535	-1,47095	-1,17339

## Appendix Y: Comparison Results of the Pre- and Post- questionnaire within the control Group for Motivation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Control group1	85	2,2452	,48831	,05296
Control group2	85	2,5973	,43004	,04664

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
الدافعية الذاتية للتعلم في وقت	Equal variances assumed	1,873	,173	-4,988	168	,000	-,35204	,07058	-,49137	-,21271
	Equal variances not assumed			-4,988	165,358	,000	-,35204	,07058	-,49138	-,21269

## Appendix Z: Comparison Results of the Pre- and Post- Questionnaire Within the Control Group for Appreciation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Control group1	85	2,6226	,40593	,04403
Control group2	85	2,6262	,45153	,04898

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
استماع الضابط في قروب	Equal variances assumed	2,236	,137	-,055	168	,956	-,00362	,06586	-,13363	,12640
	Equal variances not assumed			-,055	166,131	,956	-,00362	,06586	-,13365	,12641

## Appendix A1: Comparison Results of the Pre- and Post- Questionnaire Within the Experimental Group for Motivation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
ExGroup0	85	2,2905	,57654	,06253
ExGroup1	85	4,3511	,36050	,03910

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
دافعية تحريرية في ب	Equal variances assumed	22,168	,000	-27,940	168	,000	-2,06063	,07375	-2,20624	-1,91503
	Equal variances not assumed			-27,940	140,974	,000	-2,06063	,07375	-2,20644	-1,91483

## Appendix A2: Comparison Results of the Pre- and Post- Questionnaire Within the Experiment Group for Appreciation

### Group Statistics

	N	Mean	Std. Deviation	Std. Error Mean
ExGroup0	85	2,5339	,53060	,05755
ExGroup1	85	3,9484	,52794	,05726

### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
بقي تجريبى الاستماع	Equal variances assumed	1,869	,002	-17,423	168	,000	-1,41448	,08119	-1,57476	-1,25420
	Equal variances not assumed			-17,423	167,996	,000	-1,41448	,08119	-1,57476	-1,25420

## الملخص

انجز هذا البحث من اجل دراسة اثر استراتيجية الحلقات الادبية وهي طريقة حديثة لتعزيز تحفيز طلاب الجامعة وتقديرهم لقرائة الروايات. شملت الدراسة 170 طالبا في السنة الثالثة من نظام ل.م.د في اللغة الإنجليزية في جامعة ابن خلدون في تيارت، تم اختيارهم عشوائيا وتقسيمهم إلى مجموعة تجريبية متكونة من 85 طالبا و مجموعة ضابطة متكونة من 85 طالبا ايضا . تم استخدام استبيان قبلي وبعدي لكل مجموعة تجريبية كذلك اعتماد الملاحظة لجمع البيانات. ولقد أشار تحليل البيانات إلى وجود ارتباط ودلالة قوية قبل وبعد المعالجة التجريبية في ما يخص إستراتيجية التدريس المتبعة وتحسن دافعية والاستمتاع لدى الطلبة. أظهر نتائج البحث أيضا أن المجموعة التجريبية لديها قيم إحصائية ذات دلالة ايجابية من المجموعة الضابطة ، مما يثبت اثر فاعلية الحلقات الأدبية الفعال. وعلى ضوء هذه النتائج تم تقديم توجيهات وتوصيات للمعلمين والطلاب والباحثين للبحث في المستقبل.

## Summary

The present study examined the influence of Literature circles, an innovative teaching strategy, on tertiary students' motivation and appreciation toward reading the novels. The study included 170 third-year English BMD students at Ibn Khaldoun University in Tiarat, they are randomly selected and separated into experimental (85) and control groups (85). Pre- and post-questionnaire, treatment, and observation were utilized to collect data. Data analysis indicated that there is a strong statistically meaningful relation between the pre-and post-treatment with regard to the implemented teaching strategy and improvement in the level of motivation and appreciation. The research also showed that the experimental group had more positive statistical significance than the controls group which proved the effectiveness of literature circles strategy. On the light of these findings, some directions for future research and recommendations are directed to instructors, students, and researcher's foe future research.

## Résumé

La présente étude a examiné l'influence des cercles de littérature, une stratégie d'enseignement innovante, sur la motivation et l'appréciation des étudiants de l'enseignement supérieur à l'égard de la lecture des romans. L'étude a inclus 170 étudiants anglais de troisième année de LMD à l'Université Ibn Khaldoun de Tiarat, ils sont sélectionnés au hasard et séparés en groupes expérimentaux (85) et témoins (85). Avant et après le questionnaire, le traitement et l'observation ont été utilisés pour la collecte des données. L'analyse des données a indiqué qu'il existe une forte relation statistiquement significative entre le pré et le post-traitement en ce qui concerne la stratégie d'enseignement mise en œuvre et l'amélioration du niveau de motivation et d'appréciation. La recherche a également montré que le groupe expérimental avait une signification statistique plus positive que le groupe témoin, ce qui prouvait l'efficacité de la stratégie des cercles de littérature. À la lumière de ces résultats, des conseils et des recommandations ont été fournis aux enseignants, aux étudiants et aux chercheurs pour les futures recherches.