

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

University of Mohammed Seddik Ben Yahia, Jijel



Faculty of Letters and Languages
Department of English Language



Which classroom strategy is more motivational to teaching literature in EFL
classes? Literary based- texts or new technologies- based materials?

“A comparative case- study with third year EFL students at Jijel University”.

Dissertation submitted in Partial Fulfillment of the Requirements for Master Degree in
Language Sciences Studies

Submitted by

Bouridane Kawther

Supervised by

Mr. Boutkhil Guemide

Members of the Jury:

Dr. Salima Maouche	President	University of Abd Errahmane Mira, Bejaia
Mrs. Fadhéla Kaci	Examiner	University of Abd Errahmane Mira, Bejaia
Mr. Boutkhil Guemide	Supervisor	University of Mohammed Seddik BenYahia, Jijel

Mai, 2017

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Mai, 2017

Declaration:

I hereby declare that this thesis is my own original work, which I have created myself.

All the literature I used is properly quoted and is listed in Bibliography.

I declare that I worked on my final master's dissertation on my own using only cited literary sources, other information and sources in agreement with the disciplinary regulations of the Faculty of Letters and Languages at the University of Mohammed Seddik Ben Yahia in Jijel, and with the regulations and laws of research of the Ministry of Higher Education and Scientific Research in Algeria.

I agree with the storage of this work in the library of the Faculty of Letters and Languages at the University Mohammed Seddik Ben Yahia in Jijel and making it accessible for study purposes.

Bouridane Kawther

.....

Jijel,

Dedications

“No one is born a sprinter. We all learn to push ourselves up from the floor and then balance before taking that first, wobbly step. It is an individual choice where to go from there.”

First and foremost, God knows how hard I worked on this; now, with all love that covers my heart, this research work is dedicated to:

My first teacher, the person whose words of encouragement are still echoing in my memory...who was always there for me...who had always been proud of my continuous success... and would have been the happiest person to see this work accomplished ‘MY FATHER’,

The most precious person to my heart, who devoted her life to my education, without her I would not be who I am today, ‘MY MOTHER’, I hope that you are now proud of me.

The apple of my eye ‘ANISSOU’, and my lovely sisters ‘Selma’ and ‘Safia’, who have always been with me every step of the way, through good and bad time. You all deserve the world’s love for being there for me throughout it all; thank you!

My beloved uncle “Ammi Riyad” and my lovely aunts.

*The diamonds of my life: Souma, Sabrina and Fdiwa.
My best friends: Ferial, Ikhlass, Meriem, Nadjeh, Mira, Lynda, Boutheina and Chaima; thank you for all the unconditional love, support and encouragement that you have always given me, I love you!*

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Abstract

Indubitably, the main objective of teaching English literature through literary texts is to help EFL students to appreciate the target literature and culture; to develop learners' reading skills and sub-skills such as skimming and scanning; as well as to enlarge learners' vocabulary to help them communicate fluently in the target language. To achieve these aims, most EFL teachers of literature have been, for long, focusing on the use of literary texts as the main teaching tool for they always believed that an EFL class should focus on mastering linguistic elements only. However, recent trend in EFL teaching indicates the necessity of integrating new technologies and certain ICT's within literature classes because of its rich potential to provide an authentic model of language use. Among these tools, one should note the audio short stories, videos and computers which seem to be the most suitable teaching and learning instruments due to their potential to create a sense of diversity in literature classrooms; and thus, to enhance learners' motivation to improve their interest, knowledge and awareness of both English language and literature. All in all, the purpose of our comparative study is to investigate about which of the two afore-stated strategies to teaching English literature is more motivational to EFL students,also to familiarize EFL instructors of literature with the effectiveness of adopting new technologies- based classrooms that the current technological era urges to use. For this reason,data are collected by means of two research tools, namely the questionnaire and the classroom observation. Ultimately, the analyses of the research findings confirmed the main assumption that the present study has revolved around. Based on the results obtained, pedagogical implications and recommendations for further research are suggested.

List of abbreviations

% : Percentage

CD: Compact Disc

CLT: Communicative Language Teaching

EFL: English as Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

ESL: English as Second Language

GTM: Grammar Translation Method

ICT: Information Communication Technology

i.e.: That is to say

IT: Information Technology

L.M.D: License Master Doctorate

L2: Second or Foreign Language

LLS's: Language Learning Strategies

N. : number

Q: Question

S/He: She or He

List of tables

Table1: Students' gender.....	73
Table 02: Students' age.....	74
Table 03: The reason behind studying English.....	75
Table 04: Rating the learning experience.....	76
Table 05: Learners' attitudes towards literature as a crucial element in EFL classes.....	76
Table 06: Learners' objective behind learning literature.....	77
Table07: Rating literature course.....	79
Table 08: Teachers' strategies in teaching literature.....	80
Table09: The strategy mostly used by teachers of literature.....	81
Table 10: EFL learners' attitudes towards the effectiveness of teaching strategies when learning literature.....	82
Table 11: learners' use of learning strategies.....	83
Table 12: whether literature courses have met learners' expectations.....	84
Table 13: whether teachers' strategies are motivational enough.....	85
Table 14: Literature from the students' point of view.....	86
Table 15: students' attitudes towards the integration of literature in ELT.....	88
Table 16: Does literature raise learners' intellectual awareness.....	89
Table 17: learners' perception to literary texts.....	90
Table 18: Introduction to ICT's.....	91
Table 19: Types of ICT's used by EFL learners outside classroom.....	92
Table 20: Students' attitudes towards the inclusion of technology within literature courses.....	93

Table 21: ways of overcoming difficulties.....	95
Table 22: Literary texts and the provision of sufficient knowledge of the target literature.....	96
Table 23: rating teachers' strategies.....	97
Table 24: Effectiveness of videos and Audio Files in learning English literature.....	98
Table 25: Teachers' gender.....	99
Table 26: duration of the teaching experience.....	100
Table 27: Number of students in literature classes.....	102
Table 28: Students' knowledge of literature.....	103
Table 29: the use of motivational strategies.....	104
Table 30: The type of classroom strategy used.....	105
Table 31: The material used in literature classes.....	106
Table 32: Frequency of reading tasks assignments.....	107
Table 33: The genre of literature used for EFL learners.....	108
Table 34: The suitable strategy.....	110
Table 35: Students' involvement in choosing materials.....	111
Table 36: Relationship between teaching materials and students' levels.....	112
Table 37: Teaching learning strategies.....	113
Table 38: Ways of overcoming difficulties.....	114
Table 39: Teachers' perceptions to students' motivational strategy.....	115
Table 40: lecture organization.....	116
Table 41: The integration of new technologies in literature classes.....	117
Table 42: Availability of computers in literature classes.....	118
Table 43: Relationship between literary texts and learners' development.....	119

Table 44: Relationship between new technologies and learners' development.....120

Table 45: Teachers' expectations to students' attitudes towards the use of technology121

List of figures

Figure 1: Abraham Maslow' Hierarchy of Needs.....	30
Figure 2: The components of a motivational L2 Teaching Practice.....	36
Figure 3: Contextual factors affecting motivation to learn.....	37
Figure 4: Students' gender.....	73
Figure 5: Students' age.....	73
Figure 6: The reason behind studying English.....	74
Figure 7: Rating the learning experience.....	75
Figure 8: Learners' attitudes towards literature as a crucial element in EFL classes	76
Figure 9: Learners' objective behind learning literature.....	78
Figure 10: Rating literature course.....	79
Figure 11: Teachers' strategies in teaching literature.....	80
Figure 12: The strategy mostly used by teachers of literature.....	81
Figure 13: EFL learners' attitudes towards the effectiveness of teaching strategies when learning literature.....	82
Figure 14: learners' use of learning strategies.....	83
Figure 15: whether literature courses have met learners' expectations.....	84
Figure 16: whether their teachers' strategies are motivational enough.....	85
Figure 17: Literature from the students' point of view.....	87
Figure 18: students' attitudes towards the integration of literature in ELT.....	88
Figure 19: Does literature raise learners' intellectual awareness.....	89
Figure 20: learners' perception to literary texts.....	90
Figure 21: Introduction to ICT's.....	91

Figure 22: Types of ICT's used by EFL learners outside classroom.....	92
Figure 23: Students' attitudes towards the inclusion of technology within literature courses.....	94
Figure 24: ways of overcoming difficulties.....	95
Figure 25: Literary texts and the provision of sufficient knowledge of the target literature.....	96
Figure 26: rating teachers' strategies.....	97
Figure 27: Effectiveness of videos and Audio Files in learning English literature	98
Figure 28: Teachers' gender.....	100
Figure 29: duration of the teaching experience.....	101
Figure 30: Number of students in literature classes.....	102
Figure 31: Students' knowledge of literature.....	103
Figure 32: the use of motivational strategies.....	104
Figure 33: The type of classroom strategy used.....	105
Figure 34: The material used in literature classes.....	106
Figure 35: Frequency of reading tasks assignments.....	108
Figure 36: The genre of literature used for EFL learners.....	109
Figure 37: The suitable strategy.....	110
Figure 38: Students' involvement in choosing materials.....	111
Figure 39: Relationship between teaching materials and students' levels.....	112
Figure 40: Teaching learning strategies.....	113
Figure 41: Ways of overcoming difficulties.....	114
Figure 42: Teachers' perceptions to students' motivational strategy.....	115
Figure 43: lecture organization.....	116

Figure 44: The integration of new technologies in literature classes.....	117
Figure 45: Availability of computers in literature classes.....	118
Figure 46: Relationship between literary texts and learners' development.....	119
Figure 47: Relationship between new technologies and learners' development....	120
Figure 48: Teachers' expectations to students' attitudes towards the use of technology.....	122

List of contents

Dedications.....	I
Acknowledgements.....	II
Abstract.....	III
List of abbreviations.....	IV
List of tables.....	V
List of figures.....	VIII
List of contents.....	XI
General Introduction.....	1
1. Background of the study.....	1
2. The literature review.....	3
3. Statement of the problem.....	6
4. The significance of the study.....	7
5. Research questions.....	8
6. Research hypotheses.....	8
7. The purpose of the study.....	9
8. Research methodology.....	9
9. The structure of the study.....	10
Chapter One: Classroom strategies and motivation in EFL classes	
Introduction.....	11
1. Definition of the term strategy.....	11
2. Definition of Classroom strategies.....	12
2.1. Teaching strategies.....	14

2.1.1. Cooperative Learning: The Jigsaw.....	15
2.1.2. Inquiry-Based Instruction.....	15
2.1.3. Differentiated Instruction: Learning Stations.....	16
2.1.4. Utilizing Technology in the Classroom.....	16
2.2. Learning strategies.....	17
2.2.1. Advantages of adopting classroom strategies in EFL classes.....	19
3. The Role of EFL Teachers in Using Classroom Strategies.....	20
4. Motivation and the Learning Process.....	22
4.1. Motivation.....	22
4.1.1. Types of Motivation.....	23
4.1.1.1. Intrinsic Motivation.....	23
4.1.1.1.1. Advantages of Intrinsic motivation.....	24
4.1.1.1.2. Disadvantages of Intrinsic Motivation.....	25
4.1.1.2. Extrinsic Motivation.....	25
4.1.1.2.1. Advantages of Extrinsic Motivation.....	26
4.1.1.2.2. Disadvantages of Extrinsic Motivation.....	27
4.2. Theories of Motivation.....	28
4.2.1. The Behaviorist Theories.....	28
4.2.2. The Cognitive Theories.....	29
4.2.3. Humanistic Theory.....	29
4.3. Common de-motivating problems in EFL classrooms.....	31
4.4. Some Motivational Classroom Techniques and Strategies Used by L2 Teachers to Promote English Language Learning.....	33
Conclusion.....	37

Chapter two: literature and new technologies in EFL classes

Introduction	38
1. Meaning of literature.....	38
1.1. Literature as an academic discipline.....	39
2. Genre of literature.....	40
2.1. Poetry.....	40
2.2. Prose.....	41
2.3. Drama.....	41
2.4. Media Literature.....	42
3. A brief history to the integration of literature within EFL classrooms.....	42
4. The advantages of integrating Literature in EFL classes.....	44
4.1. Bringing authenticity in EFL classes.....	44
4.2. Increasing motivation.....	45
4.3. Increasing learners' Grammar and Vocabulary Knowledge.....	45
4.4. Incorporating Language Skills.....	46
4.5. Developing Critical Thinking.....	47
4.6. Raising Cultural and Intellectual Awareness.....	48
5. Problems regarding the integration of Literature within EFL classrooms.....	48
5.1. Syntax.....	48
5.2. Selection of Materials.....	49
5.3. De-motivation.....	49
6. Approaches to teaching literature.....	50
6.1. Literature as Content.....	50
6.2. A Language-Based Approach.....	51
6.3. Literature as Personal Growth or Enrichment.....	51
7. Integration of new technologies for teaching literature in EFL classes.....	52

7.1. Audio Materials and Files	53
7.2. Videos.....	55
7.3. Computers.....	55
7.4. E-books.....	56
7.5. Power Point (PPT) presentations.....	57
8. Teachers role within new technologies-based classrooms.....	58
9. Benefits of teaching literature through new technologies.....	60
9.1. Enhancing EFL learners motivation and interest.....	60
9.2. An exposure to Real-Life situations.....	61
9.3. Promoting EFL learners' awareness of the target literature and culture.....	61
9.4. Enhancing EFL learners' communicative competence.....	61
9.5. Improving teaching effects.....	62
9.6. Creating meaningful contexts for literature teaching.....	62
10. Problems regarding the integration of audio files and videos within Literature EFL courseware.....	63
Conclusion.....	64

Chapter Three: Research design and data analysis

Introduction.....	66
1. Description of the participants.....	67
1.1. The students.....	67
1.2. Teachers.....	67
2. Administration and description of the Questionnaires.....	68
2.1. Students' Questionnaire.....	68

2.2. Teachers' Questionnaires.....	70
3. Limitations of Questionnaires.....	72
4. Analysis of the questionnaires	
4.1. Students' Questionnaires.....	72
4.2. Analysis of teachers' Questionnaires.....	99
5. Classroom observation.....	122
5.1. Definition.....	122
5.2. Data collection procedure.....	123
5.3. Aims of classroom observation.....	125
5.4. Data Analysis	125
5.4.1. Analysis of Classroom Observation Checklist of New technologies-based literature class.....	125
5.4.2. Classroom Observation Checklist of the literary-based texts strategy.....	127
Conclusion.....	129
6. Pedagogical Recommendations and Suggestions.....	131
7. Limitations of the study.....	134
General conclusion.....	136
References.....	139
Appendices:	
Appendix A	
Appendix B	
Appendix C	

General Introduction

1. Background of the Study

Much has been said about the position of English in the world as a global and international means of communication and which has always been associated with modernity and development. English, nowadays, ensures valuable *benefits* for both speakers and learners of the language in the whole globe. Consequently, many countries around the world have been increasingly adopting the ELT in their EFL and ESL curricula in order to meet their professional purposes, economic needs, as well as learners' communicative demands in order to get in touch with the current world.

The English language teaching (ELT) has been subject to various changes starting from the 19th century by teachers, practitioners and course designers who sought to find out the most appropriate classroom strategies for a better teaching and learning of the language among EFL learners. Basically, the first prevailing classical approaches to ELT, known as Grammar Translation Method (GTM), were much more associated with the teaching of Latin and Greek literature that was supposed to promote their learners' intellectuality. However, in the recent era of communicative language teaching (CLT), Greek and Latin literature was almost totally discarded. This is mainly because the main goal of the input has been shifted to (1) develop EFL learners' communicative competence together with obtaining a native like pronunciation, and to (2) provide EFL learners with a more natural context through using dialogues, real conversations and role plays.

Coming to the middle of 1980s, literature has gained much interest that led to its resurrection finally as an ELT and ELL material by course designers and scholars such as Maley&Moulding(1985), Brumfit& Carter (1986). According to them, literature

is an integral part of communicative competence that provides the ability to interpret discourse in all its social and cultural contexts.

Finally, all these conflicts and different attitudes among linguists, literary critics and practitioners throughout history regarding the relationship between literature and ELT have not been able to hide the reasons for implementing literature in the EFL classes. For instance, the inclusion of literature provides an authentic environment, enhances learners' engagements, and assets raising learners' cultural and intercultural understandings. Teachers, consequently, to attain such merits are opted to use certain motivational classroom strategies and materials for a better implementation of literature in ELT classrooms.

Although teaching materials differ in terms of their provided motivation levels from one learner to another depending on each one's aims, still lecturers believe that literature alone is an invaluable resource of learning motivation that aims to evoke interest and pleasure from the language because of its authenticity and the real contexts provided by both literary texts and audio files available to teachers in EFL classes at the university.

Basically, literary texts have always been viewed as the common traditional way of providing EFL learners with literature courses. In fact, literary texts represented a good motivational model for a good writing for long. That is, it is worth to mention that literary texts help EFL learners to improve their grammatical and structural abilities as well as their writing skills along with the reading skills. This is, in fact, achieved after exposing them to various writings with distinct styles and forms which stimulates their creative and literary imagination, as well as expanding their cultural and intellectual awareness. However, the current advancements of technology and the emergence of some recent communicative approaches to ELT

made of audio files, videos and certain other ICT tools as competing motivational aids that can be effectively implemented to teach literature in EFL classes.

2. The Literature Review:

Though English is not the most spoken language, it is undoubtedly the lingua franca of the 21st century. Despite the fact that teaching English has come to be an absolute necessity lately, many scholars and course designers have questioned the significance of including literature as a crucial element in the process of both ELT and ELL. As a sort of fact, there is a vast literature related to teaching this rich and complex subject in both EFL and ESL classes through the use of literary texts as the most common and traditional strategy. However, fewer studies have been conducted to confirm the effectiveness of including audio files and videos as an alternative classroom strategy for a better acquisition and understanding of the English language and literature among EFL learners.

In this context, it is a fact that there has been a long separation between literature and the English language teaching prior in the remote past. However, many researchers appeared later, specifically in the middle of 1980's, to publish sets of prolific works where they cleared the ground for integrating literature in the language teaching field again (Carter & Burton, 1982; Maley & Moulding, 1985; Brumfit & Cater, 1986; Collie & Slater, 1987; Carter, Walker & Brumfit, 1989). Such writings, in fact, were considered as the main act propagating the use of literature, finally, as a crucial teaching element in EFL classes.

Collie and Slater (1987, pp. 3-6) stated in their work that the inclusion of literature in the language classroom provides valuable authentic materials, develops

personal involvement and helps contributing to readers' cultural understandings. They both asserted that these advantages can be obtained through an effective use of relevant motivational strategies as well as through a solid link between language and literature.

In his work about the use of literature as a resource for language teaching, Maley (1989a) believed that literature is a powerful source for teaching and learning a language since the starting point is the text that prioritizes the language which is certainly more relevant to EFL/ESL contexts (p. 11).

Many research studies have been conducted to tackle the importance of including literature in language teaching (Basnet&Mounfold, 1993). Consequently, these studies brought out a broader explanation to literature with an emphasis on the effectiveness of using literary texts as crucial instruments for teaching and learning purposes; that is, added to their cultural and educational nature, literary texts are essential products in reflecting different aspects of society.

In another research, Lazar (1993) asserted that literature should be seen as an invaluable resource of learning motivation and as a bridge to provide access to cultural background. According to him, it encourages language acquisition, expands students' language awareness and develops interpretation abilities because of the stylistics included in the study of literary texts (p. 11).

In his work "Literature as Content for ESL/EFL", McKay (2001) claimed that literature can develop sociolinguistic and pragmatic competences that are two of the main components of communicative competence models.

He argued that these two features are more related to the 'appropriateness' in language which can be found only in contextualized language such as literary texts especially dramas and plays.

Recently, Ghosen (2002) stated that Literature is inherently authentic and provides authentic input for language learning especially through literary texts which foster both intellectual and emotional intelligence (pp. 172-179).

Later on, Van (2009) maintained that literature involves a profound range of dialogues, prose and vocabulary. Thus, learners' syntactic knowledge and vocabulary enrichment can best be expanded through a constant exposure to literary texts (Arthur, 1968) which treat both formal and informal language.

To conclude, literary based texts seem to be a highly essential strategy for providing literature courses in EFL and ESL classrooms. As many scholars proved, they motivate EFL learners to get access to cultural background; then, to understand and appreciate different cultures and ideologies. In addition, literary texts fasten language acquisition as they expand students' language awareness and interpretation abilities. Alas, because of the contemporary Information Age, literary texts- based teaching strategies have been increasingly considered out of date.

More specifically, although Literary-based texts is the main classroom strategy followed in Algerian departments to teaching English literature, it seems that there is

an emerging alternative strategy that can be more fruitful in the process of English literature teaching and learning which is based on the use of the new technologies in general, and Audio files and videos in particular.

3. Statement of The Problem

English language, lately, has gained much interest in Algeria over French that seemed to be much more dominant in Algerians' daily interactions for long. Consequently, this led the teaching communities in Algeria to set out some pillars to support ELT in all the departments of English through enhancing learners' interests and awareness of both English language and literature.

For this reason, many teachers in the field appeared to adopt certain classroom strategies based on the use of lengthy and complicated literary texts, books and handouts as it happens in the department of English at Tassoult University. Normally, EFL teachers of literature implement these aforementioned materials as an attempt to enrich EFL learners' background knowledge of the target literature and culture. However, EFL students, nowadays, are noticed to drop these classes because of the resulting sense of boredom and de-motivation due to their failure to meet the expected objectives.

This failure, in fact, is due to (1) the absence of adequate strategies that cater for both teachers' aims and learners' needs. Additionally, (2) this is referred to teachers' traditional teaching styles and strategies based on lengthy literary texts and passages without any considerations to learners' psychological aspects such as motivation.

Finally, this is all to confess that despite the fact that literary-based texts strategy has served the ELT for centuries, it is high time to escalate the level of the English

literature teaching system in Algeria moving to non-literary materials to best cope with the modern world where English is seen as a principal skill as any other IT skill.

4. The significance of the study:

In all language teaching curricula, there are certain elements that are crucial to the language learning. In the ELT context, the importance of English literature as a principal element in is undeniable for it raises EFL and ESL learners' awareness of the English grammatical and structural aspects added to the cultural insights it provides.

Yet, still the major obstacle faced by teachers of literature in EFL classes is the selection of the most appropriate and motivational classroom strategy that best suits the learners' needs, preferences, and expectations to effectively motivate them learn about the target literature.

In the present, it is obvious that today's learners are increasingly attached to the occurring technological advancements in the world that are increasingly making of the literary texts and the printed books out of date tools and de-motivating elements. Ultimately, this recent study calls for an alternative strategy. The latter is based on exploiting learners' interests and attachment to new technologies in educational settings through integrating such modern materials as ICT's, audio files, E-book, videos and so many others into teaching literature.

5. Research questions

The current research attempts to answer the following research questions:

- 🚩 Which classroom strategy is more motivational to learn literature among EFL students? Literary-based texts or new technologies-based materials?

- ✚ What are the attitudes of third year LMD students of English at Jijel University towards the use of literary texts when learning English literature?
- ✚ What are the main difficulties faced when learning literature through literary texts?
- ✚ Are the teachers' strategies in literature classes motivational enough for EFL students in Tassoust University?
- ✚ Do learners agree with the effectiveness of audio files over literary texts in enhancing their motivation to learning the target literature?

6. Research hypotheses

The present study proposes the following hypotheses:

- ✚ If new technologies and modern electronic tools are integrated in literature courses, EFL learners will be highly motivated to learn about the target literature,
- ✚ If learners study English literature through extensive exposure to audio files and videos, their knowledge of English language and literature will be improved,
- ✚ If literature is taught through audio files and videos, learners' receptive and productive skills will be improved,

7. The purpose of the study:

The present research is conducted to shed light on the more motivational literature teaching strategy in Algerian EFL classes. More specifically, the main aims of this research in hand are: (1) to investigate the main strategies used by teachers of Tassoust University to teaching literature in EFL classrooms, also (2) to investigate

whether the integration of certain new technologies such as videos and audio files as an alternative strategy to teaching literature outperform the traditional literary texts-based strategy or vice versa. (3) Additionally, this research aspires to figure out which classroom strategy is more preferred by foreign learners of English literature.

8. The research methodology:

Third year students and teachers of English at Mohamed Seddik Ben Yahia University are the target population of this research which is conducted in order to check to what extent the previously set hypotheses are adequate. To reach this aim, both qualitative and quantitative data are collected. First of all, two different questionnaires are designed to best gather the needed data for our comparative study. That is, while a questionnaire was designed and administered to EFL teachers of literature at the university of Mohammed Seddik Ben Yahia, the second questionnaire was designed and handed out to third year LMD students in the department of English of the same university. Our two addressed samples are supposed to provide adequate and honest information about the teaching and the learning situations.

In addition, a classroom observation was conducted with the help of two teachers of literature in two differently organized classes where the two strategies under study were implemented. Through classroom observation, data about the teaching situation, teachers' methods to implement the literature lectures as well as learners reactions are all examined and recorded in real environments with the help of a classroom checklist.

9. The structure of the dissertation

This comparative investigation, about which classroom strategy is more appropriate in teaching literature, is divided into three chapters. The first and the second chapters are the theoretical review of the literature; whereas, the third one is the practical part of the study.

The first chapter is an overview of the classroom strategies in EFL classes. It provides a definition to what is meant by classroom strategies, their advantages and effective roles in enhancing EFL learners' motivation to learn.

The second chapter is devoted to the importance of integrating English literature in Algerian departments of English as well as the advantages of associating this crucial subject with modern materials and new technologies in ELT, added to the related problematic issues.

Finally, the third chapter analyzes and interprets the data gathered from participating learners and teachers' questionnaires and the classroom observation checklist.

Chapter One: Classroom strategies in EFL classes

Introduction

Language teaching, ELT in particular, has been under research investigation for many decades. The main purpose of research conducted in this area is to promote language teaching in order to enhance the learning process. In this study we aim at investigating which of the two strategies: literary based texts or the use of technological-based texts better motivate EFL learners to learn the target literature. From the early stages, teachers and classroom designers felt the necessity to adopt various classroom strategies and techniques in order to boost their EFL learners' motivation to master the target content.

In this chapter, the focus is on EFL teachers' strategies, and how they can succeed in motivating their learners to effectively acquire the target language and literature awareness. Therefore, the current chapter tackles two main points. Firstly, the classroom strategies, their adequate definitions and their main types: teaching and learning strategies, the advantages of adopting classroom strategies as well as the role of EFL teachers in selecting the most appropriate ones. The second point is motivation to which different definitions, types, and the related theories are exposed. Finally, this chapter is to end with certain appropriate motivational strategies and techniques frequently used or should be used by EFL teachers.

1. Definition of the term strategy

According to Oxford (1990), strategy, as a word, is borrowed from the Greek term "strategia" for generalship referring to a plan of directing troops together with the

skillful employment of military means at war in order to meet the ends of the conflict. "Tactics", is another implied term within strategica; it refers to the main tools used in any successful strategy. Additionally, these two terms have some main basic characteristics such as planning, conscious use and global-orientees. The concept of strategy, then, means a conscious detailed plan of actions designed to attain specific goals as when used by game players for cooperation, by speakers for communication or by learners to foster their learning (p. 7).

In educational settings, as in the military, strategy fills the gap between policy and tactics i.e. it fills the gap between where we are and where we want to be. An instructional strategy is also called the technique of delivery; it is the marshaled plan of how instructional information is to be communicated in order to come across human attempts to achieve desirable aims. Generally, these strategies dictate determining goals, drawing actions to meet the intended goals and gathering necessary means to carry these actions out. Similarly, in foreign language teaching and learning field, a strategy refers to all those styles, behaviors and techniques occurring in any EFL classroom by both teachers and learners to promote language teaching and learning.

2. Definition of Classroom strategies

Recently, classroom strategies have received an increasing amount of interest from education leaders, lecturers, and researchers, who have begun to investigate their effectiveness in EFL classes in accomplishing a successful foreign language learning (FLL). Simply, these strategies refer to the variety of practical suggested methods and techniques used by both EFL teachers and learners for an organized classroom input.

Starting from 1990s, there has been a widespread agreement in education that a supportive classroom atmosphere is achieved by teachers displaying appropriate and effective classroom strategies that are essential to both good teaching and good learning of the foreign language (FL); and thus, to the accomplishment of the overarching instructional goal for the sake of helping students to master a set of key ideas and skills related to the discipline. While optimal classroom strategies - comprising the principles, methods and techniques used by both teachers and learners - may not be highly effective in every given context of ESL/EFL teaching and learning, also, these classroom strategies may not be applicable to every individual because of human behaviors' complexity. Such strategies are generally chosen depending largely on the information or skill being taught and also influenced by students' learning styles, capacities and expectations, but most importantly, motivation.

Recent research showed the crucial role motivation plays in any EFL setting. Accordingly, students without sufficient motivation will never be able to go through an effective learning as stated by Dornyei (2001) and who pointed out that when equipped with a strong motivation to learn a language, students will be able to learn effectively regardless of their ability, aptitude and intelligence (As cited in Roohani, 2014, p. 126). Consequently, for an organized input, a flexible application of certain motivational teaching strategies in EFL classes is deemed a must requiring teachers' attentiveness when selecting the most suitable ones for an active involvement of students, together with a better trigger of their motivation. Therefore, not only teachers need an arsenal of strategies for instruction and classroom management, but also learners need certain learning strategies to enhance the process of ELL.

2.1 Teaching strategies

Many scholars and researchers held the belief that a teaching strategy refers to a pattern of teaching acts that are served to attain certain outcomes. Teaching strategies refer to the structures, systems, methods, techniques, procedures and processes that a teacher uses during instruction. In another way, they refer to those motivational influences that are consciously exerted by teachers to assist students' learning to achieve some systematic and long lasting positive effects together with empowering students to be better critical thinkers. Moreover, creative, innovative and motivating teaching strategies are highly demanded in any given EFL classroom in ensuring successful language learning. Furthermore, it is evident that this latter is facilitated by teachers providing a soft atmosphere where learners feel more confident, comfortable and encouraged to take risks in order to use the target language communicatively.

According to Dornyei (2001) motivational strategies are techniques that promote the individual's goal-related behavior (p. 28). Similarly, scholars claim that teachers can significantly affect their students' motivation to learn a foreign language (FL) through establishing a caring and supportive environment for the second/foreign language learning process. That is to say, teachers play a crucial role in maintaining students' motivation in classrooms as well as in facilitating their attempts to finding out the most effective learning strategy to be used. Hence, this is mainly through selectively adopting appropriate teaching strategies that fit with the materials to be provided as well as with the EFL learners' expectations. In this respect, some of the useful teaching strategies are listed below:

2.1.1. Cooperative Learning: The Jigsaw

This strategy enables the students to actively participate in the learning process and to successfully share information and viewpoints through working together in small or large groups.

Research shows that learning process is more effective when students work together rather than apart. More specifically, these groups of work generally improve students' self-confidence and involvement in tasks for each member of the group has something equally important to contribute in order to successfully do the task. Among the skills that students use and are exposed to throughout this strategy, one may note: Communication, problem-solving skills, cognition, and critical thinking which are all essential for a successful academic career.

2.1.2. Inquiry-Based Instruction

Inquiry-based learning implies involving students in the learning process so that they will have a deeper understanding of what they are learning. This strategy does not only involve the use of prior knowledge and the discovery of a new other, but it also involves generating questions to be answered.

In this sense, students are stimulated to learn through asking questions, investigating, exploring, and reflecting on what they see. This way, students will gain a deeper understanding of the content which they are dealing with; and later, using the new concepts learnt to other new situations. One main advantage of this strategy is that it can integrate the curriculum by joining many disciplines in meaningful ways. Students may read, write, calculate, engage in scientific investigations, and address social concerns all in the context of answering their own questions.

Accordingly, In order for students to be successful, they need to improve the capacity to answer complex questions through adopting the Inquiry-based learning strategy.

2.1.3. Differentiated Instruction: Learning Stations

By differentiated instruction strategies, teachers engage each student depending on their learning styles and needs. In his theory of Multiple Intelligence, Gardner maintained that people learn and understand information differently from one another for they have different minds. Yet, differentiating instruction, in a way or another, meets almost all students' needs.

One example of the helpful strategies to differentiate instruction is *learning stations*. The latter, in fact, can be mainly designed to help students with diverse learning needs. In this sense, instructors can clearly set up each station whenever students are noticed to acquire the same required abilities to complete the same task, but at the level and style that is specifically designed for them.

2.1.4. Utilizing Technology in the Classroom

Within the actual technological era, computer literacy and the integration of technology is deemed one of the effective strategies implemented in EFL classrooms. That is, to keep students motivated and actively engaged within tasks in order to improve their target language proficiency.

Integrating technology into EFL classrooms may refer to creating web-based lessons, multimedia presentations through the use of videos, audio files, PowerPoint slides, participating in an online research project or even creating a class website to share information. Moreover, many scholars and course designers realized lately the

importance of electronic mails and online notes in encouraging student- student discussions as well as in promoting the target language transfer to outside classroom settings.

2.2 Learning strategies

Various terms have been used by researchers and educators when defining learning strategies; and thus, it deemed difficult to reach a specific agreed upon definition. In general, learning strategies are techniques applied by EFL/ESL learners to foster their learning process. In the same context, according to Rubin (1975), learning strategies refer to “the techniques or devices which a learner may use to acquire knowledge” (p. 43).

Another definition was by Stern (1983) stating, “In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behaviors”. In addition, Chamot (1987) maintained that “Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information”(P.71).

However, it was not until 1990's that researchers could finally reach a consensus definition of language learning strategies. According to Oxford (1990), Cohen (1998) and Ellis (1994); a learning strategy is the selected tools and behaviors that are consciously deployed by language learners to assist their process of language learning to achieve the previously set objectives.

Rebecca Oxford (1990), in the other hand, provided a specific definition to LS asserting that they are:

Specific actions, behaviors, steps, or techniques that students, often intentionally, use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative skills. (p. 8)

All in all, any attempt to learn a second/ foreign language compels learners to use a variety of language learning strategies. This has been the main interest of researchers in the field of foreign language learning who sought to find out how language learners deploy, consciously and subconsciously, given behaviors and techniques when processing new information being communicated in ESL and EFL classrooms.

Because of their different proclivities, there is no given learning strategy that fits to all students in all contexts. Rather, a particular learning strategy might be highly effective with one student but not with another depending on each learner's age, gender, aptitude, intelligence and motivation. In spite of these individual differences, still learning strategies are said to be having same basic characteristics. As summarized by Oxford (1990, p.9), language learning strategies have got twelve key characteristics are:

- ✚ The Contribution to the main goal; that is, obtaining a communicative competence
- ✚ Allowing learners to become more self-directed, independent, and autonomous learners.
- ✚ Expanding teachers' roles.
- ✚ Problem oriented.

- ✚ Specific actions taken by the learner.
- ✚ The Involvement of many aspects of the learner, not just the cognitive, but also meta-cognitive social and affective aspect.
- ✚ LLS's contribute directly while others contribute indirectly on language learning.
- ✚ Not always observable.
- ✚ LLS's are what learners can consciously according to their needs
- ✚ LLS's can be taught
- ✚ Flexible and occur in unpredictable order.
- ✚ LLS's use varies as a result of many factor (gender, age, beliefs, personality or motivation) or external factors such as environment and target language.

2.2.1. Advantages of adopting classroom strategies in EFL classes

By successfully implementing appropriate classroom strategies teachers, on the one hand, assure the establishment of a productive and cooperative learning environment where course objectives are more likely to be met in a shorter time. In the other hand, learners improve their engagement within the learning process, and thus, enhancing their own achievements in language proficiency. This is according to recent research which shows that classroom strategies are, indeed, crucial items in bringing out an advantageous EFL teaching and learning class. Some of these advantages are listed below:

- ✚ **Controlled, focused EFL classroom:** Classroom strategies are extremely crucial in offering students a soft environment that is free of disruption. They allow teachers, also, to control the whole process by focusing on directing and engaging students to guarantee their attentiveness to the content.

- ✚ **Improving the academic results:** Classroom strategies are considered as vital elements in EFL classes. Generally, they contribute to increasing students' intellectual potency through raising their autonomy as well as their social and cultural consciousness.

- ✚ **Fast learning process:** Deciding a clear classroom strategy to work with enables teachers and learners to avoid any kind of interruptive behaviors. That is, to engage within a productive class where time is being spent, only, in educational tasks. In this way, learners' accuracy and work completion will be improved.

- ✚ **Positive Classroom Environment:** In any positive classroom atmosphere, students remarkably work more productively and share more openly. This positive classroom is generally met through the application of certain strategies by both teachers and learners who share an atmosphere of mutual respect knowing that each of both is aware of his responsibility at class: when to produce, when to perform, when to ask and when to answer. That is, all classroom participants feel safe and motivated to take risks and to share opinions.

3. The Role of EFL Teachers in Using Classroom Strategies

While there is widespread agreement on how it is essential to adopt appropriate strategies in EFL classrooms, also there is always an investigation about the role of

teachers during the selection of the most appropriate teaching strategies to be implemented.

Nevertheless, according to Hall (1975) a crucial role that a teacher plays in foreign language teaching setting is the provision of a range of tasks and strategies to cope with varied learning techniques (p. 5). By means, teachers do not only intervene in selecting teaching strategies, but also in guiding EFL students when picking up those learning techniques to foster language learning. Teachers act as investigators, that is, before any attempt to implement a given strategic technique in any EFL classroom and before engaging students in any strategic learning, teachers' initial role is to investigate about their learners' needs, interests and expectations from learning a FL.

A strategic teacher is, inexorably, a thinker and a decision maker. More specifically, he is responsible for looking at his learner's aims, styles and motivation levels to decide the most appropriate classroom strategies that are suitable to the classroom needs. Teachers also work on introducing how the selected instructional techniques to be worked with are to meet learners' already drawn goals.

In addition, a strategic teacher possessing a rich knowledge base, is supposed to be aware of the cognitive requirements of learning as well as of those instructional factors affecting teaching and learning processes such as curriculum content, course objectives, learner's characteristics and preferable learning strategies. Having all these in mind, enables him to establish a motivational and a focused atmosphere that facilitates input introduction.

Another crucial role adopted by teachers in EFL classes is acting as instruction modelers and mediators. By means, they tend to provide learners with a full guidance to the right ways in order to relate the new information to what those learners

previously know. In this way, they assist in creating a meaningful learning environment where attentive learners are aware of what and how to respond and do tasks.

4.Motivation and the Learning Process

Many psychologists, teachers, counselors and classroom administrators gave great attention to what motivation is. Although many definitions to motivation have been put forward, still all of them meet the same idea, that is, motivation is “ What gets you going, keeps you going, and determines where you are going to” (Salvin, 2003, p.329)

4.1 Definition of Motivation

From a psychological point of view, motivation is a psychological state that can be described as a goal directed behavior. It is a concept used to describe those individuals' factors that increase, maintain and direct behaviors into a previously selected goal. Motivation is considered as the individuals 'driving force that “account for the arousal, selection, direction, and continuation of behavior” (Eggen, Kauchak, 1994, p. 368).

In educational settings, in ELT & ELL, motivation is deemed the backbone of any classroom; it can be defined as the intensive desire to learn and acquire English knowledge.

More specifically, it is the learner's inner will that drives and directs his learning process. Gardner (1985, p. 10) mentioned four aspects related to EFL motivation: individual attitudes, effortful behavior, a goal and the desire to achieve this goal. It is remarkable that motivated EFL learners generally develop positive *attitudes* towards

classroom input which directs learners to make *greater efforts* for the sake of a rapid mastery of English. This is, generally, associated with *greater desire* to achieve *the academic goal* already set out.

4.1.1 Types of Motivation

Motivation can be divided into two main types known as intrinsic motivation (internal or inherent) and extrinsic motivation (external).

4.1.1.1 Intrinsic Motivation

Historically, it was the psychologist Harry Harlow who first coined the term “intrinsic motivation” in 1950’s after doing an experiment on a monkey. Harry found that it was an internal pleasure to that monkey to solve the puzzles placed in his cage, thus, the monkey was described as “intrinsically motivated”. In the coming experiments, psychologists noticed that offering external rewards did not improve the monkey’s performance, rather, the contrary. Similarly, it is common that all individuals involve themselves in doing such tasks they feel pleased to do. Those individuals, in fact, are also said to be “intrinsically motivated”.

To psychologists, intrinsic motivation refers to individual’s behaviors that are done for the sake of pleasure and enjoyment. Additionally, Williams & Burden (1997) claimed that intrinsic motivation is associated with doing a task just because it is enjoyable (p.136). In other words, an intrinsically motivated person is the one who performs an action that he finds interesting and challenging.

In language learning, intrinsic motivation comes from within the student who studies just because he receives some kind of satisfaction from learning. Generally, those students’ energy is already channeled and directed towards learning. As a

result, they show a great deal of interest when learning a foreign language; those students are also described as intrinsically motivated. As an example, EFL students may be fond of reading English books simply because they find them pleasurable and enjoying. That is to say, although reading books may have the potential to meet an external outcome, this is not sufficient to motivate someone who is intrinsically motivated to read since this behavior comes from his inside and the act of rewarding may completely disrupt the task completion.

In this context, in 1969, many behavioral scientists were surprised with the results reached at after running a series of experiments by the psychologist Edward Deci. The latter claimed that students are no longer intrinsically motivated in doing tasks where money was served as an external reward. This is to say that, sometimes, such rewards can reduce a person's longer-term motivation to complete a task. Here, Deci suggested that human beings have an inner tendency to search for novelty and challenges, to extend and exercise their capacities, to explore, and to learn.

4.1.1.1.1. Advantages of Intrinsic motivation:

Intrinsic motivation, as a type of motivation that lies within the inside of students, notably carries out various advantages to education. They are, indeed, self-sustaining and long lasting in the sense of directing students to succeed based on their inner goals and needs. Furthermore, such motivation remarkably contributes to enhancing the learning process where the focus is mainly on the motivating input itself rather than on outside factors such as rewards and praises or extra exam grades. In fact, teachers have always noted that intrinsically motivated learners seem to be more productive when involved in tasks described as enjoying and pleasant.

Daniel Pink (2009) described three critical conditions for an intrinsic motivational atmosphere:

- ✚ **Autonomy:** provide individuals with autonomy over what they are being involved in, along with choosing the appropriate time, tasks, partner and techniques.
- ✚ **Mastery:** through intentional practice, students are given greater chances to enhance their performance and thus to progress.
- ✚ **Purpose:** Having an aim behind doing a task, preferably aiming at something higher will better foster individuals' engagement within the learning process.

4.1.1.1.2. Disadvantages of Intrinsic Motivation

Even though many psychologists and school administrators asserted that intrinsic motivation is long lasting and self-sustaining; yet, it is a fact that motivation levels and zones of interests differ from one student to another. Consequently, intrinsic motivation can be merely difficult to achieve. Furthermore, it is deemed challenging and difficult for teachers who are obliged to have an in-depth knowledge of each student, then, to be immersed in lengthy preparations to establish a motivational environment for all EFL learners. Besides, this type of motivation, in fact, develops in a longer period of time which hinders EFL learners from achieving short term goals.

4.1.1.2. Extrinsic Motivation

As opposed to intrinsic motivation, extrinsic motivation lies outside of an individual. It is that type of motivation that is created by external motivating factors such as money, grades and praises which provide higher levels of satisfaction and enjoyment that a task itself does not provide. According to Brown (2007, p.172)

external motivation is “fueled by the anticipation of reward from outside and beyond the self”. In other words, it refers to the adoption of certain actions and behaviors in order to do an activity for the sake of attaining external and desired outcomes.

In foreign language learning, students who seem more interested and excited when learning as well as when practicing tasks referred to as “extrinsically motivated”. Such students are not, generally, concerned with whether the task is enjoyable or not insofar as they are for that external reward to be gained; that is, teacher’s praise or parents’ appreciation. However, an extrinsically motivated student does not necessarily lack the enthusiasm to get involved in or to accomplish a task that, to them, holds little interest; rather, it just means that the external reward being anticipated is still considered as the main motivator.

In other words, the pleasure they anticipate from some external reward will continue to act as a motivator even when the task to be done holds little or no interest. As an example, extrinsically motivated students may dislike literature as a subject and may feel bored and indifferent when being assigned literature assignments, but the potential of a good grade will be sufficient to maintain the student’s motivation so as to work harder in the tasks.

Accordingly, extrinsically motivated students are motivated enough to complete any task if the result is for excelling their school level. In fact, not only rewards compel EFL students to do their hardest in a task, but also punishments and negative outcomes. According to educators, acting a performance for the sake of avoiding punishment or a negative outcome means you are acting due to extrinsic motivation.

4.1.1.2.1. Advantages of Extrinsic Motivation

Among the advantages that extrinsic motivation assures in EFL classrooms is that it guarantees learners' involvement in a task even if they are uninterested in. Taking verbally gifted students as an example, it is obvious that they feel uninterested in writing an essay unlike oral tasks. However, they will happily complete a piece of writing when knowing that they will be highly graded.

In effect, this type of motivation permits EFL learners to set goals and thus achieving quick results. By means, a teacher may stimulate his EFL student to learn the past simple form of the English Grammar by rewarding him with an exemption from homework the time he fully learns the form. Later, the student will do his best to learn the form quickly so as to get rid of the homework. In addition, extrinsic motivation can be a very effective tool in EFL classes, especially in fulfilling short-term goals.

4.1.1.2.2. Disadvantages of Extrinsic Motivation

Despite the effective role of rewarding and bringing EFL students about being extrinsically motivated, it is a fact that this type of motivation is not sustainable. After all, the main point of extrinsic motivation is to provide EFL students with incentives in order to stimulate them do a task without enough attention to the fact that students in this way will be focusing on the reward rather than enhancing their knowledge of the FL skills.

Moreover, it is believed that EFL students and the time they gain the anticipated reward, they will cease to perform the desired behavior and this is the case when stimulating such students using same rewards. In other words, extrinsic motivation may distract students' intrinsic motivation leading to a less enjoyable EFL task for the students will concentrate on gaining something instead of learning something.

To illustrate, a teacher may promise his EFL student suffering from an over shyness with a visit to the museum if he accepts to act a monologue in literature class. Consequently, the student did well in the play, though, with little internal motivation. Hence, this calls for undesired future results where students will be no more interested in learning as they are the reward.

4.2. Theories of Motivation

As a sort of fact, motivation has greater influence behind every achieved goal. It is the driving force of all actions including learning which makes of it subject to many studies. In order to explain L2 motivation, researchers have brought different theories to come across the nature of this psychological phenomenon. In effect, each of these theories is restricted to a given scope. Yet, by looking at the key beliefs of each, one can gain a better understanding of motivation.

4.2.1. The Behaviorist Theories

To comprehend how humans are motivated to learn, behaviorists carried out some experiments on animals. That is, Behaviorists approached motivation in a scientific way (Salvin, 2003: 140). This perspective was influenced by Pavlov (Classical Conditioning), Thorndike (The Law of Effect), and mainly Skinner (Operant Conditioning). According to these scientists, motivation is simple seen as “the anticipation of reward” (Brown, 2007: 144); to them, it acts as an inner construct inside individual learners that is either internally or externally triggered.

Slavin (2003: 144) would define it as a driving force, that is, “any consequence that strengthens behavior”. Students for example, when feeling energized for a positive reinforcement, they push themselves to act according to prior experience with reward

(teacher's praise) when giving a correct answer to win another positive comment (reward). It is essential to note that behaviorists maintain that "our actions are at the mercy of external forces such as reward" (William & Burden, 1997: 119).

4.2.2. The Cognitive Theories

While behaviorists consider motivation as the anticipation of reward, the cognitive theorists' view "centers on individuals making decisions about their own actions" (Williams & Burden, 1997, p. 119). This means that individuals are responsible for making decisions on their own in order to achieve the previously traced goals.

In this theory, individuals' actions added to what motivates them to engage in particular actions are the product of deliberate thought processes such as beliefs, expectations, knowledge about things and past experiences. For example, *Attribution theory*, as an extension to Cognitive Theories developed by Bernard Weiner (1972), who emphasizes individuals' explanation to their own success or failure when involved within tasks.

Weiner (1979), Salvin (2003), Dornyei (2001), Williams & Burden (1997), described attribution theory in terms of effort, ability, luck and the perceived difficulty of a task which are the main four explanations for success and failure. One main assumption of attribution theory is when individuals perform well in a given activity; they relate their success to internal factors such as their efforts or ability. However, when they fail, they tend to relate their failure to uncontrollable external factors like task difficulty and luck.

4.2.3. Humanistic Theory

The humanistic views of motivation consider the individual as a whole focusing on the interrelationship of the various human needs. One of the most influential

humanistic works is that of Abraham Maslow, Hierarchy of needs. Maslow, figuratively, classified people's daily needs hierarchically in a pyramid from the lowest to the highest. (Figure.1)

The first four stages of the pyramid known as deficiency needs include the *psychological needs* (basic needs for survival such as water and sleep), *safety needs* (such as needs for safety and freedom), *love and belonging needs* (such as needs to love and to be loved) and *esteem needs* (such as needs for appreciation, respect and being respected) .

The last stage of the pyramid includes *self-actualization* referring to acceptance, lack of prejudice and creativity. According to Maslow (1954) self-actualization is “the desire to become everything that one is capable of becoming” (p. 92).

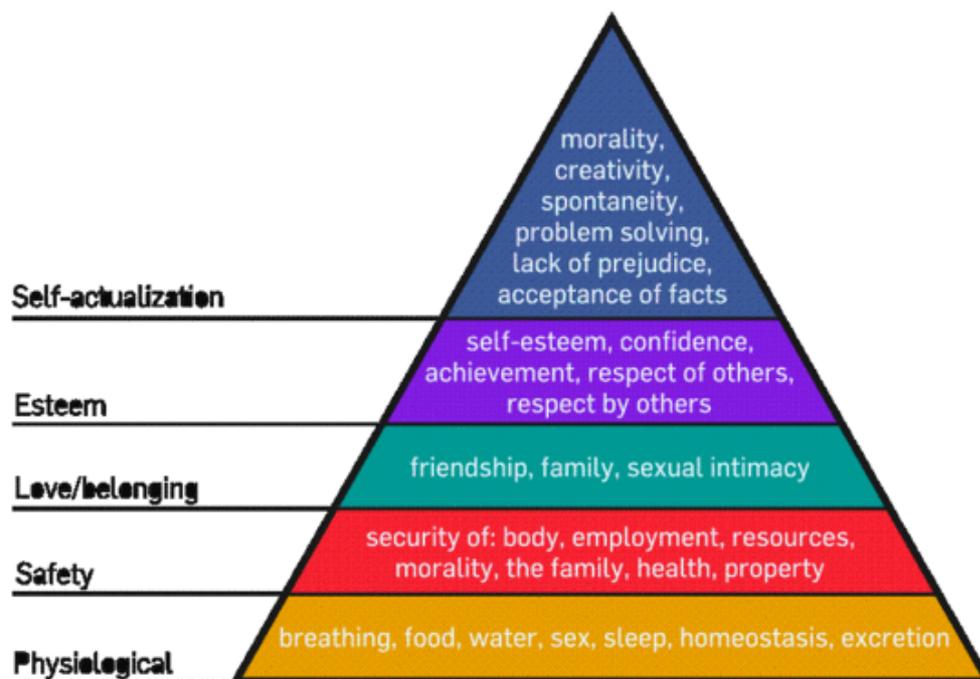


Figure 1: Abraham Maslow' Hierarchy of Needs

4.3. Common de-motivating problems in EFL classrooms

According to Brophy (1998, p. 12), motivation is a multifaceted theoretical construct that is made up of different overlapping factors such as interest, curiosity, and a desire to do something. These factors are generally caused or enhanced by other factors that may be either internal or external (Williams & Burden, 1997). Motivation serves as the initial engine and the driving force that helps generating learning and acquiring a foreign language.

Due to its great importance, L2 motivation has long been tackled in a considerable amount of research, exploring its nature and how this complex construct affects the L2 learning process. More specifically, in the field of foreign/second language learning, motivation has been considered as one of the key factors in determining L2 achievement. Accordingly, research showed that regardless of their language aptitudes or any other learning conditions, students with strong motivation are proved to achieve higher levels of language proficiency. In other words, without sufficient motivation even the brightest learners are unable to attain advanced levels of L2 achievement.

Moreover, literature and research on L2 motivation focused for long on explaining the nature of students' L2 motivation and what motivates them to learn. These studies were, in fact, influenced by the work of the two Canadian scholars Robert and Wallace (1959, 1972). At that time, much was written about the sources of students' motivation levels and their effects on learning. However, it was not until the mid-1990s that a series of publications and works redirected the focus towards the applicability of motivational theories in classrooms (Brown, 1994; Dornyei, 1994a, 1994b; Oxford and Shearin, 1994; Ushioda, 1994, 1996; Williams, 1994). Hence,

sets of motivational strategies and techniques were being designed for instructional purposes for the first time in the field of L2.

In 1998, Brophy pointed at certain factors that may affect the achievement of motivation in EFL classrooms. First, teachers used to have the total control over the class making of school attendance as compulsory with a pre-selection of the activities and tasks to be dealt with without any consideration to their students preferences. Consequently students are becoming more passive, de-motivated and restricted with less freedom on choosing what they would like to learn. Second, the fact that those EFL classrooms are most likely to have mixed groups of students would complicate the whole learning process of EFL students. The latter are generally accorded with different ages, levels of proficiency and interests; thus, finding motivational strategies that apply to all students and that meet all their needs is deemed a challenge for EFL teachers. In addition, EFL students' contact with the target language is rarely transferred to outside classroom settings; and thus, students have less contact with the target culture which may be de-motivating to many of them. As an attempt to overcome all the aforementioned problems, educators and teachers suggested more organized instructional classrooms where teachers are required to engage themselves in selecting the most appropriate classroom strategies and techniques; not only the suitable ones to them, rather, those related to their students' needs and expectations.

According to Dornyei (2001, p.2), motivational teaching strategies refer to the "methods and techniques to generate and maintain the learners' motivation". Generally, it is the instructor's responsibility to make decisions about which strategy to be adopted starting with the analysis of certain variables within the instructional setting. These variables encompass learners' characteristics, learning objectives and

the instructional preferences of the instructor himself. Once these variables are recognized, appropriate decisions can be made about the most interesting topics to be tackled, the content order, means of assessment and the necessary feedback to be provided in order to boost EFL learners' motivation.

4.4. Some Motivational Classroom Techniques and Strategies Used by L2 Teachers to Promote English Language Learning

Since the inception of classroom-based instruction, a fundamental aspect of teaching has been the way teachers organize the classroom environment to overcome the aforementioned problems and to develop students learning process. For this purpose, EFL teachers used to adopt certain motivational instructional strategies and techniques to stimulate learners to interact and learn. While some strategies treated students as empty vessels to be filled, others regarded them as active participants learning through inquiry and problem solving; whereas, other strategies kept treating them as social organisms learning through communication and interaction with others.

Simply put, teaching techniques and strategies refer to the teacher's choices of how to facilitate the learning process. These strategies are, generally, defined as sets of principles and techniques adopted by EFL teachers depending on certain key variables starting from teachers' instructional preferences to learners' characteristics and grade levels together with the instructional objectives. While there is common agreement that motivational techniques and strategies are essential to both good teaching and successful learning, there is also debate about which techniques are the mostly effective to be implemented.

In EFL classes, while a significant importance is given to various teaching strategies, there is also a widespread agreement on the careful selection of the most appropriate strategy to be applied. The main goal of EFL teachers is to help their students acquire L2 proficiency through creating basic motivational instructional conditions. Generally, they aim at building positive relationships with their students in order to stimulate a sense of belonging and engagement in the classroom. By turn, EFL learners agree that the positive classroom atmosphere had a significant influence on their engagement in classroom activities and thus enhancing their chances in gaining the L2 proficiency. In this sense, teachers tend to use techniques such as giving advice and encouragement, displaying approachable behaviors, showing appreciation, praising, and paying attention to the way correction is delivered to learners. Such techniques are considered both beneficial in maintaining teachers-learners relationship and in motivating EFL learners to keep striving toward their effort to master the foreign language.

Further, teachers should help students develop appropriate expectancies for success in order to help them engage in tasks and activities and then maximize their achievements. In this context, research has shown that students with high expectancies for success generally obtain higher achievements than those with low expectancies. For this reason, EFL teachers tend to put much emphasis on raising students' perceptions to their own capacities to perform tasks in order to boost their motivation to quickly attain language proficiency. One technique used is the provision of positive comments on how capable they are to get over their past experiences of failure using short statements such as "good work", "well done" or simply giving a grade back to a student's work. Additionally, information about their strengths, achievements and progress as well as weaknesses and solutions to these

weaknesses are deemed one of the main techniques EFL teachers use. This is mainly to help their students form specific and useful self-judgments; and thus, raise their motivation to overcome any probable difficulties when learning the target language. In this context, Brophy (1998), Dornyei (2001b) and Stipek (1998) claimed that feedback should not only be given in a timely manner, but it must be descriptive and informative (as cited in Kassing, 2011, p. 94).

Dornyei, as one of the main leaders in the field, proposed an appropriate model presented in Figure.01, where he arranged the various motivational teaching practices into four motivational stages; namely, creating the basic motivational conditions, generating initial motivation, maintain and protect motivation and encouraging positive retrospective self-evaluation.

It is absolutely necessary for EFL teacher to put all their efforts in order to collect, analyze and elaborate the appropriate information insofar as it is important for EFL learners to want to learn. Thus, this intention is solely achieved through meeting certain conditions such as those presented in the figure.03

Similarly, Hidi and Anderson (1992) maintained that in order for teachers to boost motivation in their students, they should first awaken their *curiosity* through showing the relevance of what they are about to deal with and to establish the *appropriate conditions* to maintain their interest that should be distinguished from curiosity.

In fact, curiosity can best be activated through discussing novel information, complex concepts, and unexpected issues. The second factor conditioning learners' intention and motivation to learn is to explicitly present the objectives of the tasks to be carried out and how relevant they are to the learners' needs and expectations. In this way, teachers will notice their learners' increasing interest in the learning process. Next, they should maintain such interest through getting their students'

attention focused on both explanation and the tasks executed in the classroom. This is mainly achieved through using a hierarchical and a logically progressive explanation that is either from general to particular or vice versa, and which is always easy to be followed and related to learners' previous knowledge.

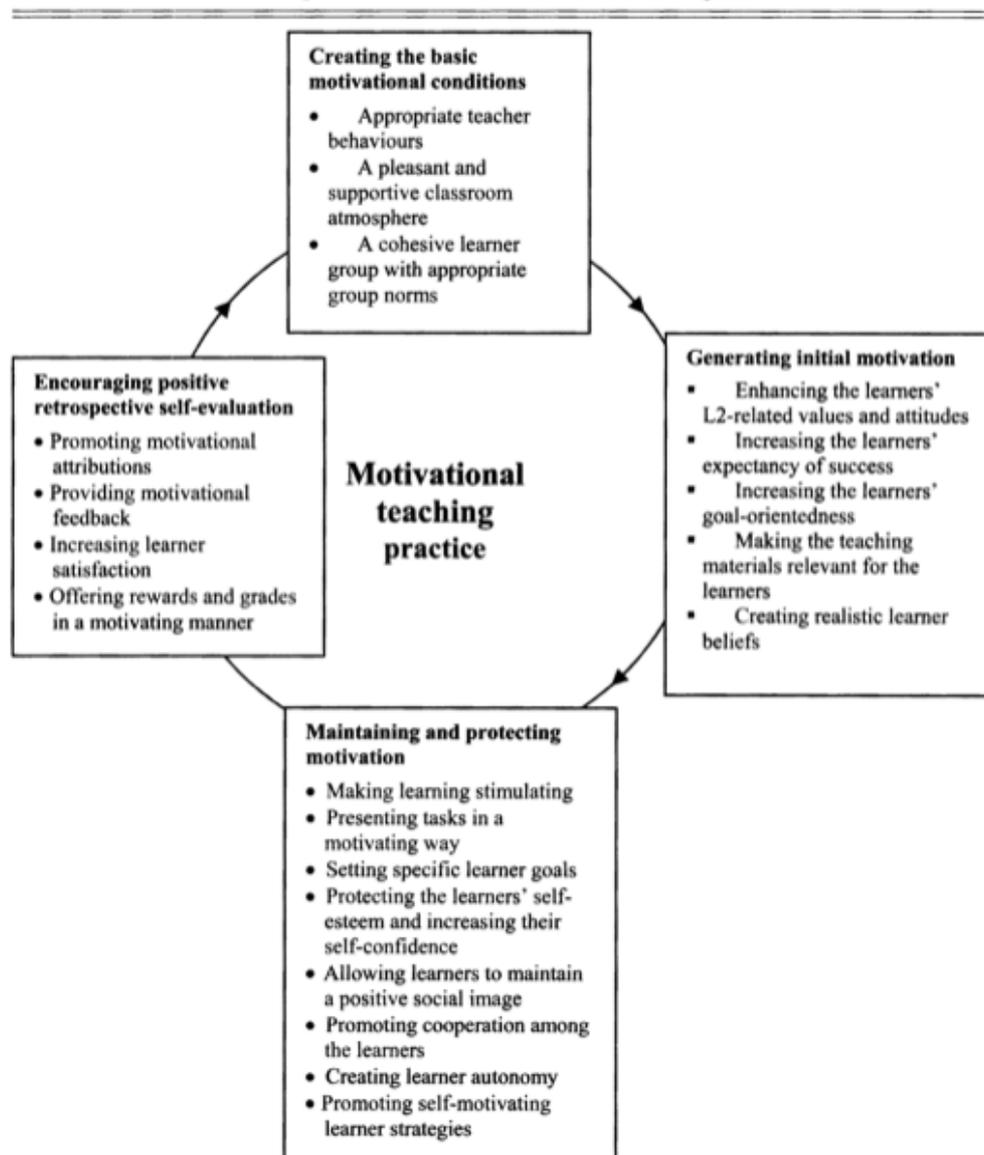


Figure 2: The components of a motivational L2 Teaching Practice

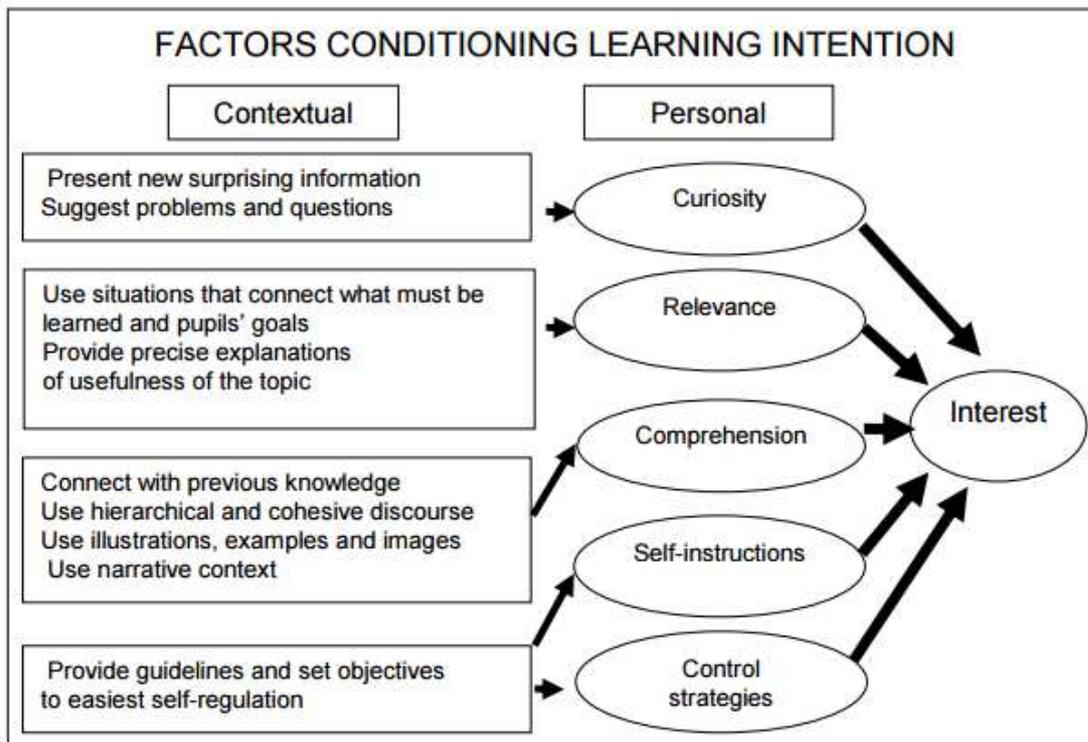


Figure 3: Contextual factors affecting motivation to learn

Conclusion

The fact that some students were more motivated to learn than others attracted a continuous interest for researchers to find out the most appropriate motivational strategies and techniques to be applied in EFL classrooms to meet all those different learners' needs. This chapter has tried to elucidate the importance of classroom strategies and techniques that teachers need to apply as a means to adjust with the demands of EFL learning. Accordingly, the EFL teacher is considered one of the key sources to keep students motivated to learn the complex subjects and elements of the target language. For this reason, various teaching styles, behaviors and strategies have evolved with the advent of differentiated instruction, prompting teachers to adjust their strategies toward students' learning needs.

Chapter two: literature and new technologies in EFL classes

Introduction

Recently, the use of technology and its implementation in the teaching process has gained considerable amount of interest. Similarly, the use of electronic devices, audio files and audio visual tools in EFL classrooms of literature has increased dramatically as a result of its significant role in facilitating the target literature learning.

In this respect, this chapter deals with the use of certain ICT tools such as: E-books, computers, videos and audio short stories to teaching the English literature for EFL learners. The chapter starts with providing a definition to what literature is along with its main genres; the, giving a brief history to the integration of English literature within EFL classes. In addition, this chapter highlights the various advantages of the integration of literature as well as the main approaches to teaching it.

Along with the above, the chapter discusses the changing role of EFL teachers of literature during the Information Age we are living in. This is mainly added to the emphasis put on the importance of integrating ICT tools within educational system in general and within teaching literature of L2 in particular together with the benefits that such integration guarantees. This chapter is concluded with certain main problems regarding the inclusion of electronic devices and technologies faced by both EFL teachers and learners during literature classes.

1. Meaning of literature:

According to many scholars and educators in the field, literature is the mother of all academic disciplines; it is related to anything written or spoken. Although there

have been diverse attempts to define it, still the main challenge to many scholars, authors and even students of literature is to reach an agreed upon definition that helps in determining its scope. Simon and Delyse Ryan (2014) when trying to answer the question “What is Literature?” they started with the following remark:

“The quest to discover a definition for "literature" is a road that is much travelled, though the point of arrival, if ever reached, is seldom satisfactory. Most attempted definitions are broad and vague, and they inevitably change over time. In fact, the only thing that is certain about defining literature is that the definition will change. Concepts of what is literature change over time as well.”

In fact, when trying to define literature, one should consider both the linguistic and the academic perspectives. Whereas the former considers literature as an ordinary word, the latter looks at it as an academic discipline.

1.1. Literature as an academic discipline

As an aspect of Language Studies, literature deals with cultures, traditions, and the set of values of a particular community. African Literature, for example, deals with African story in all aspects of life starting from the pre-colonialism to the contemporary era. In the Oxford Dictionary, literature is defined as “written works, especially those considered of superior or lasting artistic merit” (line. 1).

In fact, although the definition of Literature varies from one scholar to another and from one context to another, still it is associated with the quality of creative imagination. That is, each literary work must have a distinguished imaginative value. Besides, as mentioned earlier, literature has been divided into two main areas, namely, Written Literature and Oral Literature. While the former refers to documented

literary works such as novels, books and journals; the latter considers oral literary works such as songs, poems, folklores, eulogies and elegies.

2. Genre of literature

Either written or oral, literature is always concerned with various genres and types. Although these literary genres, nowadays, seem to be countless; it is possible to narrow them into three major ones namely poetry, prose and Drama; these are added to the recent one named Media literature.

2.1. Poetry

Poetry is a genre of literary art that is often considered as the oldest form of literature. In general, poems are written in stanzas and lines which create a unique look on the page. Poets in their writings tend to use imageries, similes and metaphors in a fragmented style instead of grammatically correct and complete sentences which is another feature of poetic works.

Traditionally, poets have been distinguished from other writers and playwright in the sense that they adopt a different style of writing based on verses, metrical lines and stanzas. In effect, students of literature are generally exposed to three types of poems:

- **Shorter, modern poems** that are generally collected together.
- **Classical, formulaic poems** such as the Shakespearean sonnet.
- **Ancient, epic poems** that are transcribed from oral stories.
-

2.2. Prose

Prose is another literary genre that differs from poetry in the sense that instead of using rhythmic structures, it uses an ordinary syntax along with complete sentences

that are organized within coherent paragraphs. Additionally, unlike poetry that focuses on sound and rhythm, prose puts all the emphasis on the plot and characters. In fact, prose is the literary genre wherein other sub-genres are encompassed such as novellas, novels and short stories. Yet, it is the most commonly used literary genre in literature classrooms.

2.3. Drama

It is a theatrical dialogue performed on stage consisting of sets of Acts and Scenes. In other words, as Elam Kier (1980) stated, Drama is the type of literature intended for performance (p. 98). More restrictively any text meant to be performed rather than read can be considered as drama. Yet, drama is the genre of literature that is less emphasized on within EFL classrooms. Accordingly, EFL students of literature generally deal with only the written forms of drama, the dialogue, which is supposed to be acted out. Hence, it is this exposure to the written pages of drama's dialogue that makes of it hard for literature to be fully appreciated by EFL students. According to researchers in the field and teachers of literature, students are noticed to respond better to drama works, and grasp their mechanics more fully when exposed to films, theater versions; when asked to act certain scenes in or out of the classroom; or when encouraged to read the scenes aloud in pairs.

2.4. Media Literature

A new genre of literature that has recently appeared is the so-called Media literature. This genre, in fact, has emerged to include the new literary texts presented through radio programs, videos, movies, websites, commercials and so many other devices that have evolved thanks to the new technologies' advancements. Media is

absolutely a prominent type of literature that is served and exploited for educational purposes and which is advised to be implemented within literature classes.

Because of the fact that we are living in an electronic era, teaching computer literacy is deemed necessary to be included within courseware in order to facilitate learners' search for online information to support their learning process. More restrictively, it is absolute that the skills required for the analysis of printed novels, books and stories differ from searching and analyzing online literary works such as plays and movies. Thus, EFL teachers should encourage their students to improve all the needed skills to facilitate their process of learning English literature when adopting this last genre to the course content.

3. A brief history to the integration of literature within EFL classrooms

The relationship between literature and language has been a difficult marriage throughout the history of foreign language teaching starting from the very traditional ones, namely, Grammar Translation Method to modern ones, Communicative Language Teaching Methods (CLT).

To start with, during the nineteenth century, where Grammar Translation Method was the dominating language teaching method, literature has been considered as the backbone of EFL classes. In fact, it was in this era where the EFL classroom was based mainly on reading and translating literary texts into the learner's mother tongue to be used later as examples of good writings and as "illustrations of the grammatical rules" (Duff & Maley, 1990, p. 3). The main goal of this teaching method was to focus on teaching grammatical rules as well as to urge EFL learners to learn, understand and appreciate the target literature, mainly that of Greek and Latin.

Later, with the advent of Structuralism and Audiolingualism, the main focus of the language teaching classroom has been shifted towards the linguistic elements and the grammatical forms of the language instead of its literature; thus, literature was no longer considered within EFL classes. Similarly, the coming of CLT during the late of 1970s as a language teaching method also neglected any focus on literature for the main emphasis was to gain a communicative competence through total reliance on oral tasks and activities such as dialogues, conversations and debates that were considered more relevant to teach practical content.

However, the middles of 1980s witnessed the resurrection of literature as a language learning and teaching instrument thanks to certain scholars' works on the subject matter such as that of Carter & Burton (1982). In this respect, Duff & Maley (2007) maintained that a remarkable revival of interest in literature as one of the most motivating resources for language learning has recently emerged (as cited in Vural, 2013, p. 15).

As an explanation to these links and separations of literature from EFL classes, Malley (2001) stated that it is due to the little empirical research and studies aiming at emphasizing the crucial role of literature in improving learners' learning process that urged the rejection of literature from EFL classrooms for long. He maintained, also, that the pre-existing studies regarding the integration of literature within language teaching were no more than types of action research (As cited in Khatib, 2011, p. 201).

Ultimately, many scholars now agree that it is an undeniable fact that language and literature are indivisible and that any teaching of a foreign language requires the teaching of its literature. Accordingly, Brumfit and Carter held the same belief (1986) with an emphasis on the role of literature as "an ally of language" (1986: 1).

4. The advantages of integrating Literature in EFL classes:

Before integrating literature within EFL classes, one should consider its importance in supporting EFL learners with sufficient knowledge about the target language and culture. Most EFL learners, in fact, fail to go abroad to learn more about the language, life styles and the culture of a given country; however, still literature is considered as an alternative that does not only include fictional characters and actions but also provides clear insights into the target culture and society through presenting how characters in a story deal with different situations. In EFL learning settings, many scholars in the field confessed the effective results following the integration of English literature as an auspicious tool for English language learning purposes. Among these noticed advantages, one may consider the following:

4.1. Bringing authenticity in EFL classes

According to Ghosen (2002) & Shreshta (2008), literature is an inherently authentic tool that provides authentic input for language learning. In other words, authenticity, which is naturally existent in literary texts, is one of the main criteria that is deemed highly essential in the current literature in EFL/ESL classes. Moreover, Maley (1989) stated that literature deals with non-trivial things that are personally relevant to them (As cited in Khatib, 2011, p. 202). In fact, authenticity can be met in drama works through conversations, expressions of feelings, functional phrases, and contextualized expressions. Moreover, it can similarly be found in novels through the descriptive writings together with other genres of writings added to the imaginative nature of human; and thus, language is easily engraved in their minds.

4.2. Increasing motivation

Due to their authenticity and the meaningful contexts they provide, Literary materials are very motivating (Ghosn, 2002; Van, 2009). In many countries around the world, literature is highly appreciated where teachers are required to carefully choose the materials to be working on in order to enhance their learners' motivation who would feel the meaningfulness and the relevance of literature classes.

Consequently, students of English literature are vulnerable to experience a real sense of achievement at tackling literary materials in the classroom. Furthermore, teachers' attempts to boost their students motivation may be envisaged in their trials to start the class with asking students to retell short stories from their own culture, for example, before getting them to read an authentic story in English on a similar theme; this could be highly motivating. Additionally, the chances given to students to engage in complicated adults' dilemmas through a play or the emotions raised from reading a poem have, absolutely, effective impacts on raising students' motivation to learn more.

4.3. Increasing learners' Grammar and Vocabulary Knowledge

According to Maley (1989a), "literature deals with a potpourri of language types and varieties, from slang to formal and various subject matters" (As cited in Khatib, 2011, p. 202). In addition, Arthur (1968) believes that learners' syntactic knowledge and vocabulary enrichment can best be improved through literary texts. In fact, it is in the latter where complex structures such as dangling structure, inversion, subjunctives and so many others occur. Furthermore, vocabulary knowledge can be expanded through considerable exposure to literary texts which treat both formal and informal

language. Besides, reading short stories and novels is a good exercise for enlarging EFL learners' vocabulary domain of knowledge.

Not far from literary texts, poetry is considered as another main source of learners' rich vocabulary. Though poetry is usually criticized for its complexity along with the sophisticated syntactic structures it carries, it is deemed an appropriate source for grammatical structures to be practiced. As an example, EFL students may be asked to simplify the complex structures in a poem to the Standard English structures which would add new items to their knowledge of the target literature.

4.4. Incorporating Language Skills

Quite in line with the principles of CLT, literature is believed to be rich with countless authentic tokens of language for the development of reading, writing, speaking and listening skills (Belcher & Hirvela, 2000, Crain, 1993, Erkaya, 2005, Fitzgerald, 1993, Knight, 1993, Latosi-Sawin, 1993, Nasr, 2001, Spack, 1985, Stern, 2001, Vandrick, 1996).

For writing purposes, literature sets a perfect ground for writing practice. In this sense, students are often encouraged to complete a poem, a short story or a text in a cloze form. Further, they may be assigned to complete a story using their own words and imagination by the end of each session. Such tasks are both motivational and effective in developing learners' writing skills.

Concerning speaking skill, the events in a poem, novel, or short story can be referred to the learners' daily experiences. Such tasks, generally, create interesting discussions among the EFL learners within the class. Other activities such as getting the learners to reflect on the materials as well as on the stories and events discussed

in a literary text will best improve their oral abilities that will be successfully transferred to other learning subjects.

For listening purposes, although it is not commonly tackled in EFL classes of literature, mainly in Algerian departments of English, listening to audio versions of a poem, short story, or a novel is deemed beneficial in developing learners' listening skills, as well as enhancing their chances to approach a native like pronunciation.

Coming to reading purposes, many scholars confessed that novels and poems are more likely to provide surprising opportunities to developing extensive and intensive reading as well as reading sub-skills such as skimming and scanning. Generally, EFL teachers of literature assign reading and analysis of a given novel or more during only one week which has always been regarded as insufficient for students. However, still teachers believe that this practice will best increase learners' reading speed, encourage meaning inference from the context, and develop their capacity to extract hidden meaning expressed through literary elements such as metaphors, similes and allegories.

4.5. Developing Critical Thinking

Literature is a good medium for critical thinking enhancement among language learners (Ghosn, 2002; Van, 2009). In his work entitled "Four good reasons to use literature in primary school ELT", Ghosen (2002) stated that literature can alter learners' attitudes. Moreover, according to Langer (1997), literature allows students to reflect on their lives, learning, and language. According to him also, it can open "horizons of possibility, allowing students to question, interpret, connect, and explore" (p. 607).

Nowadays, critical thinking is deemed the backbone of education especially at advanced levels of education where teachers are responsible for developing such thinking skills. Further, it is necessary for EFL students in literature classes to be prepared as Critical thinkers instead of taking things for granted; that is, they should seek to uncover the hidden agendas of the texts they are introduced to for a better learning process.

4.6. Raising Cultural and Intellectual Awareness

According to Van (2009), literature promotes cultural and intercultural awareness mainly during the current globalization era (p. 8). Obviously, it is a fact that there are increasing interests in the universally shared needs. In this respect, Malley (1989a) maintained that literature is concerned with global assumptions and principles such as love, hatred, death and nature that are shared among languages and cultures (p.12). The similarities and even differences between cultures and languages can further our understanding of the whole world and develop our intellectuality. Further, literature in general and literary works in particular provide clear insights about others cultures, beliefs and languages. All in all, it is through literature that readers appreciate other races, cultures and traditions and allows them to understand and experience their different systems and styles of living.

5. Problems regarding the integration of Literature within EFL classrooms

Despite the various aforesaid educational advantages, certain problems also arise as a result of implementing literature and literary works in EFL classrooms. The most common ones are mentioned below:

5.1. Syntax

One of the main criticisms raised against literature in EFL/ESL is the syntactic complexity inherent in literary materials. McKay (1982) maintained that literary texts sometimes result in many problems that hinder the target literature learning process due to the various complex structures and expressions that these texts are replete with (As cited in Khatib, 2011; p. 203). In addition to literary texts, poems are believed to be full of irregular syntax that makes of comprehending them a cumbersome task for learners. In general, they are written in a deviant form from both spoken and written standards. Although it has been above-mentioned that these syntactic complexities can be a main source of language learning, it is also a fact that such complex syntax results in a lack of motivation which disrupts learners from achieving learning purposes.

5.2. Selection of Materials

In fact, the selection of the literary texts to be worked with in EFL classes of literature is considered one of the main problems faced by EFL teachers. In this respect, it is considered a tiresome task for literature teachers to take into consideration all the influences affecting each EFL learner's literary proficiency such as age, gender, and background knowledge before exposing them to certain types of literary texts. In this context, Carter & Long (1991) admitted that such problems can be overcome through a careful selection of the appropriate texts, materials and techniques that are suitable to all learners' needs and expectations (p. 2).

Added to the aforesaid influencing factors to be considered, teachers also should be aware of the factors related to the text itself i.e. whether the text is modern or old fashioned; belonging to escape or interpretive literature; its genre of work and so

many others that will either enhance or reduce learners' motivation levels to the learn.

5.3. De-motivation

De-motivation is considered one of the major obstacles that hinder the process of English literature learning in EFL classrooms. According to Trang and Baldauf (2007), de-motivation has always “a negative impact on students, preventing them from gaining expected learning outcomes” (p. 100). It is commonly known that the teacher's strict personality and behaviors at class are deemed one of the main sources of learners de-motivation. That is, rigid and severe teachers are seen as de-motives resulting in a sense of boredom at class. In this sense, some students find themselves bored after long explanations of certain complex literary concepts; others feel the same due to their teachers' inability to correctly explain certain points; added to the lack of interesting materials that make many others out of the subject matter. To sum up, many EFL students nowadays feel de-motivated to learn English literature because of the lengthy written literary texts and novels use, preferring other electronic devices and tools instead.

6. Approaches to teaching literature

Throughout the history of teaching English literature, various approaches have been established to ease the EFL teachers' challenges as well as to allow learners to become more active elements in the classroom. Although these approaches are numerous, three major ones are the mostly common in the field, namely, Theme-dominated Approach; Language-dominated Approach; and Personal Growth Approach.

6.1. Literature as Content

Prior to the second half of the 20th century, Literature as content approach or theme-dominated approach to teaching literature has been the most common practice. In brief, teachers using this approach used to begin their lectures with an introduction to the historical, social and political factors governing the production of any literary text under study.

This approach, in effect, is the most traditional one that has given rise to the emergence of different theories and sub-theories and that attempts to explain a text through psychological or sociological lens. The main focus of the course was mainly literature along with an emphasis on such areas as history, literary movements and genres as well as the political and historical backgrounds of the assigned literary works. Through this approach, texts were selected depending on their importance, whilst students were asked to analyze, discuss and translate such texts from one language to another.

6.2. A Language-Based Approach

With the advent of the communicative approach, teachers started to call for a more language-dominated approach. The latter, as its name implies, focuses more on language learning and on studying the language of the literary text that will help the integration of language and literature syllabuses more closely.

It is within this approach that teachers would use a literary text to teach grammar, writing, vocabulary, figurative language, and creative writing to best involve students within the target literature learning process. More specifically, students will increase their general awareness, making meaningful interpretations as well as understanding literature of English through a detailed analysis of the literary texts language.

According to Lazar (1993), the aesthetic aspect of literature in this model is achieved only through the linguistic and discoursal quality of literature (As cited in Khatib; 2011; p.205).

6.3. Literature as Personal Growth or Enrichment

Within this approach, literature is deemed an effective instrument that encourages EFL learners to reflect on their own feelings, opinions and daily experiences in relation to the series of events occurring in a given literary text they have already been introduced to. As stated by Lazar (1993), Literature as Personal Growth is the approach wherein personal experiences are to be emphasized in order to involve learners within literary works (As cited in Khatib, 2011, p. 205). Furthermore, materials selected within this approach are carefully chosen to match with learners' needs, interests and expectations to best involve them intellectually and emotionally when learning about the target literature.

7. Integration of new technologies for teaching literature in EFL classes

Recent statistics have shown that a smaller portion than thirty five percent of people aged between 14 years old and 29 years old tend to read books during their leisure time, this is according to the Shell Youth Study in 2000. To explain, such results are mainly due to the increasing technological advancements along with the speedy growth of entertainment possibilities around the world. Consequently, a vast majority of people shifted their interests from reading printed books towards surfing internet, watching TV or playing video games downloaded on their cell phones or tablets during their pastime. Hence, it is because of this growing interest in using internet and technology that many educators and classroom designers felt the

necessity to involve such electronic devices within EFL classrooms in general, and literature lectures in particular.

In Algeria, it was not until 2003 that new technologies and certain ICT tools have been associated with the educational system. This was mainly through the inclusion of computers and authentic materials for both learning and teaching purposes. It is very important to mention that the continuous exposure to recent technologies have provided learners with an insight to the various appropriate instruments available for use as well as to the easy ways of using them by their own. In this context, Prensky (2001) maintained that “Contemporary students can use a variety of tools to learn independently” (p. 32). The use of the ICT tools, in fact, improved the educational field in a way that it contributed to facilitating the learning process through motivating EFL learners to try certain new appliances, devices and techniques to learn. This led to lessening EFL teachers’ burden in literature classes and thus enhancing the cooperation and communication between students and their teachers to best express themselves and to reflect on their teachers’ teaching techniques and strategies.

Because of the current era is always referred to as an electronic information era, EFL learners, on the one hand, seem to have greater opportunities to go through successful learning processes through utilizing such new technologies to develop their awareness of the target literature. On the other hand, EFL teachers of literature are increasingly relying on ICT tools to better organize and economize the lecture’s content giving more time to sharing information and initiating discussion among teachers and their students. For this reason, many ICT tools are today available for use in Algerian EFL classrooms, though not in all literature learning settings; some of them are listed below:

7.1. Audio Materials and Files

According to Tomlinson (1998), materials are “anything which is used by teachers or learners to facilitate the learning of a language” (p. 2). That is to say, teaching materials are teaching aids that EFL teachers often use to assist the learning process in classrooms. More restrictively, Audio materials are among these teaching materials that have a very important role in facilitating both processes of teaching and learning. These Audio materials, in fact, encompass all files that we can hear such as audio cassettes and radio programs that are increasingly applied in EFL classrooms of literature in order to create a sense of diversity and thus to improve the target language learning.

Teaching materials can be classified into three main groups according to sensory contact. The first group is audio files, which are those instructional objects that can be heard such as radio programs, recordings, lingua-phones and audio cassettes. The second group is visual materials which are those objects that can be seen such as whiteboards, pictures, charts and models. The third group is the audio-visual materials which are those objects that can be heard as well as seen such as films, videos and movies.

In particular, Audio Files have many advantages when applied in EFL classes of literature. That is, they generally facilitate the learning and teaching process through encouraging EFL learners to listen and acquire the correct rhythm, intonation pitch and pronunciation of the distinct vocabulary items when presenting various literary works such as poems. Corder (1996) asserted that anything that can be heard can be used by teachers to teach EFL learners how the language is exactly used by native speakers in a given context (p.34).

The use of Audio short stories is another example of the integration of audio files and technologies within literature classes. It is common that they generally catch EFL learners' attention which makes them feel the diversity in the class. Thus, this enlarges their knowledge of the target language and culture through direct exposure to the different life-like experiences and situations that characters deal with in the story. In fact, many auditory EFL learners prefer to learn through audio files instead of videos because they feel that the moving images of a video added to the music associated with the different scenes cause disruption and lack of concentration. However, many other visual EFL students feel that videos provide more real contexts for language use without being obliged to imagine how characters and settings may be looking like. In this respect, River (1981, p.399) argued that audio visual materials clearly help language learners to understand another culture by providing them with "vicarious contact" with native speakers of the target language.

All in all, EFL teachers are required to carefully choose the materials that best suit all learners' needs and preferences.

7.2. Videos

To begin with, a video is an electronic tool containing moving images. According to Sherman (2003), "a video is any kind of programs that we can see directly on cinema, television or DVD, films and documentary. Videos can be used as resources to learn English with enjoyment and give us a lot of advantages" (p. 1).

In addition, Canning (2000, p.1) when explaining what a video is, he stated that it is "the selection and sequence of messages in an audio-visual context." Later, Scrivener (2005) simply defined a video as another classroom tool (p.351).

Undoubtedly, a video is an effective educational instrument that has various advantages in English literature classes because of the depiction of real life situations and experiences, the insurance of literary exchanges and enhancement of knowledge of the target literature. The fact that videos as educational instruments can be controlled i.e. stopped paused or repeated is added to its usefulness when implemented in literature of EFL classes.

7.3. Computer

Computers are, undoubtedly, deemed a vehicle for the delivery of literature in EFL classes. In this context, many scholars and EFL teachers argued the efficiency of computer usage in teaching students a foreign language through multimedia CD ROMS. That is, EFL students of literature can use computer programs to search and watch a movie version of a novel or even an author's biography; listen to downloaded audio short stories; learn words, their spelling and pronunciation after a simple click on any picture.

Besides, computers work better in case they are connected to internet services. This is mainly because they provide all the information required to solve any task; help students know more about the authors and their major masterpieces; facilitate students' interactions with teachers, peers and even native speakers through e-mails and Skype.

7.4. E-books

According to Merriam-Webster dictionary, an e-book is "a book composed in or converted to digital format for display on a computer screen or handheld device" (1988) Likewise, the Cambridge dictionary provided a similar definition;

that is, an e-book is simply “a book that is published in electronic form, for example on the internet or on a disk, and not printed on paper” (2017). E-books, in fact, are deemed valuable modern devices that came up with Hart’s conversion of the Declaration of Independence into an electronic document in 1972 at first; and later, the launch of the electronic book reader Data Discman by Sony that was designed to facilitate e-books stored on CDs to be read.

In educational settings in general and EFL classes in particular, although textbooks are still being sold by million students, researchers and scholars around the world; the rapid growth of new technologies as well as that of tablet markets increasingly made of e-books a more valuable device to be included in EFL classes of literature. Within these classes, EFL students have progressively shown great interest in using e-books as an electronic learning tool and as a source of new information. It updates them with more knowledge about the target literature because of the various advantages they provide. To name just few, printed books and novels that are assigned within EFL classes of literature are generally of big size which may cause boredom among EFL students. Yet, limited only by its memory capacity, an e-reader may encompass thousands of documents, novels or short stories all together. Further, an e-book may be the best tool for myope students who will have a total control over the lightness of the device being used and thus reading the literary work in low light or in total darkness, also to enlarge and reduce the fonts. In addition, E-books can both be read or listened to through the text-to-speech software that helps EFL learners to double their knowledge of the correct pronunciation of the diverse complex literary terms; and thus, enhancing their motivation and awareness of the target literature. This is mainly added to the fact that printed books need three times more raw materials and seventy eight times

more water to be produced when compared to e-books that are of lower price and easily downloaded.

In addition to the aforementioned advantages that e-books guarantee, one may note that EFL teachers of literature, mainly in Algeria, generally deal with classes of big size. That is, when they assign a literary work to be read or analyzed, the few number of the intended paper book at the library of the university is most of times insufficient to cover the big number of students even when they are working in groups. As a solution, teachers may simply ask for the electronic book to be downloaded on tablets, phones or computers to be read at the class; or he simply downloads it by his own and presents it later through data show to the whole class.

7.5. Power Point (PPT) presentations

As a definition to the PowerPoint, Fisher (2003) briefly stated, "Power Point is a type of presentation software that allows one to show colored texts and images with simple animation and sound" (p. 2). Accordingly, PowerPoint is deemed an efficient vital tool for instructional purposes and which is increasingly applied in EFL classes of literature. This is mainly because of the fact that it helps to exemplify and explain the rigid literary forms and structures in general and poetic complexities in particular. Moreover, what adds huge significance to the use of PPT as an instructional tool is the fact that it is wide reach and easily implemented for educational purposes. Added to all the aforesaid advantages, PPT can be simply shared via e-mails, easily uploaded or downloaded on tablets or cell-phones. Hence, instructors find it easier to present the lecture through PPT and keep encouraging their FL learners to present their homework using it.

8. Teachers role within new technologies-based classrooms

Traditionally, EFL teachers used to rely on the blackboard and a piece of chalk when providing literature lectures. Accordingly, teacher of literature was considered the sole authority in the classroom whose job is to provide students with adequate knowledge about the target literature. In the other hand, EFL students of literature were required to report, retell and return the class input back to their teachers on an exam sheet. However, teachers nowadays have a wide range of educational media available to them to better introducing the English literature. Thus, EFL teachers today are required to be aware of their new roles and responsibilities during the current electronic information era. According to Lawrence Tomei (2002), “We all know that nowadays teacher is no more the only source of information. Among other roles, the teacher today is a kind of ‘a conductor’ of the orchestra, where musicians (students) are different and play (learn) differently”. In this sense, an EFL teacher of literature can be better described as:

- ✚ **Consultant:** teacher should offer consultations, seeks to teaching new literary works’ styles of writing, assign reading novels of interest to the learners.
- ✚ **Team co-operator:** teacher may ask his students to work in groups when analyzing a given novel as he may be a member of these groups through constant feedback and corrections and finding solutions to their problems.
- ✚ **Assistant providing help:** in this way teacher should point out to his students’ mistakes regarding pronunciation and spelling; provides learners with further explanations to ambiguous literary terms and concepts; providing more clarifications to the ideas and opinions presented by students.

- ✚ **Evaluator:** EFL teacher, also, needs to evaluate and assist students' progress in both reading and writing along with a clear guidance to let them know about their strengths and weaknesses.
- ✚ **Creative creator:** The teacher is supposed to create a comfortable atmosphere to motivate the learners to know more about the target literature together with the recent works in the field. This happens generally through an appropriate use of new technologies and motivational tools.
- ✚ **Tutor:** he provides his students with adequate information related to their needs and professional orientation together with resolving their private problems.

Further, EFL teachers are required to be selective when deciding the material and the medium to be implemented to ensure the students' motivation when dealing with the complexity of literary items and works. As stated by Stempleski (1992), teachers are required to select appropriate materials, prepare their students for the lesson, repeat the video when necessary, develop tasks and assign homework or follow up activities (pp, 7-24). Therefore, it is important for an EFL teacher to both intrinsically and extrinsically motivates his students to develop their knowledge of the target literature. This is mainly through the implementation of appropriate media, electronic tools as well as videos and audio files that boost EFL learners' desire to become more active elements at class.

9. Benefits of teaching literature through new technologies

The implementation of new technologies has proven successful in EFL classes of literature. Specifically, recent trend in EFL teaching indicates the necessity of associating literature with new technologies because of its great potential to enhance

EFL learners' motivation; develop their four skills; provide an authentic model of language use; and so many others that are listed below.

9.1. Enhancing EFL learners motivation and interest

Recent statistics show that EFL students are, generally, more intrigued to learn the English literature when videos and/or audio devices are integrated in the lesson. In this way, EFL learners feel more motivated and interested in the target literature with an increasing level of self-esteem as a result of the meaningful and vital tasks they engage in. Additionally, it is through the use of such materials that make students feel that they are active and central elements in the learning process which motivates them to interact and participate in order to enrich their knowledge of the target literature.

Generally, because of the difficulties EFL learners encounter in the written literary texts, a simple implementation of videos, audio short stories or even a movie version of a novel is deemed a necessity and that may work better in boosting motivation and curiosity to learn more about the target literature. Additionally, the use of voice clips when teaching poems is deemed more helpful for students to understand the complex meaning of the poem's message through body language as well as learning the right pronunciation through listening to native speakers. Consequently, all these help EFL learners to gain positive attitudes and interests in the target literature.

9.2. An exposure to Real-Life situations

The use of new technologies, mainly audio and audio visual aids, better expose the EFL learners into the life-like characters' situations and experiences as well as that of the authors' especially realists such as Charles Dickens and Virginia Woolf

and so many others who used to depict their own lives and situations represented by life-like characters.

9.3. Promoting EFL learners' awareness of the target literature and culture

The integration of new technologies, videos and audio files within literature classes permit EFL learners to gain a deep understanding of the target culture and literature. This way, EFL learners will acquire more developed critical thinking skills which allow them to perceive the world and the different cultures from alternative viewpoints. Furthermore, Florez (1998) maintained that "This is important because, just as learners need to develop critical literacy skills in order to analyze what they read to distinguish fact from fiction to identify an authors' position on a topic and compare it to their own". To him, "they also need to be able to do this with what they see and hear, i.e. with films and television programs" (1998). Accordingly, audio/audio-visual short stories that EFL learners are exposed to tend to contextualize both the target culture and literature which double learners' capacity to gain background knowledge of the target language, culture and literature.

9.4. Enhancing EFL learners' communicative competence

Unlike traditional methods and strategies to teaching literature based on blackboard and a piece of chalk, the integration of new technologies in literature classes has provided EFL learners with greater opportunities. Hence, students are more likely to interact with the target culture and language in different ways; either through a direct contact with a literary work's characters presented in a video, or with an author's work such as listening to a poet's recorded poem. In fact, such opportunities enrich learners' vocabulary and teach them the correct pronunciation,

intonation and pitch. Thus, their communicative abilities are more likely to be activated and transferred later to other contexts and subjects. Consequently, EFL learners' motivation and interest in learning literature will best be increased.

9.5. Improving teaching effects

Traditional classes of literature consider the EFL teacher as the central element in the classroom as an information provider. However, the recent attempts to integrating new technologies within literature classes put much emphasis on the learner who is supposed to reflect on the teachers' strategies, the materials used as well as on the individual learning process in order to adjust the teaching methods depending on his needs and expectations.

All in all, the use of new technologies is more likely to economize the class duration with an increasing amount of provided information. As a result, this creates a vivid, active and authentic atmosphere of English literature learning; and thus, stimulating students' initiatives to learn.

9.6. Creating meaningful contexts for literature teaching

Recent electronic devices such as computers, tablets and e-books are described as fresh, live and interesting educational instruments. During English literature classes, such materials are more likely to set sounds and images together to create a meaningful context for teaching the target literature. This, ultimately, results in students' initiations of interesting student-student and student-teacher discussions following comments on the materials, videos, audio short stories and others. Through the use of computer software, EFL teachers can successfully organize the content of

the literature classes and thus provide EFL learners with various meaningful contexts during the courseware.

10. Problems regarding the integration of audio files and videos within Literature EFL classes

To avoid problems when showing video to students in language classes, teachers need to be able to preempt possible difficulties. Below are some summarized difficulties portrayed by Harmer (2001, p. 283):

- ✚ **The “nothing new” syndrome:** This refers to the teacher’s failure in selecting an interesting instrument that is supposed to be both motivating to students and appropriate to the teaching and learning context. Hence, this chosen device would add nothing to learners’ objectives and awareness of the target literature.
- ✚ **Poor quality tapes and Disks:** Added to the complexity of the literary works’ language, poor quality tapes and Disks would hinder the EFL learners from understanding and appreciating English literature and thus de-motivating them to meet their needs and expectations. Thus, High quality tools are highly essential in any EFL classroom especially when teaching literature.
- ✚ **The length of the extracts:** According to scholars and psychologists, EFL learners generally prefer to listen to extracts that are from one (1) to four (4) minutes length. Such extracts can be extended into various meaningful tasks and activities that best equip learners with improved listening skills, pronunciation and so many other abilities. However, still some EFL teachers provide their learners with long videos of about thirty minutes or more about a

poet presenting his difficult and complex work or even a boring audio short story that adds nothing except de-motivation and boredom.

 **Teachers' unfamiliarity with the new technologies:** Sometimes, teachers feel embarrassed to use electronic tools because of the fact that they lack efficient skills to use them correctly and thus they follow the same traditional methods and techniques when providing literature lectures. Consequently, some EFL learners cease to attend the lectures, others feel de-motivated and others may simply change their group to study with a different teacher whose method seems adequate and motivational enough.

Conclusion

In this Chapter, we have been dealing with the importance of associating new technologies with literature within EFL courseware. We have started with approaching a clear definition to literature as well as to its main genres; the importance of teaching literature as a major component In EFL classes along with the major related approaches in the field. Additionally, this chapter emphasizes the advantages and the benefits that EFL learners get when associating literature classes with the use of electronic devices such as E-books, videos, computers and audio short stories.

The integration of new technologies, mainly audio files and videos, are proven to be one of the most recent teaching tools in EFL classes of literature. As it is pointed to in this second chapter, the use of such devices, in fact, has many clear advantages when introducing the literature courses. That is, they naturally integrate both verbal and non-verbal language skills; enlarge learners' vocabulary; expose

them to various contexts as well as enhancing their awareness, self-esteem and motivation to learn more about the target language, culture and literature.

By the end of the chapter, we have mentioned some problems related to the implementation of new technologies in the process of teaching literature in EFL classes.

Chapter three: Research design and data analysis

Introduction:

The present chapter is devoted to the practical framework which is intended for describing and comparing the effectiveness of using both literary texts-based classrooms and new technologies-based classrooms; namely, videos and audio files, as two main strategies in enhancing EFL learners' motivation and awareness of English literature. Moreover, this chapter is aiming at investigating the EFL learners and teachers' attitudes towards the efficiency of implementing these two strategies. To test the effectiveness of the latter, this study is to be conducted through a mix-method approach where both quantitative and qualitative data are simultaneously gathered through the use of questionnaires and the classroom observation as two main research instruments.

In this dissertation, two questionnaires were prepared on the light of data suggested by the literature. While a questionnaire was designed for third year LMD students of English at the University of Mohammed Seddik Ben Yahia, Jijel; the second was designed for EFL teachers of literature at the department of English of the same university. In addition, a classroom observation was conducted which has been audio- recorded with the help of two teachers of literature: one is teaching literature through literary-based texts and the other is using new technologies-based materials.

Thus, this chapter starts by describing the population of the study, the design of the research tools; then, data analysis and interpretation are to be brought to the fore. Finally, all the results yielded are to be discussed in the light of the already

stated research assumptions; all these are followed by pedagogical recommendations and suggestions.

1. Description of the participants:

1.1. The students:

The chosen population of our study is the third year LMD students of English at the University Mohammed Seddik Ben Yahia, Jijel. Our sample which consists of 58 students (54 females and 4 males) was chosen based on random selection from approximately 240 students of the whole promotion. The students' ages vary between 20 years old and 26 years old. That is to say, when our population was deliberately considered, our sample was randomly selected,

The reason that lies behind our choice of the population is the fact that Third year students are more aware and familiar with literature as compared to first and second year LMD students. In addition, they are more conscious and familiarized with the concept of motivation and how it can be enhanced to facilitate the process of learning. Meaning that, they are matured enough to judge their teachers' strategies and to choose what is more appropriate and suitable to them after three years of learning literature.

1.2. Teachers:

The overall population dealt with in this research study consists of EFL teachers at the university level. It is worth mention that the present study took place at the very end of the year where most teachers were either absent or busy. In the light of these circumstances, the questionnaire was handed out to 15 teachers; however, only 10 teachers handed back their questionnaires. As a sort of fact, the number of teachers

specialized in literature at the department of English languages at Jijel University is no more than 5 teachers. Consequently, this prevents us from obtaining further information; as a solution, we e-mailed the questionnaire to other EFL teachers of literature in the universities of Bejaia and Oran. The reason behind this choice is to investigate (1) whether literature teachers are aware of their learners' preferred and motivational teaching strategies when being provided with literature lectures and (2) which strategy they tend to implement in their literature classes, (3) as well as the main problems and challenges faced by EFL learners that de-motivate most of them to acquire the target literature.

2. Administration and description of the Questionnaires

2.1. Students' Questionnaire

As it has already been mentioned, a questionnaire is used as a research tool for the purpose of eliciting quantitative data from participants to confirm or disconfirm the already set hypotheses of the present dissertation. In fact, the questionnaire is a widely used instrument that provides a relatively quick and adequate way of data collection from a large sample of participants. Additionally, a questionnaire has its main function as a measurement tool (Oppenheim, 1992), in contrast with other research tools which cannot be usable for such aims.

In this study, only data obtained from the fifty eight students are used for the analysis. The questionnaire, which has been handed to them, is made up of twenty seven questions that fall into three types: closed, open-ended, and open questions. Through closed questions, the informants are asked to choose either "yes" or "no" answers, or to tick the appropriate ones. By the open-ended questions, the respondents are required to offer some justifications to their chosen answers.

However, the open questions allow the respondents to express their opinions spontaneously.

Moreover, this questionnaire is composed of three parts; each one has its own purpose. The first section seeks general information about the students' personal background such as age, gender and how they came at studying English as well as about their opinions towards their experience of learning the language so far (Q1. Q2. Q3. Q4).

The second part of the questionnaire seeks to get clear insights into the students' perceptions regarding the process of learning and teaching English literature. This section consists of ten questions by which students are asked about their opinions towards the importance of literature, their objectives laying behind learning it as well as their feelings concerning the literature classes after three years of learning this subject (Q5. Q6. Q7). The following questions (Q8. Q9. Q10. Q11. Q12. Q13) are asked mainly to know more about the teachers' implementation of literature lectures from the perspective of EFL learners. More specifically, learners are asked about the type of strategies implemented during literature classes, if their teachers use any; and which ones they prefer most. In addition to teachers' strategies, EFL learners are queried about whether they are aware of the various learning strategies and which ones they generally use to facilitate their learning process. The question by the end of this section is to know whether EFL learners consider their teachers' strategies as motivational enough to meet their learners' expectations from learning English literature (Q14).

The last part of the questionnaire is intended to find out the students' attitude towards the effectiveness of using Audio files and Videos to develop and raise their awareness of the English literature. At first, students are asked about what is meant

by literature and to justify why they can be with or against its integration in ELT, and whether it raises their intellectual awareness (Q15. Q16. Q.17). In the following questions (Q18. Q19. Q20. Q21. Q22. Q23), students are queried about their attitudes towards learning literature through literary texts and whether they have been previously introduced to any other ICT tools such as E-books, PPT presentations and Audio short stories. Later, students are also asked about their opinions about learning literature through Audio files and videos. Additionally, this section seeks to know whether EFL learners prefer the use of electronic devices over written works or vice versa. That is, students are asked whether they prefer to check the difficult words using printed dictionaries or electronic dictionaries on their cell phones. By the end of this section, students state their attitudes towards the effectiveness of using Audio files and videos to develop their awareness of the target literature along with the problems they generally face during the lectures (Q26. Q27).

2.2. Teachers' Questionnaire

The teachers' questionnaire has been developed in order to collect useful personal and professional information for the purpose of supporting this comparative study. In other words, the aim from teachers' questionnaire is to elicit further data about which classroom strategy is more motivational and appropriate to teaching English literature in EFL classrooms. This questionnaire consists of three sections with twenty five (25) questions that are, just like students' questionnaires, either closed, open-ended or open questions. That is, teachers are required to tick or answer with yes or no; to clearly state their opinions; or to clarify and explain their closed-ended questions.

The first section is devoted to gather data related to teachers' personal information such as gender, teaching experience, their attitudes towards students' knowledge of literature as well the strategies they generally use in literature classes. This section is also concerned with open-ended questions requiring teachers to define literature and its importance (Q1. Q2. Q3. Q4. Q5. Q6. Q7).

The second section is made up of ten (10) questions in order to collect further data about the teaching of literature in EFL classes. Here, teachers are asked about the ways they teach English literature through, how they tend to prepare their lectures and select the suitable materials and strategies, added to the main materials they generally implement in the classes (Q8. Q9. Q10. Q11.Q12).Next, teachers are queried about whether they are aware of their students' preferred teaching strategies and whether they tend to use the same materials with all students regardless of their differences. This is added to an investigation about the solutions to overcome difficulties met by their students related to the strategies implemented (Q13. Q14. Q15. Q16. Q17. Q18). At the end of this section, teachers will be asked about their attitudes towards (Q16).

The last section of teachers' questionnaire consists of nine questions. This section is mainly devoted to gather data about teachers' attitudes towards the two main strategies compared in our study; namely, literary-based texts and new technologies-based materials. Teachers are first asked about their attitudes towards the integration of new technologies such as computers within EFL classes of literature; and to what extent they agree or disagree with the ability of literary texts and new technologies to promote EFL learners intellectuality, motivation and communicative competence (Q19.Q20.Q21.Q22.Q23).At the end of this section, two questions are left for teachers of literature participating in our sample to express the main problems they

often face when teaching literature along with their suggestions to improve the process of teaching English literature in EFL classrooms (Q24.Q25).

3. Limitations of Questionnaires

Although the questionnaire is a widely used instrument for investigating further data in a given research study, they also involve some limitations. In this context, Moore (1983) stated that among the disadvantage of the questionnaires is “the lack of qualitative depth to the answers and the resultant superficiality” (p.19). Additionally, Brown (1988) states that respondents do not always show their real attitudes “subjects actually form a solidify attitudes that they did not have before filling out the questionnaires” (p.35). Other disadvantages can be summarized in the following points:

- ✚ Questionnaires are not always completed by the respondents.
- ✚ Questionnaires lack some helping features like gestures and personal contact which can affect the respondents’ understanding of the questions.
- ✚ Not all respondents hand the questionnaires back.

4. Analysis of the questionnaires

4.1. Students’ Questionnaire

Section One: General information

Question 1: Gender

Options	N	%
Male	5	8.62%
Female	53	91.38%
Total	58	100%

Table1: Students’ gender

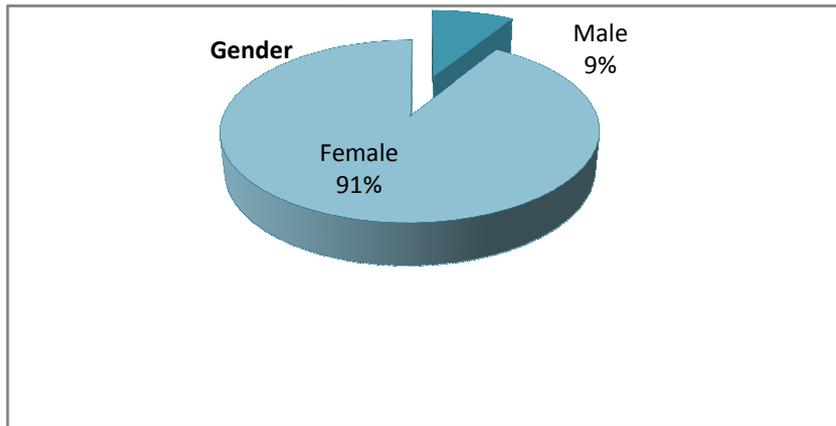


Figure 4: Students' gender

Checking the table above is enough to notice that 53 participants are female representing more than 91% of our population; whereas males are noticed to represent less than 9%. Simply put, females are more successful in achieving high education levels. Added to this, it is apparent that females are more interested in learning English, unlike males who prefer to cut their studies early seeking for a more practical life.

Question 2: How old are you?

Options	20-23	23-26
	52	6
%	89.65%	10.35%
Total	58	100%

Table 02: Students' age

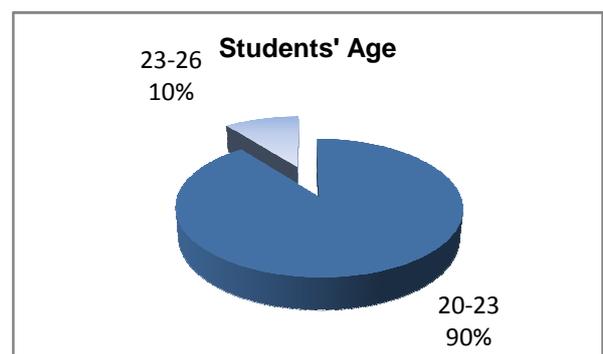


Figure 5: Students' age

The table above shows that the participants' ages in our sample vary between 20 years old and 26 years old. Starting from the table, 52 participants who represent

almost 90% of the whole population are in the normal age of a third year student. However, a small number of them, mainly those having 20 or 21years old, are said to have started their primary education early. However, 6 participants representing only 10.35% of the whole population are between 23 and 26 years old; those are believed to either have repeated a year or more, or have completed their studies and preparing for a new diplomat.

Question 3: Why did you choose to study English?

Options	Interested in	No better choices	Family and friends' influence	Total
N	45	12	1	48
%	77.59%	20.69%	1.72%	100%

Table 03: The reason behind studying English

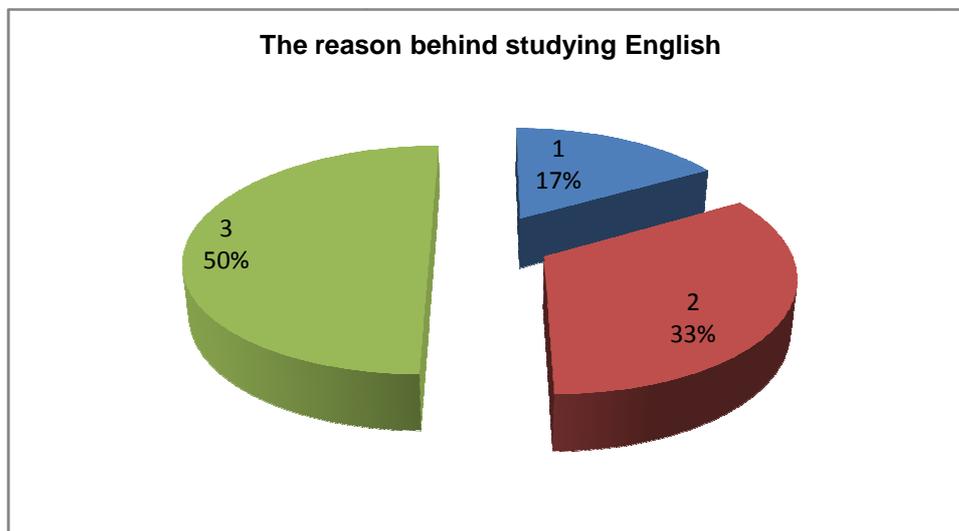


Figure 6: The reason behind studying English

It is apparent from the table that the majority of the students representing 77.59% of the whole population are learning English as their first choice. Those students, in fact, are believed to be *intrinsically motivated*; thus, they are supposed to perform

well during their learning process. In addition, the 12 participants, who represent 20.69%, stated that they are studying English for they had no better choices. Perhaps, this is due to their baccalaureate average that was not sufficient to allow them study the major they were seeking to. Yet, only one student of the chosen sample claimed that he is studying English because of the influence of family and friends. In fact, both students of English who had no better choices and the ones who were influenced by their families and friends are believed to be either *extrinsically motivated*: they seek good grades just to pass from one year to another instead of learning the language; or *completely de-motivated*: such students generally show an indifference to the learning process.

Question 4: How has your experience at the university been so far?

Options	Very interesting	Interesting	Not interesting	Boring	Disappointing	Total
N	6	35	5	5	7	58
%	10.34	60.34	8.62	8.62	12.06	100%

Table 04: Rating the learning experience

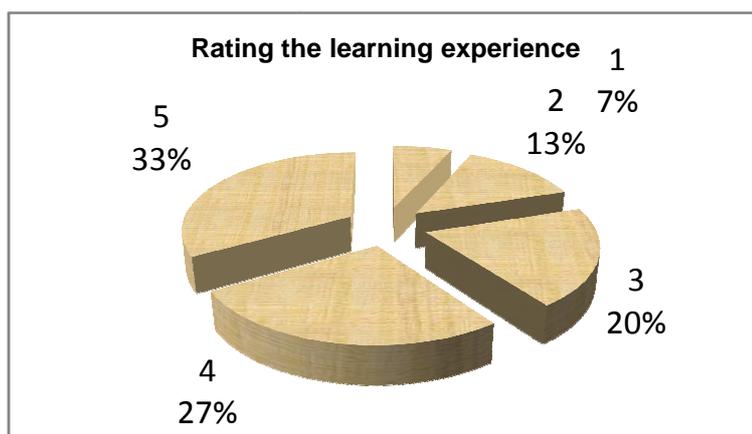


Figure 7: Rating the learning experience

After three years of studying English, only 6 students, representing 10.34% of the sample, rated their experience of learning English as “very interesting”. In addition, 35 students of the sample, representing the majority of our population 60.34%, claimed that their experience at the university has been “interesting”. Almost all of these two categories of students are suggested to be among those 45 students who have chosen to study English as their first choice, and are supposed to be having a positive experience in learning English. However, while 5 students described their learning experience as “uninteresting” at all, other 5 students of the sample stated that their English learning after three years is totally “boring”. Together, these ten participants are representing only 17.42% of the whole population. Finally, the rest 7 participants, representing 12.06%, claimed that their learning process after three years is disappointing which is, perhaps, due to the fact that those students were either imposed to learn English or had no better choices.

Section Two: Learners’ perceptions towards English learning

Question 5: Do you think that literature is a crucial element in learning English?

Options	Yes	No	Total
N	54	4	58
%	93.10%	6.90%	100%

Table 05: Learners’ attitudes towards literature as a crucial element in EFL classes

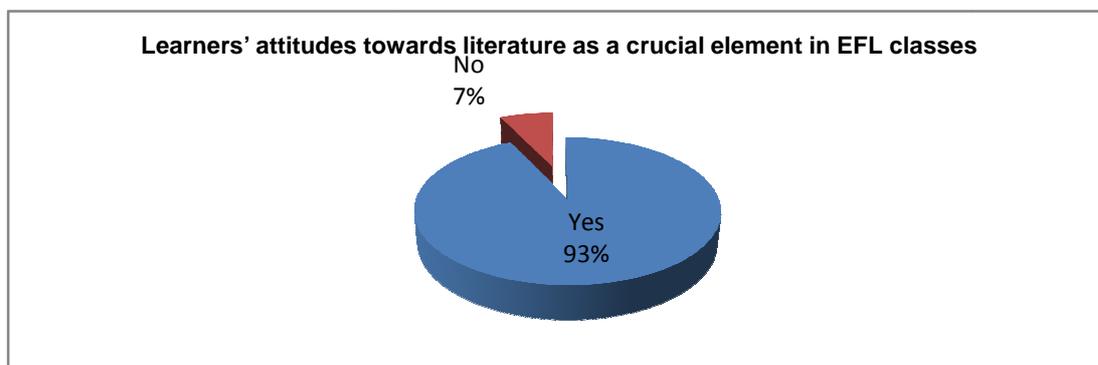


Figure 8: Learners’ attitudes towards literature as a crucial element in EFL classes

By this question, we aimed to check how crucial the EFL learners consider of literature as a subject. Eventually, the great majority of the students making up 93.10% of the whole population responded by “yes”. These students confessed the importance of literature in ELL process and agreed that literature classes are based mainly on reading and understanding literary texts and works. To them, this helps to learn new terms, expressions and idioms that are to be used later to support their oral interactions and to successfully engage in written tasks. However, only four students negatively responded to our question. In effect, these students rejected the importance of literature and clearly stated that added to the difficult and the demotivating language used by authors, they are not interested in learning it. Others overtly said that after 3 years, they do not remember that this subject has added something new to their knowledge. Depending on their answers, it is worth to infer that these students are supposed to be among those who have not chosen English as their first choice.

Question 6: What is your objective behind learning English literature?

Options	To get higher grades	To use the language communicatively	To read and understand literary works	Total
N	8	26	25	58
%	12.07%	44.83%	43.1	100%

Table 06: Learners' objective behind learning literature

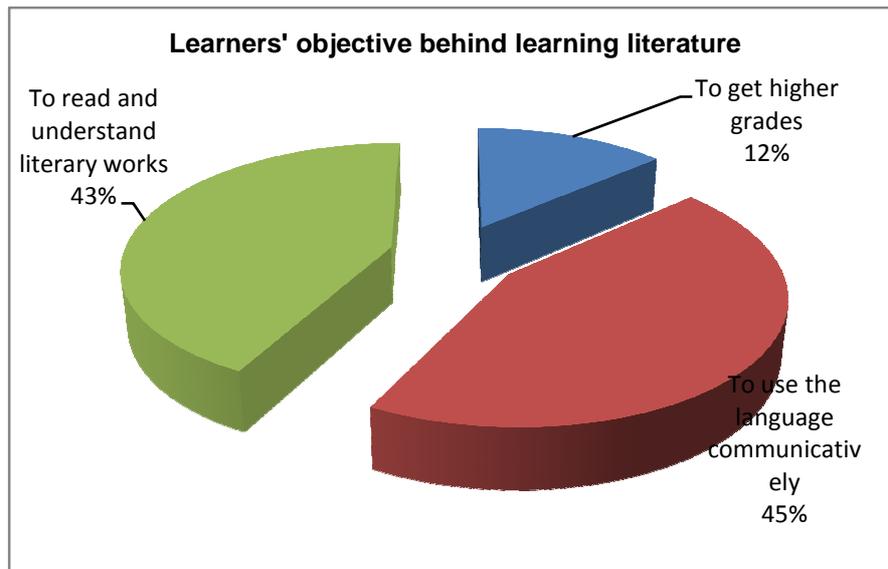


Figure 9: Learners' objective behind learning literature

By this question we want to know EFL learners' purposes from learning English literature. From the table above, the number of students who chose "learning English for communicative purposes" slightly outperformed the number of those who aim at reading and understanding literary works. That is 26 students making up 44.83% of the chosen sample stated that their objective behind learning English literature is to learn new expressions and vocabulary items in order to gain an oral competence. Whereas, a portion of 43.10% standing for 25 students claimed that their purpose from learning English literature is to read and understand different literary works. This category is said to be interested in reading books and novels. Moreover, the rest of the 8 students of our sample confessed that their learning is restricted to getting good grades in order to pass from one year to another. This reveals that learners are equipped with various needs and expectations from literature courses that teachers are obliged to deal with through a careful selection of teaching strategies and materials.

Question 7: How do you find literature courses?

Options	Very interesting	Uninteresting	Never attended	Total
N	29	27	2	58
%	50%	46.55%	3.45%	100%

Table07: Rating literature course

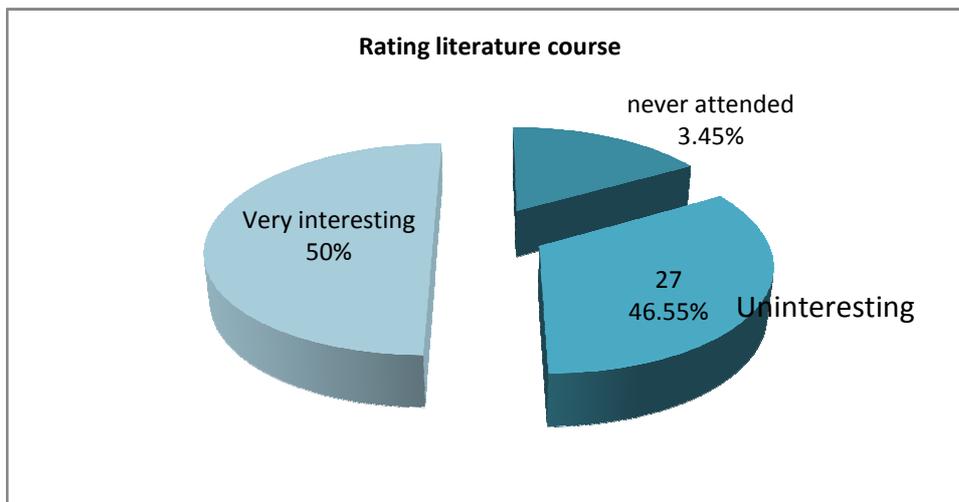


Figure 10: Rating literature course

This table illustrates EFL learners' attitudes towards literature courses they used to have. From the table, 29 participants making up a portion of 50% of the whole population stated that their literature classes are very interesting. Yet, other 27 participants making up 46.55% said that their courses of literature are uninteresting. This is maybe due to the fact that the lessons do not go along with their needs and expectations.

Moreover, the remaining 2 participants of the sample standing for 3.45% claimed that they have never attended literature classes; this is generally due to the lack of interest, or to the negative attitudes towards the teacher and his strategies.

Question 8: Do you feel that your teacher of literature follows a certain strategy when providing you with literature courses?

Options	Yes	No	Total
N	41	17	58
%	70.69%	29.31%	100%

Table 08: Strategic literature classrooms

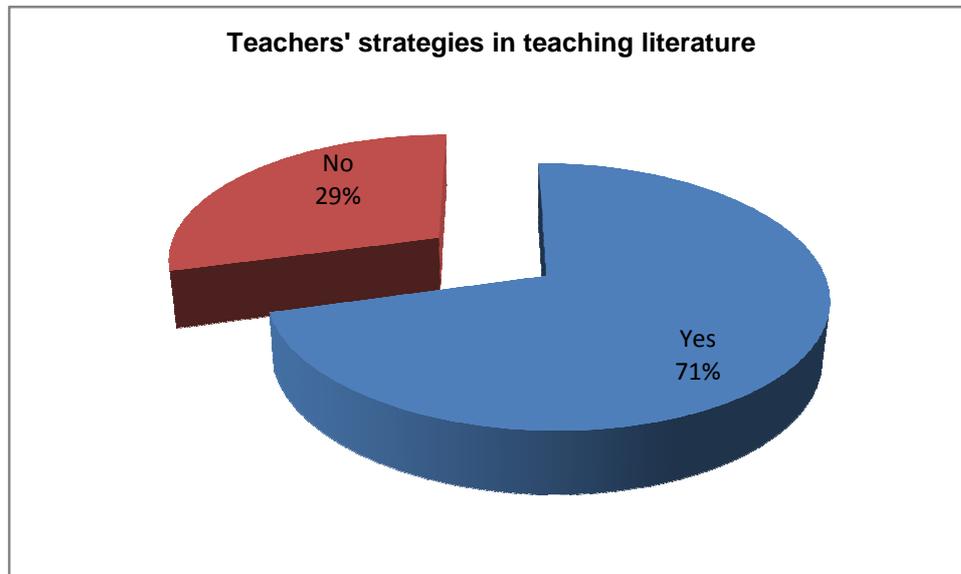


Figure 11: Strategic literature classrooms

The students learning process is hugely affected by teachers' strategies. By this question we try to investigate whether teachers of literature apply strategic classrooms and whether EFL learners are aware of such strategies or not. From the table, 41 students making up the majority of the whole sample and standing for 70.69%, positively reacted, saying that their teachers do apply strategic classes.

In contrast, the remaining 17 participants representing 29.31% simply denied any use of strategies by their teachers of literature. These different attitudes, in fact, are due to the diversity of learners' needs and expectations. On the one hand, some learners feel hyper motivated to learn and have strong relationships with their teachers, added to the suitable teaching methods used which make them believe in

the effectiveness of these strategies. On the other hand, the remaining students who may have certain problems with their teachers or even feel uninterested in learning literature will ultimately have negative attitudes towards the lectures and refer such attitudes to their teachers' failure in introducing them to English literature.

Question 9: If yes, which strategy does your teacher use more frequently?

Options	Literary texts/ books/reading tasks	Audio Files/ videos/PPT presentations	Mixture of both	Total
N	38	1	2	41
%	92.68%	2%	4.87%	100%

Table09: The strategy mostly used by teachers of literature

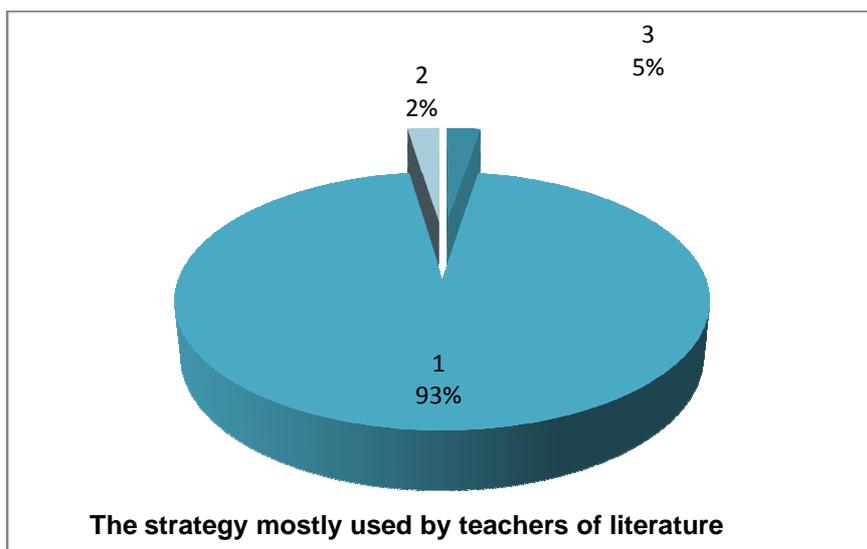


Figure 12: The strategy mostly used by EFL teachers of literature

There are various strategies and techniques available to EFL teachers to enhance their learners' awareness of the English literature. By this question, we tend to investigate the mostly used strategy in EFL classrooms. According to the majority of the participants in our sample representing 92.68%, teachers of literature generally base their lectures on literary texts, books, written passages and reading tasks.

Although only one student admitted the use of audio files and videos during literature courses; 3 students from the chosen sample, making up a portion of only 7.32%, stated that their teacher uses a mixture of both literary texts and audio files. After a deep investigation, we found that those students studied the previous year in another section with a new teacher who used to provide the lecture through videos and audios on a data show or even on their personal computers.

Question 10: If no, do you think that using teaching strategies is more beneficial to the literature of L2?

Options	Yes	No	Total
N	17	0	17
%	100%	0%	100%

Table 10: EFL learners' attitudes towards the effectiveness of teaching strategies when learning literature

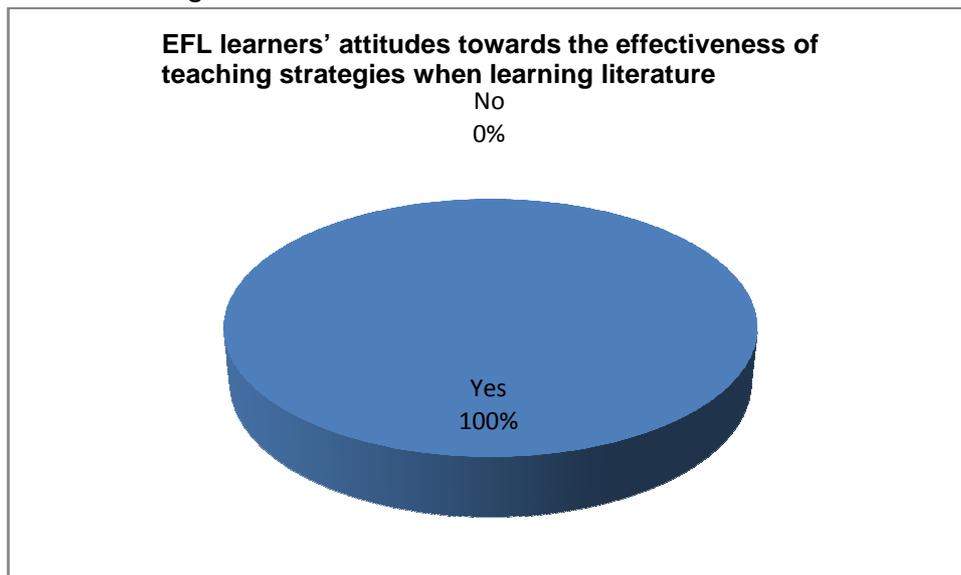


Figure 13: EFL learners' attitudes towards the effectiveness of teaching strategies when learning literature

It is crystal clear from the table above that all the participants, who admitted that they never felt the teacher's use of motivational strategies, believe in the effectiveness of a strategic class of literature in enhancing their motivation. They confess that these strategies will help them understand better the process of learning, and to easily

engage in organized classrooms and tasks instead of dealing with jumbled information.

Question 11: Do you use any learning strategies to learn literature of English?

Options	Yes	No	Total
N	30	28	58
%	51.72%	48.28%	100%

Table 11: learners' use of learning strategies

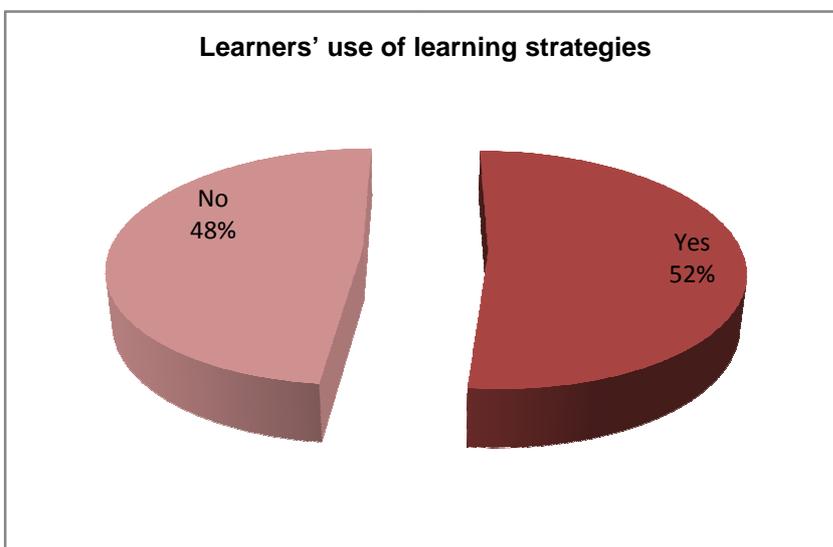


Figure 14: learners' use of learning strategies

The results presented in the table above indicate that there is somehow a balance between EFL learners who use certain learning strategies and those who do not. Both make up 51% and 48.28% of the whole population, respectively. The second category of learners do not use learning strategies which can be referred either to their ignorance of the most adequate, appropriate and useful ones to be applied in a certain activity; or to the lack of guidance by their teachers who are responsible to guide them to what and how they should act to successfully learn.

As an attempt to check learners' awareness of the available learning strategies, we asked them to name some strategies that they frequently use to grasp the content of literature classes (**Question12**). According to them, they cannot generally expect what they are going to deal with in the next sessions; this prevents them from preparing anything at home. Yet, the commonly used strategies are: working in groups to share information, translating difficult words from a literary work to be memorized later, downloading literary dictionaries on their cell phones, watching the movie version of the assigned works to save time or asking their online teachers.

Question 13: Have the literature courses you have had so far met your expectations?

Options	Yes	No	Total
N	18	40	58
%	31.03%	68.97%	100%

Table 12: whether literature courses have met learners' expectations

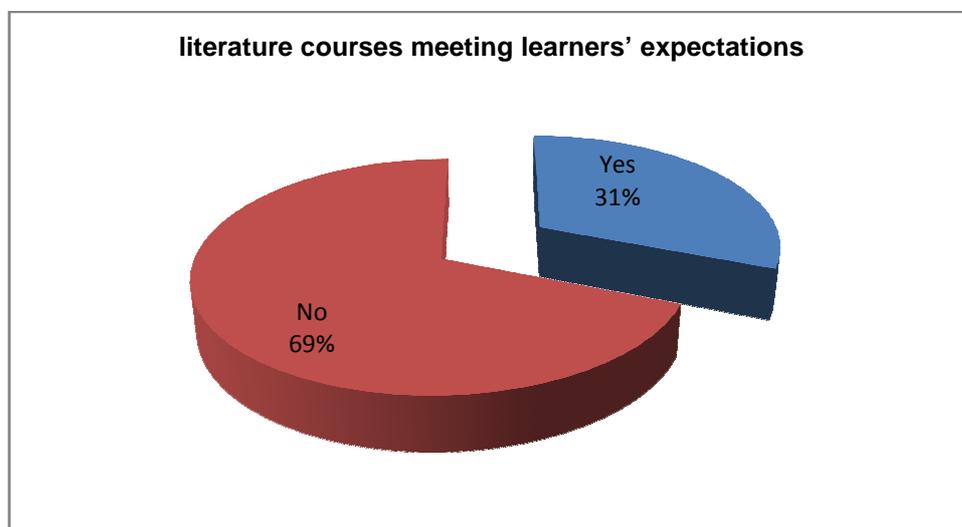


Figure 15: whether literature courses have met learners' expectations

By this question, students are queried to reveal their opinions about whether the literature courses they have attended so far have met their expectations or not.

Unfortunately, as it is presented in the table above, the majority of the participants making up 68.97% of the whole population stated that literature lectures do not seem as they expected them to be. To them they do not learn literature deeply; rather, only in a shallow way. In addition, those students stated that their teachers' methods are boring and de-motivating; this is added to the fact that they wanted to know about the English culture and literature rather than plots and characters through analyzing books. Yet, one of the participants stated that although he is interested in learning literature, his teachers did not meet his expectations; so, he kept relying on his own. Rather, only 18 participants representing 31.03% of the whole population confessed the effectiveness of learning literature in meeting their expectations from gaining vocabulary, enhancing awareness of the target literature as well as getting good grades.

Question 14: Do your teacher's classroom strategies motivate you to learn more about the English literature?

Options	Yes	No	Total
N	10	48	58
%	17.24%	82.76%	100%

Table 13: whether teachers' strategies are motivational enough

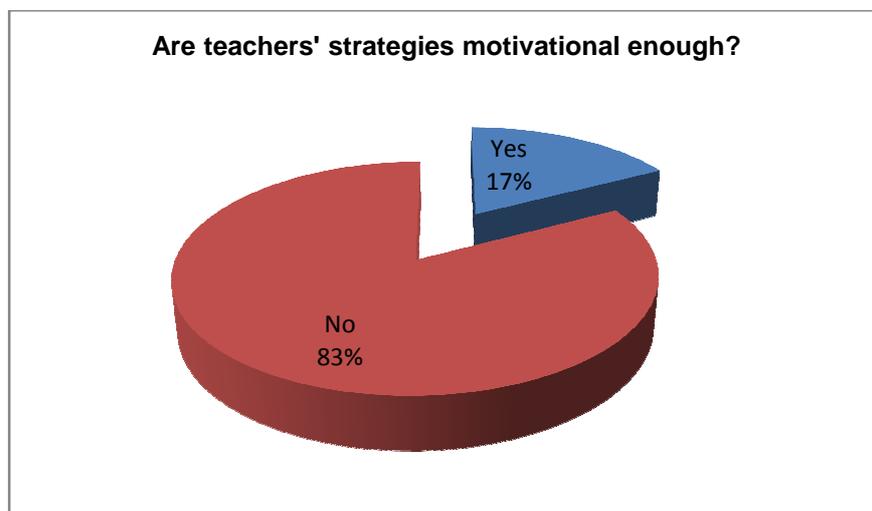


Figure 16: whether their teachers' strategies are motivational enough

Our participants are supposed to be motivated to learn the target literature since the majority of them, 45 participants, have previously expressed their interests in learning it (Q 03). In this question, about whether their teachers' strategies are motivational enough or not, only 10 students out of 58 standing for 17.24% of the whole population, positively responded to this question confessing that the activities assigned such as reading aloud helped them to get over their shyness added to the rich vocabulary they gained from both reading and analyzing literary works.

However, a majority of 48 students representing 82.76% of the population clearly denied the effectiveness of their literature teachers' strategies to enhance their motivation to learn. To them, they are generally assigned to read and analyze lengthy, old writings and works in only one week without providing them with adequate strategies to be followed. Additionally, they claimed that their teachers do not take into consideration that they have other tasks and activities to be done related to other subjects.

Section Three: Students' perceptions towards English literature instructions

Question 15: According to you, what is literature?

Options	Set of written works	System of writing	Set of written and verbal items & works	Total
N	32	17	9	58
%	55.17%	29.31%	15.52%	100%

Table 14: Literature from the students' point of view

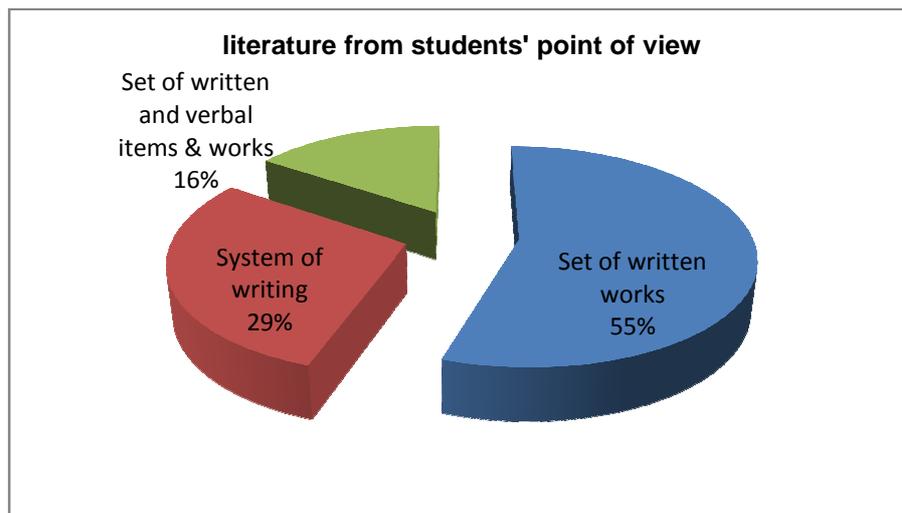


Figure 17: Literature from the students' point of view

As we have already mentioned in Chapter two, there is no agreed upon definition to literature, we wanted by this question to know what it is from the students' perspective. Whilst the majority of them, mainly 32 representing 55.17% of the whole population, consider it as sets of written works. Additionally, 17 participants representing 29.31% of the population under study believe that literature is a system of writing. Yet, only 9 participants making up 15.52% of our population defined it as sets of written and verbal items and works.

These different definitions are purely related to what learners used to be exposed to during the three years of having literature courses. Three of the 9 students who refer literature to both spoken and written works are, surely, those who claimed that they have been exposed to literary works through videos and audio files in the previous years.

Question 16: Are you with the integration of literature as a crucial component in ELT?

Options	Yes	No	Total
N	29	29	58
%	50%	50%	100%

Table 15: students' attitudes towards the integration of literature in ELT

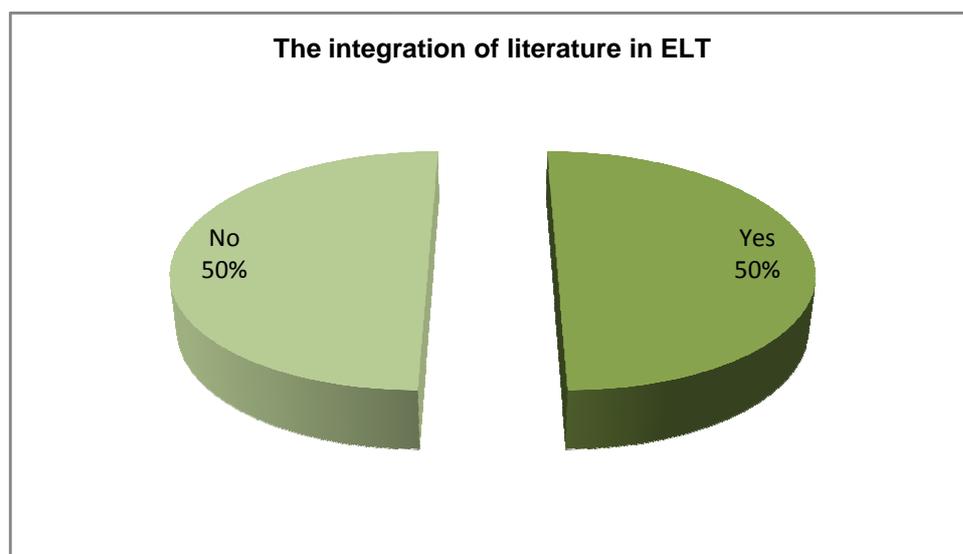


Figure 18: students' attitudes towards the integration of literature in ELT

As it can be noticed from the table above, the number of the students who are with the integration of literature in ELT and ELL is the same as that of the students whom are totally against. That is, there is a balance between both the 29 students who confessed the importance of the integration of literature responding with "yes", and those who overtly claimed that they find it useless to be integrated within ELT; both categories make up an equal portion of 50%.

In fact, the students who are with the integration of literature agree on its importance for they generally feel that they know more about the world through reading tasks which are claimed to be highly beneficial in raising their intellectual awareness and knowledge about the world. Yet, still they expect more motivating ways and strategies of teaching this complex subject. In the other hand, the

remaining students prefer to learn the daily spoken English or the recent novels than to learn old fashioned writings. Besides, most of them claimed that they are not interested in literature at all.

Question 17: Do you think that learning the English literature raises your cultural awareness?

Options	Yes	No	Total
N. of students	43	15	58
%	74.14%	25.86%	100%

Table 16: Does literature raise learners' intellectual awareness

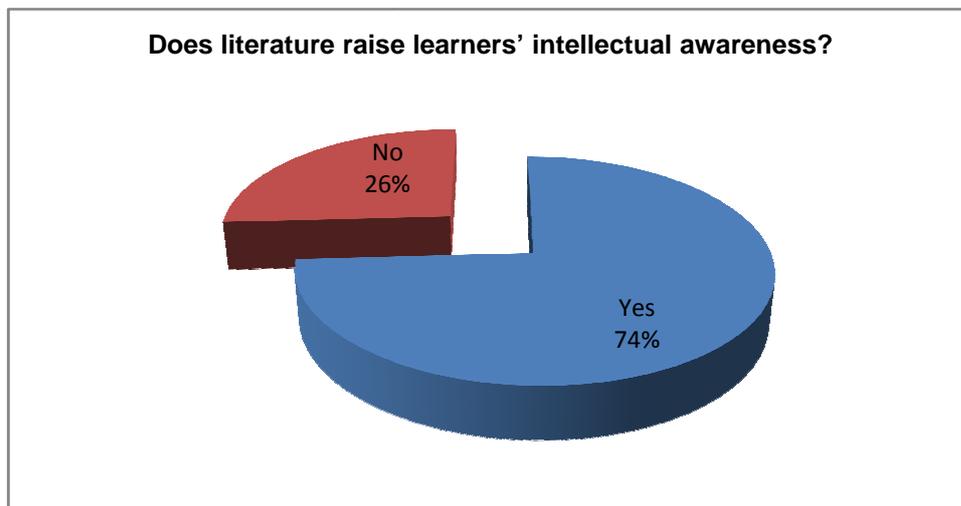


Figure 19: Does literature raise learners' intellectual awareness

As it is shown in the table, 43 students of the chosen sample making up the majority of the participant and representing more than 74% of the whole population simply responded with a "yes". In fact, those students who are motivated to learn English literature and are interested in reading literary works say that it raises their intellectual awareness. To them, literature makes them more open-minded and able to grasp the rules of the target literature as well as the target culture. Yet, only 15

students making up a portion of 25.86% feel uninterested and de-motivated to learn English literature which, to them, never raises their intellectual awareness.

Question 18: Do you consider that learning literature through literary texts as...

Options	Very motivating	Classical & traditional	Uninteresting	Total
N	9	31	18	58
%	15.52%	53.45%	31.03%	100%

Table 17: learners' perception to literary texts

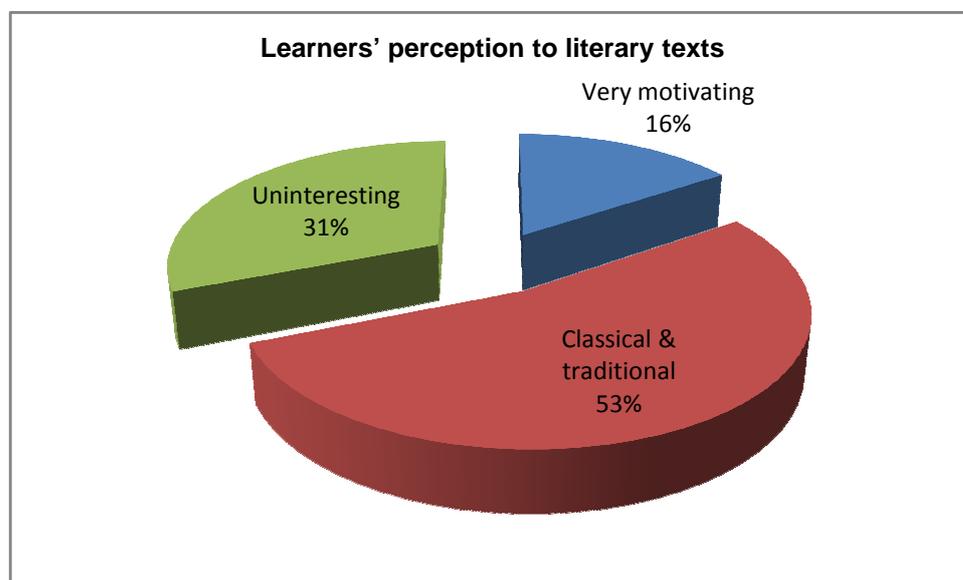


Figure 20: learners' perception to literary texts

After asking students about the effectiveness of literature and reading literary works in enhancing their intellectual awareness, we asked them about their perception towards such literary texts that are frequently used by EFL teachers of literature. The majority of the students representing 53.45% of the whole population opted for "classical and traditional". Other 9 participants representing 15.52% believe that it is very motivating to learn through literary texts and written works in any literature class. Yet, the remaining 18 participants making up a portion of 31.03% see

that the idea of basing literature courses on only literary works as “uninteresting” during the Information Age they are living in where everything has become electronic.

This diversity in students’ opinions is deemed a cumbersome task to EFL teachers who are supposed to organize their choices depending on the students’ preferences and expectations.

Question 19: Have you ever been introduced to other ICT tools in learning English literature?

Options	Yes	No	Total
N. of students	23	35	58
%	39.66%	60.34%	100%

Table 18: Introduction to ICT’s

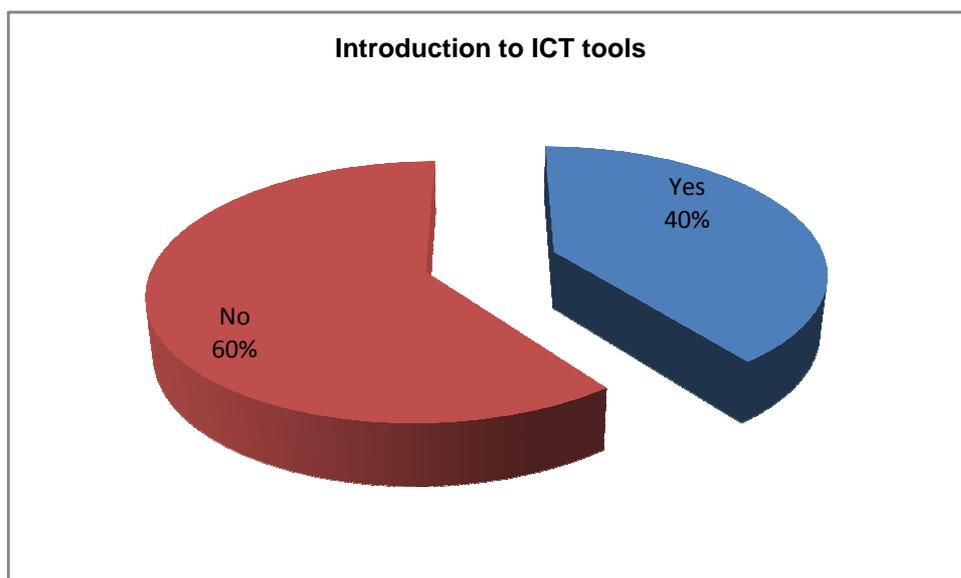


Figure 21: Introduction to ICT’s

After noticing that many students consider the use of literary texts within literature courses as “uninteresting”, “classical and traditional” during the electronic era we are living in, we wanted to investigate whether they have ever been introduced to any other interesting tools such as the ICT’s which urged their negative reactions towards

the commonly used method based on literary texts. From the table, although the majority of the participants in our sample, 35 students who stand for 60.34% of the whole population, denied that they have ever used the ICT's; only 23 students making up 39.66% of the chosen population confessed that they have used such technological tools in a way or another.

By this question, a contradiction has raised. More specifically, in the ninth question (Question 09), only 3 students claimed that their teachers used a mixture between videos and audio files with literary texts. However, in this question students stated that they are introduced to ICTs. This obliged us to interrogate them again. Later, we found out that those students used to follow such techniques and strategies by their own to facilitate their learning process from the one hand; and to cope with the current Information Age where internet and such electronic tools are being widely used.

Question 20: If yes, please specify?

Options	E-books	PPT	Videos and Audio short stories	Total
N. of students	13	1	9	23
%	29.31%	12.07%	58.62%	100%

Table 19: Types of ICT's used by EFL learners outside classroom.

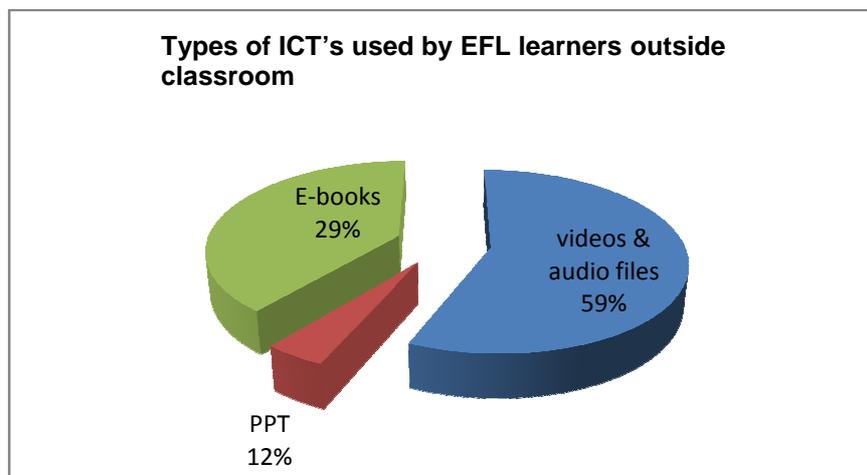


Figure 22: Types of ICT's used by EFL learners outside classroom

In order to find out the different ICTs that EFL learners are exposed to from time to time and that are said to facilitate their learning process, we asked them which ones they use most. The majority of them, 13 participants standing for 29.31%, replied that they are fond of reading E-books that are less expensive, easily reached and quickly downloaded on their phones, tablets and laptops. Additionally, such E-books are generally accorded with a full analysis unlike the written books that require a deep reading and analysis of both plots and characters. Moreover, 9 participants confessed the use of videos and audio files which are the main subject of our study; these students generally find it an easier way to do tasks instead of wasting time reading each single page of a written novel or book. However, only one student stated that he frequently uses the PPT that he either downloads online or being given by a teacher on USB.

Question 21: You think that learning literature through technological files (audio short stories and videos) makes literature classes...?

Options	Modern, interesting & motivational	Futile & uninteresting	More helpful to obtain communicative competence	Total
N. of students	39	3	16	58
%	67.24%	5.17%	27.59%	100%

Table 20: Students' attitudes towards the inclusion of technology within literature courses

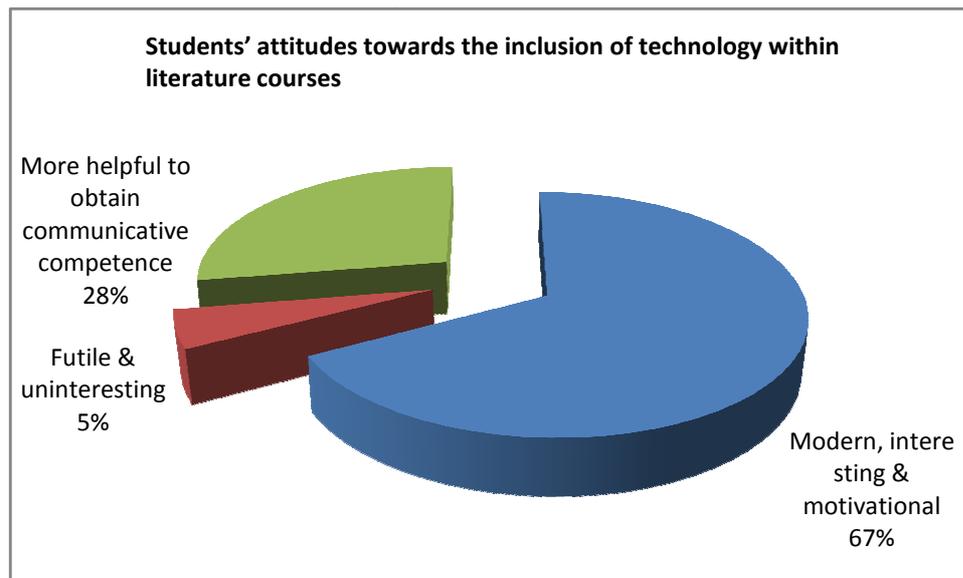


Figure 23: Students' attitudes towards the inclusion of technology within literature courses

This question is, in fact, considered as the most important question of our study. That is, after investigating their perceptions towards basing the literature classes only on literary texts, we wanted to check their opinions about the inclusion of new technologies such as videos and audio files within literature courses. This is mainly after finding out the students' interests in doing homework based on technological tools.

From this table above, it is shown that the great majority of the participants making up a portion of 67.24% of the whole population stated that the inclusion of new technologies such as the use of videos and audio files is a modern, interesting and a motivational way that will better enhance their motivation to improve their awareness of the target literature. Meanwhile, 16 participants representing a portion of 27.59% of the population under study confessed that the inclusion of verbal forms of a novel instead of lengthy literary passages will be more helpful to obtain a communicative competence. The latter, as the results obtained from question six (Q6) revealed, is deemed the main objective behind learning English literature by

EFL students. Thus, new technologies and mainly videos and Audio Files are deemed a must in EFL classes of literature in order to meet learners' needs and objectives. However, still the 3 students who find literature classes as boring and uninteresting feel that even the inclusion of new technologies and the adoption of other strategies and techniques are perceived as futile and uninteresting.

Question 22: When you meet a difficult word in any text, do you:

Options	Checking the printed dictionary	Asking teachers & peers	Checking the dictionary on phone	Total
N. of students	10	20	28	58
%	17.24%	34.48%	48.28%	100%

Table 21: ways of overcoming difficulties

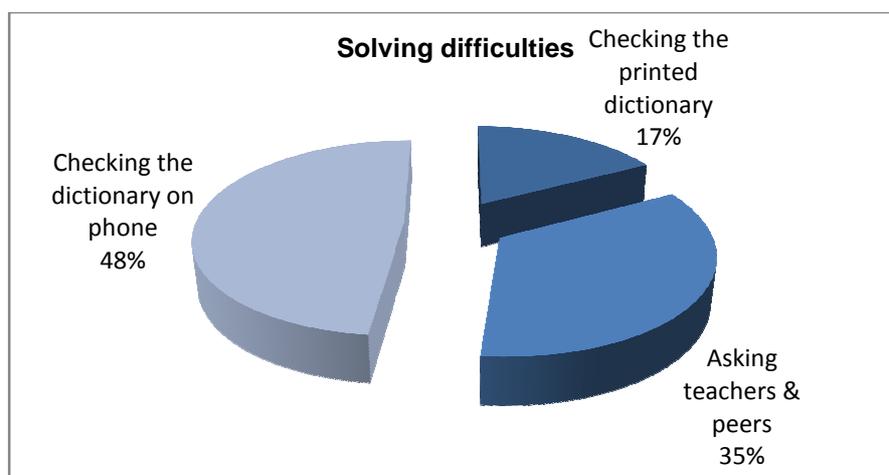


Figure 24: ways of overcoming difficulties

This question, in a way or another, is related to the previous one. After noticing that most of the learners are in touch with electronic tools and technological devices, we wanted to know whether they still check their printed dictionaries in case of meeting a difficult word, or they switched their interests to other electronic tools such as the dictionaries on their cell phones. Starting from the table, 28 participants

standing for 48.28% of the whole population confessed that they prefer to check the dictionaries downloaded on their cell phones for they find it more workable, wide reach and relatively low cost. Besides, 20 participants claimed that they keep asking their teachers and peers about the difficult words they sometimes meet. Yet, only 10 participants making up a portion of 17.24% stated that they carry their dictionaries and still check them out the time they meet any difficult word.

Question 23: Do you think that literary texts provide you with sufficient knowledge of the target literature?

Options	Yes	No	Total
N. of students	13	45	58
%	22.41%	77.59%	100%

Table 22: Literary texts and the provision of sufficient knowledge of the target literature

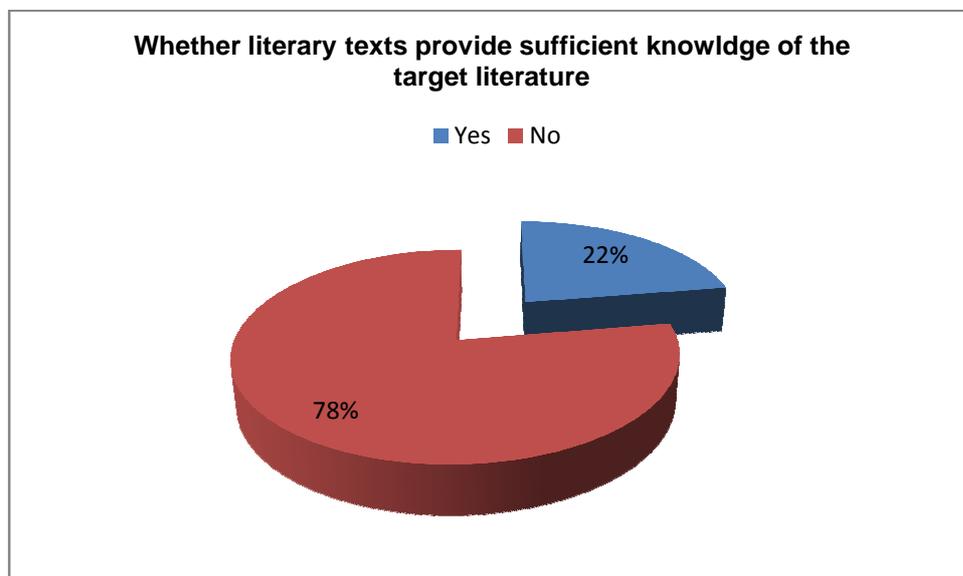


Figure 25: Literary texts and the provision of sufficient knowledge of the target literature

After asking the students about their feelings towards learning literature through literary texts, we found it important to ask about their attitudes whether these literary texts provide them with sufficient knowledge of the target literature or not. Eventually, while 45 participants making up a portion of 43.10% rejected the efficiency of literary texts in providing them with sufficient background knowledge of the target literature, only 13 participants representing 22.41% of the population studied have positively responded.

Question 24: How do you rate your teacher’s strategy to teaching English literature?

Options	Very well	Well	Somehow	Not well	Total
N° of Students	3	13	30	12	58
%	5.17%	22.41%	51.73%	20.69%	100

Table 23: rating teachers’ strategies

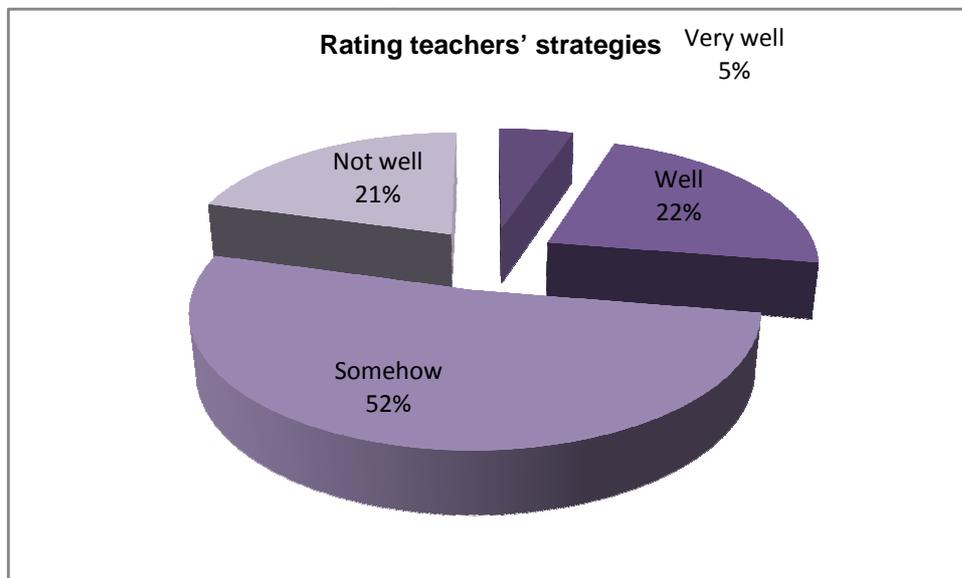


Figure 26: rating teachers’ strategies

When asking students to rate their teachers’ strategies from “very well” to “Not well”. The obtained results show that only 3 participants of our sample confessed that

their teachers use “very well” and effective strategies when providing them with literature lectures. However, the majority of them, 30 participants making up a portion of 51.73%, see that they are somehow effective in boosting their motivation to learn. Yet, the number of students who rate their teachers’ strategies as “well” is almost the same as the number of those who responded with “Not Well”; this is mainly because of the existing differences in needs and interests between EFL learners. Thus, teachers’ used strategies are not applicable to all students.

Question 25: Do you think that using Audio Files and videos can be more effective in learning English literature?

Options	Yes	No	Total
N. of students	50	8	58
%	86.21%	13.79%	100%

Table 24: Effectiveness of videos and Audio Files in learning English literature

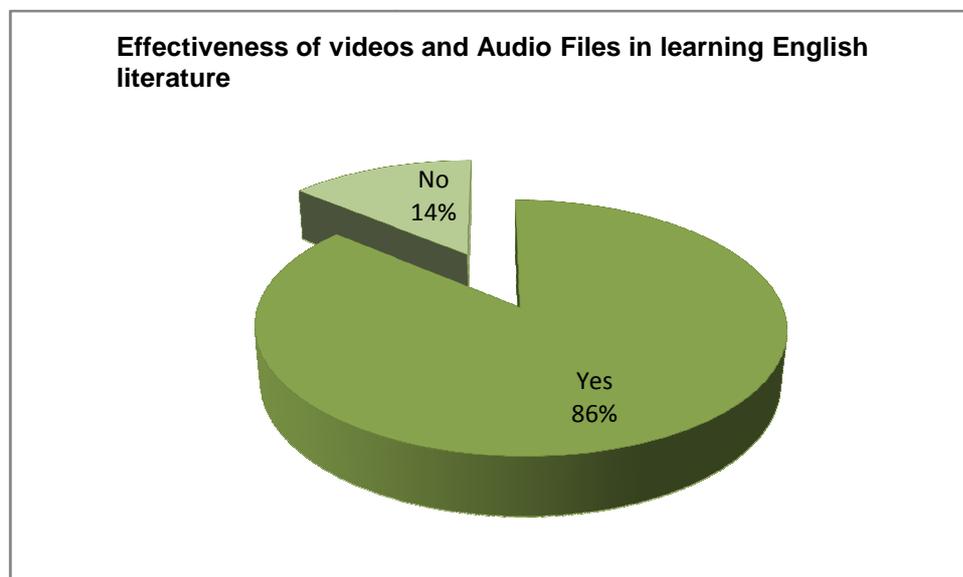


Figure 27: Effectiveness of videos and Audio Files in learning English literature

Going back to **question (23)**, 77.59% of the population under study rejected the efficiency of literary texts in providing them with sufficient background knowledge of

the target literature. However, when investigating about their attitudes towards the usefulness of Audio Files and videos in learning literature, we noticed that the great majority of the participants representing 86.21% of the whole population admitted that Audio Files and videos will better enhance their motivation to learn. To them, because we live in an electronic era, it is better to learn through videos or even using cell phones and tablets rather than written books. This is mainly because it helps them focus on the content, also to get rid of the resulting boredom from reading lengthy works with complex writing styles. Besides it is easier to help them acquire the correct pronunciation, understand and memorize the events without taking much time. Yet, 8 participants of the chosen sample representing a minority of 13.79% of the whole population negatively responded to our question preferring the literary texts- based strategy instead. In fact, they admitted that they have problems regarding their listening skills. This prevents them from correctly understanding the native pronunciation; even listening several times to a given video is not enough for them to get the general idea.

4.2. Analysis of teachers' Questionnaire

Section One: Personal information

Question 1: Gender

Options	Male	Female	Total
N	2	8	10
%	20%	80%	100%

Table 25: Teachers' gender

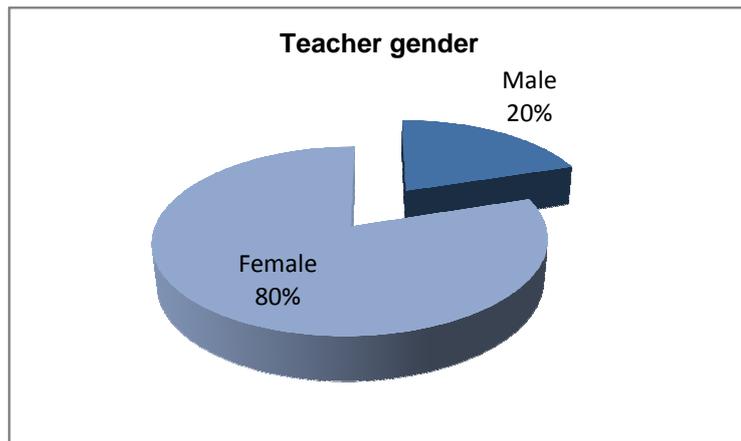


Figure 28: Teachers' gender

A quick glimpse on the above table is enough to notice that female teachers, as in students' questionnaires, outnumber male teachers. That is 8 teachers of our sample are females making up 80% of the total of literature teachers understudy. However, only two males participated in our sample representing only 20% of the whole population of teachers of literature at Jijel University. This reveals that female teachers, just like female students, are more successful and interested in learning and teaching English language.

Question 2: How long have you been teaching literature?

Options	One year or less	Four years	Six years	Ten years or more	Total
N	2	5	1	2	10
%	20%	50%	10%	20%	100%

Table 26: duration of the teaching experience

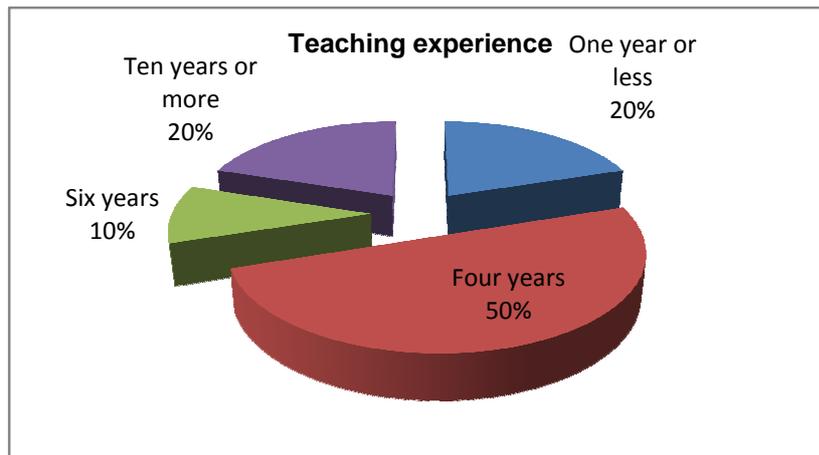


Figure 29: duration of the teaching experience

Data represented in the table above show that most of the participants in our sample are new teachers of literature (70%) with an experience of four years or less in the field (20% have an experience of one year or less added to 50% with an experience of four years). However, only one teacher representing 10% of the whole population has an experience of 6 years. Additionally, only 2 participants stated that they have been teaching Literature for ten years or more. Ultimately, it is worth to say that the great majority of our participants are new teachers of literature.

These results, in fact, can be linked to students' questionnaires. That is, EFL students of literature referred their feelings of de-motivation to the fact that certain teachers of literature are incompetent.

Besides, we noticed during this study a lack of literature teachers in the department of English at Jijel University. This, in fact, obliged us to look for other teachers of literature in other universities for the sake of obtaining further information. This few number of literature teachers of is due to the fact that most teachers prefer to teach other simpler modules rather than literature since the latter requires a lot of efforts, previous preparations and a variety of materials that the university does not provide.

Question 3: How many students did you use to teach in class?

Options	20-25	25-30	30-35	Above 35	Total
N	0	0	1	9	10
%	0%	0%	10%	90%	100%

Table 27: Number of students in literature classes

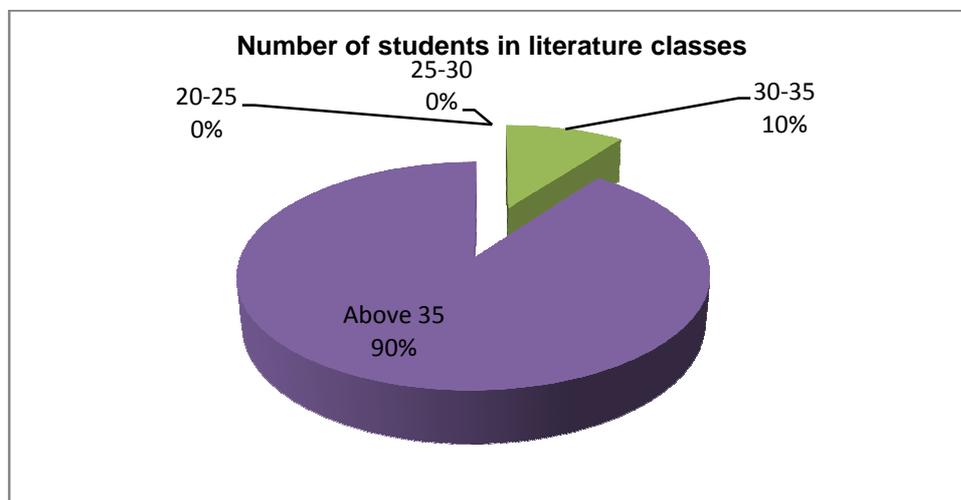


Figure 30: Number of students in literature classes

It is apparent from the table above that the great majority of participants in our sample, representing 90% of the whole population of literature teachers at the department of English at Jijel University, generally deal with large classes of more than 35 students. Such large number of students at a single class of literature results in the teachers' inability to cope with each one's needs and expectations; to correct all their errors and mistakes, and to involve them all in the tasks. In fact, this is enough to explain the feelings of de-motivation among EFL learners of Literature.

Question 4: As a teacher of literature, how would you define literature?

By this question we tend to know more about literature and how teachers of the subject at the English department would define it according to their experiences of teaching this module. Eventually, teachers claimed that literature is useful in two ways; it teaches language items such as vocabulary, structure, and grammar,

and facilitates learning about the Anglo- Saxon cultures. To teachers also; it is the mixture of reality and imagination often written in beautiful diction and metaphorical language; it is the effective means through which students learn about history and culture; added to its nature as a world of imagination, creativity, thoughts, and feelings of liberty.

As it has already been mentioned in the second chapter, there is no agreed upon definition to literature which explains the various definitions provided by the different teachers of literature participating in our sample.

Question 6: According to your experience, how would you describe your students’ knowledge of English literature?

Options	Excellent	Very good	Good	Average	Poor	Total
N	0	0	0	4	6	10
%	0%	0%	0%	40%	60%	100%

Table 28: Students’ knowledge of literature

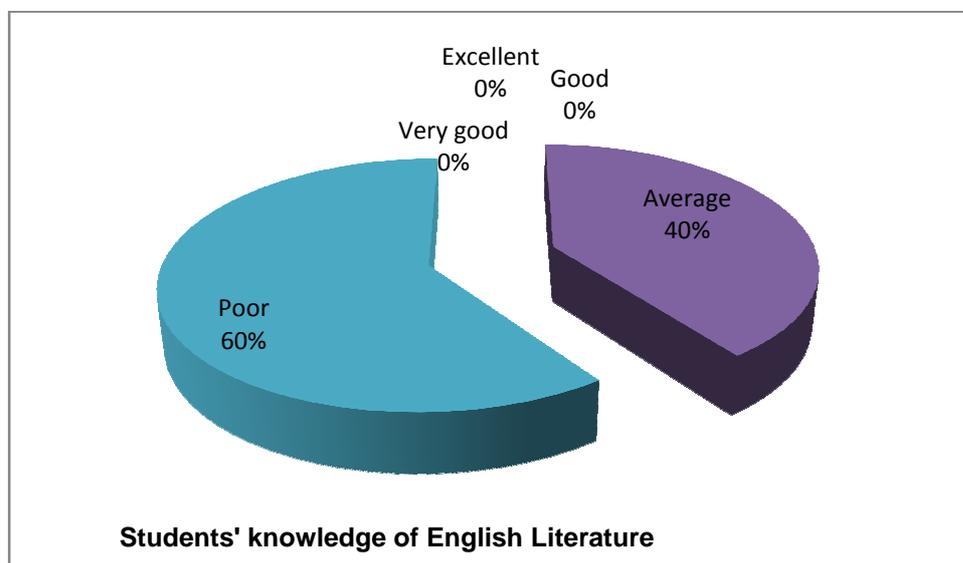


Figure 31: Students’ knowledge of literature

This table reveals the literature teachers’ attitudes towards their students’ knowledge of the target literature. Unfortunately, the rate was limited to only two

options are: “average” and “poor”. That is, only 4 teachers of literature making up 40% of the whole population understudy claimed that their students’ knowledge of the target literature is average. However, 60% of the whole population stated that their students have a poor awareness of the English literature.

Such results are, undoubtedly, related to the fact that EFL students understudy are majored in didactics where literature is not a fundamental subject to be focused on like other modules such as linguistics and grammar.

Question 7: Do you adopt any strategies to motivate your students to learn the English literature?

Options	Yes	No	Total
N	3	7	10
%	30%	70%	100%

Table 29: the use of motivational strategies

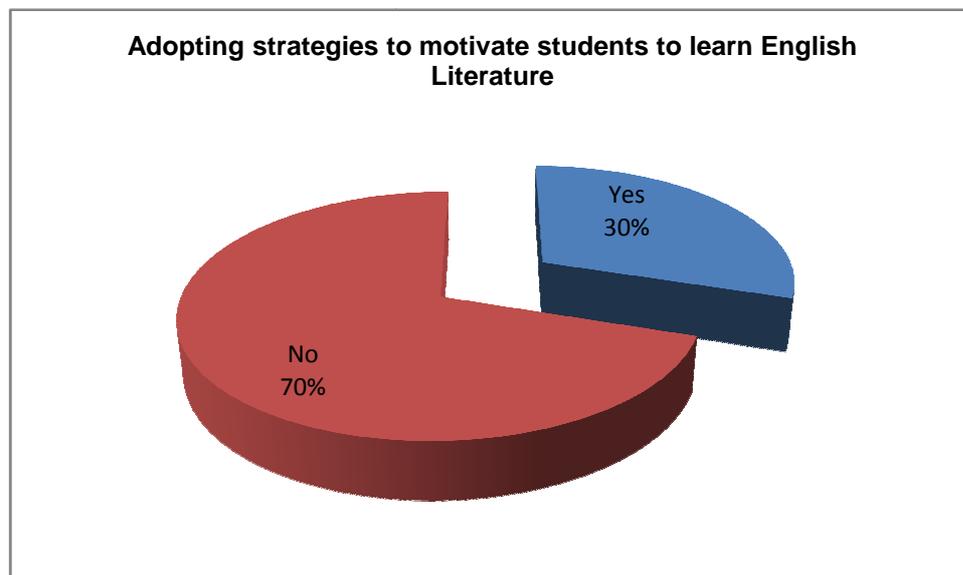


Figure 32: the use of motivational strategies

After students’ complaints because of the feelings of de-motivation during literature classes, we asked EFL teachers of literature whether they adopt any motivational strategies to solve this problem. Accordingly, only 3 teachers making up 30% of the whole population understudy said “yes”. However, 7 participants

representing 70% of the population claimed that they only present the input as they are supposed to regardless of any other considerations.

In fact, this question is, in a way or another, related to the previous one. That is, English literature is not a fundamental subject within didactics classes. Hence, EFL teachers of literature tend to provide a simple general literary input to EFL students instead of engaging within the complexity of this subject that requires the founding of motivational materials that their departments are unable to afford such as laboratories and appropriate environments for theatre pieces performance.

Section Two: Teaching and learning classroom strategies

Question 08: Generally, you choose a classroom strategy that is:

Options	suitable to you & to the lesson objectives	suitable to the learners' needs & expectations	you keep the lesson spontaneous without using any techniques & strategies	Total
N	4	6	0	10
%	40%	60%	0%	100%

Table 30: The type of classroom strategy used

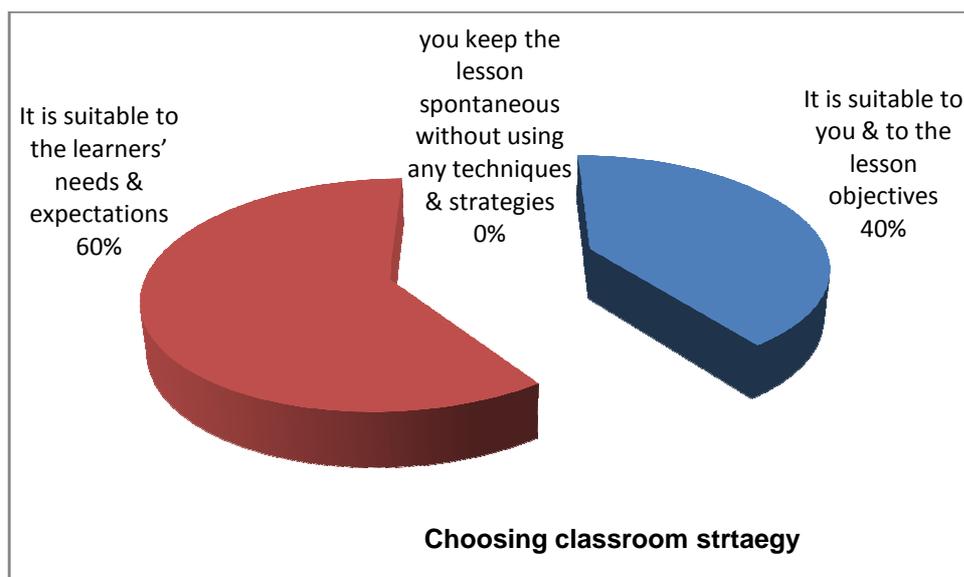


Figure 33: The type of classroom strategy used

This table reveals the results obtained from asking EFL teachers of literature about the classroom strategy they generally adopt. Hence, 6 participants of the chosen sample representing the majority of our population confessed that they generally choose a classroom strategy that is suitable to the learners' needs and expectations. However, four participants making up 40% of the whole population under study claimed that they prefer to choose a classroom strategy that better suits them and the objectives of the content. Yet, no teacher stated that he keeps the lesson spontaneous without using any techniques and strategies. This means that literature lectures occur in well- organized classes in general.

Question 9: When teaching literature, do you, generally, use:

Options	Literary texts	Audio Files	Others	Total
N	9	1	0	10
%	90%	10%	0%	100%

Table 31: The material used in literature classes

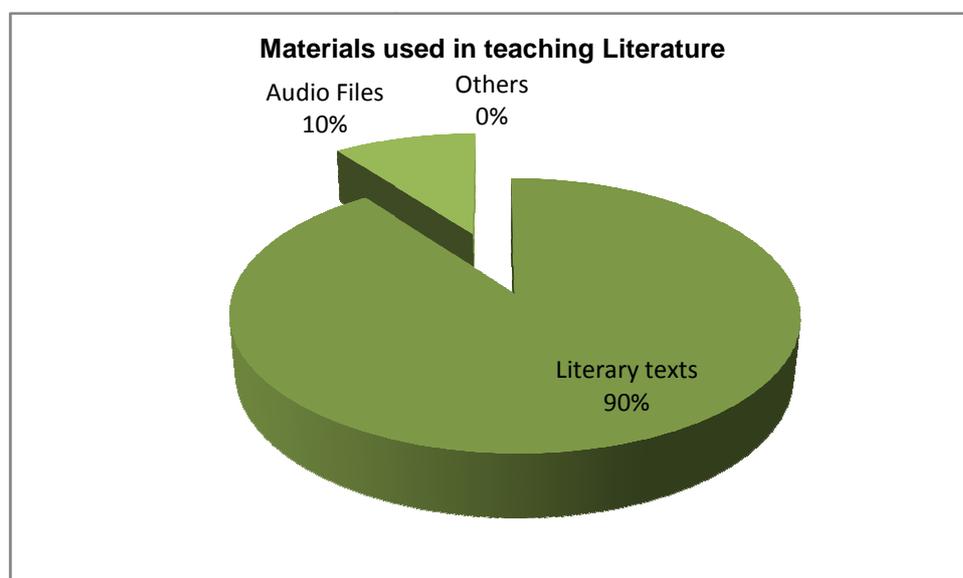


Figure 34: The material used in literature classes

According to the results shown in the table above, 9 teachers representing the great majority of our participants make up 90% of the whole population base their literature classes on literary texts. However, only one participant representing 10% of the population understudy stated that s/he uses Audio files and videos within literature classes.

When relating this question (Q9) to the previous one (Q8) and to the students' questionnaires, we can notice certain controversies. In the eighth question (Q8), the majority of teachers making up 60% of the whole population understudy claimed that they tend to base their classes on learners' needs and expectations. However, in the ninth question (Q9) they confessed the reliance on literary texts in their lectures. Going back to students' questionnaires, the majority of EFL learners of literature clearly stated that they prefer the use of new active modern and technological materials instead of lengthy complex literary texts. Thus, the de-motivating aspects resulting in EFL learners' feelings of boredom is not the incompetent teachers as it was supposed in question 02 (Q02); rather, it is maybe due to teachers' ignorance of their students' preferences.

Question 10: How often do you assign reading books to your students?

Options	Once a week	Once or twice a month	Never	Total
N	7	3	0	10
%	70%	30%	0%	100%

Table 32: Frequency of reading tasks assignments

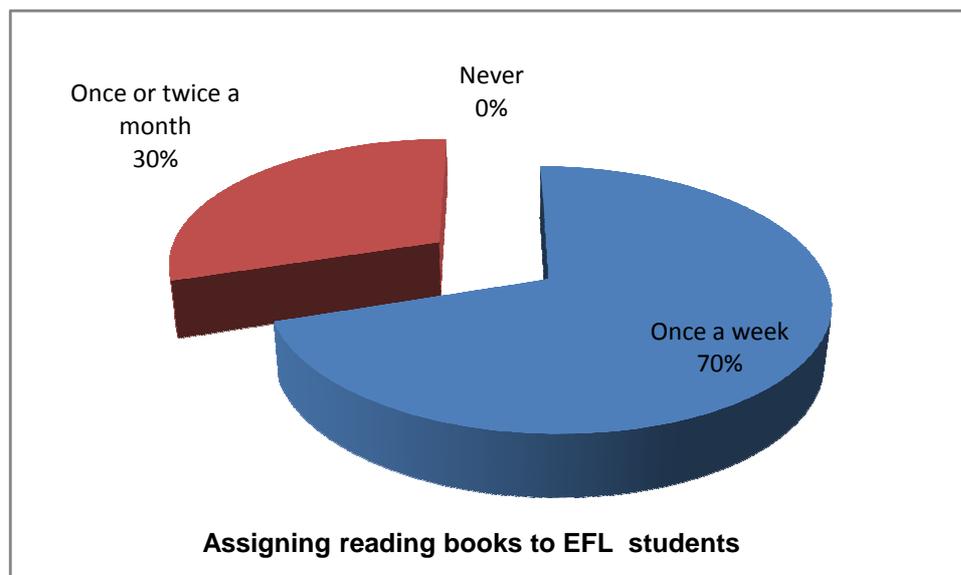


Figure 35: Frequency of reading tasks assignments

Data collected shows that 7 teachers of literature making up a majority of 70% of the whole population understudy claimed that they assign reading books once a week. Yet, 3 participants representing 30% of the whole population claimed that the level of reading assignments is generally once or twice a month.

In fact this point was among the problems that students of literature pointed to. To them, their teachers assign lots of reading tasks without taking into consideration that they have other modules to revise as well as other tasks to be done. This is added to the fact that the books assigned to be read are generally de-motivating for most of them.

Question 11: What is the genre of literature you generally expose your students to?

Options	Prose	Novel	Short story	Plays/ Drama	Poetry	Total
N	0	3	5	1	1	10
%	0%	30%	50%	10%	10%	100%

Table 33: The genre of literature used for EFL learners

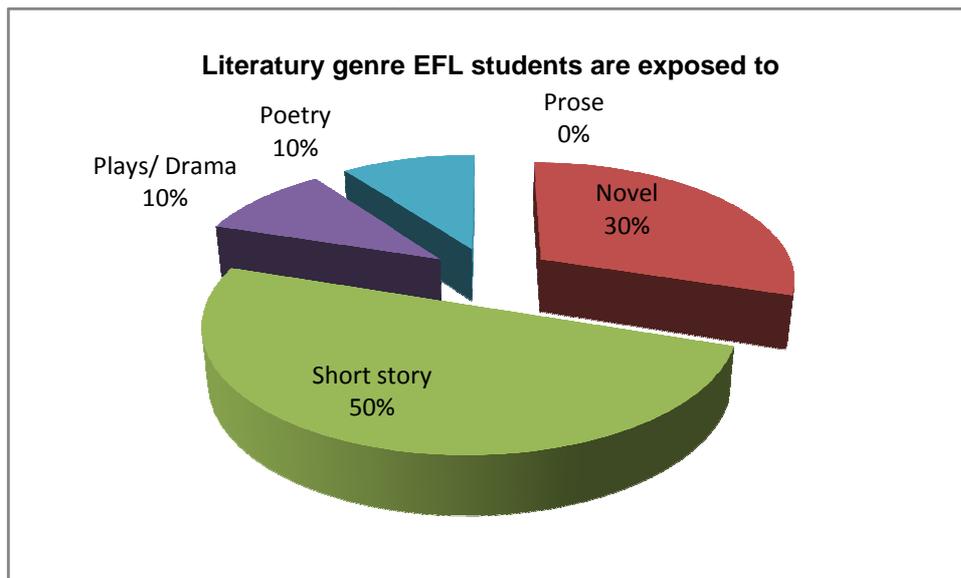


Figure 36: The genre of literature used for EFL learners

This question was mainly asked in order to investigate the genre of literature that EFL teachers of literature tend to put much emphasis on. We thought that the answers of this question can help us to find out the reason behind EFL learners' demotivation during literature classes. 5 participants representing 50% of the whole population stated that they assign reading and analyzing short stories; 3 participants making up 30% of the whole population understudy claimed the use of novels. However, when only one participant confessed exposing his students to poetry, another participant stated that he generally assigns drama and plays.

Obviously, all these genres were described as traditional by most of the students who are seeking for more active, vivid and modern strategies of learning such as computers, audio files and audio visual aids.

Question 12: When assigning books, texts and novels to your students, do you...?

Options	select the ones that match with the content of the syllabus	give them the total freedom to choose by their own to develop their reading skills	You do not assign reading materials at all	Total
N	8	3	0	10
%	80%	30%	0%	%

Table 34: The suitable strategy

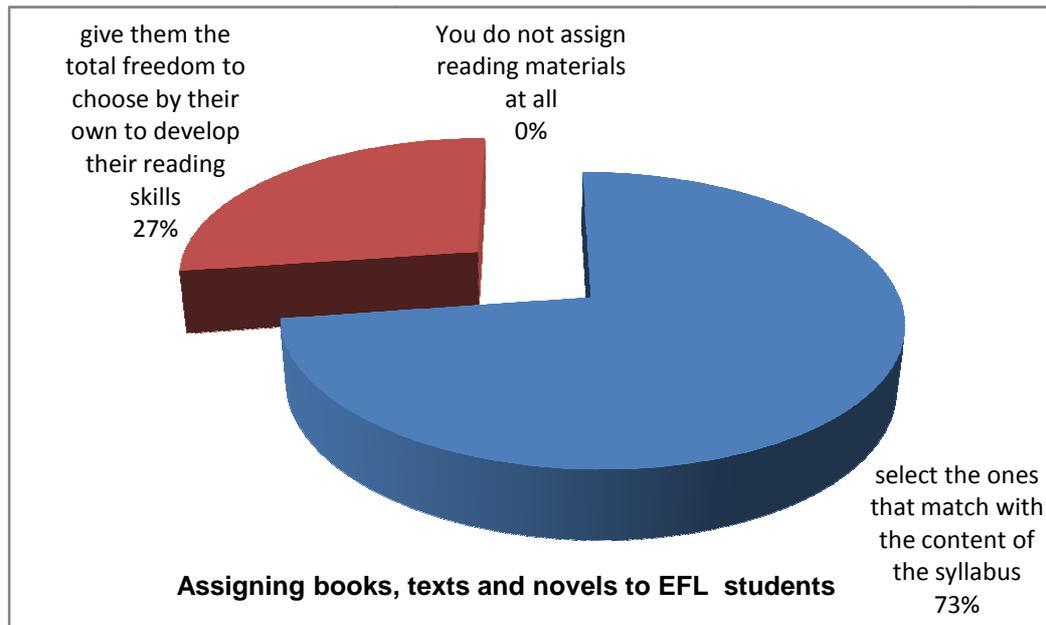


Figure 37: The suitable strategy

This table above shows an important point; that is, no teacher opted for the third choice “*you do not assign reading materials at all*”. This reveals the teachers’ awareness of the importance of reading in improving learners’ vocabulary, reading skill as well as awareness of the target literature. Furthermore, 8 participants of our sample representing 80% of the whole population stated that they generally select literary works that match with the content of the syllabus. Yet only 3 teachers representing 30% of the population claimed that they prefer to give their students the total freedom to choose literary works by their own to better develop both the interest

in reading as well as to develop their reading skill and sub-skills such as skimming and scanning.

In fact, a controversy raises here; teachers claimed before in question 08 (Q08) that they base the lecture on their learners choices and expectations but they answer the actual question that they choose the material that is generally related to the syllabi content. Thus, this obliged us to ask the following question.

Question 13: Have you ever asked your students about their favorite strategies to learn literature through?

Options	Yes	No	Total
N	3	7	10
%	30%	70%	100%

Table 35: Students' involvement in choosing materials

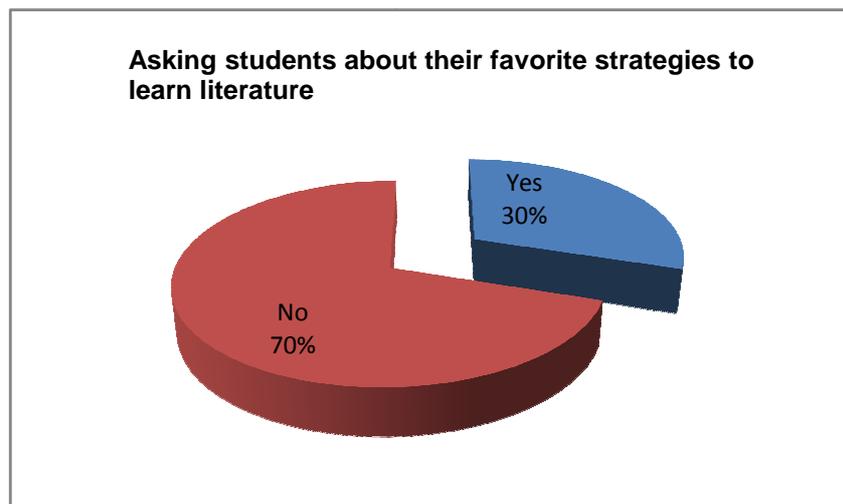


Figure 38: Students' involvement in choosing materials

Data represented in this table show that only 3 teachers making up 30% of the population understudy used to ask their students about the strategies they prefer most. Yet, still the majority of teachers of literature making up 70% of our population implement whatever strategy they consider more applicable, workable and suitable to the content regardless of their learners' preferences. That is to say, most of literature

teachers who previously claimed in (Q8) that they tend to base their lectures on students' needs and expectation seem ignorant of such expectations; and thus, implementing only literary texts as the most common traditional strategy thinking that it is the suitable one to their learners as well as to best teach literary forms and aspects. In fact, it is this ignorance of learners' preferences that leads to learners' demotivation and which adds to teachers' challenges and difficulties during the teaching process.

Question 14: Do you use the same materials & strategies with all students regardless of their different levels?

Options	Yes	No	Total
N	8	2	10
%	80%	20%	100%

Table 36: Relationship between teaching materials and students' levels

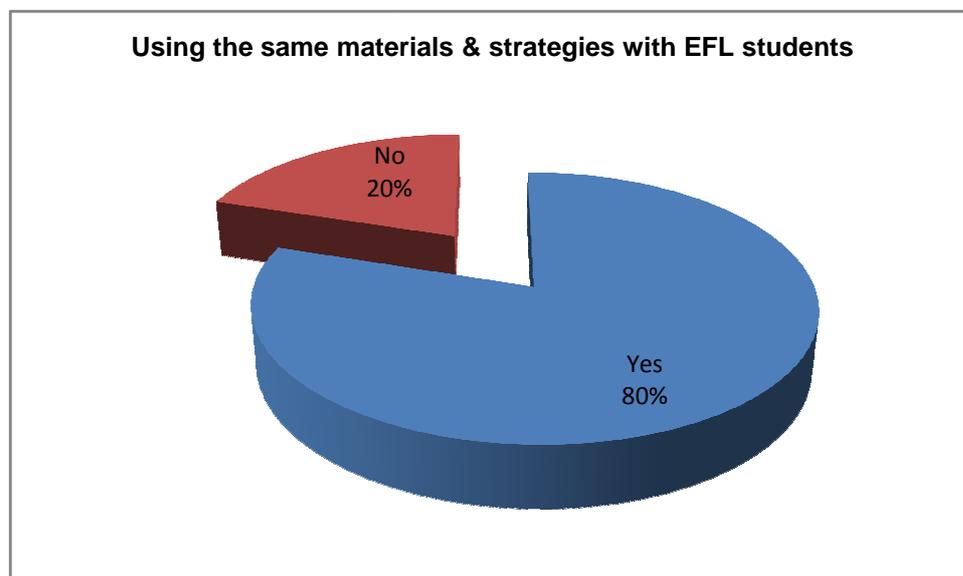


Figure 39: Relationship between teaching materials and students' levels

The table above shows that only 2 participants representing 20% of the whole population claimed that they take their students' differences into consideration when integrating teaching materials within literature classes. Yet, 8 literature teachers

making up a majority of 80% of the whole population understudy confessed that they use the same materials & strategies with all students regardless of their different levels of English proficiency or levels of literature awareness. In fact, this can be referred to the large size of the literature classes that prevents teachers from taking each learner's level into consideration in order to successfully involve all the class members within the content. Specifically, a classroom of large size that results in the teacher's inability to work with all individuals at class is another de-motivating factor for EFL students of literature which leads them to drop the sessions.

Question 15: Do you provide your students with learning strategies to simplify literature learning?

Options	Yes	No	Total
N	6	4	10
%	60%	40%	100%

Table 37: Teaching learning strategies

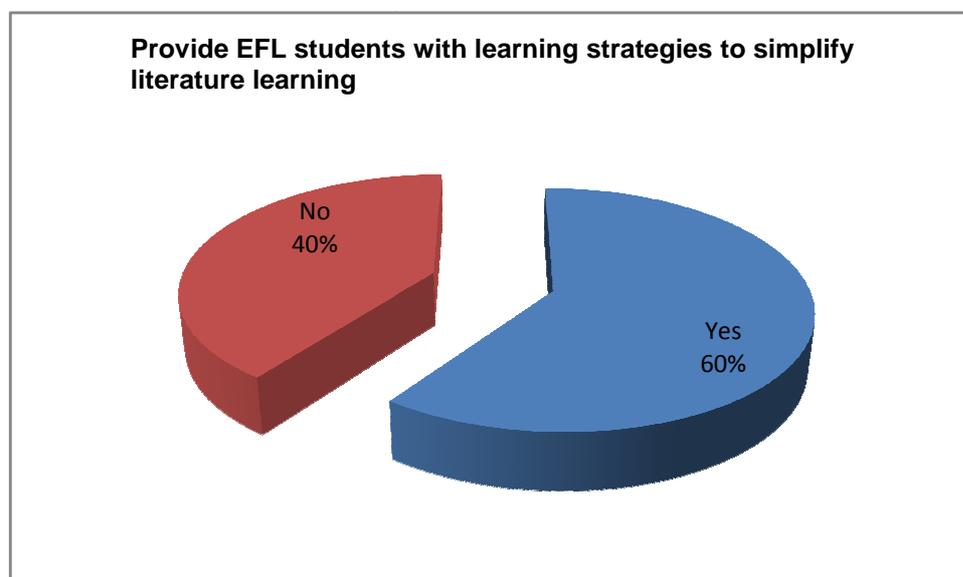


Figure 40: Teaching learning strategies

Data collected reveal that 6 participants representing 60% of the whole population confirmed that they provide their students with appropriate learning strategies in

order to render the complexity of literature and to facilitate the learning process. However, only 4 participants making up 40% of the population understudy rejected teaching learning strategies. According to Literature teachers the literary input in didactics classes is general and does not require teaching the EFL students any learning strategies.

Question 16: The time you notice that your students face some difficulties, you:

Options	do not change your strategy; rather, you explain the content again and again	do not change the strategy since it suits you; rather, you ask them to look for further information by their own	do not change your strategy; rather, you teach them some learning strategies to facilitate their learning process	Change your materials and strategy depending on their preferences	Total
N	4	0	1	5	10
%	40%	0%	10%	50%	100%

Table 38: Ways of overcoming difficulties

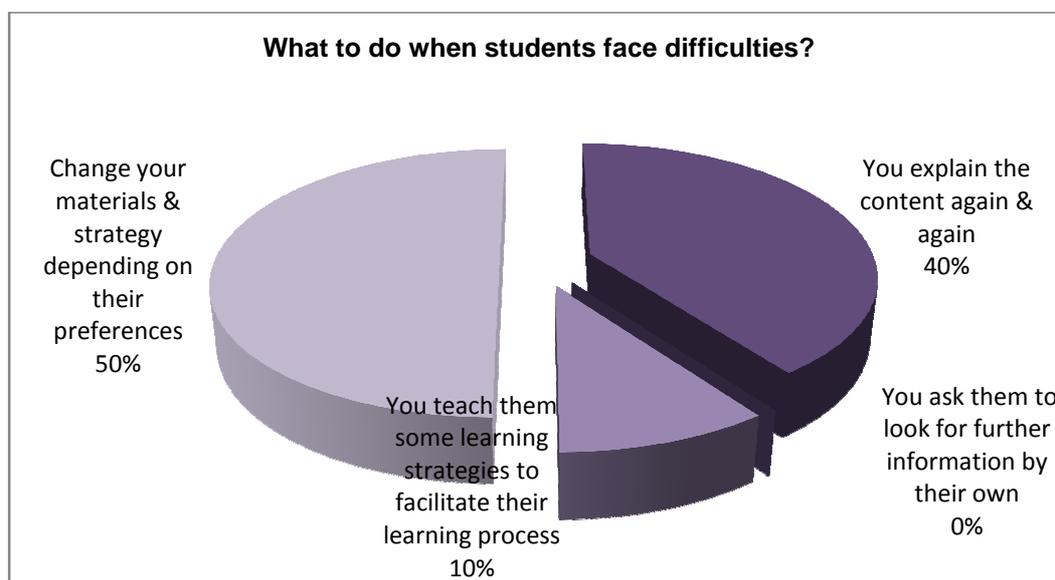


Figure 41: Ways of overcoming difficulties

By this question we wanted to know how literature teachers deal with their students in case they face any de-motivating difficulties related to the complex literary

input and vocabulary. In fact, this question was designed especially for those who do not teach their students about adequate learning strategies. Among the participants in our sample, only 5 who make up 50% of the whole population claimed that they would completely change the materials and strategies and looking for other appropriate ones depending on their students' preferences. As it is shown in the table, only one participant representing 10% of the whole population stated that s/he does not change the strategy used; rather, he teaches them some learning strategies to facilitate their learning process. The last 4 participants in the chosen sample clearly confirmed that they do not change the strategy; rather, they keep explaining over and over till the whole class grasps the intended meaning of the literary concepts and ideas.

Question 17: According to you, learners are motivated to learn English literature through:

Options	Literary texts, books and novels	Videos and Audio Files	Oral presentations and role plays	Total
N	4	6	0	10
%	40%	60%	0%	100%

Table 39: Teachers' perceptions to students' motivational strategy

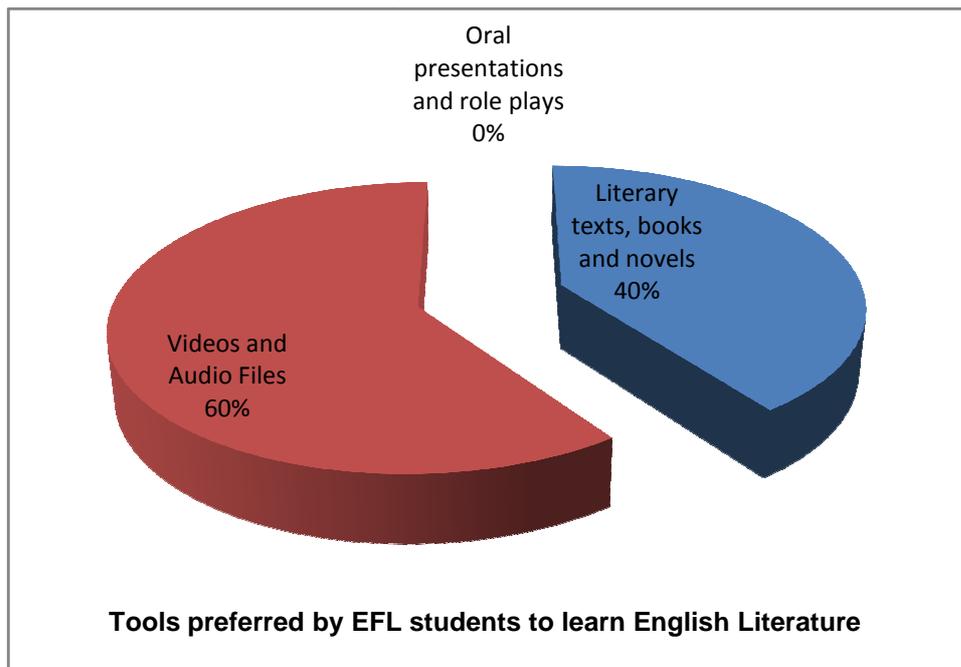


Figure 42: Teachers' perceptions to students' motivational strategy

In the students' questionnaires, most of EFL students of literature clearly confessed their support to the integration of new technologies within literature classes. Thus, by this question we wanted to investigate whether literature teachers are aware of their students' preferences or not. From the table above, teachers of literature, representing a portion of 40%, agreed that their students are more motivated to learn literature through written literary texts, books and novels. However, 6 participants making up a portion of 60% of the whole population seem aware of their learners' preferences for they confirmed that videos and Audio files best boost learners' motivation to learn. In this respect, all of them agreed that the use of videos and audio files creates a relaxed atmosphere which renders the complexity of literature. They also agreed that students dislike reading and are always connected with others through internet which makes it obvious that they prefer more modern appliances such as digital tools, tablets, videos and others.

Question 18: Before any lecture, do you:

Options	Plan the lesson by your own	Rely on others' published lesson plans	Total
N	10	0	10
%	100%	0%	100%

Table 40: lecture organization

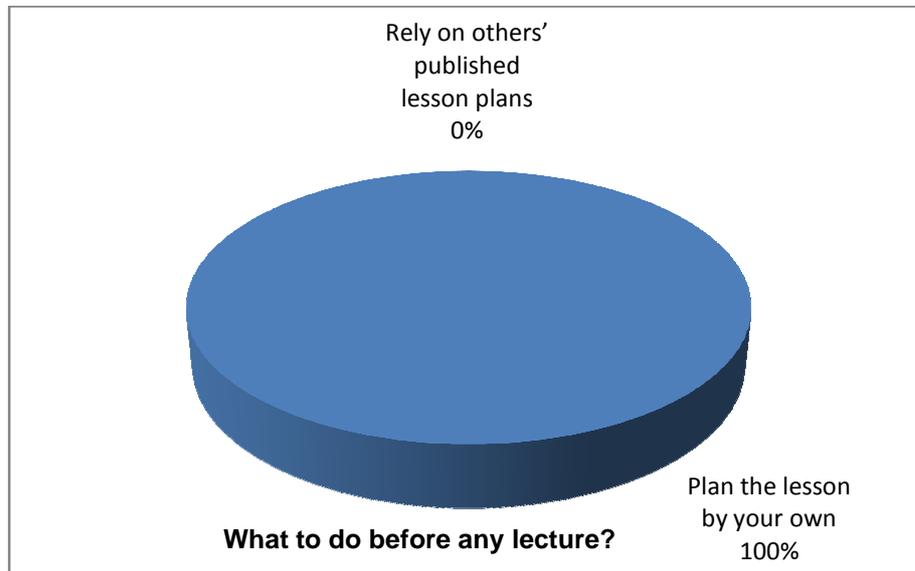


Figure 43: lecture organization

By this question, we wanted to investigate about how the literature classes are generally organized. In this sense, after we gained further insights regarding the classroom strategies that EFL literature teachers tend to implement, we wanted also to know more about how literature lessons are planned for. Fortunately, all the 10 participants in our chosen sample making up 100% of the whole population understudy stated that they plan the lesson by their own instead of relying on others' published lesson plans.

Section Three: Teachers’ attitudes towards literary texts, videos and Audio Files

Question 19: Do you agree with the integration of new technologies mainly videos and audio files when teaching literature in EFL classes?

Options	Yes	No	Total
N	10	0	10
%	100%	0%	100%

Table 41: The integration of new technologies in literature classes

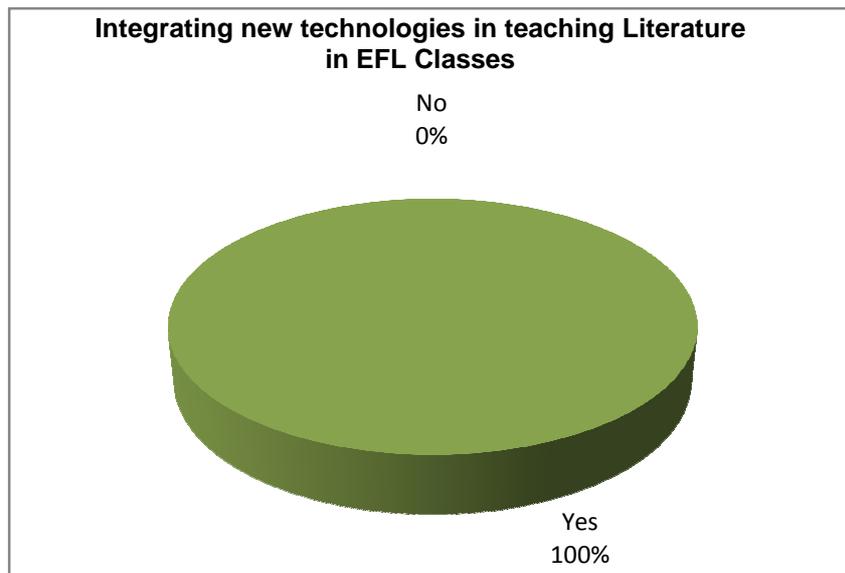


Figure 44: The integration of new technologies in literature classes

As it is clear, the table illustrates that all the participants in our chosen sample representing 100% of the population under study overtly stated that they do agree with the integration of new technologies within literature classes.

Although all literature teachers agree with the integration of new technologies within literature classes, still they rely on literary texts when providing the lectures. Hence, the following question was necessary to be asked.

Question 20: Are computers available for use in the classroom?

Options	Yes	No	Total
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N	1	9	10
%	10%	90%	100%

Table 42: Availability of computers in literature classes

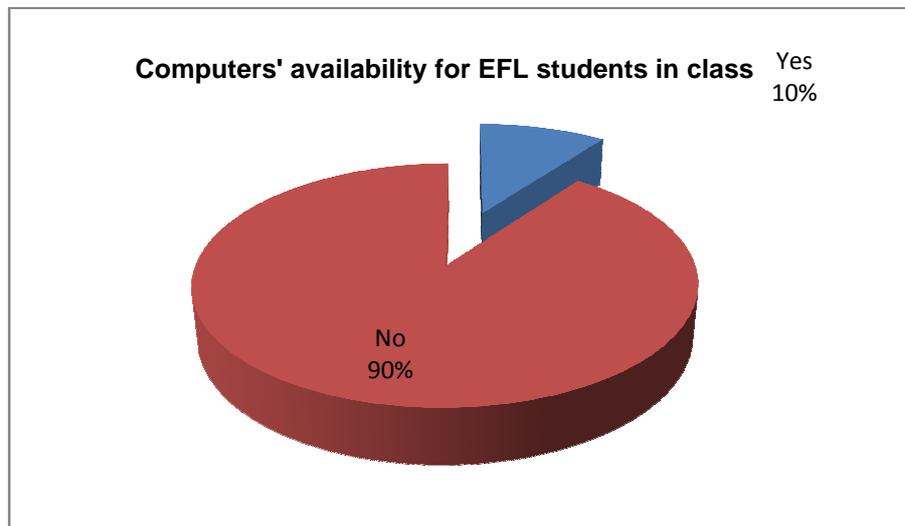


Figure 45: Availability of computers in literature classes

Since the majority of literature teachers tend to base their lectures on literary texts (Q9) regardless of their awareness of their learners' preference to the integration of new technologies within literature classes (Q14); it was a must to ask whether computers are available for use or not as an attempt to find the main cause of such controversy.

As the table illustrates, the majority of teachers making up 90% of the whole population claimed that computers are not available for use in their departments along with the lack of necessary devices and materials that are considered crucial to any teaching context. This is added to the fact that literature is taught in classrooms instead of laboratories that most departments of English in Algeria in general and Jijel University in particular cannot provide. To explain, it is this lack of adequate materials and laboratories that makes it cumbersome and challenging for both teachers and students of literature to deal with the complexity of literature.

Question 21: Literary texts promote students' intellectuality, motivation and communicative competence.

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
N	3	6	1	0	10
%	30%	60%	10%	0%	100

Table 43: Relationship between literary texts and learners' development

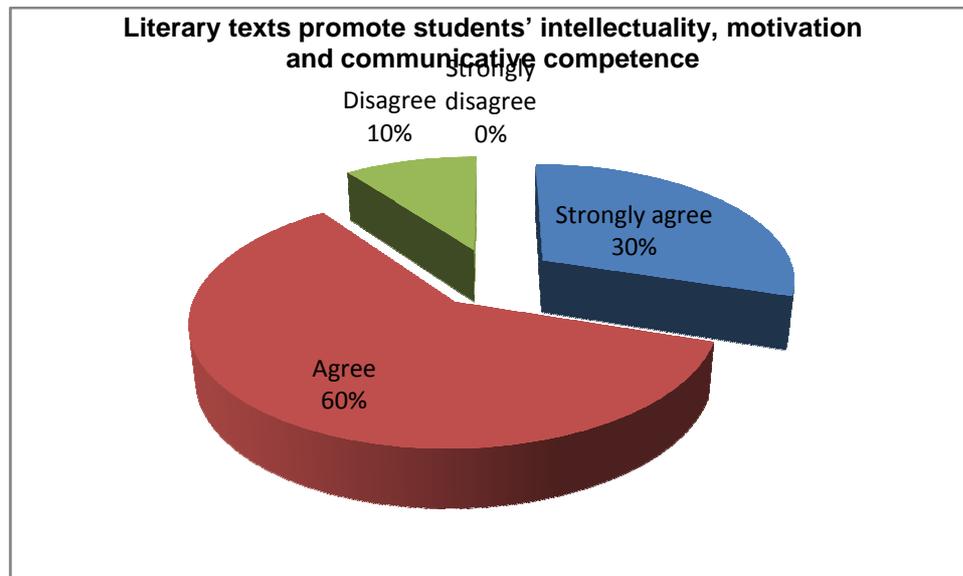


Figure 46: Relationship between literary texts and learners' development

By this question we wanted to know how and to what extent literary texts are effective in enhancing learners' intellectuality, motivation and communicative competence when integrated in literature courses. As the table illustrates, the majority of participants agree with the efficiency of literary texts in EFL classes of literature. That is 3 participants representing 30% of the whole population claimed that they strongly agree with literary texts effective results; this is added to the 6 participants who agree and hold the same belief and who are standing for 60% of the whole population. According to these teachers, it is through literary texts that EFL learners learn new words, new cultures and new perspectives which develop their critical thinking skills. This is added to the fact that they are a source of practice to all

language skills. Yet, only one participant claimed that s/he rejected the effectiveness of literary texts in promoting learners' intellectuality and communicative competence.

Question 22: Teaching literature through Audio files and videos promote learners' intellectuality, motivation and communicative competence

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
N	9	1	0	0	10
%	90%	10%	0%	0%	100%

Table 44: Relationship between new technologies and learners' development

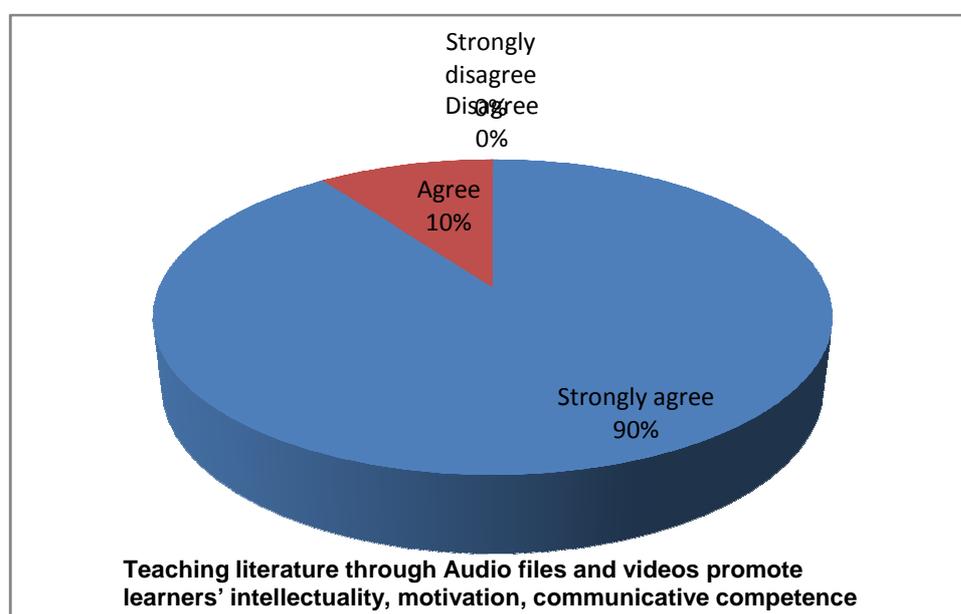


Figure 47: Relationship between new technologies and learners' development

This question is somehow similar to the previous one, though it is related to the effectiveness of Audio files and videos in enhancing learners' intellectuality, motivation and their communicative abilities. As it is apparent from the table, the majority of the participants making up 90% of the whole population understudy strongly agree which confirms the efficiency of using such materials in EFL classroom of literature. Similarly, one participant claimed that he also agrees with the efficiency of such materials in developing learners' oral abilities and enhancing their

motivation to learn and to becoming intellectuals in the field. Once again, teachers of literature participating in our sample also were asked for further explanations. In this sense, they all agreed that through the integration of such active and technological items, students will absolutely become interested in the learning process in general and in learning the target literature in particular; especially within the technological era we are living in. In addition, they confessed that in this way learners will better be exposed to real life situations where native speakers themselves are speaking the language in real contexts; thus, their motivation and communicative competence is more likely to be enhanced.

Question 23: How would you expect your students' attitudes towards studying literature through Audio files and Videos?

Options	Very positive	Moderately positive	Neutral	Moderately negative	Very negative	Total
N	6	3	1	0	0	10
%	60%	30%	10%	0%	0%	100%

Table 45: Teachers' expectations to students' attitudes towards the use of technology

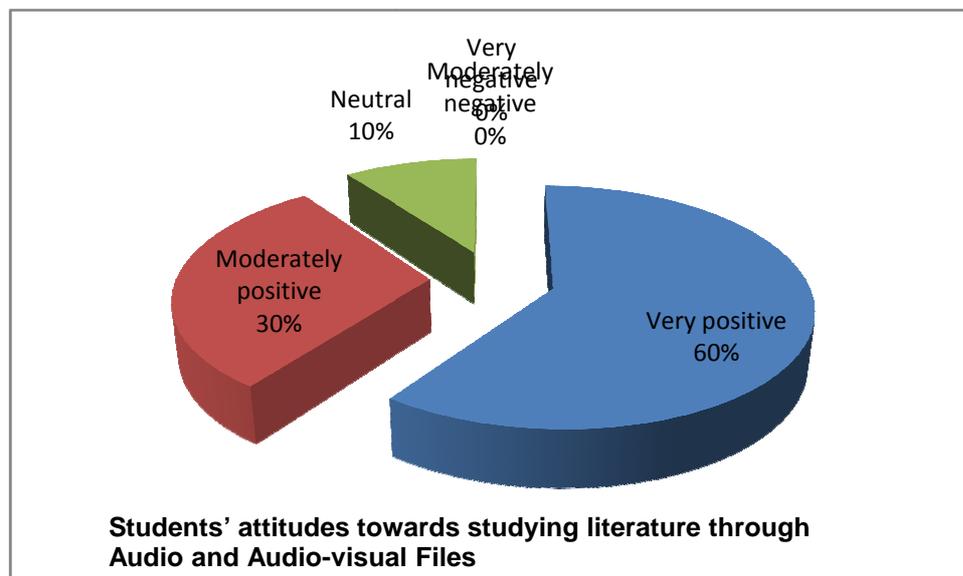


Figure 48: Teachers' expectations to students' attitudes towards the use of technology

The table above illustrates the EFL teachers' expectations to their students' attitudes towards studying literature through Audio and audio visual Files. The majority of the teachers representing 60% of the whole population claimed that their students' attitudes towards learning English literature through Audio and Audio-visual aids would be very motivational and positive. 3 participants of our chosen sample claimed that learners' attitudes would be moderately positive; these 3 participants represent 30% of the whole population. Yet, only one participant stated that his learners' attitudes would be neutral as if there would be no difference between literary text based classroom and technological materials based classroom.

5. Classroom observation

5.1. Definition:

Classroom observation is deemed among the various tools for data collection that permits educators to reaching adequate results to provide a more structured research. Moreover, it allows researchers to, successfully, study both teaching and learning processes in a more naturalistic setting along with the provision of detailed and precise evidence than other data sources.

In this respect, Mason (1996) defined classroom observation to be a method of "generating data which involves the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it" (p. 60).

Furthermore, two types of classroom observation are available to researchers, as maintained by Griffiee (2012), (1) the open observation in which the researcher does not prepare, specify, or plan any item in advance, and (2) the close observation in

which the researcher has to prepare well a plan in order to mention the items in advance (p. 178).

5.2. Data collection procedure:

For the sake of honesty; except for the eighty five questionnaires, the rest of the ninety questionnaires delivered were uncompleted. That is to say, thirty two students have returned the questionnaires back with either unanswered questions or unjustified responses. Consequently, this prevents us from gathering certain necessary data. Thus, conducting a classroom observation as an additional research instrument and as an alternative to obtain the missing data was deemed a necessity. In this regard, attending certain sessions of literature allowed us to directly observe the learners' behaviors, their reactions to the teachers' content as well as their interests in literature as a subject starting from their frequency of participation at class.

In this regard, Dawson (2002) stated that direct observation involved the observation of subjects in a certain situation using technology such as video camera (as cited in Pramuktiyono, n.d., p. 4). Hence, the study was concerned with a successive classroom observation done with 2 classes of literature of third year LMD; students in one of these two classes were subject to the traditional method of teaching where the literary text is the central teaching medium. However, in the other class of literature where the observation took place, EFL students were exposed to a more modern strategy taking place in laboratories and eventually based on the integration of new technologies such as computers, videos and audio files.

The observation lasted for two months where each class was observed twice a week; that is, eight times within a month. Besides, the observation was not random;

rather, it was supported by a checklist wherein all EFL learners' reactions, participations and behaviors are noted down. In this respect, Griffiee (2012) provided a clear definition to what a checklist is, claiming that it is "a form with predetermined or closed category, usually listed down one side of the page and space is given to remark the presence and the absence of the predetermined item" (p. 180).

In this respect, the checklist used for our observation mainly consists of four items are: class structure, methods, teacher- students interaction and content; each observable item is to be ranked with either: could improve, acceptable, excellent or not observed with a clear explanation to the latter. The checklist, also, was extended to mentioning further comments about effective and ineffective teaching practices observed.

Undoubtedly, checklists are crucial instruments that make of the classroom observation more organized and valid.

5.3. Aims of classroom observation:

Classroom observation was purposefully conducted in this study as an attempt to gather further data about literature teaching and learning. More specifically, it was conducted in order to learn more about how EFL learners of literature behave and perform inside classrooms when being exposed to a specific teaching strategy rather than another. That is, classroom observation was highly required to observe EFL learners' reactions towards the implementation of both the application of traditional literary -based texts strategy and the integration of new technologies and certain ICT's within literature classes.

Ultimately, classroom observation was an effective research instrument that helped in gaining further insights about how learners' motivation is either enhanced or reduced

depending on the implemented strategy within classroom; as well as in deciding the effective strategy that best suits both EFL learners and teachers of literature.

5.4. Data Analysis

This part is devoted to the analysis and discussion of the data collected from literary based texts classrooms and New Technologies based classrooms checklists. That is, each item of the checklist will be analyzed.

5.4.1. Analysis of Classroom Observation Checklist of New technologies-based literature class

The deep examination of data collected from the observation of the two weekly new technology-based classroom sessions permitted us to notice that the teacher of literature used to teach the first session in the amphitheater and the second one in laboratory. In the amphitheater session, students were mainly required to orally present some previously prepared work through PowerPoint slides and data show to their peers. Consequently, a sense of vitality and diversity in the class was created which kept the other classmates focused and motivated to listen and discuss the slides' content. Generally, students' presentations are related to certain literary movements.

However, in the second session that took place in the lab, the teacher used to rely on such technological materials as computers, videos, audio short stories added to the whiteboard. In this session, the teacher used to start his class with a bit long video of about 20 minutes that was simultaneously presented on the computer screen with the list of questions to be answered later. In this way, students are aware of the points and information to be caught from the video; and thus, whenever the video mentions a point related to an apparent question on the

computer screen, they write it down. This is, in fact, an effective way to improve their listening and writing skills added to enhancing their motivation to focus on the meaningful video. By the end of the video, students' answers were in chorus, without mutual discussions and with simple sentences or only a key word that was pronounced as heard in the video. These answers are followed with the teacher's comments with "excellent" or "good"; then, providing further explanation, corrects the answers on the whiteboard and finally gives a review to the video.

Moreover, in order to explain some points, the teacher used to relate the current discussed points to learners' own experiences. An example was the teacher's attempt to explain what diction in literature is through the cartoons that students used to watch during their childhood. That is, the evil was generally introduced through a dark shadow, long nose and a fearful music; similarly, it seems the same in case of written works where the author tends to choose words like gloom and darkness right before introducing the antagonist.

Another point, the teacher used to render the complexity of literature to students through an occasional translation of difficult words to the students' mother tongue; an example was used is the word "Feudalism". The teacher was noticed to extrinsically motivate the students and encouraged them to look for the meaning of some words depending on the context through promising additional grades in the exam.

In addition to all the aforesaid motivational techniques in literature classes, certain problems also aroused to hinder the process of learning. To mention just few, we noticed that most of the lectures started a bit late. This is mainly because of the fact that not all computers were working. In addition, we noticed at the middle of a

session, a student interrupted the video, and raised her hand saying that her computer ceased to work.

As a result, the lecture has been stopped once again till she found another computer.

In fact, the teacher took more than 10minutes expressing his anger because of this same arising problem that got them to change the laboratory of the session two times successively.

5.4.2. Classroom Observation Checklist of the literary-based texts strategy

Similar to new technologies-based classroom, the literary texts-based classroom took two sessions a week. While the first session occurred in the amphitheater, the second one was in the classroom. Depending on the results obtained from the checklists used for the literary-based texts classroom, the most obstacles and the demotivating aspects which hinder learners' motivation during literature sessions are related to the teacher's implemented strategies and behaviors, but most importantly his reliance on the same tools and techniques during all sessions; namely, blackboard, overviews to previous lectures, assigning lengthy literary works added to the long dictations.

In fact, students were neither focusing on the lessons and overviews nor taking notes; rather, they were always waiting for ready information through teachers' dictations. This is added to the fact that while the teacher was attempting to enlarge learner's vocabulary, enhance their awareness of the target literature and improve their reading skills through literary texts; learners were noticed to struggle with the complexity of such texts, authors' writing styles and the composition of his literary work as well as how to easily infer the intended meaning from those authors' works.

Among the noticed points during our observation to this literary texts-based classroom, the class was inactive where the teacher was the central element who used to explain each single detail related to the literary work assigned starting from the plot and the characters involved to themes and style. Following his explanations, handouts are delivered wherein a literary passage along with follow up questions are written to be answered in 15 minutes. Although the time devoted for the task was short, some students were noticed to spend the activity time in translating difficult words in their dictionaries downloaded on their cell phones; others seemed indifferent to the analysis; while the rest kept silent waiting for the teacher's dictation. In fact, no student was remarked to carry the printed dictionary at class.

Coming to students' answers, although most of them avoided answering, the ones who tended to take the initiative used to reply individually with simple sentences after raising hands. Later, the teacher provides them with the correct answer along with deep explanations to the previously discussed points. Unfortunately, most of them seemed unaware of such information. As an example, when the teacher went back to the previous lecture about "gender role" during the so-called Victorian era, almost all the students showed confusion and kept asking new questions about the subject matter. The last remark that was brought by our deep examination to the literary texts-based classroom is the fact that only few students used to attend the lectures as compared with the laboratory session in the new technologies-based classrooms.

In the light of the observation of the literary-based texts classroom, it is worth to say that it is this implementation of written literary texts, novels and handouts that is considered as the main source of learners' feelings of boredom and de-motivation during literature classes. EFL learners feel that they are obliged to take a look at their

phone dictionaries each time as the best solution to cope with the author's complex writing style.

Finally, When comparing those students with the ones using audios and videos in the new technologies-based classroom, the latter easily infer the complex words' meaning depending on the real context depicted in the video as well as the body language of either the poet presenting his poem, or characters performing in a given theater piece or in a movie version of a novel.

Conclusion

This chapter has presented and scrutinized the results yielded from the analysis and discussion of the data collected through the research tools used in the current study; namely, students' questionnaire, teachers' questionnaire and classroom observation of both literary -based texts classroom and new technologies -based classroom. In the light of the foregoing data analysis and the main results of the third chapter of this comparative study, it is worth to say that the main hypothesis upon which the present comparative study has grounded is confirmed. That is, the integration of new technologies such as audio files, videos and computers is confirmed to be the more motivational strategy for EFL learners of literature than literary -based texts strategy in the department of English language in Mohammed Seddik Ben Yahia University, Jijel.

Ultimately, it is high time for teachers of literature to modernize their teaching strategies, materials and tools to foster learners' motivation to learn the English literature in a more encouraging and comfortable atmosphere that best copes with the information age we are living in.

6. Pedagogical Recommendations and Suggestions

This research work in hand is no more than a first step towards successfully achieving more insights into the effective results following the use of new technologies, mainly videos and audio files, in literature classes. Specifically, these tools are highly beneficial in fostering EFL learners' motivation to appropriately improve their knowledge of the target literature in the department of English at the University of Mohammed Seddik Ben Yahia, Jijel. In the light of the main findings of this study, we recommend the following:

- ✚ Through this investigation, it is proven to affirm that EFL learners of literature in the English department of Jijel University are more motivated to learn through new technologies, mainly videos and audio files. Hence, teachers should carefully select the appropriate ones that best spark learners' interests, needs and expectations in order to create a motivational and encouraging classroom atmosphere. This, eventually, facilitates the acquisition process of the literary input as well as the achievement of the previously traced goals.
- ✚ It is a necessity, nowadays, to modernize the literature teaching methods and strategies and change the teaching settings from simple classrooms to laboratories. The latter should be equipped with the required technological appliances such as computers, tablets, data shows, televisions, and others.
- ✚ Low levels of motivation among EFL learners of literature and the large size of classrooms are interrelated. Research has shown that what complicates the difficulties and challenges faced by EFL teachers of literature when trying to meet all EFL students' needs is the large size of classrooms and the huge

number of students in a given session, particularly complex subjects such as literature. That is, as can be drawn from the above results, teachers are incapable to keep their students focused on the core of the matter, also they are unable to follow and check the understanding of each. For this reason, modern syllabi and approaches, generally, demand smaller class size in order to effectively achieve the traced aims.

✚ The integration of videos and audio files in literature classes will not only motivate learners to enhance their awareness of the target literature. Rather, it will also help them improve their four skills. That is, the discussions created after watching a video or an audio file related to Virginia Woolf's seminar entitled with her famous statement "money, and a room for her own" will lead to long interesting debates among EFL learners in the laboratory. In this sense, important issues will be tackled such as sexism, the history of European devalued women in the past, the coming of feminism with rock music and Madonna's songs and so many interesting topics to students. This will eventually enlarge their cultural and intellectual awareness of the western world's past as well as its contemporary time. Later, students will also relate such western history, culture and literature to their own.

✚ Teachers of literature are required to collaborate together to reach a unified syllabus along with an agreed upon strategy that is based on the integration of technological instruments. Ultimately, this will result in future master students with the same literary background knowledge since they were subject to the same literary input in the previous year.

- ✚ Results show that EFL learners are more motivated to learn when they feel the vitality and the diversity of the classroom instead of the feelings of routine and boredom resulting from the frequent usage of the same traditional strategies, techniques and materials. Hence, EFL teachers of literature should not use computers and select videos randomly; rather, computer skills and technology literacy are highly required. Such skills permit the EFL teacher to appropriately use the laboratory computers, direct learners' to correctly use theirs, download and upload diverse interesting online authentic videos. Additionally, they are also required to be acquainted with all recent events to better select the video type that may be documentary, educational, a movie version of a novel or even authors' biographies in order to motivate learners to engage within tasks and to initiate meaningful discussions at class.

- ✚ It is necessary for EFL teachers to be equipped with and aware of the different effective strategies to be proposed to students in order to help them cope with the complexity of literary works and items. In addition, to help them overcome the difficulties encountered when engaged within literary tasks and analysis.

- ✚ There should be an effective training of strategy use for EFL teachers of literature to facilitate their instructional techniques and strategies on the one hand. Also, to enhance EFL learners' motivation to deal with the complexity of literature on the other hand. In this way, learners will become more autonomous with improved knowledge of the target literature and culture.

- ✚ In fact, no one knows the students' needs and preferences as the students themselves. Thus, it is highly recommended to integrate EFL students in the selection of the teaching/learning materials and strategies in the future to avoid the various impediments that hinder the literature teaching and learning process.
- ✚ Finally, it is strongly recommended that further research should be done mainly to provide more insights about this same topic as well as to finding out other effective alternative strategies to best enhance EFL learners' motivation in literature classrooms. Future studies will, preferably, be done with larger population or in different schools and learning settings. It is also suggested to use different research instruments such as conducting an experiment, and/or interviewing teachers, students and decision makers.

7. Limitations of the study

Throughout our investigation, about the efficiency of using new technologies and digital aids to improve learners' awareness of the target literature, some limitations have appeared. In fact, at the very beginning of the year and because of the importance given to bring the Master thesis into completion as early as possible, the present study was intended to be conducted through an experiment where the controlled and the experimental groups are to be selected among third year students of the department of English at Jijel University.

In fact, the first lesson plans were prepared as the initiative step whereby we wanted to assign writing an essay to both groups in order to test the learners' knowledge of the target literature. Then, only the experimental group would be concerned with watching different videos, listening to various audio short stories,

presenting their homework using computers, data shows and PowerPoint slides to their peers, as well as acting role plays from time to time as the best way to enhance their motivation to learn.

At the end, both groups were intended to be exposed to another test again. Depending on the results, it was expected to confidently confess that the use of the aforesaid new technological materials is effective enough to enhance learners' motivation to learn the target literature and to what extent their knowledge of this subject has been improved.

During the preparation for the experiment, a teacher of first year students decided to teach literature to six (06) groups of third year students. The latter did not have literature classes at first because of the common lack of literature teachers at Jijel University. The fact that this teacher intended to follow the new technologies-based classroom strategy added to time constraints obliged us, unfortunately, to change the experiment with conducting a classroom observation to both of the new technology-based classroom and to the literary texts-based classroom.

Another limitation is the fact that the data collected by the questionnaires were so limited. That is, although ninety questionnaires were distributed, only eighty five ones were used for the interpretation in this study. This is mainly because more than thirty students did not, either, answer some questions or they refused to justify others.

In fact, all the aforementioned limitations are added to the lack of primary sources and the little studies conducted regarding L2 motivation and literature in EFL classes; thus, we relied too much on secondary sources.

The last appearing limitation was the reoccurring offsetting of the pages' content (décalage) due to different laptops' programming. To explain, working with Microsoft

Word 2010 then printing the research work using Microsoft Word 2008 resulted in a bothering offsetting of the content which obliged us to re-organize the whole work over and over again.

General conclusion

The comparative study in hand is a humble attempt to shed light on the importance of teaching literature in EFL classrooms through an effective integration of new technological materials such as videos and audio files. Thus, this investigation carried out is aiming at confirming the main hypothesis that the study is grounded upon: new technologies-based materials are more motivational to teaching literature in EFL classes. For this reason, our research study mainly examines the Algerian students and teachers' attitudes towards the implementation of the aforesaid materials in literature classes as a learning strategy to enhance and develop the students' knowledge of the target language and literature.

The present research comprises three chapters. The first and the second chapters are the theoretical part of the study that mirrored a review of the related literature. The third chapter; however, is devoted to examining to what extent the theory is related to practice. More specifically, the first chapter of the thesis clarifies the importance of both teaching and learning strategies in educational settings added to motivation and some useful motivational techniques and strategies in the field of language teaching and learning; this is added to outlining the related approaches. The second chapter, in fact, was entirely concerned with literature and its importance as a crucial element in the field of ELT. In addition, the importance of the integration of certain new technologies and digital materials to render the complexity of literature in EFL classrooms were also tackled. Moreover, a strong emphasis was also put on the role of such tools in enhancing EFL learners' motivation to raise their knowledge and awareness of the target literature. As far as the third chapter is concerned, it represented the fieldwork and the methodology of research that highlighted the

chosen sample and the description of the research tools along with the data discussion and analysis.

In order to test the set hypotheses and the theoretical beliefs, two types of research instruments have been used. Two different questionnaires were designed to gather further useful data to support our study's objectives. The first questionnaire was administered to teachers of literature at the department of English in Mohammed Seddik Ben Yahia University, Jijel. However, the second one was mainly handed out to third year students of the university. Additionally, a classroom observation was also conducted with the help of two teachers of literature: one teaching the subject using literary texts-based strategy in classrooms, whereas the other adopting the new technologies-based strategy in laboratory.

Starting from the data gathered from the questionnaires and the classrooms observation, we conclude that both EFL students and teachers have positive expectations and attitudes towards the effectiveness of the new technological materials under study; namely, videos and audio files, in raising learners' motivation to best learn and raise their awareness of the target literature. Furthermore, the results helped to reach the conclusion that students of literature enjoy learning in a modern, active and vigorous learning atmosphere which enhances their motivation to learn more about the target literature.

All in all, the integration of new technologies and materials such as audio files and videos in EFL classrooms of literature is deemed the more appropriate strategy to teaching literature in EFL classrooms. This conclusion has been reached starting from the results obtained from the questionnaires and the classrooms observation

above; and thus, it is worth say that the hypotheses of our comparative study has been confirmed.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

Thank you for agreeing to take part in my research paper about finding out the most appropriate classroom strategy for teaching English literature. Your willingness to fill in this questionnaire will provide me with the required data to bring my master's dissertation to an end. I appreciate your efforts to answer these questions. My research aims at investigating which classroom strategy is appropriate to teach Literature in EFL classes: Literary Based- Texts or Audio- Files. Please tick (✓) the choice which corresponds to your answer and make full statement whenever it is required.

It is to be made clear that there are neither "right" nor "wrong" answers and be sure that all your answers will remain anonymous. So, for the sake of reliability, please give your answers as honestly as possible.

Thank you in advance for your cooperation.

Section One: Personal Information

1-Gender:

a. Male

b. female

2- How old are you?

a. 20-23

b. 23-26

c. 26 and up

3- Why did you choose to study English?

a. interested in learning foreign languages

b. I had no better choices

c. The influence of family and friends

4- How has your experience at the university been so far?

a. Very interesting

b. Interesting

c. Not interesting

d. Boring

e. Disappointing

Section Two: Learners' perceptions towards English literature learning and instruction

5- Do you think that literature is a crucial element in learning English?

Yes

No

In both cases, why?

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

6- What is your objective behind learning English literature?

a. To get a high grade.

b. to use the language communicatively.

c. To read and understand literary books, novels and poems.

7- How do you find literature courses?

a. Very interesting

b. Uninteresting.

c. Never attended.

8- Do you feel that your teacher of literature follows a certain strategy when providing you with literature courses?

a. Yes

b. No

9- If yes, which strategy does he use more frequently?

a. literary texts/ books.

b. Audio files/ videos

c. a mixture of both

10) If No, do you think that using teaching strategies is more beneficial to the literature of L2?

Yes No

Why?
.....

11) Do you use any learning strategies to learn literature of English?

Yes No

12) Name some learning strategies that are probably useful in literature courses?

.....
.....

13) Have the literature courses you have had so far met your expectations?

Yes No

How?
.....
.....

14- Do your teacher's classroom strategies motivate you to learn more about the English literature?

Yes No

In both cases, how?
.....

Section three: Students' perceptions towards the effectiveness of new technologies in English literature classes

15- According to you, literature is...

a. a set of books, texts, poems

b. a system of writing

c. a set of written and verbal items and forms

16. Are you with the integration of literature as a crucial component of ELT?

Yes

No

Please, justify.....
.....

17. Do you think that learning the English literature raises your cultural awareness?

Yes

No

18. Do you consider that learning literature through literary texts as...

a. Classical & traditional

b. Very motivating

c. uninteresting

19. Have you ever been introduced to other ICT tools in learning English literature?

Yes

No

20. If yes, please specify?

a. E-books

b. PPT

c. Audio-short stories Videos

21. You think that learning literature through technological files (mainly Audio short stories and videos) makes literature classes...?

a. More modern, interesting and motivational

b. Futile and uninteresting

c. More helpful to obtain a communicative competence

22. When you meet a difficult word in any text, do you:

a. check the printed dictionary

b. ask your teacher and peers

c. check the dictionary on the your phone

23. Do you think that literary texts provide you with sufficient knowledge of the target literature?

Yes

No

24. How do you rate your teacher's strategy to teaching English literature?

a. Very well

b. well

c. somehow

d. not well

25. Do you think that Audio Files and videos can be more effective in learning English literature?

Yes

No

-In both cases, explain?

.....

26. What are the main problems you face in literature courses?

.....

.....

27. In your opinion, which strategy is more effective in teaching and learning English literature?

.....

.....

.....

Thank you for your collaboration

Appendix B

Teachers' Questionnaire

Dear teachers,

Thank you for agreeing to take part in my research paper about finding out the most appropriate classroom strategy for teaching English literature. Your willingness to fill in this questionnaire will provide me with the required data to bring my master's dissertation to an end. I appreciate your efforts to answer these questions. My research aims at investigating which classroom strategy is appropriate to teach Literature in EFL classes: Literary Based- Texts or Audio- Files. Please tick (√) the choice which corresponds to your answer and make full statement whenever it is required.

It is to be made clear that there are neither "right" nor "wrong" answers and be sure that all your answers will remain anonymous. So, for the sake of reliability, please give your answers honestly as possible.

Thank you, in advance, for your cooperation.

Section One: Personal information

1- Gender

Male

female

2- How long have you been teaching literature?

a. One year or less

b. Four years

c. Six years

d. Ten years or more

3- How many students did you use to teach at class?

- a. 20-25
- b. 25-30
- c. 30-35
- d. Above 35

4- As a teacher of literature, how would you define literature?

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

5- According to you, what makes literature important for teaching in EFL classrooms?

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

6- According to your experience, how would you describe your students' knowledge of English literature?

- a. Excellent
- b. Very good
- c. Good
- d. Average.
- e. Poor

7- Do you adopt any strategies to motivate your students to learn the English literature?

- Yes No

-If yes, please specify?

.....
.....

Section Two: English literature instruction in EFL classes

8- Generally, you choose a classroom strategy that:

- a. you feel it is more suitable to you and to the lesson objectives

b. suitable to the learners' needs and expectations

c. you keep the lesson spontaneous without using any techniques and strategies

9- When teaching literature, do you, generally, use:

a. Literary texts

b. Audio files and videos

c. Others

.....

10- How often do you assign reading books to your students?

a. Once a week

b. Once or twice a month

c. Never

11- What is the genre of literature you generally expose your students to?

a. Prose

b. Novel

c. Short story

d. Plays/ Drama

e. Poetry

12- When assigning books, texts and novels to your students, do you:

a. select the ones that match with the content the syllabus

b. give them the total freedom to choose by their own to develop their reading skills

c. You do not assign reading materials at all

13- Have you ever asked your students about their favorite strategies to learn literature through?

Yes

No

14- Do you use the same materials & strategies with all students regardless of their different levels?

Yes

No

15- Do you provide your students with learning strategies to simplify literature learning?

Yes

No

16- The time you notice that your students face some difficulties, you:

a. do not change your strategy; rather, you explain the content again and again

b. do not change the strategy since it suits you; rather, you ask them to look for further information by their own

c. do not change your strategy; rather, you teach them some learning strategies to facilitate their learning process

d. Change your materials and strategy depending on their preferences

17- According to you, learners are motivated to learn English literature through:

a. Literary texts, books and novels.

b. Videos and Audio Files

c. Oral presentations and role plays

- Please, explain?

.....

.....

.....

18- Before any lecture, do you:

a. Plan the lesson by your own

b. Rely on others' published lesson plans

Section Three: Teachers' attitudes towards literary-based texts and new technologies-based materials in English literature classes

19- Do you agree with the integration of new technologies (mainly, Audio files and videos) in teaching literature in EFL classes?

Yes

No

- In both cases, explain?

.....

.....

.....

.....

20- Are computers available for use in your department?

Yes

No

21- Literary texts promote students' intellectuality, motivation and communicative competence.

a. Strongly agree

b. Agree

c. Disagree

e. Strongly disagree

How?

.....

.....

22- Teaching literature through Audio files and videos promote learners' intellectuality, motivation, communicative competence.

a. Strongly agree

b. Agree

c. Disagree

e. Strongly disagree

How?

.....

.....

23- How would you expect your students' attitudes towards studying literature through Audio Files?

- a. Very positive
- b. Moderately positive
- c. Neutral
- d. Moderately negative
- e. Very negative

24- As a teacher, what are the common problems you often face when teaching literature?

.....

.....

.....

25- What would you suggest to improve the process of teaching literature in EFL classrooms?

.....

.....

.....

Thank you for collaboration

Classroom Observation Checklist

Name _____ Date _____
 Class Observed _____ Time _____
 Observer _____ Department _____

All items marked **Not Observed must be explained in Comments*

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Class Structure				
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Methods

Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Teacher-Student Interaction

Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Content

Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Other Comments *-Note either effective or ineffective teaching practices observed*
 -Attach additional pages if necessary

Observer Signature

Date

Resumé

L'objectif principal de l'enseignement universitaire de la littérature anglaise est d'aider les étudiants en langues à améliorer leur conscience littéraire et culturelle et à développer leurs compétences en lecture, de plus elle aide à enrichir leur vocabulaire afin de leur permettre de communiquer couramment en anglais.

Pour atteindre ces objectifs les professeurs d'université de la littérature anglaise ont procédé à l'adoption des textes comme outils principaux dans le programme pensant que c'est la meilleure méthode pour motiver les étudiants à apprendre la communication en anglais.

Plus récemment, le domaine de l'éducation a assisté à l'émergence d'une nouvelle théorie de l'enseignement de la langue anglaise en général et de la littérature plus particulièrement, cette théorie consiste à utiliser des technologies plutôt modernes pour l'enseignement de l'anglais comme une langue étrangère, car elle aide à fournir un modèle réel de la façon d'utiliser la langue. Parmi ces méthodes, sont considérés les petits romans , les vidéos et les ordinateurs comme moyens efficaces et nécessaires pour l'apprentissage de la littérature anglaise vu leur capacité à créer une atmosphère de diversité et de stimulation dans les classes de littérature, ce qui renforce la réponse des étudiants envers la littérature et qui développe leurs intérêts et connaissances, en plus d'étendre leur conscience littéraire.

L'objectif majeur de cette recherche est de savoir laquelle des deux stratégies mentionnées ci-dessus est la plus appropriés avec les choix des étudiants de la troisième année de la langue et de littérature anglaise à l'Université de Jijel, et qui les aide à bien accepter le contenu littéraire. L'étude vise également à étudier la nécessité d'intégrer des nouvelles technologies pour motiver les étudiants à apprendre la littérature anglaise à l'université. Pour cette raison, on a procédé à s'aider de deux différents questionnaires qui ont ciblé les enseignants de la littérature anglaise et les étudiants de cette filière au niveau de l'Université de Jijel avec l'observation de deux cours magistraux de la troisième année de langue anglaise présentés par deux enseignants, qui chacun d'entre eux suit une des deux méthodes étudiées .

Après avoir analysé les résultats obtenus, on a réalisé que la stratégie utilisant des moyens technologiques modernes est considérée comme la plus efficace et la plus motivante pour l'apprentissage de la littérature anglaise. Pour conclure il est recommandé de donner plus d'importance à ce module afin de réduire les difficultés rencontrées par les étudiants.

ملخص

مما لا شك فيه هو أن الهدف الأساسي من تدريس الأدب الانجليزي بالجامعة هو مساعدة طلبة اللغة على توسيع و تحسين الوعي الأدبي و الثقافي لديهم كذلك لمساعدتهم على تطوير مهاراتهم في القراءة من فحص و تحليل, بالضافة الى محاولة إثراء رصيدهم اللغوي بمختلف المفردات و الأساليب البلاغية لتمكنهم أخيرا من التواصل باللغة الانجليزية بطلاقة. لتحقيق هذه الأهداف لجأ أساتذة الأدب الانجليزي بالجامعة طويلا إلى اعتماد النصوص الأدبية كمقياس رئيسي في مناهجهم و ذلك للاعتقاد السائد بأن تلقين جوانب اللغة هو العامل الأساسي لتحفيز الطلبة لتعلم كيفية التواصل باللغة الانجليزية.

مؤخرا, شهد مجال التعليم بروز نظرية جديدة لتعليم اللغة الانجليزية عموما و الأدب الانجليزي خصوصا اذ تحت هذه النظرية على اعتماد وسائل التكنولوجيا الحديثة لتدريس الانجليزية كلغة أجنبية بالجامعة لكونها تساعد على توفير نموذج حقيقي لكيفية استخدام اللغة. من بين هذه الوسائل, تعتبر القصص الأدبية القصيرة المسموعة, أشرطة الفيديو و أجهزة الكمبيوتر وسائل فاعلة و ضرورية لتعلم الأدب الانجليزي نظرا لقدرتها على خلق جو من التنوع و التحفيز في الأقسام الأدبية مما ينتج عنه تعزيز تجاوب الطلبة مع محتوى الأعمال الأدبية الموجهة إليهم و تطوير اهتماماتهم و معرفتهم باللغة إضافة إلى توسيع وعيهم الأدبي.

و عليه, فان الهدف الرئيسي من هذا البحث هو معرفة أي من الاستراتيجيتين المذكورتين أعلاه هي الأكثر تناسبا مع خيارات طلبة السنة الثالثة انجليزية بجامعة جيجل و التي تساعدهم على استيعاب المحتوى الأدبي. كما تهدف الدراسة ايضا إلى التحقيق في مدى ضرورة إدماج التكنولوجيا الحديثة في تحفيز الطلبة لتعلم الأدب الانجليزي بالجامعة. لهذا الغرض تم الاعتماد على وسيلتين هما استبيانين مختلفين تم توجيه احدهما إلى أساتذة مختصين في تدريس الأدب الانجليزي أما الآخر فقد وزع على طلبة هذا المقياس بجامعة جيجل. بالإضافة إلى عملية الملاحظة و المعاينة لقسمين من أقسام السنة الثالثة انجليزية بمساعدة أستاذين احدهما ينتهج النصوص الأدبية في تلقين الأدب الانجليزي بينما يستعمل الأستاذ الآخر بعض الوسائل الحديثة كالكومبيوتر, أشرطة الفيديو و السماعات.

بعد تحليل النتائج المحصل عليها تم إثبات الفرضية التي تتمحور حولها هاته الدراسة حيث أن الاستراتيجية القائمة على إدماج الوسائل التكنولوجية الحديثة تعتبر الأكثر نجاعة و تحفيزا للطلبة لتعلم الأدب الانجليزي. و قد خلص هذا البحث الى توصيات للاهتمام بهذا المقياس للتقليل من الصعوبات التي يواجهها الطلبة.