

University of Algiers 2
Faculty of Letters and Languages
Department of English

***DESIGNING A TASK-BASED LITERATURE COURSE
FOR SECOND YEAR UNIVERSITY STUDENTS***

**Dissertation submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Magister in
Linguistics and Didactics.**

Submitted by:

Ms. Yamina BELAL

Supervised by:

Dr. K. Khaldi

2012

University of Algiers 2
Faculty of Letters and Languages
Department of English

***DESIGNING A TASK-BASED LITERATURE COURSE
FOR SECOND YEAR UNIVERSITY STUDENTS***

**Dissertation submitted to the Department of English in Partial
Fulfillment of the Requirements for the Degree of Magister in
Linguistics and Didactics.**

Submitted by:

Ms. Yamina BELAL

Supervised by:

Dr. K. Khaldi

2012

Board of Examiners:

Chair: Professor F. HAMITOUCHE

Supervisor: Dr. K. KHALDI

External Examiners: Professor. M. MEHAMSADJI

Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

Date:

Signed:

Acknowledgments

First I would like to express my deepest thank to my supervisor Dr.K. Khaldi for his availability, valuable advice, guidance and for his patience.

I also wish to thank all our Magister teachers: Professor Bensemmane; Professor Hamitouche Dr. Boukhedemi and Professor Cherchalli.

Special thank goes to the research library staff for their valuable help and support.

I am also very grateful to all the literature teachers and the students who participated in the research.

I also wish to thank my family: my parents, my sisters and brothers and my husband for their support and encouragement.

Dedication

To my beloved mother who taught me the virtue of patience and perseverance.

ABSTRACT

The purpose of this study is to design a task-based literature course to Second Year L.M.D. students. To do so, the study begins by evaluating the current Second Year literature course (the classical one) with its two components: the English literature course and the American literature course so as to determine the strengths and weaknesses of this course and notably in what concerns raising students' aesthetic reading or response to literature and extending their language ability.

For this purpose, two questionnaires were designed to gather data from the sample which is composed of 5 literature teachers and a group of 30 Second Year students. In addition, the study made use of non-participant ethnographic observation whereby some notes about the procedures of the literature lessons were recorded from two literature classes. The analysis of the data obtained from these research tools shows the following:

- The students and the teachers have different priorities concerning the objectives to achieve from the literature course: While the teachers are more concerned with literary skills, the students are concerned with developing their language ability
- The difficulty and inaccessibility of some of the literary works in the programme.
- The use of teacher-centred teaching techniques which do not encourage students' interaction and therefore reaction or response to the literary text
- The teachers take students' language ability for granted and focus on literary analysis at the expense of the language of the texts.
- The use of assessment procedures more appropriate to native speakers than non-native speakers.

Based on these findings and on the teachers' and the students' suggestions, the study comes up with a task-based literature course for Second Year L.M.D. students. The course involves students in performing tasks before, while and after reading. We presume that this will ensure the engagement of the students with the literary text while paying attention to its language and encourage them to generate discourse. As such the purposes of raising students' aesthetic reading and developing their language ability are both served.

Contents

Acknowledgements.....	iv
Abstract.....	vi
List of tables.....	x
List of figures.....	xiii
List of abbreviations.....	xv
 -Introduction	
- Purpose of the study.....	1
-The Rationale.....	1
- Scope of the study and research questions.....	4
- Significance of the study.....	7
- Limitations.....	7
- Organisation of the study.....	8
 Chapter one: Background to the study.....	
1-1 On the nature of literature.....	9
1-2 Literature in FLT.....	12
1-2-1 Historical background.....	13
1-2-2 Advantages of using literature in language teaching.....	14
1-3 Approaches to teaching literature in SL/FL education.....	19
1-3-1 Literature as content or the content-based approach.....	19
1-3-2 The Language-based approach.....	21
1-3-3 Stylistics	22
1-3-4 The Reader response approach.....	24

1-4 Reading in SL/FL and reading literature.....	27
1-4-1 The nature of reading: What do good readers do?.....	27
1-4-2 Reading in SL/FL.....	31
1-4-3 Reading literature in L1 and SL/FL.....	35
1-5 Task-based language learning and teaching.....	37
1-5-1 The Theoretical framework of TBLT and its implications for literature teaching.....	38
1-5-2 Definition of a task.....	40
Chapter two: Research design and methodology	42
2-1 Aim of the study.....	42
2-2 Population.....	44
2-3 Research tools.....	45
2-3-1 the questionnaires.....	45
2-3-1-1 The Second Year literature teachers' questionnaire.....	46
2-3-1-2 The Second Year university students' questionnaire.....	51
2-3-2 Classroom Observation.....	54
Chapter three: Presentation and analysis of the results.....	56
3-1 Presentation and analysis of the literature teachers' questionnaire.....	56
3-2 Presentation and analysis of the Second Year students' questionnaire.....	76
3-3 Analysis of the observation notes.....	92
Chapter four: Data comparison and discussion.....	96
4-1 Comparison between the teachers' questionnaire and the Second Year students' questionnaire.....	96
4-2 Comparison between the observation notes and the teachers' and the students' questionnaire.....	101
4-3 Discussion.....	102

Chapter five: Implications of the evaluation: Guidelines for designing a task-based literature course.....	109
- Conclusion.....	119
Bibliography.....	122
Appendices.....	128
Appendix A: The current Second Year literature syllabus.....	128
Appendix B: The Second Year literature teachers' questionnaire.....	131
Appendix C: The second Year students' questionnaire.....	142
Appendix D: Observation notes recorded from an American literature class.....	150
Appendix E: Observation notes recorded from an English literature class.....	154
Appendix F: Examples of literary tasks.....	156
Appendix G: A sample task-based literature unit for teaching Rip Van Winkle.....	159
Appendix H: The table of content of the suggested task-based literature course.....	167
Abstract in Arabic.....	168

List of tables

Table 2-1: The structure of the questionnaires.....	45
Table B1: Length of the literature teachers' teaching experience.....	56
Table B2: Type of literature taught by the teachers.....	57
Table B3: Attendance of literature teachers to training courses.....	57
Table B4: Obligation to follow the established programme.....	61
Table B5: Type of restrictions in the literature programme.....	61
Table B6: Obligation to follow a specific teaching methodology.....	62
Table B7: Type of teaching activities the teachers are free to introduce	62
Table B8 :Suitability of the sequence of the literature course to students' language ability.....	63
Table B9: Inaccessible and difficult literary works and their alternatives.....	63
Table B10: The most important literary genre in the Second Year literature course.....	64
Table B11: Teachers' opinion concerning the similarity of the American literature course and the English literature course.....	65
Table B12: Possibility of merging the American literature course and the English literature course into one course.....	65
Table B13: Suitability of non-native English literature to Second Year students.....	66
Table B 14: Teachers' opinions about the teaching of the language skills in the literature classroom.....	67
Table B 15: The teachers' opinions about the benefit of students' discussion and exchange of opinions about the literary works.....	69

Table B 16: Type of tests used by the literature teachers	70
Table B 17: Practice of continuous assessment.....	70
Table B18: The importance given to form or language and content in literature tests.....	71
Table B19: The causes of students' failure in literature tests from the teachers' perspective.....	73
Table B20: Some teachers' suggestions on how to improve the literature course.....	75
Table C1: Students' perception of the necessity of reading the literary works in the programme	77
Table C 2: Students' opinions about some literary works studied in the English and the American literature course	78
Table C3: suitability of the grading of the literature course according to the students' opinion.....	79
Table C4: Students' perception of the similarity between the American literature course and the English literature course.....	80
Table C5: Students' opinion about the American literature course complementing the English literature course and vice-versa.....	81
Table C6: Students' opinion about Literature teachers' assistance and help with the reading skill.....	82
Table C 7: Students' opinion about the teaching of language in the literature classroom.....	83
Table C8: Acceptance of the literary text to one correct interpretation or response.....	85

Table C9: Encouraging students to give personal opinions about literary texts.....	85
Table C10: Students’ perception of the division of the talk time in the literature Classroom.....	85
Table C11: Students’ opinion about the benefit and the utility of discussing literary works with peers.....	86
Table C 12: Type of tests students have in the literature exams.....	87
Table C 13: Students’ perception of the importance of language or form in their literature tests.....	87
Table C 14: Ways of preparing for the literature tests.....	88
Table C 15: Students’ opinions about the relevance of the literature lessons to the literature tests.....	88
Table C 16: Students’ opinions about the fairness of the evaluation in the literature course.....	89
Table C17: Students’ suggestions for a fairer evaluation.....	89
Table C18: Students’ opinion about the necessity of improving the literature course.....	91
Table C19: Some students’ suggestions on how to improve the literature course.....	91

List of figures

Figure 4-1: The interactive approach to reading	30
Figure B1: Objectives of teaching literature from the teachers’ perspective.....	58
Figure B2: The required language proficiency level to cope with the Second Year literature course.....	59
Figure B3: Second Year students’ actual language proficiency level according to the teachers.....	60
Figure B 4: The literary genres that the teachers consider suitable to Second Year students.....	64
Figure B5: Percentage of class time allocated to the different aspects of the literary text.....	66
Figure B6: Type of teaching techniques used by the literature teachers and their frequency.....	68
Figure B 7: Teachers’ opinions about Students’ participation in the literature classroom.....	69
Figure B8: Aspect of the literature test content given importance by the teacher.....	72
Figure B9: Teachers’ opinion about the achievement of certain objectives of the literature course.....	74
Figure C1: Objectives of studying literature from the students’ perspective.....	76
Figure C2: Second Year students’ literary genres preferences	80
Figure C 3: Type of teaching techniques used in the literature classroom according to the students’ opinion.....	81

Figure C4: Type of reading tasks used in the literature classroom and their frequency.....	82
Figure C5: Ways of teaching the language in the literature classroom.....	84
Figure C6: Students' discussion and exchange of opinions about the literary work inside and outside the classroom.....	86
Figure C7: Students' opinions concerning the achievements of some objectives of the literature course.....	90

List of Abbreviation

B.A.: Bachelor of Art

L.M.D.: Licence, master, doctorat.

C.L.T.: Communicative Language Teaching

F.L.T: Foreign Language Teaching

L1: First Language

L2: Second Language

SL: Second Language

FL: Foreign language

EFL: English as a foreign language

T.B.L.: Task-based learning

T.B.L.T: Task-based language teaching

-Introduction

Given the changes introduced recently in the English B.A. degree at the University of Algiers, the present study aims at suggesting a literature course to Second Year students that would fit within the new BA (*licence*) curriculum. The suggested course will take into consideration the strengths and deficiencies of the current course i.e. the classical one (there was no second year L.M.D. when the study was carried out in 2010) with its two components: the American literature course and the English literature course (as identified by this study). To do so, the study begins with an evaluation of the situation of literature teaching to Second Year students. The choice to evaluate and design a literature course for Second year students was made because it is during this year that students are introduced for the first time to literature and where attitudes towards literature are formed, hence the importance of inculcating positive attitudes and effective study habits that will hopefully remain with the students in their subsequent literature courses. In sum, the study has a two-fold purpose: First, to evaluate the current situation of teaching literature to Second Year EFL university students. Second, it suggests a literature course based on the task-based approach. However, since the outcome of the evaluation is to design a task-based literature course, we gave the research the title of its outcome that is “ Designing a Task-based literature course”.

The rationale:

Interest in this study arose from a number of considerations. First, although literature has been included in the present English B.A. degree as the main content

course alongside with civilisation and linguistics for years, there has been little research done about it. The course has been taught in the same way for years (see appendix A for the course objectives and outline) despite the high rate of failure in literature exams recorded each year in the department. For example, during the academic year 2008/2009, 70 percent of the students failed in both the American literature and the English literature exams by obtaining less than the average. In some groups the percentage of failure approximated 95 percent (The statistics were done by the researcher who calculated the rate of failure in all the Second Year classes whose exam records were given by the administration).

Second, with the L.M.D. (*Licence, Master , Doctorate*) system, the four-year B.A. degree will be a three-year degree. Given this shorter time, courses within the curriculum need to be more focused in terms of objectives, content and methodology. Although the authority in charge of the new reform system has left it to the pedagogical committee of the different departments to decide on the objectives and the content of the courses of the L.M.D. syllabus the fundamental unit of teaching (*unité d'enseignement fondamentale*), it has provided some general guidelines and the title of each course or unit of teaching. For example, among the units of teaching programmed for Second Year students, we find “*Anglophone literature*”, i.e. literature written in English. As the name suggests, this unit of teaching will include American, English and even African literature. Therefore, there will be no fragmentation of literature into different courses as in the current practice. Instead, literature is seen as one large unit of teaching in which students will acquire some principles that can be applied to any piece of literary work. Hence, the literature course needs to be more

focused in terms of objectives and content. Certainly, such a course does not come out of vacuum but out of a careful consideration of old and current practices and future objectives.

Furthermore, a number of Algerian literature teachers (Bensemmane2004, Miliani2003 and Benzaoui2003) have expressed their concern about the situation of teaching literature to Algerian students in a number of articles . Most of them agree that the situation is that of “a king in rags”(Miliani 2003:39). In other words, the highly claimed objectives that the teaching of literature is supposed to achieve are not attained in Algerian literature classrooms. According to Bensemmane (2004) the personal thoughts and suggestions that can be inspired by the literary text which are the core of literary analysis are inhibited by a number of teaching practices. Benzaoui (2003: 13-4) observes that due to some Algerian social and political changes (*the arabisation*), the teaching of literature to the new generation of EFL Algerian students is not like it used to be (the new generation of Algerian EFL students is different from the old one). She claims that with this new generation there is a gap between the teachers “the learned” and the students “the learners”. This has led to a classroom situation where there is no collaboration and understanding between teachers and learners. She concludes her observation by noting “there is an urgent demand for a thorough assessment and investigation of our state of the art and a serious questioning of the whole package”. It is worth noting that the above observations of these teachers the outcome of their long teaching experience.

Scope of the study and research questions :

According to Nunan (1990:187) evaluation consists of gathering information about a teaching programme to determine how far the programme as it is taught concurs with the theoretical guidelines on which it is based .In other words, programme evaluation is carried out to see how far, the content, methodology and assessment that make up a teaching programme concur with the theoretical framework on which it is based and help to achieve the course objectives. Following this frame of thought, our evaluation of the Second year literature course is meant to determine whether the course as it is taught fits within the current theoretical framework of EFL literature courses. In other words, our aim is to determine how far the Second Year literature course has been successful in achieving the objectives that a literature course purports to achieve. But what does a literature course aim to achieve?

Several educators (Hall2005, Hirvela 1996, Brumfit and Carter 1986) hold that the main objective of teaching literature whether in L1, SL or FL is to raise students' aesthetic awareness of literature, i.e. to develop in students what Culler (1975) calls: "literary competence".

To be literary competent according to Brumfit and Carter (1986:16-7) is to have the capacity to issue value judgements about the literary work; they contend: "when we have achieved defined capacities of judgement, then we have acquired a literary competence". This capacity of judgement is demonstrated in the form of a reaction or a "response" to the literary text which is neither given by the teacher nor by literary

critics, but is personal and arises out of an interaction between the reader and the literary text (ibid.)

Such an interaction is possible only if the literary text is accessible and appealing to the reader i.e. the reader can read the text with little difficulty and can relate his/her personal experience and background knowledge to the themes and topics of the text, and therefore issue personal reactions or responses.

Although literary response does not arise out of direct instruction, Brumfit and Carter (1986:23) argue: “only in trivial sense will we be able to train specific responses by direct interaction”, but the teacher can create suitable conditions for students to develop their reactions to literature even in the long term. One such condition is classroom interaction which Long (1986:43) equates with literary response.

Based on these assumptions about the objective of a literature programme, our first research question is the following:

R.Q1: Does the present Second Year literature course help students to raise a response to literature?

Since the course is the combination of objectives, content, methodology and assessment, we will attempt to investigate the following points:

- How important is raising a literary response to the teachers and the students?
- Is the content of the literature course accessible and engaging to the students?
Can the students read and appreciate the literary works in the programme?

- Do the teaching techniques encourage the students to react to the literary texts and to give their personal responses to them? In other words, is there a space for teacher-students and student-student interaction in the literature classroom?
- Are students' personal responses given any importance when assessing students' tests?

Obviously, a literature course intended to non-native speakers is different from a literature course intended to native-speakers whose language ability is not an obstacle in appreciating and reacting to the literary text. A literature course intended to students with limited language ability should take into consideration students' language difficulty which may be an obstacle in appreciating literary works. Thus, a literature course to EFL students should not aim exclusively at raising students' literary response, but also at extending their language ability, Hence, our second research question is the following :

R.Q2: Does the present literature course take into consideration students' limited language ability by integrating language teaching into literature teaching?

Again, our investigation aims at clarifying the following points:

- How important is developing language ability in the literature course for the students and the teachers?
- Is the content of the literature course appropriate for students' language ability? Is it appropriately graded?
- Are some language teaching practices part of the literature classroom?
- Do teachers assess students' language in the literature tests?

In addition, some general opinions about the literature course as well as students and teachers' suggestions on how to improve the course will be gathered.

Clarifying these points will help us to highlight the strengths and the deficiencies of the current literature course which will certainly help us to design an alternative course.

Significance of the study:

The importance of this study lies in the fact that teachers as well as students' opinions and attitudes towards the literature course are gathered, analysed and compared. Moreover, students' needs and suggestions are taken into consideration for the design of a literature course. By doing this, the materials proposed would be in line with CLT which emphasises the learner participation and contribution in the learning process which is also one of the fundamental recommendations of the LMD system.

Limitations:

To gather students and teachers' opinions and attitudes towards the course, we relied mainly on questionnaires. Obviously, using such a research tool needs the cooperation of the participants, i.e. the students and the teachers, which unfortunately we did not have in this research. In fact, some of the teachers refused to participate in the research altogether; others accepted, but did not return their questionnaires. The same thing happened with the students; and though most of them accepted willingly to participate in the research, we obtained half filled questionnaires. As a result, we were

compelled to work on a reduced sample. Discussion about the methodology of the research and the population will come in the third chapter.

Organization of the study:

The study is divided into six parts: an introduction and a conclusion and five main chapters. After this introduction, the first chapter is a review of the literature which consists of an overview on the nature of literature and literature teaching in second language education and the different approaches to teaching literature. We will also be looking at what research has found about the nature of reading in L1 and SL/FL as well as to the nature of reading literature in both L1 and SL/FL. In addition, as TBL is the methodology advocated for the suggested literature course, we will discuss the theoretical framework of TBL and how it concurs with teaching literature.

Chapter two provides a thorough description of the methodology and the research tools used to gather the data from the population.

Chapter three presents and describes the data obtained while chapter four concerns the comparison and the discussion of this data.

Chapter five consists of a description of some guidelines for the design of the task-based literature course.

Finally, the study ends with a general conclusion that sums up the findings of the research and the pedagogical suggestions.

Chapter one: Background to the study

As mentioned earlier the aim of this chapter is to give an overview on the nature of literature and literature teaching , it also sheds some light on the skill of reading and on the notion of TBLT.

1-1-On the nature of literature

The aim of this section is to shed some light on the term literature and the peculiarity of literary language, discourse and communication.

As a term literature has referred to different things at different time. While in the 15th century it referred to “elevated treatment of dignified subjects”, the term in the 18th century was broadened to include simply any piece of writing (e.g. diaries, travelogues, historical and biographical accounts).It was only in the last 100 years that the term was appropriated the sense of creative and highly imaginative writing. Still the term literature may refer to different things in different places (Carter1997:120).

The semantic density of the term has led researchers to delineate the features that are generally associated with literature. Linguists and sociolinguists have attempted to answer the question what is literature by looking at the form and the function of literary language. Broadly speaking, we can distinguish between two views regarding the nature of literary language: the formalist view and the functionalist view.

As far as the formalist view is concerned, literary language or poetic language is distinct from other types of discourse in the medium by which it operates, i.e. in its form or language. The formalists set up a theory to describe literary language called

deviation theory. According to this theory “ language use in literature is different because it makes strange , disturbs, upsets our routine normal view of things and thus generates new or renewed perceptions”(Carter1997: 124)

On the other hand, the functionalists, in defining literary language stress the role of the reader. According to one of their theorists, Ohmann (1971) literary language is different from non literary discourse in that:

the literary discourse lacks the illocutionary forces which normally attach to them[]specifically, a literary work purportedly imitate a series of speech which in fact have no existence[]the reader may well attend to them in a non pragmatic way and thus allow them to realize their emotional potential.

Cited in Carter (1997:126)

Although both theories may seem relevant in describing literary language, it must be noticed that the features used to distinguish literary language do appear in ordinary or non literary discourse. For instance, one way in which deviation occurs is through the use of metaphors. Although the use of metaphors is pervasive in what is usually associated with literature, it is not absent in discourse not regarded as literature. Carter and McCarthy (1995:308) give a number of examples where deviation or creative, playful use of language occurs in parliament debates, newspaper headlines, advertisements and other instances. In addition, fictional, non pragmatic, playful speech acts happen outside literary discourse like for example telling white lies, joking, and hypothesising to cite but a few examples.

These remarks have led some scholars to argue that literary language is just a sample of ordinary language. Brumfit and Carter (1986:6) note: “there is no such thing as literary language”. Does this mean that literary language has no specificity? And that reading literature is just like reading any other piece of discourse?

Brumfit and Carter (1986:6) argue that it is not the case and that what is unique to literary language is to be found at the discourse level. In other words, the patterning of some linguistic features across the text contributes in creating the literary effect and in reinforcing the message conveyed.

Similarly, Widdowson(1975:36-37) contends that deviant language or the violation of linguistic rules is neither a necessary nor a sufficient condition for a discourse to be literary and what is distinct about literary discourse is that “ non literal expressions figure as part of a pattern which characterises the literary work as a separate and self contained whole.”In other words, the meaning in a literary text is created out of a combination between the linguistic items and the pattern in which it appears. This pattern is specific in that it is superimposed on the linguistic code, whether it deviates or not from the linguistic norms is not important, what is important is that this pattern is unexpected by our inferring process. The literary effect is created by our recognition of these superimposed patterns.

As a matter of fact, by working the language into a unique and distinctive design, the literary writer hopes to achieve a specific communication objective different from every day communicative objective. While in the latter, the language is used to convey useful and immediate messages by a restatement of a reality, literary communication

conveys “an individual awareness of reality” (Widdowson1975:70). That is to say, the literary writer conveys his perception of reality through the way he manipulates the language into patterns. The reader of literature, then, to interpret a literary text should attend both to the content and the form of the literary text. In Widdowson’s (1975:80) words: “An understanding of what literature communicates necessarily involves an understanding of how it communicates: What and how are not distinct”.

It is this importance of form in achieving particular communicative goals which gives literature its worth in language teaching. According to McKay (2001:319) attending to form in literary texts will raise student’s awareness to the fact that how something is said does not only contribute to achieving the purpose of communication but it also conveys something about the speaker himself. In the same way, Kramsch (1993:131) argues that it is this capacity of literature to represent the particular voice of the writer among many voices of his speech community which makes literature appealing in the language classroom. Discussion about the advantages of the use of literature in language teaching will come in the next section.

1-2 Literature in FLT:

In fact the role of literature in language teaching has a long tradition. In this section, an overview of the history and the advantages of teaching literature for language learners is presented.

1-2-1 Historical background:

The role of literature in language teaching has changed following the change of the language teaching methods.

According to Hall (2005), the origin of integrating literature in language teaching can be traced to the 15th century when the ultimate goal of learning a foreign language, mainly Greek and Latin, was the ability to read and translate the literary classics. In this context emerged the grammar translation method of language teaching which was based on the translation of vocabulary and sentences, the memorisation of grammatical rules and eventually the translation of literary texts from the target language to the learner's L1.

With the coming of the audiolingual method and structural language teaching, the role of literature in language teaching was relegated. Long (1986:46) observes: "while language teaching was going through a mechanistic phase, reducing itself to formulas, and forgetting its 'purpose as message', there was hardly a place for literature". Within this method, emphasis was on oral skills through reinforcement and model drills, a purpose which literary texts could not serve. As a result, there was a split between literature and language teaching. The trend was that mastery of the language should precede the academic study of literature. The argument was : "If students' language is inadequate then let them follow an intensive preparatory course of the language study in their first year....Only then, should they face the terror of 'real literature'". Brumfit (1983:3).

CLT with its focus on “input enrichment” rather than on “model reinforcement” (Tarvin and Al-Arishi 1990) and on the use of authentic materials to generate students’ interaction and negotiation of meaning opened a wide door for the use of literature in language teaching. As a result, the end of 1970’s and the beginning of 1980’s witnessed the appearance of many publications that argued for the use of literature in the language classroom, among these Widdowson (1975), Collie and Slater (1987), Brumfit and Carter (1986), Duff and Maley (1990), Lazar (1993). Through these publications, a number of arguments were presented to rehabilitate the role of literature in language teaching. The following section will discuss some of these arguments.

1-2-2 Advantages of using literature in language teaching:

Hirvela(1996) points out : “ There was a time when advocates of the use of literature in ELT felt compelled to lay out a carefully reasoned case for that use” For example, the arguments presented by McKay (1982), Lazar (1993:15-9), Collie and Slater(1987:3-6) revolve around the following:

- (i)Literature is beneficial in promoting students’ language skills and developing their overall language proficiency
- (ii)Literature helps students develop their academic literacy and critical thinking skills
- (iii)Literature is authentic and motivating to students.
- (iv)Literature encourages cultural understanding.

We shall now discuss each of these benefits below

(i) Literature is beneficial in promoting students' language skills and developing their overall language proficiency:

According to McKay (1982) when reading literature, ESL students are developing their linguistic competence both at the use level and the usage level. Usage and use are terms introduced by Widdowson (1978). Usage refers to the knowledge of linguistic rules whereas use refers to how to use these rules for effective communication.

As far as the usage level is concerned, Collie and Slater (1987:5) argue that when reading a substantial and contextualised body of text, students gain familiarity with many features of the written language such as the formation and function of sentences, the variety of possible structures and the different ways of connecting ideas. Similarly, Povey (1972:187 cited in McKay 1982) contends: "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage and complex and exact syntax".

At the use level i.e., the ability to use the linguistic rules for effective communication, an exposure to literature is likely to develop an awareness of the language use. This is due to the fact that literature "presents language in discourse" (McKay 1982). In other words, in literature, the use of a particular form, register or dialect is embedded within a social context. This enables the learner to determine which form or register is appropriate to which context.

Furthermore, the literature content cannot be discussed without a consideration of its medium, i.e. the literary language. As Brumfit and Carter (1986:15) point out "what is said is bound up very closely with how it is said". Discussion of any literary text,

then, requires a close examination of the language of this text. For example, by examining a deviant use of the language in a literary text, students are not only made sensitive about the effect of departing from a language norm to achieve a literary purpose, but they are also made aware of some general uses of the language (Lazar 1993:18)

(ii)Literature helps students develop their academic literacy and critical thinking skills

For one thing, though the meaning in a literary text is self contained, the reader does not make sense of it by appeal to simple “conventional formulas”. Instead, the reader has to move backward and forward, in and outside the literary text to make sense of it (Brumfit and Carter 1986:14). Thus, making sense of a literary text involves the reader in constructing, testing and reconstructing hypotheses about the literary text. Such a process is likely to foster in the reader the capacity of inferring meaning from context and to develop his/her interpretative skills, which can be later transferred to other situations (Lazar 1993:19).

For another, literature is emotionally and imaginatively involving to the reader who, while reading, will generate emotions and responses to the text, the characters or the plot. Asking students and encouraging them to spell out their emotions, opinions and responses about the literary text will give them more confidence in their thinking skills and their ability to grapple with the language and the text(ibid:21).

Furthermore, McKay (1982) argues that literature can contribute in promoting students’ academic and occupational goals in so far as it can “foster an overall

increase in reading proficiency”. For her, some literary texts may constitute the affective, attitudinal and experiential variables which will motivate them to read and as such help in the development of reading proficiency.

(iii)Literature is authentic and motivating to students:

According to Lazar(1993:15) because literature is highly valued in many parts of the world and it is authentic material, i.e: materials intended for native speakers, reading a piece of literary work by EFL students and tackling it in the classroom may make students experience a real sense of achievement which is likely to raise their motivation.

Moreover, the motivation may increase during the process of reading. Collie and Slater (1987:6) argue that when a literary work is explored over a period of time, the learner will be inhabited by the text, knowing what happens next as the events unfold becomes more important than knowing the meaning of every individual word. This happens only when the text is appealing to students, and when the experience with literature is motivating, uncontrolled allowing the reader to feel that he is possessing a world which was unknown to him.

(iv)Literature promotes cultural understanding:

Literary texts are embedded in their socio-historical and cultural background. This adds an extra challenge to the foreign language reader. Nevertheless, struggling with cultural references can have its advantages for the foreign language learner.

For instance, McKay (1982) argues that the benefit arising from students struggling with cultural problems is the promotion of students' own creativity. In addition, she claims that literature may work to promote greater tolerance for cultural differences for both the students and the teachers. This is because "literary texts create a context for how a particular member of a society feel or behave in the situation dramatized in the text" (Lazar 1996); as a result the reader may understand and justifies the motives underlying the behaviour of a character or a group of people. The task of the literature teacher, then, according to Valdes(1986) is to highlight the values underlying the behaviour of characters and points of views of the author .

However, literary works are not factual representation of their society, rather the representation of the reality is partial and portrayed from the author' point of view. That is why Lazar (1993:14) claims that students should be encouraged to treat the cultural and ideological assumptions underlying the literary texts critically.

All of these advantages assumed in the teaching of literature may not be wrong, but Hall (2005:62) argues that they need to be investigated empirically. Indeed, some investigations have shown the gap between the assumed benefits in theory and the practice of teaching literature. One such investigation was carried out by Akyel and Yalcin (1990) who show through questionnaires the gap between students' expectations and the current practices of the literature classroom in secondary schools in Turkey. Another is Bisong's (1995) who notices that students misunderstand the objective of studying literature and rely heavily on "lectures" "handouts" which are becoming the main instrument for teaching and learning literature in Nigeria. That is

why, currently the focus is no longer on the benefits of using literature but on how to use it effectively, i.e. on the teaching techniques that can achieve the assumed benefits of literature. The following section will deal with some approaches to teaching literature.

1-3 Approaches to teaching literature in SL/FL education:

The approaches listed in what follows are adapted from Lazar (1993:23-39) who describes: 1) the language-based approach; 2) stylistics; 3) literature as content; 4) literature for personal enrichment. They are also congruent with Carter and Long (1991:2) who describe three models for teaching literature: 1) the cultural model; 2) the language model 3) the personal growth model.

1-3-1 Literature as content or the content-based approach:

According to Lazar (1993:24), literature as content is the most traditional approach and the one used in tertiary education. Literature is at the same time the content of the course and the medium by which students acquire the language. The content of the course focuses on the study of plot, characterisation, themes in addition to the study of the authors and their historical and literary background.

The prevailing teaching procedure within this approach is lecturing with students taking notes. The reading mode is extensive, i.e. students read whole literary texts on their own, though extracts from the work studied can be analysed in the classroom. Lessons are, therefore, teacher-centred, and the whole process “tend to be transmissive and product-centred in the sense that the final outcome (usually, a logical, sound interpretation of the works handled) is expected”. (Zaro Vera 1991)

The main advantage of this approach is that it promotes students' understanding and comprehension of the literary text by activating their schema knowledge. It helps them to get acquainted with literary metalanguage. In addition, by exploring the social, historical, and cultural context underlying the literary work, this approach is said to promote and encourage learners to understand cultures and ideologies different from their own (Savvidou 2004).

Despite its wide use especially in tertiary education, this approach has been criticised in the following points:

First, being a teacher-centred approach, it depends too much on the teacher to explain and paraphrase; thus, minimising students' participation and the benefits from students' experiential learning. Second, as students are expected to produce interpretations in their examination, they rely on ready-made ones given by the teacher or critics (Bensemmame 2003). Third, Brumfit (1983:3) argues that in such an approach the question of enjoyment or the quality of reader-text interaction will not be given any priority since the students while reading the literary text will be looking for relations and patterns to fit to "a pre-existing mental grid laid down by the teacher and critics". Finally, this approach reinforces the separation between language and literature and leaves no opportunity for extended language work. For these reasons, Savvidou (2004) argues that this approach has been rejected by those in TEFL in favour of a language-based approach.

1-3-2 The Language-based approach:

In this approach, literature is not taught for its own sake, but is used as a resource to develop language proficiency. The literary text is viewed as a resource for language practice and language activities. This is due to the fact that literary texts contain a variety of styles and registers that learners need to be aware of in order to achieve communicative competence. In addition, as literary texts can accept more than one single interpretation, they can generate a lot of classroom discussions. Thus, the main aim of this approach is not to develop literary competence, but to promote language acquisition. Nevertheless, Lazar (1993) argues that students can develop literary competence as a result of being exposed to literary texts.

Carter and Brumfit (1986:12) argue that literary competence should be the ultimate aim of teaching literature even to non native students. However, achieving literary competence for non native students can be difficult unless they go through some preliminary language-based activities. While native speakers can process and respond to a literary text without need to language comprehension, non native speakers need some language based activities before they can be able to process it and appreciate it.

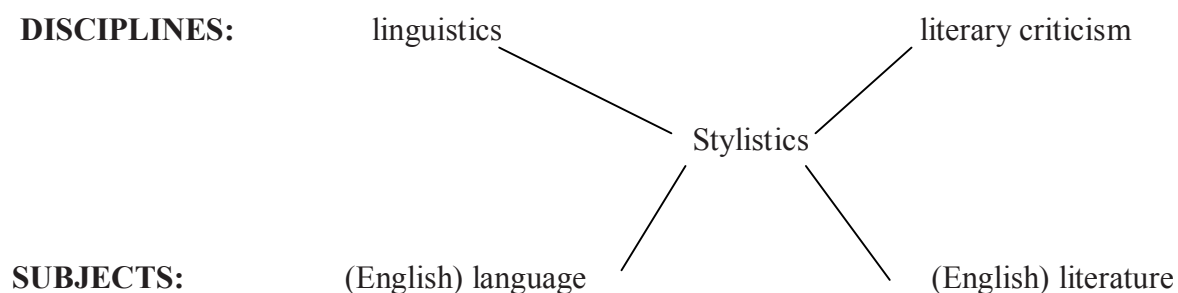
Carter (1986: 111) proposes a number of language-based activities for non-native students of literature. He argues that activities such as cloze procedures, prediction exercises are familiar to students and so provide an unthreatening way of bridging the gap between language study and the development of more literary based skills

Others like Collie and Slater (1987) and Duff and Maley (1990) view in literature a resource for designing communicative tasks. The approach is also called the personal-response approach (Hirvela 1996) since the tasks based on literary texts are designed to make students generate their responses and reactions to the literary text.

1-3-3 Stylistics:

With comparison to the previous approaches to teaching literature, stylistics is relatively new. The book which is referred to as the starting point of the new approach is Widdowson's *Stylistics and the Teaching of literature* (1975)

According to Widdowson (1975:3) stylistics is an area of mediation between two disciplines: language and literature. As such it involves both literary criticism and linguistics. To illustrate the concept, Widdowson (1975:4) uses the diagram below



As shown in the diagram, Widdowson distinguishes between literature as a subject and literary criticism as a discipline. While literature as a discipline aims at training students to become literary critics, literature as a school subject purports to give students a basis for developing their interest and enjoyment for literature. Hence,

Widdowson (1975:4) argues that stylistics is more relevant to literature as a school subject for the reason that stylistics provides some guidelines for literary appreciation rather than push students to issue literary judgements when they are not ready to do so.

Indeed, the objection made against the approach of teaching literature as content is that students are often asked to issue critical judgements about a literary text without giving them some guidelines to do so; as a result, students resort to ready-made interpretations.

Advocates of stylistics argue that stylistics, by combining textual analysis to intuitive interpretations, is ideal in training students in literary appreciation. By using their knowledge of language to analyse a text, students can proceed with some precision to say why the text is liked or disliked. (Brumfit and Carter 1986:4)

More importantly, stylistics constitutes an approach in which literary study and language learning can be integrated in a harmonious way and where literary study and language learning are not treated as separate subjects but as complementary. According to Lazar (1993:34) stylistics for language learners is advantageous in two ways: First, it makes students use their existing knowledge of the language to understand and appreciate literary texts. Second, it consolidates and deepens their knowledge of the language.

Furthermore, although at first sight stylistics may seem too technical and complicated for non-native speakers, the latter have advantages in using the approach over non-native speakers owing to the fact that non-native undergraduate students

have learned how to analyse sentences grammatically and have acquired an awareness of the English phonological system (Short and Candlin 1986:93)

However, critics of stylistics claim that it has a number of limitations. For example, some teachers consider that the mechanical procedures of language analysis “may be destructive of both responsive enjoyment and imaginative participation in literature”(Brumfit and Carter 1986:5). Gower (1986:129) argue the textual analysis of the stylistic approach undermines the possibility of reading and enjoying a literary text.

1-3-4 The Reader-response approach:

The reader response approach originates from the field of literary criticism. As the name of the theory suggests, the theory shifts the focus away from the text and its author to the text and its reader for literary interpretations. Put in other way, the theory postulates that the reader of a literary text plays as an important role as the text itself in literary interpretations, and that authorial intentions and historical background have little significance in literary interpretation (Hirvela1996). The theory, thus, emphasises the process oriented approach to reading literature.

There are different models of the reader-response theory. The most known are Iser’s (1978) Act of Reading and Rosenblatt’s (1978) and her transactional theory of literature.

According to Rosenblatt (1966:30) the reader response involves the reader’s active engagement with the text to create meaning. For Rosenblatt (1966:32) students

should be encouraged to bring to the text their personal experience, and feeling, their ideas and information as well as their feeling for the language. The successful teaching of literature, then, should make the classroom a place where different responses to a text are shared and debated. A reader may point out to what explains his response and may discover through discussions that a metaphor or a word have triggered a response alien to the text; as a result, he will readjust his response.

Rosenblatt's approach was meant for L1 students of literature; nevertheless, the approach seems quite appropriate for EFL students. Hirvela (1996) notes "the transactional approach developed by Rosenblatt is the reader-response model most amenable to communicative uses in ELT"

An important premise on which the reader-response approach is based is that there is no one single and correct interpretation of the literary text. As students bring different background: emotions, personal experiences and beliefs, they will interact with the text in different ways. Individual students will each tell his/ her own "story of reading" (Culler 1982:35 cited in Hirvela 1996) In other words, each reader will recreate the text while reading. Thus, each interpretation is actually the idiosyncratic process of reading.

This does not mean that any interpretation is acceptable and there will be an infinite number of responses. Rather, it implies that "there will be more than one interpretation to the text within the range of acceptability (guided by the textual clues)" (Ali 1994).

Within this scheme of ideas, the role of the literature teacher and the literature classroom is not to give the correct interpretation, but to guide students to achieve what Ali (1994) calls “a mature response” by going through different stages.

In this sense, the reader-response approach to teaching literature is a student-centred approach in which the teacher acts as a facilitator for students to spell out their responses to the text. It is also a process oriented approach and emphasises the two-way relationship between texts and readers. The approach, then, concurs with the current practices of communicative language teaching in EFL which stress learner-centeredness and experiential learning. More importantly, the approach can be the basis for designing tasks that would elicit students’ own “story of reading”. Ali (1994) suggests that all teaching should be learner-centred in which activities are creative enough to let students explore the meaning of the text.

Although the reader-response approach has not yet made a firm place in EFL as the other approaches, a number of researchers (Davis 1989, Hirvela1996; Ali 1994; Elliott1990) have made a strong case for its integration in literature teaching for FL students.

In conclusion, the four approaches to teaching literature listed above, i.e., literature as content; the language-based approach; stylistics and the reader-response are not mutually exclusive. They can be combined to suit students’ needs, abilities and preferences. More importantly, all of the approaches can be the basis for designing relevant communicative literary tasks.

1-4 Reading in SL/FL and reading SL/FL literature:

Reading comprehension is the basis of literary appreciation. Hall (2005:84) argues: “an understanding of how literature is read will be basic to any pedagogical proposals as well as to any advocacy of literature in language acquisition”

Therefore, given the purpose of this study, it is important to shed some light on the skill of reading. More precisely, we will attempt to answer the following questions: What does being a good reader entail? In what ways is reading in S/FL different from reading in L1? Does reading literature differ from other types of reading? What does a good reader of literature do?

1-4-1 The nature of reading: What do good readers do?

Psychologists and psycholinguists have not yet been able to give a definitive answer about the nature of reading or the processes involved in reading. Indeed, different and sometimes controversial models of reading have been presented to date.(Schulz 1981)

Broadly speaking, the pendulum has swung between two main models: the bottom-up model and the top-down model. The former is a data-driven process whereby the reader begins by decoding letters and moves in a series of stages to meaning. It assumes that what makes competent and fluent readers is the speed and the automaticity with which the reader recognises the letters and words printed on the page. The top-down model, on the other hand, is information driven model in which readers are assumed to proceed in a series of hypotheses, testing them and confirming

or disconfirming them, Goodman(1967) refers to this model of reading as “ a psycholinguistic guessing game”

In the early 80's, however, a new model emerged: the interactive model of reading. As the name suggests, this model combines both the top-down model and the bottom-up one in an interactive way. Figure 4-1 (adapted from Celce-Murcia2000:120) in the following page outlines the interactive approach and pinpoints the different tasks and activities involved in reading.

As shown in the figure, the interactive approach to reading assumes that the reader engages in a top-down processing of a text by recruiting his/her background knowledge which is divided into two types: The first is the formal schemata which includes: knowledge of the language, the writing conventions and the text genre. The second is content schemata which includes knowledge of the world, and knowledge of the subject matter of the text. The reader combines this knowledge to his expectations or purpose for reading and his experience and will apply them to the interpretation of the text. This is done by integrating new information from the text into pre-existing mental schemata. Good readers make constant adjustments to the text by bringing about background knowledge relevant to the text.

Simultaneously, the reader uses a bottom-up approach by applying his linguistic knowledge (orthography, vocabulary, syntax) as well as some reading strategies for the decoding of the letters on the page. As a matter of fact, in recent years, there was an over-emphasis on bottom-up processing. Research shows that L1 good readers are first and foremost effective and fast decoders, i.e. good users of bottom-up processing.

Paran (1996) reports a number of research which equates reading with fast decoding and accurate word recognition. For example, in English, a research estimates that readers should process at least 200 words per minute to read effectively (Ibid)

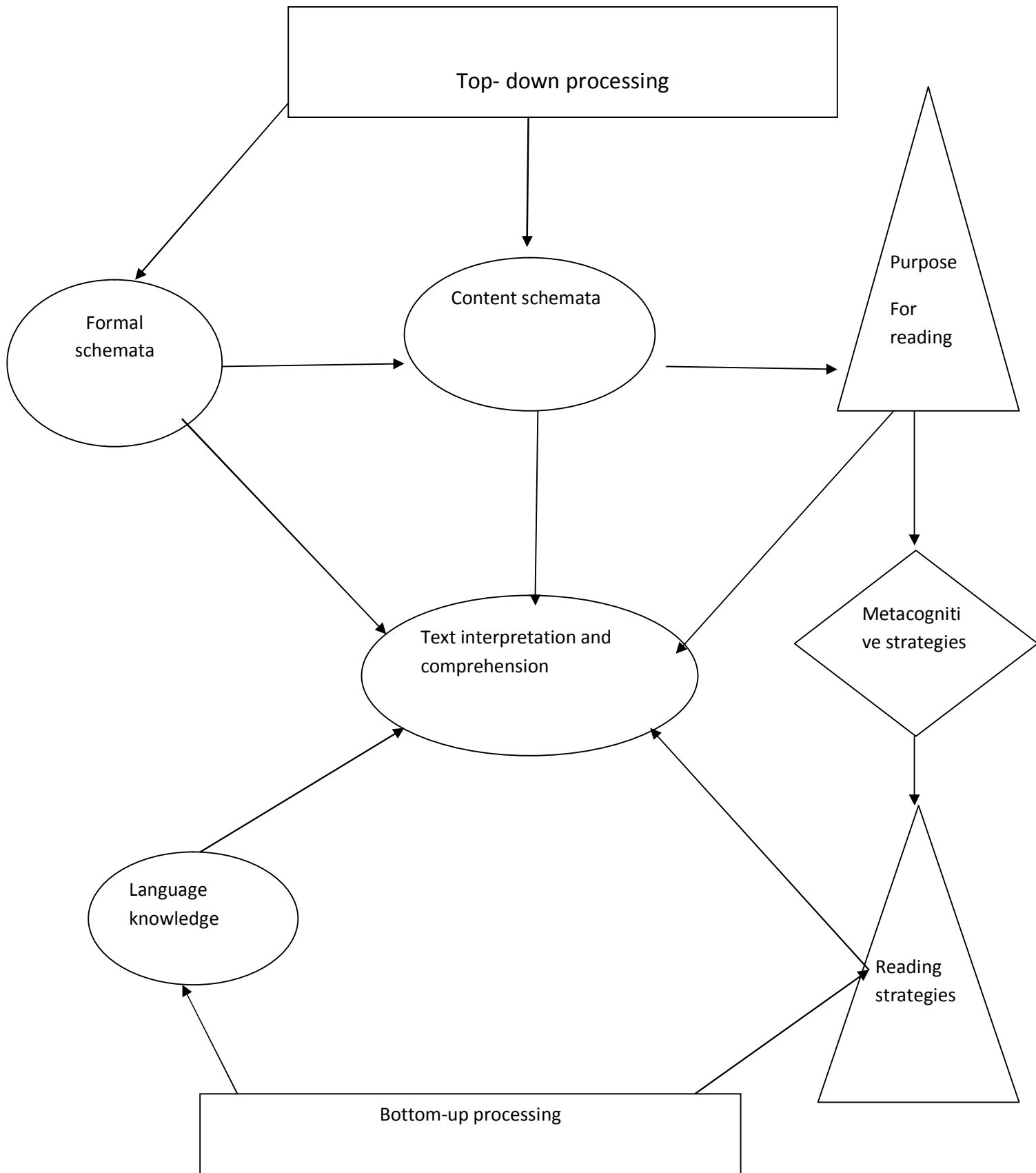


Figure 4-1: The interactive approach to reading (adapted from Celce-Murcia and Olshtain2000:120)

In addition to the simultaneous use of top-down processing and bottom-up processing, good readers are said to have a metacognitive awareness of the different processes involved in reading. This metacognitive awareness allows good readers to adjust the reading strategies according to the purpose of reading and the difficulty or the familiarity of the text. Most importantly, this metacognitive awareness “ connects top-down processing with bottom-up processing” (Celce-Murcia and Olshtain 2000:124). Put in other way, it is the reader monitoring and control over his/her comprehension which enables him / her to compensate the deficiencies that appear at one processing. Thus, if a mismatch occurs between the reader’s schema knowledge and the information presented in the text, he/she will over-rely on bottom-up strategies for understanding and comprehension. Conversely, if the deficiency appears at the bottom-up level, and for one reason or the other, the reader fails in decoding or recognising the words, expressions and phrases, he/she will resort to top-down processing by relying on the context and the co-text for comprehension.

In summary, effective readers combine bottom-up information with top-down information in an interactive way. They are also effective strategy users and exert control over their reading process. If this is true for L1 effective readers, how far can it be true for SL or FL readers? Most importantly, what are the difficulties that may be encountered by F/SL readers?

1-4-2 Reading in SL/FL:

Hall (2005: 111) asserts that the conclusion to be drawn from research on SL reading is that SL reading does not differ in principle greatly from L1 reading and that

findings about L1 reading can be applied to SL reading. Yet, there are a number of differences between L1 reading and F/SL reading that have implications for course design and literature teaching.

A major difference between L1 reading and L2 reading is the language component. Research on L2 reading has come up with the notion of “the threshold of linguistic knowledge” Alderson (1984). According to this notion, there is a level of linguistic knowledge below which readers are not able to transfer L1 reading skills and above which readers may be able to transfer L1 reading skills and thus may approximate L1 reading skills. Indeed, in a study cited by Schulz (1981:45), Clarke(1980) shows that the limited language proficiency exerts a powerful effect and causes the good L1 readers of Spanish to resort to poor reading strategies. The research shows that when a SL reader is confronted to unfamiliar words, concepts and syntactic structures, he/ she reverts to word by word decoding which slows down the pace of reading and frustrates the reader. This according to Schulz (1981:45) “contributes neither to the development of global reading comprehension, enjoyment of the text, nor to the encouragement of continued reading in the foreign language”

These remarks can have two main implications for syllabus design: First, any attempt to develop F/SL reading skills should be preceded by developing the required linguistic threshold or language ability. Second, Schulz (1981) holds that in order to avoid “frustrational reading in a foreign language and increase comprehension, appreciation and enjoyment of literature, literary texts should be selected according to their linguistic difficulty”

Another difference between SL reading and L1 reading is related to fluency (reading speed) or automaticity of word recognition. SL readers do not recognise words rapidly. At beginner levels there might be graphic as well as lexical problems (Alderson 2000: 18-19), but the problem persists with even advanced SL readers who will always read measurably more slowly in their SL and who will never overcome the level of automaticity (Hall 2005:112)

There are a number of suggestions to help F/SL readers increase their reading rates and achieve automaticity. One such suggestion is Pickett's (1986: 265) who suggests two main streams syllabuses for literature teaching: "An intensive analytical" course and "an extensive" or "an accumulative" course. The former sees a level in linguistic ability as a prerequisite and the latter sees fast reading ability as a prerequisite. Another suggestion is Day and Banford (1998) and Schulz (1981) who view that automaticity can be achieved through extensive reading which dictates careful choice and selection of texts.

Another difference between L1 reading and S/FL reading consists in the availability of schema or background knowledge. S/FL readers may find it difficult to process texts not because of linguistic difficulty but because of culturally embedded information in the text.

Indeed, a number of studies show that culturally embedded texts were processed with great difficulty and sometimes the meaning of these texts was distorted by S/FL readers. Alderson (2000:45) cite two such studies. The first is by Bartlett (1932) in which British students were given North-American folktales to read. The British

students were consistently altering the cultural content to fit their own cultural assumptions. The second is Steffensen et al. (1979) which shows how informants from different cultures (North America and Sub-continental Indians) processed two texts: one with familiar cultural setting to them and the other with unfamiliar cultural setting to them. The results show that students were able to recall more and more accurately from texts with cultural setting familiar to them and reported difficulty in processing texts with unfamiliar cultural setting.

The implication of such findings is that culturally specific information in the text should be highlighted prior to each reading assignments in order to avoid misunderstanding, distortion of meaning and to facilitate the processing of the text.

Metacognition, i.e. the reader ability to monitor and control the process of reading is yet another component which differentiates L1 reading from S/FL reading. While studies show that L1 readers use metacognitive strategies intuitively, the same is not true for F/SL readers. As a result, it is often suggested that F/SL readers should be made aware of these strategies in order to use them consciously whenever linguistic or content create difficulties in reading. (Celce-Murcia and Olshtain 2000:124; Alderson 2000:59)

A study carried out in the English department in the university of Algiers (Hamdoud 2009) shows that the majority of Algerian students have deficiencies in using metacognitive strategies of purpose and control in processing literary texts. The study suggests that these strategies could be instructed or taught to students using different techniques one of these is group-multitasking.

Having identified the main processes and strategies involved in reading and highlighted the difficulties encountered by S/FL readers, can we say that reading literature involves the same processes and strategies and that S/FL readers of literature encounter the same difficulties.

1-4-3 Reading literature in L1 and SL/FL:

Alderson (2000:66) argue that it is unlikely that separate skills for processing literary texts exist even if the way in which literary texts are processed is different.

However, other researchers argue that reading literature requires in addition to basic reading skills another competence for the successful comprehension and processing of the literary text. Culler (1975) terms this competence “literary competence” which he defines as “the grammar of literature which would permit the [reader] to convert linguistic sequences into literary structures and meanings”. According to Culler (1975) and proponents of literary competence, to be able to read a literary text (a poem, work of fiction, a play) and process it as such, students do not only need some basic reading skills, they also need to be sensitised to some literary conventions. There is not a common agreement about what might constitute this literary competence. Culler (1975:205 cited in Carter 1982:58) attempts to pinpoint certain literary conventions which operate for particular genres, for example, he posits that competent readers of novels are able to identify the plot, distinguish the plot from background information and summarise the story.

Zwaan (1993 cited in Hall 2005:101-6), on the other hand, distinguishes reading literature from other types of reading in terms of the cognitive strategies used by

readers of literature. In a subtly designed experimental study, Zwaan (1993) shows that successful L1 readers of literature:

- 1- Are involved in elaborate inferencing right from the beginning of the processing of the literary text but the inferencing is delayed until necessary
- 2- Pay attention to the surface structure of the text and how meaning is being made but delay judgement of what it means
- 3- Put a lot of demands on their working memory
- 4- Read with “indeterminacy” constantly asking questions such as what it all means? what is going to happen?
- 5- Accept and tolerate ambiguity and uncertainty and view it as part of the process
- 6- Process texts which would seem inconsistent or illogical in order to arrive to a coherent interpretation
- 7- They are slow at reading and process in a more “bottom-up” way
- 8- View literary reading as a demanding activity but value it.

Less successful readers of literature as well as SL readers of literature were reported to use different strategies. In a study, Graves and Frederiksen (1991 cited in Hall2005:103) compare specialist readers of literature (teachers of literature) with less proficient readers (students of literature) and find out the following:

- While specialists engage in an elaborate inferencing, students stayed at the surface
- Specialists seem to welcome and explore difficulties and ambiguities, whereas students tend to interpret instances of ambiguity as signs of their weaknesses as literary readers
- While expert readers of literature seem to enjoy the experience of reading literature, ordinary readers report bad memories about the experience.

As far as F/SL reading of literature is concerned, a number of deficiencies are noticed in processing literary texts by S/FL readers. For example, in a study which

involved American students of French who were given a chapter of Voltaire's *Candid* to read, Davis (1992) shows that because of students' insufficient knowledge of vocabulary, students were distracted and often short-circuited, i.e. taken out of the text. Students' attention was focused at the surface of the text; as a result, they missed the literary point of the text. Put in other way, the difficulty experienced in processing the text at the surface level, prevented the reader from proceeding to higher level of thinking and inferencing which is the essence of literary interpretation.

In a similar study carried out with Algerian students, Hamdoud (2009) shows that due to insufficient linguistic competence, students make use of bottom-up strategies in processing a literary text by Edgar Alan Poe in spite of their awareness that literary texts should be read for analytical interpretation.

To cater for these deficiencies and to foster in F/SL readers of literature suitable strategies for processing, comprehending and appreciating literature, Davis (1992) advocates a methodology based on Isere's reader-response theory. Hamdoud (2009), on the other hand, suggests raising students' awareness of metacognitive strategies of purpose and control through tasks. These suggestions are in line with the purpose of this study which is to develop a task-based literature course.

1-5 Task-based language learning and teaching:

Since the final outcome of this study is a literature course based on the task-based approach, the aim of this section is to elucidate the term task, the theoretical framework of TBLT and how it concurs with teaching literature.

1-5-1 The Theoretical framework of TBLT and its implication for teaching literature:

In language teaching, the idea of organising the teaching content into a series of tasks was brought forward by a number of researchers, the pioneers were Prabhu (1987), Long and Crook (1992) , Breen and Candlin (1980)

Drawing from research on SLA and cognitive psychology, these researchers argue that the linear process of learning assumed in the structural and functional syllabuses of language teaching were at odd with the actual language learning process which was found to be rather holistic and consisting of transitional sequence. The argument went that if this process was to be catered for, then the content of teaching should be specified in terms of holistic units of communication, i.e. tasks. In this way, it would be possible to teach through communication rather than for communication (Prabhu 1987)

In addition to SLA research, TBLT is premised on the principles of the “progressivist” movement in general education which stresses the importance of the learning conditions over the learning content (Hedge 2003:359). It also lays a particular emphasis on experiential learning. According to this view, education should be concerned with providing the optimal environment to facilitate the process of learning. This is done by taking into account, the learners’ needs, abilities and interests. Moreover, students’ active engagement and participation is considered crucial as it is assumed that learners learn by doing rather than by receiving information. (Nunan 2004:12)

Just like language, literature teaching is best seen as a set of skills and competencies rather than a body of knowledge to be received from the teacher. In this sense, Brumfit and Carter (1986:23) argue that no teacher teaches directly and deliberately to students anything worthwhile, teachers simply create conditions for successful learning. Furthermore, as it was demonstrated by Zwaan (1993) the reading of literature requires the engagement and the active participation of the reader in the reading process. Such remarks about the nature of literature teaching and reading call for a learner-centred and a process oriented approach to teaching which we advocate it to be the task-based methodology.

In addition, the argument for the integration of literature teaching goals with language teaching aims concurs with the task-based methodology. As a matter of fact, a number of researchers advocate a task-based approach to using literature in the language classroom, among these: Collie and Slater (1987), Lazar (1993), Duff and Maley(1989), Hirvela (1996) to cite but a few. In his review of books about the teaching of literature, Paran (2000) concludes that the matching of tasks to texts has been pervasive in recent publications. He asserts: “the main problem teachers face when using literature in EFL is not finding suitable texts but rather designing appropriate tasks for them”

Our argument is that carefully designed tasks which engage students with literary texts are likely to develop students’ language proficiency as well as their literary appreciation or literary competence. In the following section, we will look at the defining features of tasks and the different types of tasks.

1-5-2 Definition of a task:

There is no one single definition of the term task. Researchers have given different definitions laying emphasis on different aspects.

Prabhu (1987), for example, stresses the cognitive process needed in performing a task. He defines a task as “an activity which requires learners to arrive at an outcome from given information through some processes of thought and which allowed teachers to control and regulate that processes”. According to this definition, a task should involve students in reasoning, making connections between pieces of information, deducing and evaluating.

Nunan (2004:4) stresses the linguistic dimension involved in performing a task. He defines a task as:

A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.

Breen (1989 cited in Ellis 2001:4) gives a broad definition of the term task that includes language exercises or activities. For Breen (1989) a task is: “structured plan for the provision of opportunities for the refinement of knowledge”

Although different, these definitions share some criteria. First and the most important of these criteria is that a task involves the learner in using the language to

convey meaning. The primary focus is on meaning rather than on form. Put in another way, a task involves the learner in generating / producing original discourse. This does not mean that there is no attention to form since learners need to pay attention to form to understand the meaning.

Second, a task is characterised by the outcome that students should achieve when successfully performing it. More than simply using the language, it is the challenge of arriving at an outcome and the sense of achievement that make the task motivating and involving.

Third, just like in every day communication where the four language skills operate in combination, a task involves an integration of two or more of the language skills. For instance, a task based on a text will involve students in reading and displaying comprehension either in written form or spoken form or both. Similarly, a task that involves listening to the teacher to peers or to an audio recording will involve students in responding to the speaker or reacting to him/her in spoken form or written form.

Fourth, tasks involve learners in cognitive processes such as reasoning, selecting, ordering, classifying or evaluating information.

Having identified the most important features of a task, it is clear that not all types of language activities are tasks. However, the list of types of tasks is endless. Almost each TBLT researcher brought forward a typology of tasks.

Chapter two: Research design and methodology

This chapter presents a through description of the method adopted in this research, the population involved and the research tools used

2-1 Aim of the study:

As mentioned earlier, the study aims at evaluating the present situation of literature teaching to Second Year English B.A. degree students . The study, then, is a programme evaluation study which may be carried out for three principal reasons: 1)accountability, 2)curriculum development, 3) self-development: teachers and other language teaching professionals.(Rea-Dickens and Germaine 2001:253)

According to Rea-Dickens and Germaine (2001:253) the purpose of the evaluation will determine the method or the approach of the evaluation. For the purpose of accountability, the approach of the evaluation is likely to be summative involving tests and analyses of the statistical significance of the results obtained; the focus is on the overall outcome of the programme.

On the other hand, evaluation for purposes of curriculum development and teacher's self development is better informed by formative evaluation or process-oriented evaluation. The information in this kind of evaluation is gathered from teachers and all relevant parties in the programme, who have some relevant information that is unlikely to be revealed by tests. That is why process-oriented evaluation or formative evaluation is likely to be descriptive and qualitative using questionnaires, interviews, diaries rather than tests.

Since the purpose of this study is to identify the areas of the Second Year literature course which work well and those which need improvements in order to design an alternative one, i.e. the purpose is for curriculum improvement , the evaluation approach is descriptive and qualitative. Interest is in students' and teachers' attitudes and opinions toward the literature course.

As mentioned in the introduction, a literature course for EFL students has the two-fold objective of helping the students to raise a response to literature or develop their aesthetic reading and helping them improve their language ability. Hence, the study will attempt to investigate the following points:

- The importance given by the teachers and the students to raising a response to literature and to developing language proficiency
- Suitability of the content of the literature course and its grading.
- The teaching techniques used in the literature classroom and whether they encourage students' interaction and reaction to the literary text.
- The integration of language teaching aims into the literature lesson.
- The importance given to genuine personal responses and to the language of students' test papers.

Given the fact that the study is descriptive and qualitative rather than quantitative, students and teachers' opinions regarding the questions listed above are gathered using questionnaires which not only helped us in gathering some valuable opinions about the course, but also helped us to save time. In addition

classroom observation was also used to cross-check some of the information obtained from the questionnaires.

Discussion of these research tools will come after introducing the population involved in the study.

2-2 Population:

Owing to the fact that not all Second Year students accepted to participate in the research, we used a population sample composed of 30 Second Year university students, which is still quite representative. The thirty Second Year university students, who are all registered for a four-year English degree course at the English department of Bouzareah University in Algiers, accepted willingly to participate in the research and answered their questionnaires fully.

The questionnaire was administered to these students at the end of the academic year 2009/2010. Having experienced the literature course from the beginning of the academic year till its end, we assumed that these students were in a good position to give their feedback and opinions about the course as they experienced it.

The students' opinions and feedback were compared and contrasted with those of the literature teachers who also participated in the research. As a matter of fact, five literature teachers participated in the research; knowing that in the department there are 9 literature teachers, the sample is quite representative. All of the teachers in the sample are teaching or have previously taught the Second Year literature programme

in the English department and can give valuable information about the Second Year literature course as they experienced it.

2-3 Research tools:

As the research seeks to obtain information about the Second Year literature course from different perspectives, two questionnaires are used to obtain information about the course from the students' perspective and the teachers' perspective. In addition, non-participant, unstructured observation is carried out in two literature classrooms to obtain information about the course from the researcher's perspective.

2-3-1 The questionnaires:

The questionnaires were designed to provide answers to the main research questions. Since the information sought is about the four aspects of the course, i.e. objectives, content, methodology and assessment, we thought it convenient to structure the questionnaires into parts corresponding to each aspect. Such structure helped us to analyse, compare and discuss the data obtained.

	The teachers' questionnaires	The students' questionnaires
Part I	Information about the teachers' teaching experience: from Q1 to Q4	Objective and Content: from Q1 to Q9
Part II	Objective and content from Q5 to Q20	Methodology: from Q10 to Q19
Part III	Methodology: from Q20 to Q25	Assessment and overall opinion about the course: from Q20 to Q28
Part IV	Assessment and overall opinion about the course: from Q26 to Q32	

Table 2-1: The structure of the questionnaires

Both questionnaires contain a combination of questions: open ended questions and closed questions which constitute the majority of the questions. Within this category of questions, we combined a variety of types of questions such as ranking questions in which respondents have to rank items in degree of preference; list questions where respondents are provided with a list of items from which they can select one or more items; category questions where respondents answer by selecting only one option or one category; grid questions which will ask students to provide answers to more than one question.

2-3-1-1 The Second Year literature teachers' questionnaire:

As illustrated in the table above, the teachers' questionnaire is made up of four parts: the first part aims to elicit some background information about the literature teachers so as to build the profile of the teachers in charge of the course ; the second part aims to elicit the teachers' opinions regarding the objectives and the content of the course; the third part deals with methodology, i.e. the teaching techniques and the last part deals with assessment and the teachers' overall opinions about the course. In what follows is a detailed description of each part with a rationale behind each question.

Part I: Some background information about the literature teachers .

Q1: The aim of this question is to determine the length of the teaching experience of the respondents. To see whether junior and senior teachers share the same opinions and attitudes about the course.

Q2 aims at determining the type of literature that the respondents teach, and whether some of the teachers in the sample teach both English and American literature.

Q3 and **Q4**: The aim of these two questions is to obtain information about the teachers' previous training in literature pedagogy. Knowing that most ,if not, all the teachers of literature in the department are of literature background, i.e. they did post graduation studies in literature and literary criticism and not in applied linguistics, we want to know if they had any training in literature teaching methodology that would guide their teaching practices.

Part II: objectives and content

Q5: The aim of this ranking question is to determine the objectives of literature teaching in order of priority from the teachers' perspective. We want to know the degree of importance given to achieving literary competence and developing language proficiency.

Q6: The teachers have some expectations about the Second Year students' language ability. This question is meant to know what language proficiency level the teachers expect their students to have in order to be able to cope with the literature course. The teachers are asked to estimate the required level in the four aspects of the language (vocabulary, syntax, reading and writing). The table lists three description for each aspect of the language, each description corresponds to a particular level. Description **number 1** corresponds to an **upper-intermediate** level in each aspect of the language: (vocabulary, syntax, reading and writing). **Description number 2** corresponds to an **intermediate** level and description **number 3** corresponds to an **elementary** level

Q7: The aim of this question is to determine the actual language proficiency level students have according to the teachers' experience. In brief, **Q6 and Q7** are meant to see whether the teachers conceive of a discrepancy between the language proficiency level required by the course and the actual level of the students.

Q8, 9, 10 and 11: the aim of these questions is to know whether the teachers are restricted by the administration in terms of content and methodology or free to choose appropriate content and methodology.

Q12 and 13: They are meant to obtain the teachers' opinions about the grading of the literature course and to elicit their suggestions for an appropriate grading

Q14: Since the final objective of this study is to design a literature course that would engage the students with the literary work and raise their reaction or response to it, we wanted to obtain from the teachers some suggestions of literary works titles that they think are more appropriate for their students, i.e. more accessible to their level and more motivating to read.

Q15 and Q16: the aim of these questions is to elicit information about literary genres given the largest share of time in the course. In theory a literature course should include the different literary genres, but in practice, due to time constraints, a literary genre may be given priority over another. **Q16** aims at determining from the teachers which literary genre they find more suitable to their students and to the course context. These questions help us in choosing the content of the suggested literature course.

Q17, 18 and 19: The intent of these questions is to obtain opinions from the teachers about the division of the literature course into two courses and the possibility of merging the two courses as well as the possibility of integrating non-native English literature into one major course of literature

Part III: Methodology

Q20: The aim of this question is to elicit information from the teachers about the class time proportion given to the different aspects of the literary text. Through this question, we also want to know which approach to literary teaching is given priority. More importantly, the question aims at determining whether eliciting students' reaction and response to the literary text is given enough time in the literature classroom.

Q21: the aim of this question is to determine whether the teachers integrate the teaching of some language skills into their teaching methodology

Q22: It is a follow up to Q21 and its aim is to pinpoint the type of language activities integrated in the course and their frequency.

Q23: the aim of this question is to determine the most common methodological pattern used in the literature class. More importantly, our aim is to know whether the methodology used encourage students' interaction and response to the literary text.

Q24: It has the same aim as the previous; it is meant at determining the nature of students' participation and its frequency.

Q25: the purpose of this question is to see whether the teachers perceive the utility and the benefit of students' interaction with each other and discussion about the literary work.

Part IV: Assessment and overall opinions about the course

Q26: The intent of this question is to identify the type of tests the literature teachers use.

Q27: the purpose of this question is to see if the teachers assess their students continuously by marking their homework and participation.

Q28: the aim of this question is to know if the teachers assess the language while assessing the content of the literature exam papers and the degree of importance given to the content of the test and its form.

Q29: The intent of this question is to see the degree of importance given to genuine personal reactions in the students' tests.

Q30: this question examines the students' failure from the teachers' perspective.

Q31: the purpose of this question is to obtain information from the teachers about the extent to which the literature course has attained its objectives.

Q32: the aim of this question is to elicit the teachers' opinions and suggestions about how literature teaching can be improved in the department.

2-3-1-2 The Second Year University students' questionnaire:

The Second Year students' questionnaire is designed in the same way as the teachers' questionnaire to obtain information about the objective, the content, the methodology and the assessment of the course from the students' perspective.

Part I: objective and content

Q1: The intent of this question is to determine what the students consider the most important objective to achieve from studying literature. More particularly, this question aims at determining the degree of importance the students give to literary appreciation and to developing their linguistic competence.

Q2: is a follow up to question 1. It aims at determining whether the students perceive the necessity of reading the literary works in the programme

Q3: the aim of this question is to obtain the students' opinions about the content of the literature course to determine which literary works are accessible to them and appealing to their interests and which are not. Determining these literary works will help us to design a course where only accessible and engaging books will be included.

Q4 and **Q5** deal with the grading of the course. The intent of these questions is to see if the students find the grading of the literature course appropriate to their language proficiency level and whether they think of another more appropriate sequence. The literary works in the current American and English literature course are graded following the historical development of literature and literary movements(see

appendix A). But how do students perceive this sequence or grading? Can they read and react to the literary works in the order they appear in the course.

Q6: Although students' knowledge in terms of literary works may be limited, we thought there may be some students who would know some literary works of interest to them. The student's suggestions will be taken into consideration in the design of the task-based literature course.

Q7: The aim of this question is to determine which literary genre the students think is more suitable to them.

Q8 and 9: The intent of these questions is to obtain opinions concerning the division of the literature course into two courses. **Q8** aims at knowing if the students perceive the similarity between the two courses or whether they think of them as two different courses. **Q9:** The aim of this question is to see whether the students perceive that the two courses complement each other.

Part II: methodology:

Q10: The purpose of this question is to see from the students' perspective the most common methodological pattern used in the literature classroom and whether this pattern encourages the students to interact with and react to the literary text.

Q11: The aim of this question is to see from the students' perspective whether the teachers take students' ability to read for granted or they help them develop their reading skills by encouraging some reading strategies using some reading tasks.

Q12: It is a follow up to question 11; its aim is to determine the type and frequency of the reading tasks used in the literature classroom.

Q13 and 14: The intent of these questions is to see whether the teaching of some language skills is integrated in the literature lesson and to identify the type of language activities and the frequency of these activities.

Q15 and 16: The intent of these questions is to see how the students view literary interpretation and if they are encouraged to spell out their opinions and reactions to the literary texts.

Q17: The aim of this question is to determine whether the students are given enough opportunity to interact in the classroom.

Q18 and 19: The purpose of these questions is to see whether the students discuss and interact with each other about the literary texts studied in the classroom, and if the students perceive the benefits of such discussion and interaction.

Part III: Assessment and overall impression about the course

Q20: The aim of this question is to determine the type of tests the students have in the literature course.

Q21: The intent of this question is to determine the importance given by the students to content and form in the literature tests.

Q22: it aims at obtaining information from the students about the way they prepare for their literary tests. This can show whether the testing procedures foster in the students the skill of literary appreciation or the habit of memorisations.

Q23: The intent of this question is to determine whether the students think that the course prepared them well for the test. In other words, this question deals with the test content validity from the students' perspective.

Q24: The intent of this question is to know whether the students are satisfied with the evaluation procedure in the literature course.

Q25: It is a follow up to Q24 and it aims at obtaining from the students some suggestions for a fairer evaluation.

Q26: aims at determining the extent to which the students consider that the course has fulfilled its objectives.

Q27 and 28: are asked to elicit from the students suggestions about how the course could be improved.

2-3-2 Classroom Observation:

We have resorted to classroom observation as a means of cross-checking the data obtained from the questionnaires. Bell (1986:156) points out: "Direct observation may be more reliable than what people say in many instances. It can be particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave".

In the case of this study, classroom observation was conducted to crosscheck the students and the teachers' opinions concerning the methodology used. In other words, classroom observation was undertaken to determine the type of teaching techniques used and their frequency and whether these techniques leave a space for students' interaction and reaction to the literary text. Moreover, classroom observation was conducted to determine if the teaching of the language is integrated into the teaching of literature.

To do so, we have resorted to ethnographic or unstructured, naturalistic observation which differs from structured observation in that the researcher or the observer is not equipped with an observation tool as an observation schedule or a rating scale. Instead, the observer records classroom behaviour on field notes or observation sheets. The most important characteristic of these field notes according to Lynch (1996:110) is that they have to be descriptive rather than evaluative.

Thus, in this study the researcher, sitting at the back of two Second Year literature classrooms, recorded on field notes at an interval of ten minutes during sixty minutes the teachers' instructions and verbal behaviour as well as students' verbal behaviour and the interaction between the students and the teachers.

The field notes (see appendix D and E) were, then, analysed to find out whether the teaching techniques used leave a space for students' interaction and reaction to the literary text and how far the teaching of language is integrated into the teaching of literature.

r threeChapte: Presentation and analysis of the results

This chapter presents and analyses the findings of the teachers and the students' questionnaires as well as the observation field notes. The discussion of these findings will be in the following chapter

3-1 Presentation and analysis of the literature teachers' questionnaire

The aim of this section is to present and analyse the responses obtained from the five Second Year literature teachers.

Part I: Some background information about the literature teachers

Results of question 1:

Length of the teaching experience	score
1-3 years	2
5-10	1
15-20	2
Total	5

Table B1: Length of the literature teachers' teaching experience

The table suggests that two of the respondents are junior teachers with 3 or less than 3 years experience, two others are senior teachers with more than 15 years teaching experience and one teacher has an average teaching experience of between 5 and 10 years. In a way, this is representative of the situation in the department where most of the teachers are senior teachers with more than 10 years teaching experience.

Results of question 2

Type of literature	score
English literature	3
American literature	2
Both American and English literature	0
Total	5

Table B2: Type of literature taught by the teachers

The table shows that each teacher is specialised in one type of literature and none of them teach the two types of literature.

Results of question 3 and 4

Yes	No	Total
1	4	5

Table B3: Attendance of literature teachers to training courses(Q3)

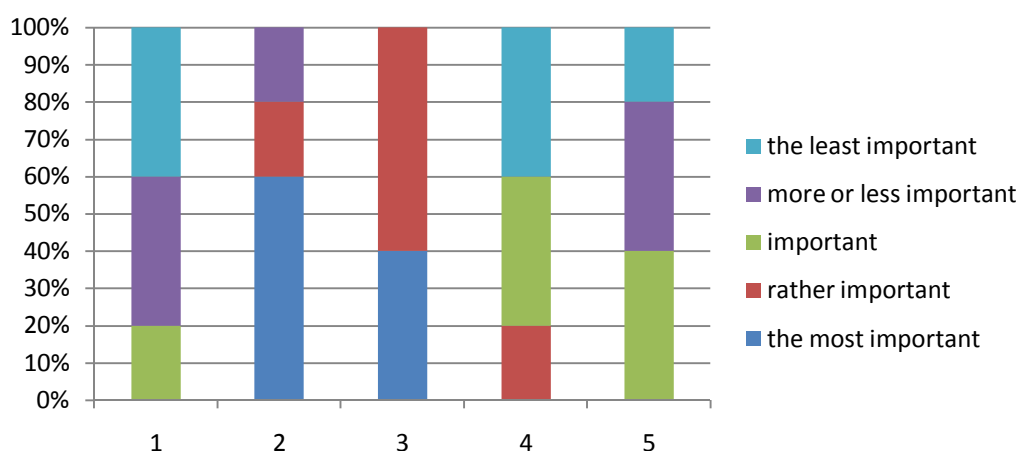
The results show that only one teacher says that he attended a training course on literature teaching methodology.

Q4: This teacher says that he attended a course on literary genres in 1997 at the University of London.

The results indicate the lack of in-service training in literature pedagogy.

Part II: course objectives and content

Results of question 5



1-Presenting some literary works and their authors.

2-Developing skills of reading and appreciate literature.

3-Initiating students to literary analysis and the use of literary metalanguage.

4-Developing students' language proficiency.

5-Teach aspects of the American and the English culture

Figure B1: Objectives of teaching literature from the teachers' perspective

The figure shows that the majority of the teachers consider that the most important objective of teaching literature is to help students develop some skills of reading and appreciate literature. Initiating students to literary metalanguage and literary analysis is the second most important objective of teaching literature from the teachers' view. Developing students' language proficiency comes in the third position with only one teacher ranking this objective as the most important and two teachers ranking it as important. Introducing some aspects of the English and the American culture comes in the fourth position with two teachers saying that it is an important objective and two others saying that it is more or less important and one teacher saying that it is the least important. In the fifth and the last position comes the objective presenting some

literary works and their authors with two teachers saying that it is more or less important and two others saying that it is the least important objective.

The results show that most teachers perceive that the course is about skill development rather than about the transmission of knowledge.

Results of question 6 :

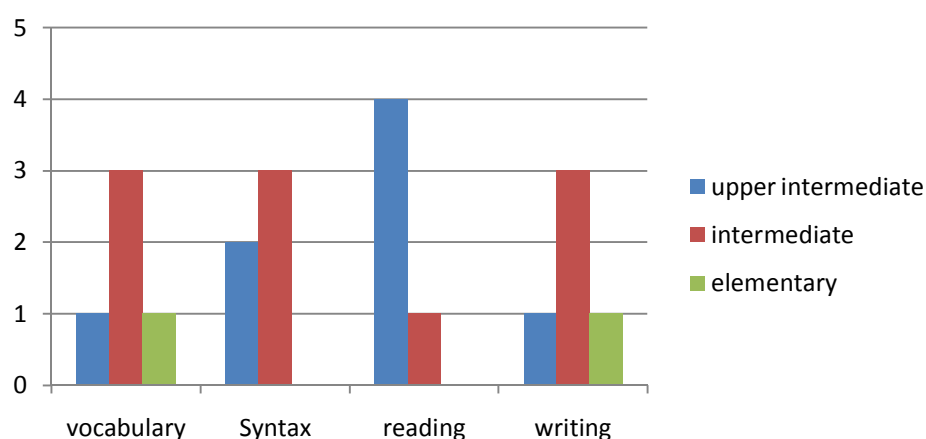


Figure B2: The required language proficiency level to cope with the Second Year literature course

The figure shows that most of the teachers expect the students to have either an intermediate level or an upper-intermediate level in the different aspects of the language. Only one teacher out of five expects the students to have an elementary level in vocabulary and writing.

Results of question7:

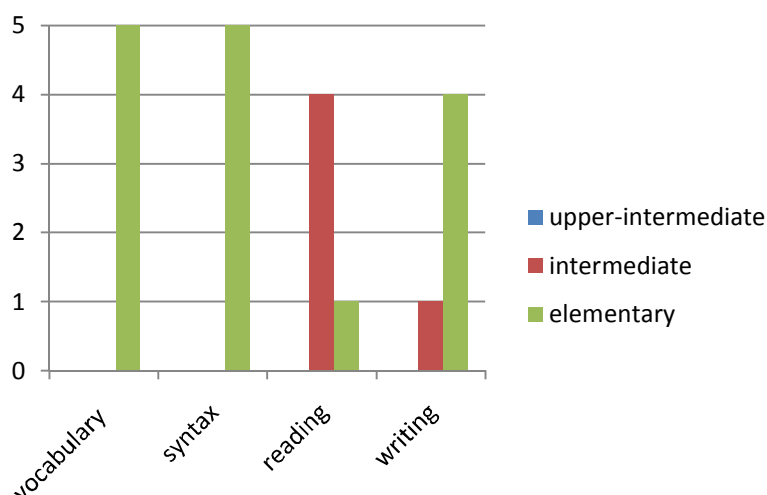


Figure B3: Second Year students real language proficiency level according to the literature teachers

The figure shows that all the teachers think that the Second Year university students have an elementary level in syntax and vocabulary and writing except in reading where four of the teachers think that Second Year university students have an intermediate level.

According to figure B2 and figure B3, the teachers perceive a gap between the language proficiency level needed to cope with the literature course and Second Year students' real level. For example, in reading, most of the teachers think that Second Year students should have an upper-intermediate level in reading while the same numbers of teachers think that Second Year students have an intermediate level in reading.

Results of question 8

Yes	No	Total
4	1	5

Table B4: Obligation to follow the established programme

The results show that most of the teachers are obliged to follow the established programme. Only one teacher said that he/she was not obliged to follow the established programme, so he /she did not answer Q9.

Results of question 9

Type of restriction	score		Total
	Yes	No	
1)Teach specific literary works	2	2	4
2)teach particular literary movement	4	0	4
3)Teach specific writers	2	2	4

Table B5: Type of restrictions in the literature programme

According to the table, all the teachers say that they are restricted to teach particular literary movements. As far as the other types of restrictions are concerned, opinions are mixed: While two teachers consider that they have to teach particular literary works and specific literary writers, the two others think that they are not. Nevertheless, the results show that in spite of the restrictions in the literary movement to teach, the teachers still have a margin of freedom in selecting suitable literary works and literary writers for their students.

Results of question10

Yes	No	Score
0	5	5

Table B6: Obligation to follow a specific teaching methodology

The results show that the teachers are not obliged to follow a specific teaching methodology and that they are completely free in their classrooms

Results of question11

Type of the teaching activity	Score		Total
	Yes	No	
1) Design classroom activities	3	2	5
2) Choose a specific methodology	5	0	5
3) Use audiovisual aids	3	2	5

Table B7: Type of teaching activities the teachers are free to introduce

The table indicates that though all the teachers say that they are free to choose a specific methodology, three of them only think that they are free to design classroom activities and to use audiovisual aids. Nevertheless, such results show that the teachers have a room for creativity in the literature classroom.

Results of questions 12 and 13

Yes	No	Total
1	4	5

Table B8 :Suitability of the sequence of the literature course to students' language ability

The results show that the majority of the literature teachers think that the sequence of the literature course content is inappropriate to their students' language proficiency level.

The alternative sequence of the literature course suggested by the teachers(Q13)

Two teachers only answer this question (Q13), their answers are reported verbatim:

Teacher1: I would start with more modern works as romantic works of Irving and I would finish with the history of Plymouth plantation.

Teacher 2: organise it by genre: short stories then novels, poems and plays will be the last.

Results of question 14

	Difficult and inaccessible literary works	Alternatives
Teacher1	long novels	Poetry and drama
Teacher 2	The history of Plymouth plantation	Poor Richard Almanac by Benjamin Franklin

Table B9:Inaccessible and difficult literary works and their alternatives

Results of question 15

	Score
Drama	0
Poetry	0
Prose : novels, short stories and essays	5
The three literary genres	0
Total	5

Table B10: The most important literary genre in the Second Year literature course

The table shows that in the Second year literature course prose is given more importance than the other literary genres.

Results of question 16:

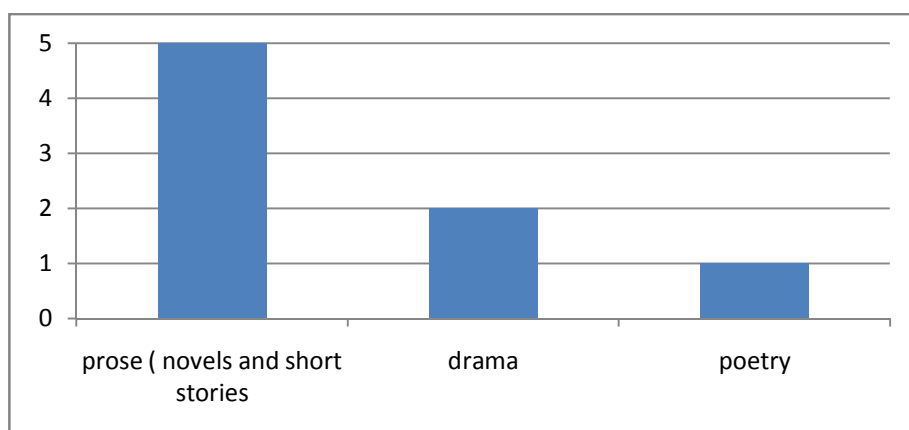


Figure B4: The literary genre that the teachers consider suitable to Second Year students

The figure shows that almost all the teachers agree that the most suitable literary genre to the students is prose. Drama is also thought to be suitable by two literature teachers and only one teacher considers that poetry is also suitable to the students.

Results of question 17:

	Score
Different objectives and content	1
Same objectives and different content	4
Total	5

Table B11: Teachers' opinion concerning the similarity of the American literature course and the English literature course

The results show that most of the teachers are aware of the fact that the difference between the American literature course and the English literature course is in content only and that both courses aim to achieve the same objectives despite the fact that each teacher is specialised in one type of literature. Still, one of the teachers insists that the two courses are different in both objectives and content.

Results of question 18:

Yes	No	Total
3	2	5

Table B12: Possibility of merging the American literature course and the English literature course into one course

According to the results not all of the teachers seem to be convinced of merging the American literature course and the English literature course into one course. This suggests that the teachers are resistant to change and would like to continue teaching one type of literature.

Results of question 19:

Yes	No	Total
5	0	5

Table B13: Suitability of non-native English literature to Second Year students

All the teachers think that non-native English literature is suitable to Second Year students. This suggests that if literature is seen as one whole unit, some non-native English works can be included in the Second Year course.

Part II: Methodology

Results of question 20:

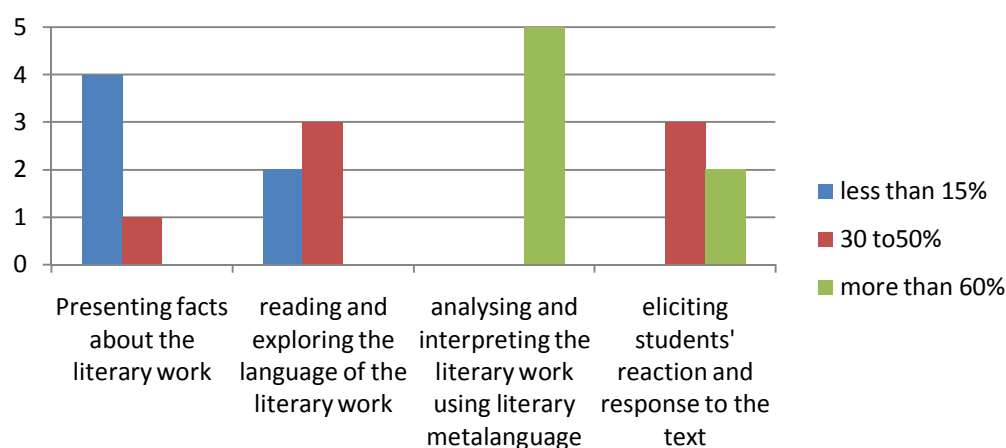


Figure B5: Percentage of class time allocated to the different aspects of the literary text

The figure shows that all the teachers spend more than 60 percent of the class time in analysing and interpreting the literary text using literary metalanguage. This shows that the dominant approach in the literature classroom is the content-based approach in which students are supposed to learn literary criticism and the use of literary metalanguage just like a native student of literature. The second most used approach in

the literature classroom is the reader-response approach since two of the teachers say that they spend more than 60 percent of the class time in eliciting students' reactions and responses to the text and three of them say that they spend between 30 to 50 percent of the class time in doing that. Stylistics is in the third position with three teachers saying that they spend between 30 and 55 percent of the class time in exploring the language of the literary text and two of them saying that they spend less than 15 percent of the class time in doing so. Almost all the teachers say that they do not allocate much of the class time to the literary text background.

What comes out of this figure is that different approaches to the literary text are used but not in equal proportions. Also, teachers differ in the approach they adopt and use frequently, but the dominant approach remains the content-based approach.

Results of questions 21 and 22

Yes	No	Total
1	4	5

Table B 14: Teachers' opinions about the teaching of the language in the literature classroom

The results show that at the exception of one teacher, all the teachers think that the literature course is not concerned with language teaching, and that as a content course the literature course is concerned mostly with literary criticism and interpretation. This shows that most teachers consider themselves as literature teachers exclusively.

Only one teacher answers **Q22** and says that he/she integrates a variety of language activities and teaches some language skills almost in every class. This shows

that integrating some language activities in the literature classroom is possible.

Interestingly, the teacher who answered this question is one of the senior teachers.

Results of question 23

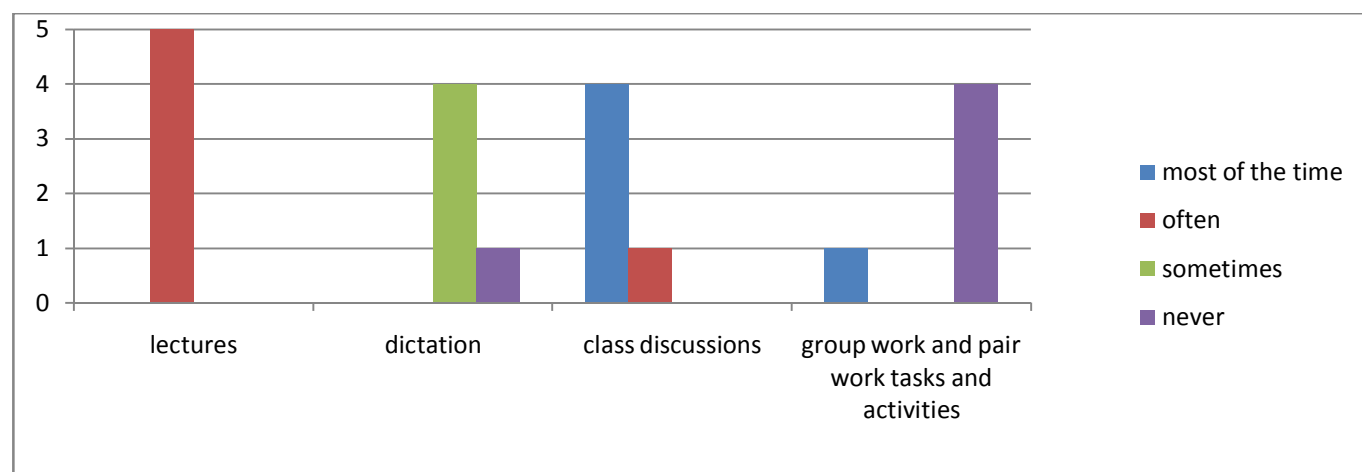


Figure B6: Type of teaching techniques used by the literature teachers and their frequency

The figure shows that the dominant methodological patterns in the literature classroom are class discussions and lectures. While dictation is sometimes used by the teachers, group work and pair work tasks and activities are never used except by one teacher who says that he/she uses group work and pair work tasks and activities most of the time. This is the same teacher who answered positively Q21 and Q 22. Such results indicate the teacher-centred mode of teaching in the literature classroom.

Results of question 24:

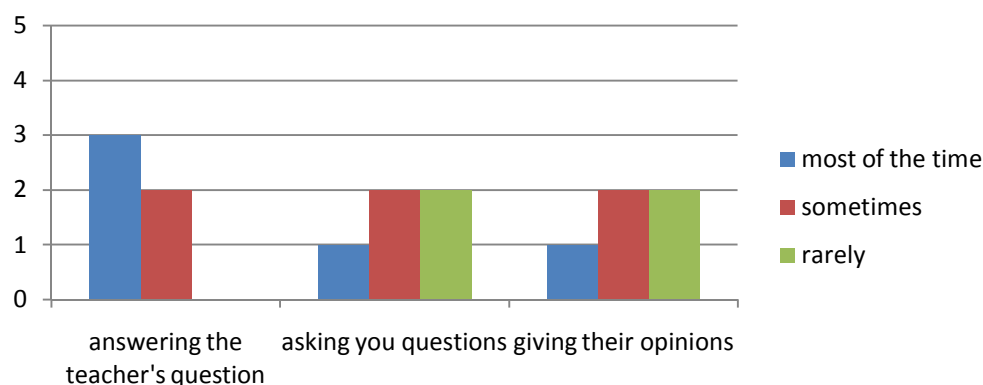


Figure B 7: Teachers' opinions about Students' participation in the classroom

The figure shows that the teachers are quite satisfied with students' participation by answering their questions in the classroom. However, opinions are mixed concerning students' participation by asking their questions and giving their opinions. Two teachers say that the students rarely ask questions or give their opinions and two others say that they sometimes do so. Such results reflect the teacher-centeredness mode of the literature classroom where students' participation is mainly prompted by teachers' questions. Therefore, students find little space to air their opinions or ask their questions.

Results of question 25

Yes	No	Total
4	1	5

Table B 15: Teachers' opinions about the benefit of students' discussion and exchange of opinions about the literary works

The table shows that at the exception of one teacher, all the teachers perceive the benefit of students' discussion and exchange of opinions about the literary text. Yet the

benefits of such interaction between the students do not seem to be exploited in the literature classroom since the majority of the teachers say that they never use pair work and group work tasks and activities (see figure B5 above).

Part IV: Assessment and teachers' overall opinion about the course

Results of question 26

Type of tests	score		Total
	Yes	No	
1)comment excerpt from literary texts	4	1	5
2) write essays	5	0	5
3) tasks and activities	1	4	5

Table B 16: Type of tests used by the literature teachers

The results show that literary tests come into two main forms: essay writing and commenting an excerpt from a literary work. Only one teacher says that he/she uses tasks and activities as tests. Although these types of tests are the most relevant to a literature course, they may represent some difficulties to students with limited language ability.

Results of question 27

Yes	No	Total
1	4	5

Table B 17: Practice of continuous assessment

Only one teacher says that he/she practises continuous assessment by marking students' homework and participation. The majority say they do not use such assessment procedures.

Results of question 28

	Score
1) More attention to Form (language)	1
2) More attention to content	0
3) Equal attention to form and content	4

Table B18: The importance of form or language and content in literature tests

The results suggest that the teachers when correcting literature tests pay equal attention to both form (language) and content. This suggests that the teachers may penalise the students for their language mistakes in the same way that they do with their content mistakes in spite of the fact that the teaching of the language skills is not prioritised by the teachers. This shows that the teachers take students' language ability for granted.

Results of question 29

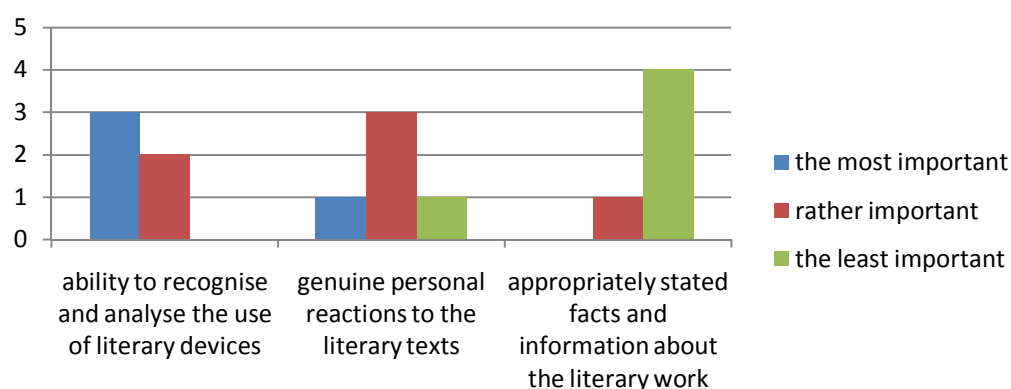


Figure B8: Aspect of the literature test content given more importance by the teachers

The figure shows that when evaluating the content of their students' tests, the teachers give importance first to students' ability to analyse the use of literary devices, and secondly to genuine personal reactions to the text and lastly to appropriately stated facts and information about the text. Such evaluation is in fact consistent with the teaching approach the teachers use (see figure B5 above). However, this evaluation is a bit at odd with the teachers' perceived objectives of teaching literature since developing skills of reading and appreciating literature is ranked as the most important objective (see figure B3), yet the ability to give genuine and personal reactions to the literary text is given a secondary importance when scoring the content of the students' tests.

Results of question 30

	Score
1) neglect form over content	2
2) learn by heart and misunderstand the question	3
Total	5

Table B 19: The assumed causes of students' failure in the literature tests

Other causes are reported verbatim:

Teacher1: they lack curiosity and motivation and a sense of sacrifice for the sake of learning. Inherited wrong habits let them believe that they can succeed without making effort

Teacher 2: They are not motivated enough because of the difficulty

Teacher 3: they do not read often, their critical thinking skills are poor if not absent

The results show that the teachers attribute students' failure to a variety of reasons. At the top of these reasons is students' reliance on memory and misunderstanding of what is expected from them in the test. Whatever the reason of the failure, all the teachers seem to blame the students for their failure except one teacher who attributes the failure to students' inability to cope with the difficulty of the programme.

Results of question 31:

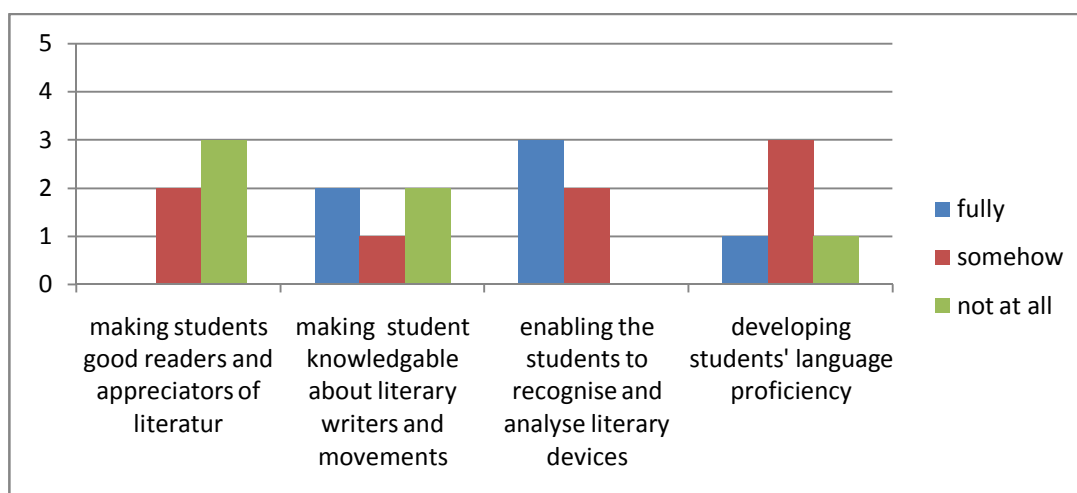


Figure B9: The teachers' opinions about the achievement of certain objectives of the literature course

Here again opinions are mixed, but the majority of the teachers agree that the course has fully achieved its main objective of enabling the students to recognise and analyse the use of literary devices. However, most of them think that the course has not at all achieved the objective of making the students good readers and appreciators of literature, only two teachers think that the course has somehow made the students good readers and appreciators of literature. Two teachers say that the course has fully achieved its objective in making the students knowledgeable about literary writers and literary movements while two others say that it has not achieved this objective at all and one teacher says that it somehow has. As far as developing students' language proficiency is concerned, the majority of the teachers say that the course has somehow achieved this objective.

According to these results, the course definitely needs some improvement so as to achieve its objectives. In what follows, some teachers' suggestions on how to improve the literature course.

Results of question 32:

Teacher 1	Have smaller classes (25 and 30) to be able to practise continuous assessment and to do pair work and group work tasks and activities
Teacher 2	Continuous assessment, making it compulsory to read at least 7 literary works, organising conferences and seminars periodically
Teacher 3	More time and more sessions an hour and half a week is not enough. Organise pedagogic meetings for teachers of literature to discuss the content as well as the teaching methodology , incorporate interactive activities (stage plays)
Teacher 4	Smaller groups, project works to involve the students, a quiz every two weeks
Teacher 5	With overcrowded classes interactive response is impossible

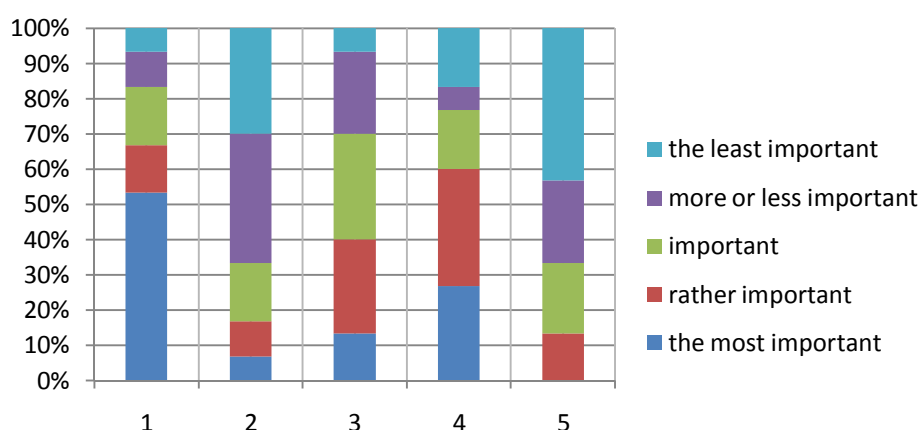
Table B 20: Some teachers' suggestions on how to develop the literature course

3-2 Presentation and analysis of the Second Year students' questionnaire

In this section the data obtained from the Second Year literature students will be presented and analysed

Part I : Objective and content

Results of question 1



- 1- Improve language proficiency.
- 2- Learn about some literary movements.
- 3- Develop skills of reading and appreciating literature.
- 4- Learn how to analyse literary texts and the use of literary devices.
- 5- Learn about American and English culture and traditions.

Figure C1: Objectives of studying literature from the students' perspective

According to the figure, the majority of the students, i.e. more than 50 percent consider that the most important objective of studying literature is to improve their language proficiency. Learning how to analyse a literary text and the use of literary devices is the second most important objective of studying literature according to the students' ranking. Almost 30 percent of the students say that it is the most important objective and nearly 40 percent of the students say that it is a rather important objective. In the third position the objective of reading and appreciating literature with more than 10 percent of the students saying that it is the most important objective, nearly 30 percent saying that it is rather important and 30 percent of the students

saying that it is an important objective. In the fourth position is learning about American and English culture and lastly learning about some literary movements and American and English writers.

Such results indicate that the Second Year students undertake the study of literature mainly to develop their language proficiency and that reading and appreciating literature which is in theory the main objective of studying literature has a secondary importance for them.

Results of question2

Yes	No	Total
24	6	30

Table C1: Students' perception of the necessity of reading the literary works in the programme

The results show that nearly all the students are aware that reading the literary works in the programme is necessary. Only few students think that it is not important to read literary works in the programme.

Results of question 3

	Score							Total number of students
	Accessible language	Inaccessible language/ very difficult to read	Interesting themes and topics	Uninteresting themes and topics	Read fully	Read few pages	Did not read	
Jane Eyre	19	11	27	3	20	10	0	30
Plymouth plantation	13	17	11	19	2	21	14	30
Thomas Pain's common sense	15	15	14	16	8	19	3	30
Rip Van Winkle	22	8	28	2	24	6	0	30
The Fall of the House of Usher	3	18	9	12	8	10	3	21
Pride and prejudice	6	0	6	0	4	2	0	6

Table C2: Students' opinions about the literary works in the programme

The table shows that most of the students appreciate Charlotte Bronte's work "Jane Eyre". Most of them find its language accessible and nearly all of them think that it has interesting themes and topics. Moreover, more than 60 percent of them say that they read the book fully. However, the same is not true for "Plymouth Plantation" which was read only by two students. More than 50 percent of the students say that it has inaccessible language and the same percentage of the students say that it has uninteresting themes and topics. Opinions are mixed about Thomas Pain's "Common Sense". Irving's "Rip Van Winkle" received the same appreciation as Jane Eyre, nearly all the students say that it has accessible language and interesting themes and

topics. “The fall of the house of Usher” is a work that was not studied by all of our respondents since the respondents belong to different groups, but most of the students who studied the work think that it has difficult language and uninteresting themes and topics. Finally, the students who studied Pride and prejudice give a very good appreciation about the work.

Results of question 4 , 5 and 6:

Yes	No	Total
9	21	30

Table C3: Suitability of the grading of the literature course according to the students (Q4)

70 percent of the students think that the literature course is not appropriately graded. In other words, students think that the course does not start with the least difficult literary works and move to the more difficult ones.

Students’ suggested sequence of the American literature course and the English literature course (Q5):

Some of the students’ suggestions are reported verbatim below:

Student 1	Start with short stories instead of novels
Student 2	Start with short stories and then move to Plymouth plantation and common sense
Student 3	Start with Pride and Prejudice then Jane Eyre
Student 4	Rip Van Winkle then Plymouth plantation

The results show that most of the students suggest to start with short literary works then move to longer ones.

Literary works suggested by Second Year students(Q6)

One of Shakespeare's works, The Happy prince, Sense and sensibility, Grain of Wheat; Gulliver's travel, Gone with the wind, Oliver Twist, Little women, Hard times, Modern works.

Results of question 7

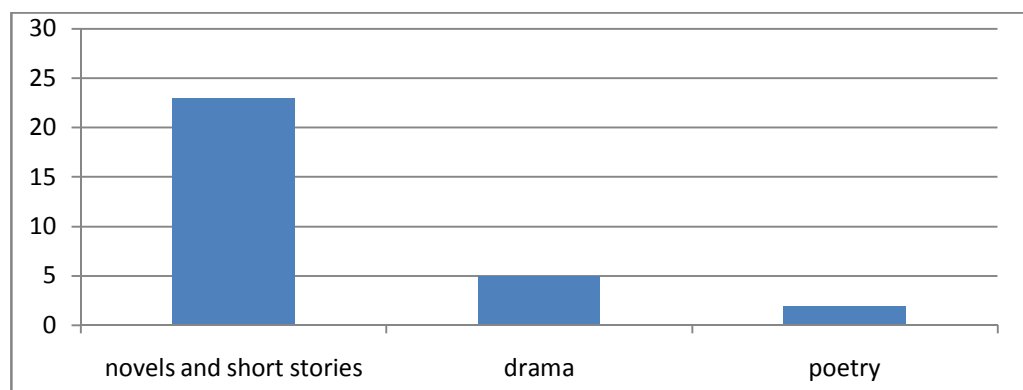


Figure C2: Second Year students' literary genres preferences

The majority of the students say that the literary genres they prefer most are novels and short stories.

Results of question 8 :

	Score
1) different objectives and content	13
2) same objectives and different content	17
Total	30

Table C4: Students' perception of the similarity between the American literature course and the English literature course (Q8)

The table shows that most of the students are aware of the fact that the American literature course and the English literature course are different only in content and that both courses aim at achieving the same objectives.

Results of question 9:

Yes	No	Total
18	12	30

Table C5: Students' opinion about the American literature course complementing the English literature course and vice-versa

Most of the students think that one course of literature helped them understanding the other and that the two courses, in fact, complement each other. This suggests that there is no need for the division of the literature course into two courses.

Part II: methodology

Results of question 10:

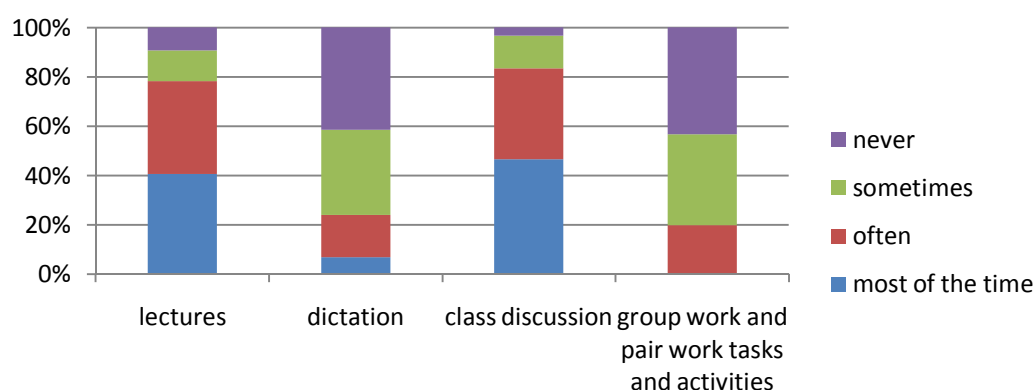


Figure C 3: Type of teaching techniques used in the literature classroom according to the students

The dominant teaching technique according to the students is class discussion with nearly 50 percent of the students saying that it is used most of the time and nearly 40 percent of the students saying that it is often used. Lecturing is the second most used methodology. Dictation is sometimes used according to 30 percent of the students, and the least used technique is group work and pair work tasks and activities with more than 40 percent of the students saying that it is never used in the literature classroom.

Results of question 11 :

Yes	No	Total
14	16	30

Table C6: Students' opinion about the literature teachers' assistance and help with the reading skill (Q11)

According to the results, more than 50 percent of the students say that their teachers of literature do not help them with reading by setting some reading tasks and activities. Such discrepancy in students' answers may be due to the different approaches the literature teachers follow (see figure B5:P67 and the observation notes appendix D and E). For those who answer that their teachers help them with reading, the following figure shows the type and frequency of the reading tasks used in the literature classroom.

Results of question 12 :

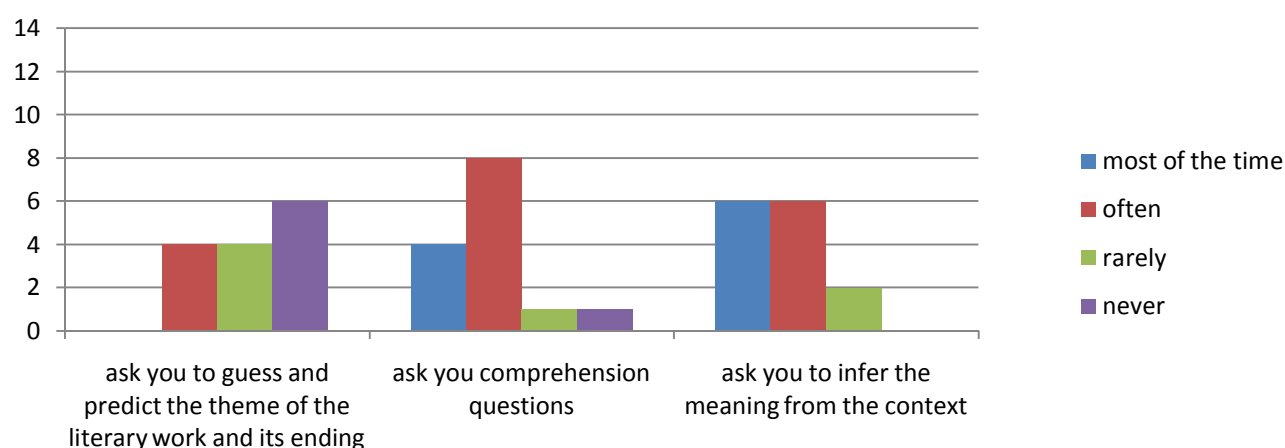


Figure C4: Type of reading tasks used in the literature classroom and their frequency

The figure shows that the three different types of reading tasks or reading questions are used but not with the same frequency. The most used reading activity in the literature classroom is comprehension questions. Inferring meaning from the context is

an activity which is quite used with 6 students saying that it is used most of the time and 6 others saying that it is often used. The least used reading activity is guessing and prediction activities, 6 of the students say that it is never used and only 4 out of 14 students say that it is often used and 4 others say that it is sometimes used.

Such results suggest that helping students to develop their reading skills is not totally catered for in the literature classroom. In particular teachers do not seem to use some reading tasks such as prediction tasks and guessing meaning from context which are likely to develop some reading strategies and arouse students' interest and motivation in reading.

Results of question 13 :

Yes	No	Total
13	17	30

Table C 7: Students' opinion about the teaching of language in the literature classroom

More than 50 percent of the students say that their literature teachers do not teach them the language together with literature. For the 13 students who say that their teachers teach them the language as well as literature, the following figure shows the type and frequency of the language activities used in the literature classroom.

Results of question14:

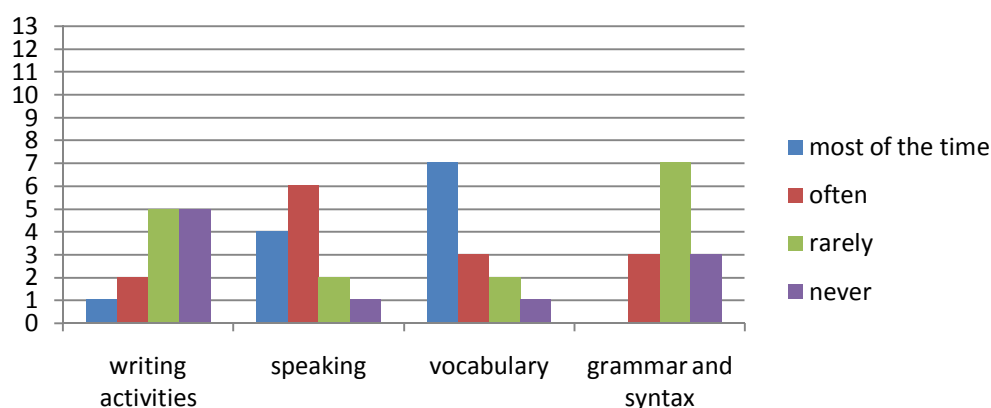


Figure C5: Ways of teaching the language in the literature classroom

This figure shows that the biggest emphasis is on teaching vocabulary, 7 out of 13 students say that presenting and teaching vocabulary is done most of the time. Helping students with their speaking is another way of teaching the language which is quite frequent according to the student's responses: 4 out of 13 students say that it is present most of the time and 6 say that it is often done. However, the least present language teaching points are writing activities and grammar and syntax.

Such results suggest that language teaching is not fully integrated with literature teaching according to more than half of the students, which may leave the students confused, thinking that they are down below the level as the teaching practices of focusing mainly on the literary content are more meant to native speakers than to EFL students. Furthermore, for those who think that language teaching is integrated in the literature course, the lack of writing activities and grammar and syntax activities leave the door open to some stylistics tasks and activities and to some writing tasks which the literature of teaching EFL/ESL literature abounds with.

Results of question 15 :

Yes	No	Total
4	26	30

Table C8: Acceptance of The literary text to one correct interpretation or response

The results suggest that the students are aware of the fact that a literary text can accept more than one literary interpretation or response. The following table will show whether the students are encouraged to spell out and give opinions about the literary text.

Results of question 16:

Score			Total
Yes, most of the time	sometimes	No, never	
2	16	8	26

Table C9: Encouraging students to give personal opinions about literary texts

The results show that the majority of the students think that they are sometimes encouraged to give their personal reactions and interpretation to literary texts.

Results of question 17

	Score
1)The students	5
2)The teachers	22
3)Equal time (both of the students and the teachers)	3
Total	30

Table C10: Students' perception of the division of the talking time in the literature classroom

The teachers talk most of the time in the literature classroom according to more than 80 percent of the students.

Results of questions 18 :

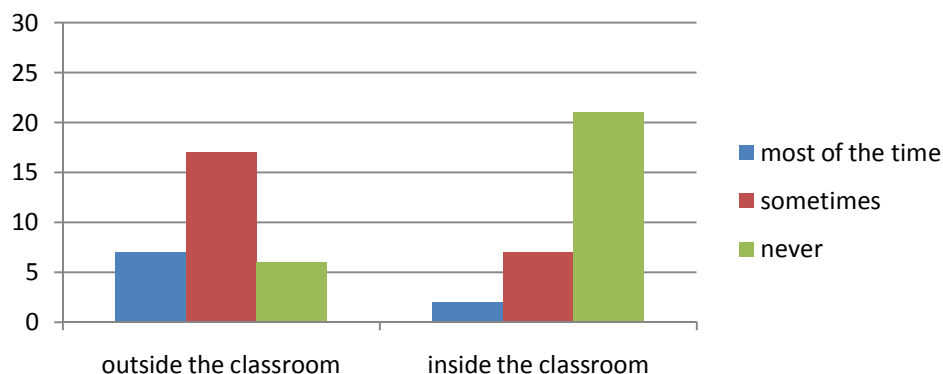


Figure C6: Students' discussion and exchange of opinions about the literary works inside and outside the classroom

According to the figure, the majority of the students sometimes discuss and exchange opinions about the literary work outside the classroom, but they rarely do so inside the classroom. Only a small minority say that they do so most of the time inside the classroom. The following table will show whether the students perceive the benefit and the utility of discussing literary works with peers.

Results of question 19:

Yes	No	Total
24	6	30

Table C11: Students' opinion about the benefit and the utility of discussing literary works with peers

The table shows that most of the students think that it is beneficial and useful to discuss about the literary works with peers.

Part III: Assessment and students' overall opinion about the course

Results of question 20:

Type of test	Score		Total
	Yes	No	
1)Comment excerpts from literary texts	10	20	30
2)write essays on particular themes and topics	17	13	30
3)Tasks and activities	7	24	30

Table C 12: Type of tests students have in the literature exams

The results show that the most common testing technique in the literature course is essay writing; more than 50 percent of the students say that they were asked to write essays in their literature tests. Commenting excerpts from literary works is the second most used type of tests and the least used is tasks and activities, only 7 students out of 30 say that they were asked to do tasks and activities in their literature tests.

Results of question 21

	Score
1) more attention to form	4
2) more attention to content	8
3) Equal attention to content and language	18
Total	30

Table C 13: Students' perception of the importance given to language in their literature tests

The results show that the majority of the students are aware that the language or the form of their tests is as important as the content of their literature tests.

Results of question 22:

Way of preparation	Score		Total
	yes	no	
1) memorise teachers' lectures	18	12	30
2) read, summarise and memorise critics' notes and reviews	13	17	30
3) read the literary work and rely on your own understanding	7	23	30

Table C 14: Ways of preparing for the literature tests

Only three students say that they prepared in other ways, their answers are reported below:

Student 1: Prepare some essays on specific topics.

Student 2: By concentrating in the classroom with the teacher to memorise some information.

Student 3: I go to the internet and pick some information about the novel or the short story I will have for the exam.

The results as well as students' responses suggest that the students rely on memory for their literature tests. For most of them, the literature tests are about reporting facts from the teachers' lectures, from the critics' notes and from the internet.

Results of question 23

Yes	No	Total
12	18	30

Table C 15: Students' opinions about the relevance of the literature lessons to the literature tests

The results show that most of the students think that the literature lessons did not prepare them well for the literature tests.

Results of question 24

Yes	No	Total
12	18	30

Table C16: Students' opinions about the fairness of the evaluation in the literature course

The results show that more than 50 percent of the students think that they were not fairly evaluated in the literature course.

Results of question 25:

	Score
1) mark homework and presentations	18
2)Change test questions and formats	12
Total	30

Table C17: Students' suggestions for a fairer evaluation

Other suggestions:

Student 1: The teacher gives more details of how to answer well in the tests

Student 2: The teachers should guide the students to put them on the right track and tell them what he/she expects from them.

More than 50 percent of the students suggest that their homework and presentations should be marked for a fairer evaluation. The students also require more guidance on what is expected from them in the literature tests.

Results of question 26:

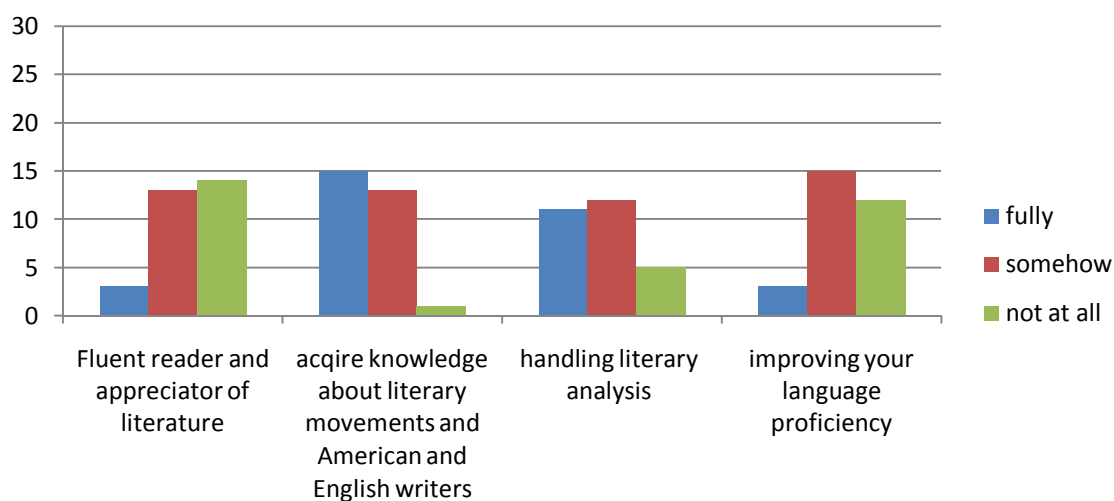


Figure C7: Students' opinions concerning the achievements of some objectives of the literature course

The figure shows that the objective which most of the students think that it has been fully achieved is acquiring knowledge about literary movements and some American and English writers, 50 percent of the students say that it has been fully achieved. Handling literary analysis is the second most achieved objective according to the students' opinion, 11 out of 30 students say that it has been fully achieved and 13 say that it has somehow been achieved. Concerning improving language proficiency, more than 50 percent of the students say that the course helped them somehow to improve their language proficiency. The least achieved objective from the students' perspective is becoming fluent reader and appreciator of literature. Nearly 50 percent of the students say that the course has not achieved this objective at all, and less than 50 percent of the students say that the course has somehow achieved this objective. Only 2 students say that the course has fully achieved this objective.

Results of questions 27 and 28:

Yes	No	Total
25	5	30

Table C18: Students' opinion about the necessity of improving the literature course (Q27)

The results show that nearly all the students think that the literature course needs improvement. In the following table some students' suggestions on how to improve the literature course are reported verbatim below:

Student1	Teachers should do the lesson slowly to enable the students to be aware of what they are dealing with. There are some teachers who do not care about the students' understanding and the most important thing is to finish the programme
Student 2	The teacher should explain more and show the students how they can understand themes of the work. Literature teaching needs more practice and exercises in the class
Student3	We should read more novels, teachers should select the appropriate works for our level
Student 4	- simplified literary works - Give the bases of writing an essay in literature
Student 5	We need to improve in language first then we will improve in literature because our level in language does not give us access to literature. This presents a serious problem for both the students and the teachers
Student 6	It can be improved by doing some activities
Student 7	Give more handouts to show the students how they should work
Student 9	To ask students to do some activities themselves and present the course as " <i>TD</i> "
Student 10	One session a week is not enough
Student 11	Essay writing practice and activities on literary texts
Student 12	Practice literary analysis with the teacher 's guidance and correction and do not limit ourselves to questions: who said that to who because we do

	not progress this way
Student 13	Some teachers need to improve themselves by adopting new techniques to send the information in a better way to the students. Give more time to essay writing and practising the analysis and help the students in improving in literature and like it
Student 14	More time and more books
Student 15	Setting more exercises and homework

Table C19: Some students' suggestions on how to improve the literature course(Q28)

3-3 Analysis of the observation notes:

As mentioned earlier, observation was undertaken to cross-check the data obtained from the teachers and the students' questionnaires with regard to the main research questions. More precisely, the observation notes have attempted to provide information regarding the teaching techniques in the literature classroom. We were interested to know whether the students were encouraged to respond to the literary texts studied and whether the teaching of the language was integrated in the teaching methodology.

An examination of the observation notes recorded in the American literature class (Appendix D) shows that the focus was more on the analysis of literary devices. Little attention was drawn to the language of the text, and no interest at all was given to students' personal response.

Indeed, during the first 30 minutes of the class, the teacher focused exclusively on the analysis of literary devices and moved from one literary device to another by eliciting students' answers. Attention to the language of the text was drawn only when

there was a need to illustrate the use of literary devices. Thus, the teacher explained some vocabulary to highlight the humorous effect aroused by such vocabulary.

Furthermore, though some of the students seemed willing to participate, i.e. interact with the teacher, their participation was limited at answering the teachers' questions and most often in single words or phrases rather than in extended pieces of discourse, making the teacher compelled to confirm or reinforce their answers with further explanation.

In fact, by emphasising the analysis of literary devices, the teacher restricted the type of student-text interaction and therefore, the type of response. Rather than encouraging her students to relate their personal experience to the text, the teacher asked the students to look for patterns and relations in the text; as a result, the question of enjoyment or reader-text interaction was not given any importance. For instance, between the class time 12.11 and 12.20 (see appendix D), one of the students attempted to give her personal opinion about *Dam Van Winkle*, this student thought that in front of a lazy husband the wife was right to be aggressive with him, but the teacher almost immediately, redirected her to the ready-made judgements and evaluation of the text "sympathy should be felt for Rip and not for his wife", the teacher commented.

During the last 20 minutes, the focus shifted to Romanticism and some biographical information. In a series of questions by the teacher and answers by the students, the Romantic characteristics of the story were identified.

During this time the texts were read neither by the teacher nor by the students and no attention was paid to the language of the text. The teacher seemed to presuppose that his/her students did read the literary text with no difficulty and were ready to tackle literary analysis. This situation reflects Long's (1986:42) observations about the teaching of literature to non-native speakers: " texts have been presented with great enthusiasm but as if to native-speakers, with the result that learners are often too busy writing in translation of unfamiliar words to respond to the text."

The findings suggest that the dominant approach to teaching literature used in this class was the content-based approach which is characterised by its transmissive mode of teaching where ready-made literary judgements are transmitted by the teacher to the students and where the latter are hardly given any opportunity to react personally to the text. In addition, the approach presupposes that students have the required language ability to tackle literary interpretation; as a result little attention is given to the language of the text or to building some language skills.

Not substantially different from the observation notes recorded in the American literature class, the notes recorded in the English literature class suggest that the teacher had the dominant role in the classroom.

Although the teacher invited the students to react to each passage read, she gave them little guidance to do so. Besides, like in the previous notes, the students' responses were limited at answering the teacher's questions and in single words or phrases; as a result, the teacher took over commenting and explaining herself.

Nevertheless, as a means of raising students' interest in the text, the teacher asked the students to read loudly and to perform role-plays from some passages. The students responded positively and read or role-played the texts in an interactive way, which suggests that the text was appealing to them.

Although such performances were likely to engage the students with the text, no attention was drawn to the language of the text and its effect in framing the plot and the characters, which were the main focus of the discussion. The teacher asked the students to discuss the characters and the plot without giving them guidance to do so.

In this class also, the lack of pre-reading questions, comprehension questions and vocabulary explanation suggested that the teacher pre-supposed that the students had no difficulty reading and understanding the literary work and were ready to react and respond to the text.

Chapter four: Data comparison and discussion

In this chapter the data obtained from the different research tools is compared and contrasted and then is discussed with reference to the research questions mentioned above.

4-1 Comparison between the teachers' questionnaire and the Second Year students' questionnaire

The aim of this section is to compare and contrast the data obtained from the teachers' questionnaire with those obtained from the students' questionnaire to identify the main views and opinions regarding the main research questions. Following the structure of the questionnaires, the comparison will be under four headings: objectives, content, methodology, assessment and overall opinion about the course

I) Objectives: While the majority of the teachers think that the most important objective to achieve from the study of literature is to be a competent reader and appreciator of literature, i.e. to develop aesthetic reading by raising a response to literature, Second Year students think that this objective is just fairly important and that the most important objective of studying literature is to improve their language proficiency (see figures B1p.59 and C1p.76). Clearly, as far as language proficiency and reading and appreciating literature are concerned, students and teachers have different perceptions. Nevertheless, both the students and the teachers agree on the degree of importance and priority of the other objectives, i.e, learning about literary movements and American and English writers, analysing literary texts using literary metalanguage, learning about the English and the American culture.

II)The content of the course: in the content of the course , we will be looking at: the literary works in the programme and their suitability, the grading of the course, suitable literary genres and the similarity of the American literature course and the English literature course

-Literary works in the programme and their suitability: A comparison between table B9p.74 and table C2p.78 shows that both the students and the teachers agree that “Plymouth Plantation” is a difficult and inaccessible literary work to read. While one of the teachers think that long novels are inaccessible and difficult for the students, most of the students think that Jane Eyre, which is quite a long novel, is accessible and interesting. On the other hand, most of the students who studied “The Fall of the House of Usher”, which is a short story, find it difficult to read. Therefore, the length of the literary work is not a criterion to determine its degree of difficulty.

-Suitability of the grading of the Second Year literature course: Table B8 as well as table C3p.79 show that both the teachers and the students think that the literature course is not appropriately graded. In other words, the sequence of the course does not follow students’ language ability. They both agree that a more appropriate grading may be to start with short stories and then move to long novels

-Suitable literary genres: Figure B4p.80 and figure C2p.78 show that both the students and the teachers think that the most suitable literary genre in the Second Year context is prose (novels and short stories), drama is also considered suitable and to certain extent poetry.

-Similarity of the American literature course and the English literature course:

Table B11p.65 and table C4p.80 show that the majority of the students and the teachers perceive the similarity between the American literature course and the English literature course. Also, most teachers consider that it is possible to merge the two courses into one course.

III)Methodology: the methodology includes: the teaching techniques used, the teaching of the language, students' personal response, students' participation, students' interaction with each other

-The teaching techniques frequently used: figure B6p.69 and figure C3p.81 show that the students' responses confirm the teachers' concerning the most used teaching techniques in the Second Year literature classroom which are namely, class discussions and lectures.

-The teaching of the language: Here again, the teachers' responses confirm the students' concerning the teaching of the language in the Second Year literature classroom. Most of the teachers consider that the literature course is not concerned with the teaching of the language skills (see table B14p.68). Similarly, the majority of the students do not think that their literature teachers help them with the language as well as with literature (see table C6p.82 and C7p.83)

-Encouraging students to give personal reactions and responses to the text: Figure B5p.67 shows that almost all the teachers say that they spend a good proportion of the class time in eliciting students' opinions and responses to the text. However , the

majority of the students say that they are only sometimes encouraged to give their opinions and reactions to literary texts (see table C8p.85)

-Students' participation and interaction with their teachers in the literature

classroom: Nearly all the students say that it is their teachers who talk most of the time in the class (table C10p.86) However, the teachers are quite satisfied with their students' participation (figureB7p.69).

-The benefit of discussing and exchanging opinions about the literary works with

peers: table B15p.70 and table C11p.65 show that both the students and the teachers perceive the benefits and the utility of students' discussion and exchange of opinions about the literary works they study. Yet such benefit is not exploited in the classroom since the majority of the students say that they never discuss or exchange opinions with peers inside the classroom while they do so most of the time outside the classroom (figure C6p.86). Also, nearly all the teachers say that they never use group work and pair work tasks and activities (figure B5p.67).

IV) Assessment and overall opinion about the course: in this part, we will look at the type of tests used and the importance of form, students' preparation for the literature tests and the assumed causes for their failure, the achievement of some of the course objectives and ways of improving the literature course

-Type of tests and the importance of language or form in the literature tests:

Both the students and the teachers agree that the most frequent type of tests is essay writing (see table C12p.87 and table B16p.89). In addition, most of the students are

aware that their teachers give equal importance to both form (language) and content of their tests (see table C13p.88 and B18p.72)

-Students' preparation for the literature tests and the assumed causes for their failure: Table C13p.88 shows that most of the students rely on memory for preparing their literature tests. They either memorise the teachers' lectures or critics' notes. Interestingly, the majority of the teachers (3 out of 5 attribute students' failure to this way of preparing for the test and say that when correcting students' tests they give minimal importance to appropriately stated facts and information about the literary work whereas they give the utmost importance to their students' ability to analyse the use of literary devices (figure B8p.72). Furthermore, whereas the teachers seem to blame the students for their failure in the literature tests, students are not satisfied with their evaluation, few of them only say that they deserved their marks (table C16p.89) and that the lessons prepared them well for the tests

-Objective achievement: Here again the teachers' responses are consistent with the students'. Both the teachers and the students think that the literature course has not at all achieved the objective of making the students good readers and appreciators of literature (figure C7p.90 and figure B9p.74). Almost all the teachers say that the course has fully achieved the objective of enabling the students to handle literary analysis and to recognise the use of literary devices while the majority of the students say that it has somehow achieved this objective. The majority of both the teachers and the students say that the course has somehow helped them to improve their language proficiency. While the majority of the students say that the course has been fully

successful in making them knowledgeable about some literary movements and American and English writers, the teachers seem sceptical about the achievement of this objective.

-Ways of improving the literature course: While most of the teachers seem to agree that the best way of improving the literature course is by having smaller classes, the students suggest changing the teaching techniques and require more guidance on what is expected of them. Both the teachers and the students agree that the course should make the students more involved by doing projects, tasks and activities.

4-2 Comparison between the observation notes and the teachers and the Second Year students' questionnaires

The data obtained from the observation notes seem to correlates with the data obtained from the questionnaires regarding the type of teaching techniques used, the quality of interaction and the teaching of the language in the literature lesson.

First, from the observation notes recorded in both the English literature class and the American literature class, we notice that the dominant teaching technique is class discussion led by the teachers and lectures. This confirms the results shown in figure C3p.81 and figure B6p.69 where both the teachers and the students say that the most common teaching techniques are class discussions and lectures.

Second, the analysis of the observation notes shows that it is the teachers who conducted these discussions by asking the questions, explaining, commenting and even answering his/her questions. Similarly, the majority of the students say that it is their teachers who talk most of the time in the classroom (table C10p.86). However, the

teachers are quite satisfied with their students' participation as it appears in figure B7p.69.

Third, the analysis of the observation notes shows that language teaching objectives are almost absent in both classes. The teachers seemed to assume that the literary texts were already read and understood and so the focus was mainly on the analysis of the literary devices (plot, theme, diction, etc) at the expense of the language. This confirms the results of table C6p.82, table C7p.83 and table B14p.68 where the majority of the teachers and the students say that language teaching is not part of the literature course.

Lastly, the observation notes show that group work and pair work tasks and activities are totally absent despite the fact that both the teachers and the students are aware of the benefit and the utility of students' discussions and interaction about the literary works studied (see table C11p.65).

4-3 Discussion:

This section will discuss the findings obtained from the questionnaires and the observation notes with regard to the research questions, i.e. whether the course help the students to raise a response to literature and whether language teaching is integrated in the course. The discussion will concern the four aspects of the course: objective, content, methodology and assessment.

I) Objectives:

As already mentioned within the current trend of teaching literature, the most important objective to achieve from a literature course is to help students to raise their

aesthetic reading or to develop a response to literature and to help them improve their language ability. However, according to the Second Year literature course(see appendix A), the aim of the course is to present the students with a survey about some literary movements and periods; in other words, the objective of teaching literature is to give the students some knowledge about some literary movements and some English and American writers. When asked to rank these objectives in order of priority, the results show that the teachers and the students see from different perspectives. While the teachers rank developing the skills of reading and appreciating literature as the most important objective to achieve (figureB1p.59), the students think that the most important objective to achieve in a literature course is to develop their language proficiency(figureC1p.76). Such results suggest that the two objectives need to be merged by integrating language teaching aims into literature teaching.

As far as the other objectives are concerned, i.e. gaining knowledge about literary movements and English and American writers as well as aspects of the American and the English culture, both the teachers and the students give these objectives a lower degree of importance

II) Content and grading:

To raise students' response to literature, the content of the course should be accessible to students' language ability and appealing to their interest so as to allow students' interaction and engagement with the text. However, some literary works programmed in the course such as "Plymouth Plantation", " The Fall of the House of Usher" are thought of by the teachers and the students as inaccessible,

difficult to read, and uninteresting (see tables B9p.64 and table C2p.78). They are therefore, less likely to raise students' literary response to them. On the other hand, the students think of other literary works in the programme like "Rip Van Winkle" and "Jane Eyre" as accessible and interesting to read. This suggests that these two literary works should be maintained in the programme whereas "Plymouth Plantation" and the "Fall of the House of Usher" need to be substituted by more accessible and more appealing literary works.

And though most of the teachers say that they are only restricted to teach particular literary movements and not specific literary works, they give no suggestions about literary works that may be suitable to their students' language ability and interest (except two teachers). The students, on the other hand, give some suggestions about literary works that they would like to study in the literature course. In addition, most of the teachers think that non-native literature in English can be suitable to Second Year university students (table B13p.66) .

As far as the grading is concerned, both the students and the teachers think that the grading of the literature course is not suitable to the students' language ability since it follows the chronological order of the development of literature and literary movements rather than students' language ability (see table B8p.63, B9p.64, C3p.79 and C2p.78)

Such content and grading may not help the students to develop their language ability, nor could it help them raise a response to literature.

Taking students' suggestions into consideration and including some non-native literature in English which is said to have uncomplicated and easy to read language

(Kachru 1986:140) can help to select content more accessible to the students and therefore, susceptible of raising students' appreciation and response.

III) Methodology:

In addition to the course content, the teaching methodology can be held responsible for the course failure in making the students competent readers and appreciators of literature for the following reasons:

First, most of the teachers say that they devote the largest proportion of their class time to literary analysis using literary metalanguage (figure B5p.67), which the observation notes confirm. In other word, most of the teachers use the content-based approach to teaching literature whose transmissive mode of teaching give little opportunity to the students to interact with and react to the text (see the discussion of this approach in section 2-3-1 above). Definitely such a teaching technique is unlikely to help the students to raise response to literature.

Second, although all the teachers say that the teaching methodology is not imposed on them and that they are free to introduce different teaching activities (tableB6p.63 and table B7p.63), the dominant methodological patterns in the literature classroom according to figures B6p.63 and C3p.79 and to the observation notes are lectures and class discussions conducted mainly by the teachers. Such techniques emphasise the role of the teacher in giving information and response to the literary text and leave little space for students' interaction which is also considered as a form of literary response according to Long (1986:44).

In fact, the students are aware of the fact that a literary text accepts more than one single interpretation or response, but they say that they are only sometimes

encouraged to spell out opinions about the literary texts (table C8p.85 and C9p.85) and think that the teachers dominate the talking time in the classroom. However, most of the teachers say that they are quite satisfied with their students' participation (figure B7p.69) which may be due to the teachers' belief in their central role in the classroom.

Furthermore, in spite of the students and the teachers' awareness of the benefit arising from students' interaction with each other and discussions about the literary texts(table B15p.70), such benefit is not exploited in the classroom by using pair work and group work tasks and activities (figure C3p.79 and B6p.63).

Last, even though most of the teachers perceive that there is a discrepancy between the language proficiency level needed to cope with the literature course and the actual level of the students (see figures B2p.60 and B3p.61), most of them say that they are not concerned with teaching the language in the literature classroom (table B14p.88). Similarly, the majority of the students say that their teachers of literature neither help them with reading nor teach the language (table C6p.82 and C7p.83), which was further confirmed by the observation notes.

IV) Assessment:

Although the teaching practices do not integrate the teaching of the language skills, when evaluating students' tests, all of the literature teachers say that they pay equal attention to both the language and the content of their students' tests (table B18p.72). A fact that most of the students are aware of (table C13p.88). However, the kind of testing techniques used in the literature exams (essay writing and text

commenting table C12p.87) are more relevant to competent users of the language, i.e. to native speakers. These testing techniques according to Carter and Long (1990) reinforce a split between language and literature.

Moreover, when evaluating the content of the literature tests, the teachers say that they give more importance to their students' ability to recognise and analyse the use of literary devices than to genuine personal reaction (figure B8p.72), which contradicts their stated objectives. On the other hand, this importance given to literary metalanguage over genuine personal reactions justifies students' reliance on memory rather than comprehension for their preparation for their literature tests (table C14p.88)

In summary, as far as the first research question is concerned, i.e. raising students' literary response by the literature course, the findings suggest that there is a mismatch between the literature teachers stated objectives and the teaching practices and the assessment procedures. Most of the teachers say that the most important objective to achieve from the literature course is to inculcate in the students the skills of reading and appreciating literature. However, most of them use the content-based approach which is a teacher-centred approach and which overemphasise the analysis of literary devices at the expense of the reader's personal reaction or response to the literary text. The approach is also said to foster in the students a habit of memorisation which is revealed in students' reliance on memory for preparing for their literature tests.

As for the second research question, i.e. the integration of language teaching in the literature course, the findings suggest that most of the students who come to the course for the main objective of developing their language proficiency, find

themselves confronted to a literature course more appropriate to native speakers than to non-native speakers.

For one thing, the content of the literature course is graded following the chronological development of literature (see appendix A), and some literary works in the programme are highly inaccessible to students' language ability .

For another, the teaching practices such as the lack of focus on the language of the text and on developing some reading skills, suggest that the teachers presuppose that all the students did read and understood the literary texts without any difficulty in spite of the fact that most of the teachers are aware of the fact that Second Year students' language proficiency level is inappropriate to cope with the course.

To bridge the gap between language and literature as well as to raise Second Year students' literary response, we suggest a task-based literature course. Some guidelines for the design of such a course are presented in the following chapter.

Chapter five: Implication of the evaluation: Guidelines for designing a task-based literature course

Based on the results and the discussion of the previous chapters as well as on some researchers' (Baurain 2007, Collie and Slater 1987, Carlisle 2000, Ali 1994, Amer 1992, Davis 1989) recommendations, the following chapter presents some guidelines for the design of the task-based literature course. This includes a description of the objectives, content, methodology and assessment of the suggested course. A sample task-based literature unit for teaching "Rip Van Winkle" is to be found in **appendix G** while the table of content of the course is to be found in **appendix H**.

I) Course objectives:

We assume like Brumfit and Carter (1986:30) that "the overall aim of teaching literature is to catch the ability to respond enthusiastically and appropriately to works of literature" which is also the most important objective to achieve from the course according to most of the literature teachers (see figure B1p59). However, since most of the students consider that developing their language proficiency is the most important objective to achieve from the literature course (see figure C1p.76), the course should consider students' language needs and integrate the teaching of language skills with the teaching of literary skills. Therefore, the literature course has the double objectives of raising students' literary competence and developing their linguistic competence. Certainly, such objectives have their implications in terms of content, methodology and assessment.

II) The content of the course:

As in any course meant for EFL students, the main points that need to be considered regarding the content of the literature course are the selection of the content and the grading.

First, since the aim of literature teaching is to raise students' response to works of literature, "we need to select texts to which students can respond immediately" (Brumfit and Carter 1986: 32). Thus, literary texts with difficult and overwhelming language which may hinder comprehension, appreciation and enjoyment of literature should not be selected even if they are said to be perfect representative of a particular literary movement or a particular historical period, an example of such a literary work is *Plymouth Plantation* which both the teachers and the students think is inaccessible (table B9p.64 and C2p.78).

Instead, the works selected should be accessible to the students; in other words, "at the level of language and comprehension to facilitate the learning process" (Miliani 2003:25). The selection may be done after determining students' language proficiency level through a proficiency test. Once students' language proficiency level has been identified, the literature teacher can choose from the host of literary works titles available to them those which are likely to suit their students' language proficiency level. They can be guided and helped by some researchers' proposals like the bank of books proposed by Collie and Slater (1987:257-8-9) where we can find a list of literary works titles. For each title, they identify the level it is recommended to

(advanced or intermediate); the language difficulty (simple, medium, or more challenging); the length (short, medium, long)

However, selecting literary texts which are accessible to the students is not in itself sufficient to guarantee students' interaction with and reaction to the literary text. Students may be confronted to literary texts which are linguistically not difficult but do not appeal to them. They may find the text boring or not worth reading. Therefore, we need to select literary texts that are likely to appeal to the average student and raise his interest and response.

To determine the type of literary texts that are likely to be appealing to the students, the teacher may use questionnaires. For example the teacher may ask the students to order the themes of different literary works in order of preference. Lazar (1993) suggests that the teachers use a scale to decide about the relevance of a particular literary work to a group of students.

Moreover, unlike the current practice where prose is given the predominance in the course (figure B4p.65), the three literary genres (poetry, prose, and drama) need to be included in the course in order to enable the students to have a full glimpse of the different genres of literary creation. Miliani (2003:23) argues that the three literary genres must be mixed to avoid boredom and to allow the students to see the usual arrangement and combination of words and sentences in prose and to notice the illustration of rhythm and practice intonation patterns in poems.

Since most of the literature teachers say that they are restricted to teach a particular literary movement (table B5p.67), the criteria of selections listed above

should be applied to the literary works that belong to one particular literary movement which ,in this case, is Romanticism.

Based on Second Year students' responses and suggestions and the teachers' responses (table B9p.74, B11p.65and figure B4p.65), the list of literary works that can be programmed for Second Year students may include: Irving's "Rip Van Winkle" and Brontë's "Jane Eyre". In addition, we suggest Wordsworth's poem "The Daffodils" because of its recognised worth as a romantic poem and its shortness. To include drama and a non-native work of literature, we suggest the well known play by the Nigerian Wole Soyinka "The Lion and the Jewel" which is considered as accessible and highly entertaining (Brians 2003)

These works remain suggestions and it is up to the teachers and the students to try them and judge their suitability. Otherwise, using the criteria of selection listed above, the literature teachers and the students can select from the host of literary works available, the most suitable to their level and the most appealing to them.

Second, as far as the grading of the content of the literature course is concerned, the course should begin with relatively easy and simple literary works and move to more complex and longer ones following the progress and development of students' linguistic competence and literary competence. Again, this is to be judged and decided by the teachers and the students.

III) Methodology:

Since response to literary texts is personal and cannot be given by the teacher but arises out of students' interaction with the literary text (Brumfit and Carter 1986:29), the teaching techniques should work towards enabling the students to interact with the texts and generate their personal responses. Certainly, such objectives cannot be achieved by a teaching methodology which emphasises the role of the teacher in imparting the students with the correct interpretation as the case in the Second Year literature course (see figures B6p.69 and C3p.81) . Instead, a teaching methodology which is based on experiential learning and process learning and which recognises students' language difficulties is more likely to achieve these objectives. This methodology is best reflected in the task-based methodology.

As a matter of fact there have been several methodological proposals which emphasise the use of tasks in the literature classroom (Collie and Slater 1987, Harper 1988, Knutson 1993, Lazar 1993). All of them suggest three sequences in the study of any literary work, each sequence with particular type of tasks: pre-reading tasks, while-reading tasks, and post-reading tasks. In what follows is a description of each of them.

1) Pre-reading tasks: According to Knutson (1993) the aim of these tasks is to activate the background knowledge with its various kind (world knowledge, linguistic code, genre knowledge) and to stimulate students' interest in reading. Among the tasks that can be used in this stage are:

(i) Information exchange task: The class is divided into two groups. One group is given a text which deals with the author's biography and the other about the different social and cultural events in which the author wrote. In groups students read their texts and answer comprehension questions. Then, students from different groups join each other and exchange the information read in their texts. A follow up to this task is:

(ii) A prediction task: based on the information gathered from the previous task, students are asked to predict from the title of the literary work and its book cover what the story will be about. Students can brainstorm their predictions in pairs or in groups then compare their predictions.

The predictions can be based on key sentences or paragraphs taken out from the literary work. Students brainstorm what these elements lead them to expect. According to Kramsch (1985: 360) such tasks elicit students' schemata, prevent misunderstanding and offer a contrastive context within which the rest of the story is to be read.

(iii) linguistic activities: According to Harper (1988) students should not be expected to discuss a text until they have grasped the lexical material, for linguistic competence affects the students' ability to read. One of the linguistic activities consists of asking students to match important words in the literary texts with their dictionary definitions (Lazar1993: 85). Santoni (1972:435-39 cited in Harper 1988:404) advocates a gap filling activity in which students are asked to complete with verbs, adjectives and nouns sentences or definitions.

2) While reading tasks: Since readers rely on both top-down and bottom-up processes as well as on metacognitive strategies, the while reading tasks are meant to activate

students' bottom-up processes and raise their metacognitive strategies. Among the tasks that can be used in this stage:

(i) Story grammar: the term refers to the basic structure of a narrative text (Amer 2003). Advocates of story grammar (Taylor and Beach 1984; Berkowitz 1986; Wilkinson 1999) assume that instruction in story grammar helps learners to recognise the elements of narrative texts and improve their comprehension. According to Amer (2003) one strategy of using story grammar consists in dividing the narrative text into episodes and developing comprehension questions that students will have to answer while reading silently or while reading at home.

Teachers may use visual or graphic representations to illustrate the story grammar which may help students to retain textually important elements (an example of a graphic representation of story grammar is in appendix F, figure 1).

(ii) Graphic and advance organisers: graphic organisers are sort of information transfer tasks. Sasser (1992:307) argues that the construction of graphic organisers such as charts, semantic webs, T-graphs, story boards, matrices, Venn diagrams is likely to engage students with meaning. Rather than reading without a purpose, the act of filling in requires critical thinking skills as students sort, categorise, list, analyse and evaluate their reaction and the content of literary texts. Besides, the physical form of an organiser imposes structure on many discrete data making the abstract visual to students.

Indeed, graphic organisers can be used to study the literary devices such as plot, characters, point of view, setting (spatio-temporal point of view). Appendix F, figures 2,3 and 4 show examples of some of these graphic organisers.

(iii) Reading logs: While the previous two tasks are meant to activate the bottom-up processes of the reader, reading logs which is a direct application of the reader-response theory in literary criticism aims at fostering students' metacognitive strategies for reading literature by asking them to answer questions related to the operations they are involved in while reading a piece of literature.

According to Carlisle (2000), the technique consists in asking students to make entries in reading logs by answering some guiding questions while reading assigned literary texts at home. In the classroom, students in groups compare their entries and discuss their answers. Then, one student from each group reports the most important points of their discussions to the whole class. Finally, the teacher collects the logs and gives his/her feedback to the entries. The guiding questions, students should follow to make entries are in figure 5 appendix F and are adapted from Benton (1992:35 cited in Carlisle 2000)

3) Post-reading tasks: This stage serves to extend students' appreciation of the literary work and deepen their understanding of it. The stage is also a synthesis stage which permits students to see and appreciate the literary work as a whole after a stage where it was segmented into episodes (Harper 1988: 407) Many of the tasks found in this stage involve writing.

(i)Genre transfer: this task consists of asking students to rewrite the story or events in the story in another genre, for example, rewrite some of the events in the story in the journalistic genre. Davis (1992:366) suggests giving headlines to students and asks them to match the headlines with the chapters of the book they read. Next, in pairs, students write the journalistic story based on some of the headlines. Finally, students can play the role of editors correcting each other and giving advice on how to improve the story.

Another genre transfer task is to ask students to transfer a piece of prose into a poem or transfer a poem into prose. Students then can discuss the stylistic differences between the two versions.

(ii)Rewriting from a different point of view: The task consists of asking students in pairs or in groups to rewrite a significant episode of the story from another character's point of view (McKay 2001:328)

(iii)Comparing the literary text with its film versions: Students watch the film version then in groups or individually answer questions such as: in what way was the film a real portrayal of the literary work? What are the differences and the similarities between the film and the book? (Sasser1992:312)

(iv) Topic development or essay writing: In groups students discuss a potential exam essay questions , then work individually to develop a brief essay (Baurain 2007)

An illustration of how to use the above tasks is provided in the sample unit of teaching Irving's "Rip Van Winkle" presented in **appendix H**.

IV) Assessment:

Assessment is an important part of course design since it determines whether the course has attained its objectives or not. A valid test then should follow course objectives and test what the course has aimed to achieve. If the objective of the literature course is to raise student' literary response and develop their language ability, literature tests should aim at measuring the attainment of these two objectives.

Therefore, instead of tests that foster in students a habit of memorising and separate language and literature ,Carter and Long (1990) propose “language-based question types” that draw careful attention to the language of the text and extend to discourse level activities such as inferring and the application of personal and cultural knowledge. An example of such tests is to ask students to attempt a prose version of a poem and to study the compromises and the necessary defects of paraphrase. Another consists of presenting students with two versions of a literary text and ask them to determine which one is the original piece by paying particular attention to choices in language.

Since the task-based approach is a process-oriented approach, continuous assessment seems the most relevant way of assessing students' progress in acquiring both literary competence and linguistic competence, which both develop through a process. Within the task-based approach, continuous assessment becomes more practical since teachers can apply it by grading students' reading logs, presentations and the different tasks and activities that students have to perform.

The content of the suggested course is in **appendix G**.

Conclusion:

This study has sought to evaluate the situation of teaching literature to Second Year university students for the purpose of suggesting an alternative course based on the task-based approach. Information was gathered about the literature course with its two components: the American literature course and the English literature course in order to highlight its strengths and weaknesses so as to suggest a common literature course for Second Year L.M.D students.

The information gathered from the questionnaires and the classroom observation shows that the course has a number of deficiencies.

First of all the teachers and the students come to the literature course with different priorities about what to achieve from the literature course. While the teachers want to impart the students with the skills of reading and appreciating literature, the students remain focused on their language ability and want from the course to help them develop their language proficiency.

Second, there is a mismatch between the declared priorities and the teaching and the assessment practices. Most of the teachers say that the most important objective to achieve from the literature course is to make students good readers and appreciators of literature. However, the teaching techniques used do not help them to develop such skills. Among these practices is the concentration on the analysis of literary devices which maintains the students at the surface level of the literary text and do not allow them to interact personally with the literary text. Besides, the teacher-centred mode of teaching reduces the amount and affects the quality of students'

interaction which is a form of response to the literary text. Such teaching mode, also fosters in the students a habit of memorisation which most of the students rely on for the purpose of preparing for their tests since their teachers do not give the first priority to creative personal response when evaluating the content of their literature tests.

Third, despite the fact that most of the teachers are aware of students' limited language ability, the teaching practices suggest that the course is rather meant for native speakers than non-native speakers (little attention is paid to the language of the text or to developing students' language skills). Nevertheless, most of the teachers say that they pay equal attention to both the content and the language (form) of their students' tests; in other words, they penalise language mistakes in the same way they do with content mistakes.

Adding to all these, both the teachers and the students say that they are not quite satisfied with the teaching of literature in the department and give some suggestions on how to improve the literature course.

Based on these suggestions, the study proposes a task-based literature course for Second Year L.M.D. students, which is in line with C.L.T. practices in the use of literary texts with EFL students. One of these practices consists in engaging students imaginatively with literary texts by designing instructional tasks that require from the students the production of discourse in the process of describing this engagement. (Hirvela 1996). Such tasks do not only allow students to express their responses or reactions to the literary text, but also help them extend their language ability through the engagement with the language of the text and the production of written and spoken

discourse. Therefore, the tasks have the double purpose of raising students' literary response and extending their language ability.

Many researchers (Baurain 2007, Carlisle 2000, Ali 1994, Amer1992, Davis 1989) experienced the teaching of literature to FL undergraduate students by asking them to perform tasks and reported the beneficial effect of such tasks on raising students' aesthetic awareness and developing their language skills. We assume that the same is likely to be possible with Algerian undergraduate students, but a definitive answer is to be obtained from further research.

Bibliography

- Akyel, A. and E. Yalçın. 1990. "Literature in the EFL Class: A Study of Goal Achievement incongruence." ELT Journal 44/3:174-180
- Alderson , J.C. 2000. Assessing Reading. Cambridge: C.U.P.
- Alderson, J.C. 1984. "Reading in a Foreign Language: a Reading Problem or a Language Problem?" In Alderson,J.C. and A.H. Urquhart(eds.). Reading in a Foreign Language. London: Longman
- Ali, S. 1994. "The Reader-Response Approach: An Alternative for Teaching literature in a Second Language". Journal of Reading. 37/4:288-296.
- Amer, A. 2003. "Teaching ESL/EFL Literature" the Reading Matrix 3/2 : 63-73.(www.readingmatrix.com/articles/amer/article.pdf, 20/01/2010)
- Amer, A. (1992) "The effect of story grammar instruction on EFL students". Reading in a Foreign Language 8/2, 711-720
- Bartlett, F.C. 1932. Remembering. Cambridge: C.U.P.
- Baurain, B. 2007. "Small Group Multitasking in Literature Classes" ELT Journal 61/3:237-245
- Bensemmane, M.2004. "A De-Centred Approach to Teaching Literature" Lettre de Kairawan 4:7-13
- Bensemmane, M. 2003. "Critical Thinking and Literature Teaching" Revue Maghrébine des Langues. N0 2.
- Benton, M. 1992.Secondary Worlds: Literature Teaching and the Visual Arts. Buckingham: Open University Press.
- Benzaoui, F. 2003. "Teaching EFL and Literature" In Benzaoui, F and M. Miliani (eds.) A Multi-Disciplinary Approach to Teaching of Literature. Algeria: O.P.U.
- Berkowitz, S. J. 1986. "Effects of instruction in text organization on sixth-grade students' memory for expository reading". Reading Research Quarterly. 21: 161-191.
- Bisong, J.O. 1995. "An Approach to the Teaching and Learning of Poetry in Nigeria." In Cook, G. and B. Seidlhofer (eds.) Principles and Practice in Applied Linguistics. Oxford:O.U.P

- Breen, M. 1989. " The Evaluation Cycle for Language Learning tasks." In Johnson, R.K. (ed.) The Second Language Curriculum. Cambridge: C.U.P.
- Breen, M. and C. Candlin. 1980. "The Essentials of a Communicative Curriculum in Language Teaching". Applied Linguistics 1/2
- Brumfit, C.J. and R.A. Carter, (eds.) 1986. Literature and Language Teaching. Oxford: O.U.P.
- Brumfit,C.J. (ed.) 1983. "Teaching Literature Overseas: Language-Based Approaches" ELT Documents 115. Great Britain: Redwood Burn ltd.
- Carlisle, A. 2000. "Reading Logs: an Application of Reader-Response Theory in ELT" ELT Journal 54/1: 12-67.
- Carter,R. and M. Long 1990. "Testing Literature in EFL Classes: Tradition and Innovation." ELT Journal 44/3: 215-221
- Carter, R. and M. Long 1991. Teaching Literature. Harlow: Longman
- Carter, R. and M. McCarthy. 1995. "Discourse and Creativity:Bridging the Gap between Language and Literature" In Cook, G. and B. Seidlhofer(eds.) Principles and Practice in Applied Linguistics. Oxford: O.U.P.
- Carter,R.A. 1986. " Linguistic models, Language, and Literariness: Study Strategies inthe Teaching of Literature to Foreign students". In Brumfit, C.J. and R.A. Carter, (eds.) Literature and Language Teaching. Oxford: O.U.P.
- Carter,R.A. 1997. Investigating English Discourse: Language, Literacy and Literatue. London: Routledge.
- Celce-Murcia, M. and E. Olshtain 2000. Discourse and Context in Language Teaching: A guide for Language Teachers. Cambridge: C.U.P.
- Clarke, M.A. 1980."The Short Circuit Hypothesis of ESL Reading." Modern Language Journal 64:203-209.
- Culler, J. 1975. Structuralist Poetic. London: Routledge.
- Culler, J. 1982. "Literature and Linguistics" In Barricelli, J. P. and J. Gibadli (eds.) Interrelations of Literature. New York: Modern Language Associates
- Collie, J. and S. Slater. 1987. Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: C.U.P.

- Davis, J.N. 1989. "The Act of Reading in the Foreign Language: Pedagogical Implications of Iser's Reader-Response Theory." the Modern Language Journal. 73/4:420-428.
- Davis, J.N. 1992. "Reading Literature in the Foreign Language: the Comprehension Response connection". The French Review 65/3:359-370
- Day, R.R. and J. Bamford. 1998. Extensive Reading in the Second Language Classroom. Cambridge: C.U.P.
- Duff, A. and A. Maley. 1990. Literature. Oxford: O.U.P.
- Ellis, R. 2003. Task-Based Language Learning and Teaching. Oxford: O.U.P.
- Graves, B. and C.H. Frederiksen. 1991 "Literary expertise in the description of Fictional narrative" Poetics 20:1-26
- Goodman, K.S. 1967. "Reading: A Psycholinguistic guessing game". Journal of Reading Specialist, 6/4: 126-35.
- Gower, R. 1986. "Can stylistic Analysis help the EFL Learner to Read Literature?" ELT Journal. 40/2:125-130
- Hall, G. 2005. Literature in Language Education. New York: Palgrave Macmillan.
- Hamdoud, A. 2009. Reading Metacognitively: The Role of Knowledge and Control in Reading Literary Texts. Unpublished M.A. dissertation, University of Bouzareah, Algiers.
- Harper, S.N. 1988. "Strategies for Teaching Literature at the Undergraduate Level". The Modern Language Journal 72/4:402-408
- Hedge, T. 2003. Teaching and Learning in the Language Classroom. Oxford: O.U.P.
- Hirvela, A. 1996. "Reader Response Theory and ELT" ELT Journal 50/2:127-133
- Iser, W. 1978. The Act of Reading. Baltimore: Johns Hopkins University Press.
- Knutson, E.M. 1993. "Teaching whole Texts: Literature and Foreign Language Reading Instruction." The French Review 67/1:12-25
- Kramsch, C. 1985. "Literary Texts in the Classroom: A discourse." The Modern Language Journal 69/4: 356-366.
- Kramsch, C. 1993. Context and Culture in Language Teaching. Oxford: O.U.P.

- Lazar, G. 1993. Literature and Language Teaching: Guide for Teachers and Trainers. Cambridge: C.U.P.
- Lazar, G. 1996. "Literature and Language Teaching: Exploring Literary texts with the language Learner." TESOL Quarterly 30/4:773-775
- Long, M. 1986. "A Feeling for Language: The Multiple Values of Teaching Literature" In Brumfit, C.J. and R.A. Carter (eds.) Literature and Language Teaching. Oxford: O.U.P.
- Long , M. And G. Crookes 1992. " Three Approaches to Task-Based Syllabus Design". TESOL Quarterly 26:17-56
- Lynch, B.K. 1996. Language Program Evaluation: Theory and Practice. Cambridge: C.U.P.
- Mckay, S.L. 1982. "Literature in the ESL classroom". TESOL Quarterly. 16/4: 229-536.
- Mckay, S.L. 2001. " Literature as Content for ESL/EFL". In Celce-Murcia, M.(ed.)Teaching English as a Second or Foreign Language. U.S.: Heinle and Heinle.
- Miliani, M. 2003. "Literature in an EFL Situation: A King in Rags" In Benzaoui, F. and M. Miliani (eds.) A Multi-Disciplinary Approach to Teaching of Literature. Algeria: O.P.U.
- Nunan, D. 1990. Research Methods in Language Learning, Cambridge: C.U.P.
- Nunan, D. 2004. Task-Based Language Teaching. Cambridge: C.U.P.
- Paran, A. 1996. "Reading in EFL: Facts and Fictions" ELT Journal 50/1:25-34.
- Paran, A. 2000. "Survey Review: Recent books on the Teaching of Literature" ELT Journal 54/1: 75-88.
- Pickett, G.D. 1986. "Reading Speed and Literature Teaching." In Brumfit, C.J. and R.A. Carter (eds.) Literature and Language Teaching. Oxford: O.U.P.
- Povey, J. 1972. "Literature in the TESL Programs: the Language and the Culture" In Allen,H. and R. Campbell (eds.) Teaching English as a Second Language. New-York: McGraw Hill
- Prabhu, N.S. 1987.Second Language Pedagogy: A perspective. Oxford: O.U.P.
- Rea-Dickins, P. and K. Germaine. 2001. "Purpose for Evaluation" In Candlin,C. Innovation in English Language Teaching. Cambridge: C.U.P.

- Richard, J. C. 2001. Curriculum Development in Language Teaching. Cambridge: C.U.P.
- Rosenblatt, M.L. 1978. The Reader, the Text, the Poem. Carbondale, IL.: Southern Illinois University Press.
- Rosenblatt, L.M. 1966. "A Performing Art." English Journal.55/8:29-35 In Sheridan, D.(ed.) 2001. Teaching Secondary English: Reading and Applications, London.
- Santoni, G.V. 1972. "Methods of Teaching Literature. " Foreign Language Annals 5:432-41.
- Sasser, A. 1992. "Teaching Literature to Language Minority Students" In Richard-Amato, P.A. and M.A. Snow (eds.) The Multicultural Classroom: Reading for Content-Area, 300-315 U.S.: Addison-Wesley publishing company.
- Savvidou, C. 2004. " An Integrated Approach to Teaching Literature." The Internet TESL Journal. x/12 (<http://iteslj.org/techniques/Savvidou-Html>,08/06/2009).
- Schulz, R.A. 1981. "Bridging the Gap in Foreign Language Reading". The Modern Language Journal. 65/1: 43-53.
- Short, M.H. and C.N. Candlin. 1986. "Teaching Study Skills for English Literature."In Brumfit, C.J. and R.A. Carter (eds.) Literature and Language Teaching. Oxford: O.U.P.
- Steffensen, M. S. Joag-Dev, C. and Anderson, R. C. 1979. "A cross-cultural Perspective on Reading Comprehension." Reading Research Quarterly 15: 10-29.
- Tarvin, W.L. and A.L. Al-Arishi. 1990. "Literature in EFL: Communicative Alternatives to Audiolingual Assumptions." Journal of Reading 34/1:30-36.
- Taylor, M. and Beach, R. 1984. "The effects of text structure instruction on middle grade-students' comprehension and production of expository text". Reading Research Quarterly 19: 134- 146.
- Valdes, J.M. 1986. "Culture in Literature."In Valdes, J.M. (eds.) Culture Bound: Bridging the Cultural Gap in Language Teaching. Cambridge: C.U.P.
- Widdowson, H.G. 1975. Stylistics and the Teaching of Literature. London: Longman
- Widdowson, H.G. 1978.
- Willis,J. 1996. A Framework for Task-Based Learning. London: Longman.

- Zaro Vera, J.J. 1991. "Literature as Study and Resource: The Purpose of English Literature Teaching at University Level." *Revisita Alicantina de Estudios Inglesse* 4:163-175(http://rua.ua.es/dspace/bitstream/10045/5497/1/RAEI_04_14.pdf,11/06/2010)
- Zwaan, R.A. 1993.Aspects of Literary Comprehension: A Cognitive Approach. Amsterdam: Benjamins.

Appendices

Appendix A

UNIVERSITY OF ALGIERS
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF ENGLISH

ENGLISH DEGREE CURRICULUM

Semester 03:

General survey of English literature from Chaucer to Blake

The aim of the course is to provide the students with a general survey in English literature from Chaucer to Blake with an extensive view.

The excerpts will serve as a basis for the study of literary devices (plot, setting, characterisation...etc)

- 1) General introduction
- 2) Old English and Middle English
- 3) Elizabethan and Jacobean period (poetry and drama)
- 4) Milton
- 5) Pope
- 6) Defoe
- 7) Swift
- 8) Richardson
- 9) Theatre, Sheridan, Goldsmith
- 10) W. Blake

Semester 4:

Objective of the course: The aim of the course is to provide the students with a general survey of the 19th century English literature. The text will serve as a basis for a study of literary devices and techniques

Outline:

I General presentation

II poetry: Coleridge, Wordsworth:

III Poetry: Keats, Byron, Shelly

IV The novel: Mrs Gaskell: North and South (4hours)

V Dickens (2 hours)

VI Victorian poetry: Browning, Swinburne, Rossetti (4hours)

VII Thomas Hardy: The Mayor of Casterbridge (2 hours)

VIII Oscar Wilde: The picture of Dorian Gray (2 hours)

American literature

Semester 03:

The aim of the course is to provide the students with a survey from the colonial period to the romantic period

Excerpts from representative texts will serve as a basis for the study of literary devices.

1- The colonial period

Prose: extracts from J. Smith, W. Bradford, J. Winthrop, J. Edwards.

Poetry: selected poems: Anne Bradstreet, Wigglesworth, E. Taylor (2h)

2- The Revolutionary period

Prose: Extracts: B. Franklin, T. Jefferson, T. Paine, Madison, Hamilton (2h)

3- The Romantics

W. Irving: Rip Van Winkle

J.F Cooper: The Spy of the Prairie (2 h)

E.A Poe : Fantastic Tales (2h)

N. Hawthorne: The Blithedale Romance or the Celestial Road (2h)

Semester 4:

The aim of the course is to provide the students with a survey from the realist period to the beginning of drama. Excerpts from representative texts will serve as a basis for the stline of the courseudy of literary devices.

Outline of the course

1- General introduction: 2_hours

2- The rise of realism and naturalism:

-W.D Howells: The rise of Sila Lapham (2h)

-Mark Twain: Huckleburry Finn (2h)

- Stephen Crane: Maggie, a Girl of the street (2h)

-F. Norris: the Octopus (2h)

3- Modern period and psychorealism (full study of one novel) (8h)

- Sherwood Anderson: Death in the Woodsor Wineburg Ohio.

Or Thoma Wolfe: Look Forward, Angel.

4- Drama:

One play by Eugene O'Neil or Tenessee Williams (6h)

Appendix B

Questionnaire directed to Second Year literature teachers

Dear teachers,

We would be very grateful, if you grant us a few minutes of your valuable time to fill in this questionnaire. Your responses are really needed for the purpose of carrying out a research. Tick in the box that corresponds with your answer, whenever a space is provided, please feel free to fill in with your opinions. Thank you for your cooperation.

Part I:

1. How long have you been teaching literature to Second Year students?

1)Between 1 and 3 years..... ☐

2) between 5 and 10 years..... ☐

3) between 15 and 20 years..... ☐

2. Do you usually teach

1) English literature? ☐

2) American literature?..... ☐

3) Both American and English literature?..... ☐

3. Have you ever had a training in literature teaching methodology?

1)Yes..... ☐

2)No..... ☐

4. If yes, can you give the title of the course, the place ,and the period

Title or topic of the course	Where it took place	Period
.....		
.....		
.....		
.....		

Part II:

5.What are, in your opinion, the objectives of teaching literature to Second Year university students? Order the following 1 to 5 from the most important to the least important (1 being the most important) to 5 (the least important)

- To present some literary works and their authors.....
- To develop in students the skill of reading and appreciating literature
.....
- To initiate them to literary metalanguage and the principles of literary
analysis.....
- To teach them the language (extend their vocabulary, improve their writing
and reading).....
- Introduce some aspects of the English/American
culture.....

6. What language proficiency level should students have in order to be able to cope with the literature module in the Second Year? Circle the number that corresponds to your answer for each aspect of the language.

vocabulary	1-Have an extended range of vocabulary and good knowledge of idiomatic expression.	2-Good knowledge of vocabulary including some idiomatic expressions	3-Know only some useful words, and a few idioms
Structure/syntax	1-Possess a full knowledge of the various syntactic structures used in written and spoken English.	2-Have good knowledge of the basic syntactic structures	3-Know only the basic, elementary syntactic structures
Reading	1-Read fluently and understand both the literal and the referential meaning	2-Have an average reading speed and are able to guess the meaning from the context	3-Succeed to understand the meaning with a lot of difficulty and length of time
Writing	1-Are able to write long structured essays making use of a wide range of vocabulary and syntax	2-Are able to write essays making a few wrong use of words and syntax	3-Are able to write a few lines or a paragraph using plain vocabulary and syntax

7. According to your experience with Second Year students, what is the actual level of the majority of Second year students in these aspects of the language ?(circle the number that corresponds to your opinion)

vocabulary	1-Have an extended range of vocabulary and good knowledge of idiomatic expression.	2-Have good knowledge of vocabulary including some idiomatic expressions	3-Know only some useful words, and a few idioms
Structure/syntax	1-Possess a full knowledge of the various syntactic structures used in written and spoken English.	2-Have a good knowledge of the basic syntactic structures	3-Know only the basic, elementary syntactic structures
Reading	1- Read fluently and understand both the literal and the referential meaning	2-Have an average reading speed and are able to guess the meaning from the context	3-Succeed to understand the meaning with a lot of difficulty and length of time
Writing	1-Are able to write long structured essays making use a wide range of vocabulary and syntax	2-Are able to write essays making a few wrong use of words and syntax	3- Are able to write a few lines or a paragraph using plain vocabulary and syntax

8. As teachers of literature, are you obliged to follow the established programme?

1) Yes..... ☐

2) No..... ☐

9. If your answer in 8 was yes, can you specify in what way?

1) You have to teach specific literary works..... ☐

2) You have to teach particular literary movement within particular
historical periods..... ☐

3) You have to teach particular literary writers..... ☐

10. In class, do you have to teach in a specific way? Are you obliged to follow a specific methodology?

1) Yes..... ☐

2) No..... ☐

11. (if no) Are you free:

1) To design classroom activities (e.g., role play, dramatisation)..... ☐

2) To choose your own teaching methodology..... ☐

3) To use audiovisual aids such as film projections..... ☐

12. Do you think that the sequence in which the content of the literature course you are teaching (following the historical development) is suitable to your students' language proficiency level?

1) Yes..... ☐

2) No..... ☐

13. If no, would you suggest an alternative sequence for the course you are teaching?
(Which literary work would you start with and which would you study last?)

.....

.....

.....

.....

14. Which literary works programmed to Second Year students do you find particularly inappropriate (difficult and inaccessible to your students)? Can you give some titles and suggest alternatives that you think more appropriate and engaging to your students?

Inappropriate literary works included in the 2 nd year literature course	alternatives
.....	
.....	
.....	
.....	

15. Do you think that in the Second Year literature course, importance is given (tick one option)

- 1)To the three literary genres in equal proportion..... ☐
- 2)To drama ☐
- 3)To poetry..... ☐
- 4)To prose (novels , short stories, and essays)..... ☐

16. Which literary genre(s) do you think is/are more relevant in the Second Year context

- 1) drama ☐
- 2) poetry..... ☐
- 3) prose (novels and short stories,)..... ☐

17. Do you think that the American literature course and the English literature course have

- 1) different objectives and different content?..... ☐
- 2) Have the same objectives and different content?..... ☐

18. Do you think that the American literature course and the English literature course can be merged in one module?

- 1) Yes..... ☐
- 2) No..... ☐

19. Do you think some non native English literature (African literature, Asian literature) can be suitable to Second Year university students

- 1) yes..... ☐
- 2) no..... ☐

Part III:

20. According to your experience, on average what is the class time percentage you spend on (tick in the column that correspond to your answers)

	Less than 15%	30%-55%	60% and+
1)Presenting facts(giving the historical and social background of the work, authors biographies, literary movements)?			
2) Reading and exploring the language of a literary text?			
3)analysing and interpreting a literary text using literary metalanguage?			
4) eliciting students' reaction and response to the text ?			

21. Do you think that in your literature classes, you are teaching the language as well as literature

1) Yes..... ☐

2) No..... ☐

22. If you answered yes in 21, how do you think you are teaching the language in your literature module?

	Almost in every class	Sometimes	Almost never
1) Give writing activities and tasks and correct them			
2) Present and explain vocabulary			
3) teach some reading strategies (reading for gist, inferring meaning, reading for details, ..etc)			
4) help with their speaking fluency			

23. What kind of teaching techniques do you use in the literature lesson?(tick in the appropriate column)

	Most of the time	often	sometimes	never
1)lectures				
2)dictation				
3)class discussions(asking students questions and answering their questions)				
4)group work and pair work tasks and activities				

24. When discussing a literary text, do students participate in the classroom by:

	Most of the time	Sometimes	Rarely
1)answering your questions			
2) asking you questions			
3)giving their Opinions			

25.Do you think that students benefit from listening to each other's opinions and from group discussion?

1)Yes.....☐

2)No.....☐

Part IV :

26. What kind of tests do you use with your students ?

1) excerpts from literary texts followed by questions.....☐

2) write essays on particular theme of the literary work.....☐

3) cloze tests, activities and tasks.....☐

27. Do you assess your students continuously by marking their class participation and homework assignments?

1) Yes.....☐

2) No.....☐

28. When correcting students' exam papers, do you pay

1) more attention to form (language) than content?.....

2) more attention to content than language ?.....

3) equal attention to form and content?.....

29. When assessing the content of your students' papers, which of the following do you give more importance to (order the following 1 to 3 from the most important1 to the least important3)

1) students' ability to recognise and analyse the use of literary devices.....

2) genuine personal reactions to the literary texts.....

3) appropriately stated facts and information about the literary works.....

30. Why do you think some students fail in the literature exams?

1) They neglect form over content.....

2) They learn by heart and misunderstand the question.....

Other.....
.....
.....
.....

31. Do you think that the literature course as it is taught fulfils its aims in terms

Of (tick in the columns that correspond to your opinion)

	Fully	somehow	not at all
1) making students good readers and appreciators of literature			
2) making them knowledgeable about The development of literary movements and literary writers			
3) recognizing and analysing the use of literary devices			
4) developing their language proficiency			

32. Can you give some suggestions to improve the teaching of literature in the department?

.....

.....

.....

.....

.....

Thank you for your time
and
Cooperation

Appendix C

Questionnaire directed to Second Year university students

Dear students,

Would you please give us a few minutes of your time and fill in the following questionnaire whose aim is to carry out a research about the teaching and learning of literature in the department. Your responses are very valuable to us so feel free to give your opinions whenever a space is provided for that. For most of the questions, however, you have to select the suitable answer from those given by ticking in the box that corresponds to your answer. You do not have to give your names and we guarantee secrecy. Thank you for your co-operation.

I)Part 1:

1. In your opinion what are the objectives of studying literature in the Second Year? order the following 1 (the most important) to5 (the least important)

- To improve your language ability (extend your vocabulary, syntax, etc).... ☐
- To learn about some literary movements and some American and English writers and their works..... ☐
- To develop some skills of reading and appreciating literature..... ☐
- To learn how to analyse literary texts and the use of literary devices..... ☐
- To learn about American and English culture and traditions..... ☐

2. Do you think that it is necessary to read literary works (short stories, novels, pamphlets) in the American and the English literature course?

1) Yes..... ☐

2) No..... ☐

3. How do you qualify the literary works you studied this year in the English and American literature courses? Complete the table by ticking in the columns that correspond to your answers

	Accessible language	Inaccessible language / very difficult to read	Interesting themes and topics	Uninteresting themes and topics	Read fully	Read Few pages only	Did not read
Jane Eyre							
Plymouth plantation							
Common sense							
Rip Van Winkle							
The fall of the house of Usher							
Other.....							
.....							

4. Do you think that the English and the American literature courses started with the least difficult literary works and moved to the most difficult ones?

1) Yes..... ☐

2) No..... ☐

5. If your answer to 4 is no, which sequence do you suggest? Which literary work would you prefer to start with and which would you prefer to finish with?

In the English literature course:

.....
.....
In the American literature course:

.....
.....
6. Do you know some literary works titles that you would have liked to study in the Second Year? Mention some of them

.....
.....
7. Which literary genre do you find more suitable to you?

1) Drama (plays).....☐

2) Poetry (poems).....☐

3) Novels, short stories.....☐

8. Do you think that the English literature course and the American literature course have

1) Different objectives and content?☐

2) Same objectives and different content?☐

9. Do you think that the American literature course helped you understanding the English literature course and vice versa?

1) Yes.....☐

2) No.....☐

Thank you for answering part1 of the questionnaire, would you please now answer part 2?

II) PART 2 :

10. What did your American and English literature teachers do in class? (tick in the appropriate column)

	Most of the time	often	sometimes	never
1)lectures				
2)dictation				
3)class discussions(asking students questions and answering their questions)				
4)group work and pair work tasks and activities				

11. Did your literature teachers help you with reading by giving some reading activities and questions

1)Yes.....☐

2)No.....☐

12.If your answer in 11 was yes , what type of reading activities did your teachers give in the literature class ?

	Most of the time	often	rarely	never
1) guess and predict the theme of the literary work and its ending				
2) give comprehension questions about the text				
3) ask you to infer meaning from the context				

13. In your experience, did your teachers of literature teach you the language as well as literature?

1) Yes.....☐

2) No.....☐

(If no go to question 16)

14. If yes, how did they teach the language?

	Most of the time	often	rarely	never
1)giving you writing activities and correcting them				
2) encouraging you to speak, and to express your opinions				
3)presenting and teaching vocabulary				
4)reviewing grammar or syntax by focusing on some features of the text				

15.Do you think that a literary text has only one correct interpretation and that only the teacher has this correct interpretation ?

1)Yes..... ☐

2)No..... ☐

16.If your answer to 18 was no, are you encouraged to spell out opinions and interpretations about a literary text?

1)Yes, most of the time..... ☐

2) Yes, often..... ☐

3)No, rarely..... ☐

17. In your Second Year literature classes, who talked most of the time?

1)You, the students..... ☐

2) The teacher..... ☐

18. Did you often discuss literary works or literary texts with your classmates?

	Most of the time	sometimes	never
1)Outside the classroom			
2) Inside the classroom			

19. Do you think that discussions about literary works or texts with peers can be helpful and beneficial in reading and understanding it?

1) Yes..... ☐

2) No..... ☐

Thank you for answering part 2 of the questionnaire, now you have come to the third and the last part of the questionnaire

III) Part 3:

20. How were you assessed in the American and the English literature course?

1) comment excerpts from literary texts..... ☐

2) write essays on particular themes and topics..... ☐

3) tasks and activities..... ☐

21. Do you think that the teachers when correcting your tests give

1) more importance to the content of your test..... ☐

2) more importance to the language of your test?..... ☐

3) equal importance to form and content?..... ☐

22. How did you prepare for your literature tests?

1) Memorize the teachers' lectures..... ☐

2) Read, summarize and memorize critics' reviews and notes..... ☐

3) Rely on your reading and understanding of the literature work..... ☐

Other.....

.....

.....

23. Do you think that the literature lessons prepared you adequately for the exams?

1) Yes..... ☐

2) No..... ☐

24. Do you think that you were fairly assessed in the literature courses and that you deserved your marks?

1) Yes..... ☐

2) No..... ☐

25. If no, what do you suggest for a fairer evaluation?

1) Mark your homework and presentations..... ☐

2) Change exam questions and formats..... ☐

Other.....

.....

.....

26. Do you think that the Second Year literature courses helped you in :

	fully	somehow	not at all
1)becoming a more fluent reader and appreciator of literature			
2) acquiring knowledge about some literary movements and American and English writers.			
3) handling literary analysis and criticism			
4)improving your language proficiency			

27. Do you think that literature teaching in the Second Year needs improvement?

1) Yes..... ☐

2) No..... ☐

28. How can it be improved? Suggest some ways

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you for your time and
Cooperation

Appendix D

Observation notes recorded from An American literature class

Date : 14/04/2010

time : 11.30-13.00

Class : American literature

text studied: Excerpt from Rip Van Winkle

Classroom : A19

11.45-11.55

The teacher checks the homework assignment she gave the previous session. Students were assigned to read an excerpt from Rip Van Winkle (the excerpt starts from “Rip Van Winkle, however, was one of those happy mortals” to “the only side which, in truth, belongs to a hen-pecked husband”) and to write an essay following a plan she gave. The teacher reminds them of the plan: an introduction in which the general theme of the excerpt should be mentioned. This should be followed by an analysis of the literary devices: imagery, diction, tone, characters, setting, point of view and a conclusion.

The teacher asks: who did the homework? And only few students answer that they did. The teacher then asks one of the students to read the introduction to her essay. She starts reading; the teacher stops her and corrects a vocabulary mistake she made. She continues reading her introduction, and again the teacher interrupts and corrects: “ you are speaking about the theme of the whole story, here you should mention the theme of this particular excerpt”. Another student reads his essay and made a mistake concerning point of view. The teacher explains the meaning and use of point of view in literary analysis.

The teacher turns to the whole class and asks: What is the theme of the excerpt? Some students answer at the same time: the bad relationship of Rip Van Winkle with his wife. The teacher asks: ‘pick up examples that illustrate this theme’. Some students reply by giving some adjectives and expressions from the text which the teacher notes on the board. The teacher writes on the board “torrent of household eloquence” and asks the students about the meaning of this expression. Few students attempt to answer but with incomplete sentences. Then, the teacher explains the meaning of the expression.

12.00-12.10

The teacher asks: how is humour achieved?

The Students do not answer.

The teacher asks another question: What are the examples that show the shrewishness of Dam Van Winkle. Some students answer giving some examples from the text. The teacher explains: through the use of metaphors in the text, the writer achieves humour and shows the shrewishness of Dam

Van Winkle. She writes on the board “ this provoked a fresh volley from his wife” and asks: what is the meaning of volley?

A student attempts to answer, the teacher, then, confirms part of his answer and explains further: volley is a succession of questions, blames or curses. She reads another example “Rip had but one way of replying to all lectures” and asks: what is the meaning of lecture in this context? A student answers: it shows that his wife is very authoritative. The teacher confirms and gives further details. She then asks: What kind of man is Rip Van Winkle? Some students answer at the same time: he’s a henpecked husband..; he has a weak personality...The teacher asks: What vocabulary in the text shows his character? Some students answer: happy mortals, foolish, well-oiled disposition. The teacher asks about the meaning of well oiled disposition and explains herself the metaphor.

12.11-12.20

The teacher continues explaining the use of metaphors and explains that these metaphors are used to show how helpless Rip feels in front of his wife and to provoke humour.

The teacher then remarks: when you are studying the literary devices (metaphors, personifications, etc) you are also dealing with characterisation.

She then moves to talk about point of view; she observes: narration can be subjective or objective. She asks: how is the narrator in this excerpt is he subjective or objective? The students are confused and don’t answer. The teacher then explains: through the use of metaphors and the choice of words, we feel that the narrator sympathises with Rip Van Winkle, and he makes the reader feel sympathy for him. To this a student reacts: ‘but when we see his character, his idleness, we think that his wife is right’. The teacher interrupts: the narrator sympathises with Rip not with his wife. You have to say whether the narrator is subjective or objective. The teacher then asks: is it clear concerning point of view?

The teacher moves to diction; she observes: when we analyse an aspect, we have to give examples. She asks: what do the words starve, whistle connote? What can we say about diction? Few students attempt to answer. The teacher then explains: the diction connotes humour. She instructs the students to pick up words that connote humour, students give some examples.

12.21-12.31

The teacher moves to tone; she observes: the tone is related to the diction. She asks: anything else about the tone? One of the students answer: it is humorous, not serious. The teacher confirms and gives further details.

The teacher then moves to the plot, she asks: what is the plot? A student answers: it is a sequence of events.

She moves to setting: is the setting and time stressed in this passage? The students: no

The teacher observes: once you finish the analysis of the passage, you conclude. She asks: how do you conclude? A student answers: we restate the introduction and we speak about the purpose of

the writer. The teacher confirms and asks: did the writer achieve his purpose? Some students answer: yes. The teacher then asks: is it clear? Do you have any questions? Students keep silent

12.32-12.42

The teacher then asks the students to move to the first page of the short story and asks: what does the writer describe in the first, second and third paragraph. The students answer: in the first paragraph the mountain, in the second the village and in the third the house. The teacher asks: what does the technique remind you of? One student answers: fennel description, another student: like in movies...The camera. The teacher confirms and explains further.

The teacher then asks: what does he say about the mountains? Some students answer in single words. The teacher explains: the mountains are described as magical as fairy. She asks: why are they described in this way? A student attempts to answer: to arouse the interest of the reader, the teacher confirms and explains: he wants to prepare readers to what will happen?

The teacher asks: what are the characteristics of the village?

Some students answer: o Dutch origin, antiquity. The teacher writes on the board these characteristics. She then explains: you notice that the writer presents the geography, the history and at the end the village and the house of the writer.

12.42-12.52

The teacher asks the students to take a handout she already gave. The handout is about Irving the writer of the short story and romanticism.

The teacher asks: what is romance? Some students answer and the teacher notes on the board: Fancy + Idealism.

The teacher explains: you notice that Irving spent part of his life in Europe. This can be considered as a parallel between the author and his hero in the short story. She goes on with biographical information about Irving . She mentions his influence by Nathaniel Hawthorn and then asks the students to do a research about this writer and the themes in the *Scarlet letter*.

The teacher asks: what type of character is Rip Van Winkle, a student answers: he is a romantic character, the teacher confirms and asks: what are the characteristics that show his romanticism. A student answers: he is like a child, the teacher confirms: childlike, she asks: what does it mean primitive; he's someone who lives close to ... students: to nature. The teacher asks: what else is romantic about Rip Van Winkle? The students do not answer. To this the teacher observes: I gave you the handout a week ago, why didn't you read the handout?

The teacher continues: If we speak about romanticism, we speak about what? A student answers: relationship with nature, relationship with magy. The teacher asks: how are these elements exploited in the short story, the same student answers: Rip drank the portion and fell asleep. She asks: the people he met in the mountain how they are, some students answer and the teacher writes on the board: dwarf

The teacher continues the discussion about the elements of romanticism in the story

She then observes: when we read the story, we feel sorry for the main character in what points do you feel pity for Rip? The students answer: when he goes to the mountain, when he comes back to the village. The teacher remarks: the story is half humorous and half pathos for the main character.

Appendix E

Observation notes recorded from An English literature class

Date : 13/04/2010

time : 13.00-14.00

Class : English literature

text studied: Excerpts from Jane Eyre

Classroom : B308

of students: 45

13.10-13.20

The teacher asks the students to read a dialogue from the book. Two students volunteer and role play the dialogue between Jane and Helene.

The teacher then asks: what does Jane say about her past life, what did she learn from her past life? A student answers: she learnt patience and endurance, other students attempt to answer. The teacher confirms and explains further: Jane was the victim of her imagination and because of the good and the bad people she met in her life she became a strong woman. She remarks: this passage closes the chapter of childhood in Jane's life. She asks: when did Jane's life as an adult start?

Some students attempt to answer; the teacher guides them with more questions. The teacher: where did she move? Some students answer: "to thornfield". The teacher asks: what is the aim of the move. The Students: to meet her lover, to fall in love.

Two students at the back of the class discuss in Arabic about the ending of the story and some details they saw on the film version of Jane Eyre while the teacher continues the discussion with some students about the main events in the plot eliciting answers from them and writing down these events in the form of a diagram on the board.

13.25-13.35

The teacher asks the students to move to another chapter. Chapter 10 page 85. She asks a volunteer to read and one student starts reading. While the student was reading, the teacher interrupts and asks few questions and comments herself on the theme and the plot.

13.40-13.50

Once the student has finished reading, the teacher asks: what is your assessment of the scene? How does Jane feel? The teacher reads the final line and invites the students to comment. Few students attempt to comment and answer. The teacher confirms some of the answers and then answers herself: She is looking for change.

The teacher asks a volunteer to continue reading and a student volunteers and starts reading interactively and very fast. To this the class react and start laughing. Once this student has finished reading, the teacher explains the scene and its significance in the plot. She comments: Jane is looking

for freedom. You notice that her search for change is quickly answered. She continues: you notice also that in the plot the feelings are closed to the events.

13.51-14.01

The teacher asks the students to move to chapter 12 page 110 and asks a volunteer to read aloud. At the end of his reading, the teacher asks: what is Jane doing? One of the students attempts to answer and speaks about the theme of the story. Then, the teacher gives more details about the character of Jane and stress again the idea that feeling and plot are interrelated

The teacher asks the students to move to page 236. She remarks: it is a very significant episode. The teacher asks two students to read the scene. The students spend almost ten minutes reading. Once, they have finished reading, the teacher asks: what do you think of this passage? One of the students answer: forgiveness. The teacher asks: what does forgiveness symbolise? Some students attempt to answer and then the teacher gives her own interpretation. She explains: forgiveness closes a page of sufferance in Jane's life. This episode is crucial because it allows Jane to move forwards.

14.05-14.15

The teacher asks the students to move to chapter 23 p251, the proposal of marriage. Two students role play the scene between Rochester and Jane. The students read aloud for more than two minutes. Once the students have finished reading, the teacher asks: what do you think of this scene? Few students attempt to answer; the teacher listens to them then gives her own interpretation and comments: from this scene we feel that Jane has become an independent woman.

14.16-14.26

The teacher asks the students to move to chapter 26: the obstacle. She asks: when Jane discovers that Rochester is married, what did she do? The students answer: she escaped. The teacher confirms and comments: Jane has to choose between her moral value and her love.

The teacher then asks the students to move to chapter 27. She observes: this chapter shows Jane's internal struggle. She asks one of the students to read aloud. At the end of the reading, the teacher comments: you see here the inner struggle is articulated.

The teacher then asks: what does escape symbolise. Some students attempt to answer, then the teacher confirms and explains further. She asks: how do you qualify Jane's reaction? A student attempts an answer: it reflects Jane's strong personality. The teacher then observes: although Charlotte Bronte is a romantic writer, her protagonist does not only follow her emotions.

Appendix F

Examples of literary tasks

Figure1: Graphic illustration of story grammar (Adapted from Amer2003)

Title of the story/episode
Setting
Characters:
Problem:
Major Events: 1- 2- 3-
Ending/ Resolution:

Figure 2: To study characters, the teacher may ask students to complete a character web like the one below (adapted from McKay2001:323)

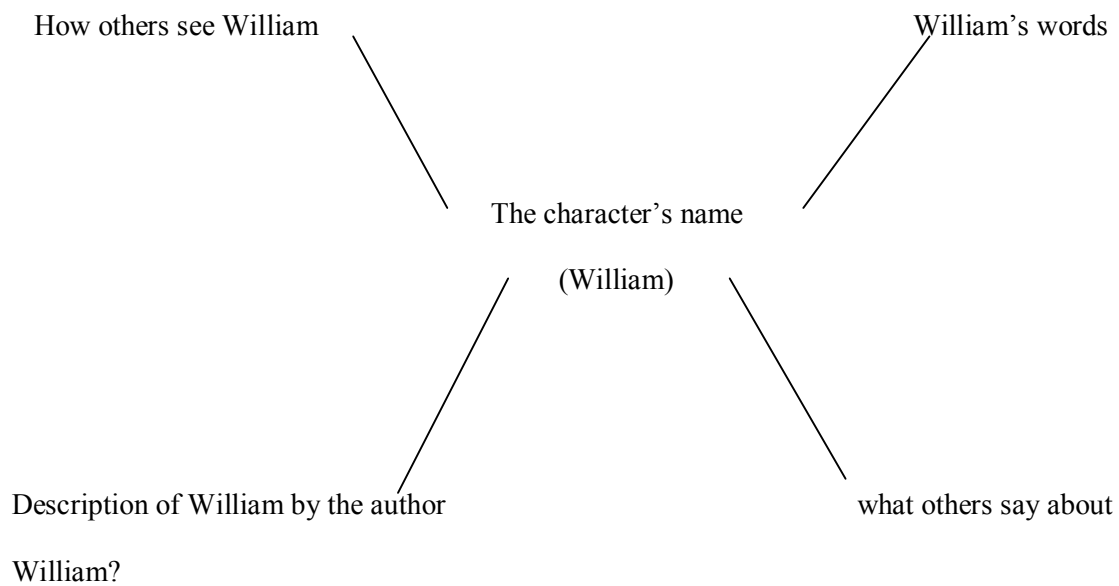


Figure 3: For the study of the spatio-temporal point of view, Mckay (2001) suggests this chart

Line number	Historical time	location	characters	events

Figure 4: Sasser (1992:306) suggests a T-Graph to analyse a literary text where students pick up the quotations that appeal to them and write their reactions to them

Quotation	My reaction

Figure5: Keeping a reading log. (adapted from Benton1992:35 cited in Carlisle2000)

While you are reading the book write down all the things that go on in your head in a “stream of consciousness” style. As you read, you will be making a record of images, associations, feelings, thoughts, judgments, etc. You will probably find that this record will contain:

Questions that you ask yourself about characters and events as you read. (Answer these yourself when you can.)

Memories from your own experience provoked by the reading.

Guesses about how you think the story will develop, and why.

Reflections on striking moments and ideas in the book.

Comparisons between how you behave and how the characters in the novel are behaving.

Thoughts and feelings about characters and events.

Comments on how the story being told. For example, any words or phrases or even whole passages that make an impression on you, or motifs which you notice the author keeps using.

Connections to other texts, ideas and courses.

An outline of the chapter, no longer than a paragraph.

Please date each entry, and note down the time and place, as well as the mood you are in while reading.

Please note down the page number you are reading when you make an entry.

Please take pleasure and pride in your log.

Please do not try to rewrite the book.

Appendix G

A sample Task-based literature unit for teaching Rip Van Winkle

The source of the tasks used in this unit are to be found in chapter five and appendix E

The unit's outcome: By the end of the unit, the students will have read fully the short story and react to it personally. They will have also extended their vocabulary and practised their speaking and writing.

Lesson1

1)Pre-reading tasks:

Objective: the aim of these tasks is to activate the background knowledge of the students and to raise their interest in reading the story.

Task 1:

Stage 1: the class is divided into two groups. Group A read Extract A and Group B read Extract B. Then answer the questions below each extract

Extract A

The "Romantic Period" refers to literary and cultural movements in England, Europe, and America roughly from 1770 to 1860. Romantic writers (and artists) saw themselves as revolting against the "Age of Reason" (1700-1770) and its values. They celebrated imagination/intuition versus reason/calculation, spontaneity versus control, subjectivity and metaphysical musing versus objective fact, revolutionary energy versus tradition, individualism versus social conformity, democracy versus monarchy, and so on. The movement begins in Germany with the publication of Goethe's *Sorrows of Young Werther*. The movement then goes to England (Blake, Coleridge, Wordsworth, Shelley, Byron, and Keats), until about 1830 (upon which the Victorian Age begins). Romanticism does not appear in the U.S. until Irving and Emerson are writing; so, somewhat confusingly, the Romantic Period in the U.S. (1830-1860) overlaps with the period in which U.S. culture may also be said to be "Victorian" (1830-1880).

American Romantics tend to venerate Nature as a sanctum of non-artificiality, where the Self can fulfill its potential. American Romantics also champion spiritual intuition or self-reliant individualism. They often, however, illustrate the egotistic, futile, and destructive aspects of their questing heroes. Or they highlight how such self-reliance or intuitions conflict with conventional social and religious dogma (Fuller and Dickinson). Socially, American Romantics are usually radically egalitarian and politically progressive). In terms of literary technique, American Romantics will use symbols, myths, or fantastic elements as the focus and expression of the protagonist's mental processes or to convey deeper psychological or archetypal themes. Their style is often very original and not rule/convention oriented (only Dickinson writes like Dickinson; only Whitman, like Whitman).

The primary feature of American Romanticism--the obsession with and celebration of individualism--takes on particular social relevance because U.S. culture has always prized individualism and egalitarianism. Democracy elevates everyone (white males in this time period, that is) to the same status. One is no longer part of a traditional, old-world hierarchy. Everyone has a chance (given *laissez-faire* government) to maximize

one's own worth (in America one is liberated to pursue one's aspirations without interference--that's what "liberalism" originally meant, and that is what Frederick Douglass wants at the end of his *Narrative*). But independence also leads to a sense of isolation (no traditional, supportive community; families on the move West, etc.). Without traditional context, insecurity about values arises, and thus, somewhat paradoxically, there emerges a continued preoccupation with what everyone else thinks. The average middle-class person aspires to be like everyone else. American Romantic writers like democracy and see the dignity of common folk, but also--usually only implicitly--are troubled by the loss of distinction. It is key to see that American Romantics can both celebrate the "common man" and their own, more spiritually/psychologically elite selves.

(from Strickland, B.1997."American Romanticism, Overview" unpublished material, Department of English Gainesville college <http://westga.edu/mmcfar/American> Romanticism overview (26/6/2011))

- a) What does the term romanticism refer to?
- b) When did romanticism appear in the U.S., Who are the first American romantic writers?
- c) What are the characteristics of romanticism in general and what are the features of American romanticism ?

Extract B

Washington Irving [pseudonym Geoffrey Crayon] (1783-1859), American essayist, historian, and author wrote "The Legend of Sleepy Hollow";

One of the first noted American authors to be highly acclaimed in Europe during his life time, Irving was a prolific author of fiction and non-. He wrote numerous short stories, biographies, histories, and tales of his travels. His characters Ichabod Crane and Rip van Winkle are now icons of popular American culture, and many of Irving's works have inspired adaptations to the stage and film.

Named in honour of American President George Washington, under whom the United States gained independence during the American Revolution, Washington Irving was born on 3 April 1783 in New York. He was the eleventh child born to emigrants Sarah Sanders and William Irving, deacon and successful merchant. Washington, while born sickly, was a mischievous and adventuresome young man, sneaking out at night to attend plays and frustrating his pious parents, especially his father. He roamed the city and environs, dreaming of far-off places--dreams that were partly fueled by one of his favourite books, Defoe's *Robinson Crusoe*. Travelling would become a life-long passion. Although he was not an avid student, he studied law and became a clerk in Josiah Ogden Hoffman's law office.

During the War of 1812, Irving was beset with *ennui*. Initially he had begrudgingly enlisted but his patriotism flared with the burning of the capitol; he also served as governors' aid and military secretary for a time. In 1815 he left America for England to visit his brother but remained for the next seventeen years, again travelling to various countries in Europe. While in England, an unsuccessful business venture with his brothers caused him to turn to his pen in hopes of providing some income. Irving's short stories, first printed in America under his pseudonym Geoffrey Crayon between the years 1819-20 were collected in *The Crayon Papers* and *The Sketch Book of Geoffrey Crayon*. They contain two of Irvings' most famous tales: "Rip van Winkle" and "The Legend of Sleepy Hollow". These stories were wildly popular in America and soon too in Europe where Irving, or, Geoffrey Crayon, was welcomed by noted society and literary figures including actors, writers, artists, Dukes, and Lords, Kings and Queens. Positive reviews were published and [Charles Dickens](#),

Samuel Taylor Coleridge, Lord George Gordon Byron, and his friend Sir Walter Scott lauded his humorous and witty style.

Irving's health failed again and for many months he was unable to walk, but it did not stop him from continuing to write. His next novel was *Bracebridge Hall, or, The Humorists, A Medley* (1822). It was followed by *Tales of a Traveller* (1824), which Irving considered one of his finer works. In 1826 Irving moved to Madrid, Spain, where he set to writing his highly lauded *The Life and Voyages of Christopher Columbus* (1828), *Chronicle of the Conquest of Granada* (1829), and *Tales of the Alhambra* (1832).

In 1832 Irving returned to America, greeted by his overwhelmingly adoring readership. With the intent of creating a secluded retreat for writing, he bought a farm on the banks of the Hudson River at Tarrytown in New York State. The little Dutch cottage and the picturesque views was soon transformed into the now famous residence "Sunnyside". Irving the bachelor was surrounded by loving friends and relatives, and apart from his sojourn as Minister to Spain in 1842-48, his days of living abroad were over.

(from Reuben,P. Perspective in American Literature-A research and a Reference Guide-An ongoing project, [http:// www. Csustan.edu/ English/reuben/pal/chap3/Irving. html](http://www.Csustan.edu/English/reuben/pal/chap3/Irving.html) 26/6/2011)

- a) What personality traits did Irving have?
- b) How were these traits reflected in his writings?
- c) What war did he witness? What was his reaction to it?
- d) Where did he settle in the end? Did he ever get married?

NB: other Extract about the Catskill Mountains and the Dutch settlers in New York can be used to activate the schema knowledge of the students.

Stage 2: students from group A join students from group B and exchange information about their articles.

Stage 3: In pairs, students jot down the themes that can be read in a work of literature written by Irving within the romantic period and then compare their ideas.

Task 2:

The teacher writes on the board the following words:

Rip Van Winkle

Hen-pecked husband

termagant wife

a good-natured fellow

He was thrice blessed

meekness of spirit

a shrew

a strange man

a flagon of liquor

Working in pairs or in groups, the students are asked to brainstorm a narrative link between the words to tell a story. Then, in class the students compare their stories.

II) While-reading tasks:

Lesson 2

Objective: The aim of this lesson is to give the students a purpose for reading and to sensitise them to the way an author presents a description or a theme to make them aware of the lexical patterning that structure a work of literature.

Task1:

stage 1: students skim through the two first paragraphs and then work in groups. Group A : extract the words and the adjectives that describe the Kaatskill mountains, then put the words under the following headings

colours	Verbs of movement	clothes	time	Supernatural/unusual

Locate the mountains in the map of the U.S and draw a picture of the mountains following the description.

Group B: extract words that describe the village then arrange them according to the word category

Draw a picture of the village following the description.

Stage 2: members of group make pairs with members of group B and exchange the pictures they draw. They, then, discuss the effect that such a description produce. What does this description lead them to expect from the story? How are the kaatskill mountains personified?

Stage 3: Pretend that you are a film director, how would you film the opening setting?

Task2: read the extract from " in that same village....he would fly to the door with yelping precipitation"

stage 1: complete the following charts with the adjectives and words that describe Rip, his wife, his dog, his children and his farm

chart1:

Rip Van Winkle	
the narrator's opinion	

as seen by his neighbours, the children and the good wives of the village	
His wife's opinion	
Your own opinion and ideas of Rip	

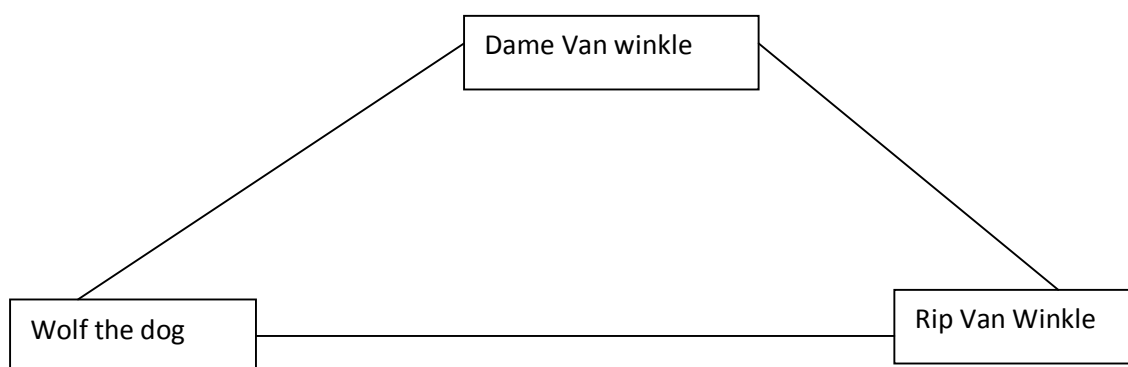
Chart2

Dame Van Winkle	
the narrator's opinion	
as seen by her neighbours	
Rip's opinion of her	
Your own opinion and ideas of her	

Chart 3:

Rip's family and possessions	
Wolf the dog	
His children	
His farm	

Chart 4:complete the chart by defining the attitudes and the relations between the three characters



Stage 2: in pairs students compare their answers and justify them by referring to the language of the text

Stage 3: Do you know a person like Rip or his wife? Who is he or she? What traits do they share with one of the characters? Do you find anything amusing or funny about the relationship of Rip with his wife ? What is it? Pick up the words and phrases that arouse amusement?

Task 3: Set as homework

Look at the definitions of some literary devices , find their equivalents in Arabic or French, then while you are reading the story find an example of some

Allegory: It is a symbolic aspect of a [story](#) that conveys a lesson or a teaching which is not present in it. Generally, its a narrative that contains an abstract idea to be delivered or conveyed through a figurative use of one subject for the other. Classics such as Aesop's Fables or John Bunyan's 'Pilgrim's Progress' and films like 'The Matrix' or 'Casablanca' are examples of allegory.

Alliteration: Words or sentences that begin with similar-sounding words are said to employ [alliteration](#). 'Careless cutting cars', ' wonderfully whistling woods' or [tongue twisters](#) like, 'she sells sea shells by the sea shore' are examples of alliteration.

Anastrophe: Also known as inversion, it is a sentence or a poetic expression which reverses or changes the order of words for greater emphasis. 'Uneasy lies the head that wears a crown' or 'Ten thousand saw I at a glance' are anastrophic expressions.

Aposiopesis: Its the sudden breaking applied in a prose or a [poem](#) to increase the emotional aspect or dramatic feel. The following extract from [Shakespeare's](#) play, 'King Lear' is a good example of aposiopesis. 'I will have a revenge on you both, *That all the world shall.... I will do such things*, What they are, and yet I know not'.

Ellipsis: It is the omission of a word or words from a sentence which may sound grammatically incorrect but the meaning is easily conveyed. Examples: 'He won all the games, hands down', or 'I got Sam and Sam me'.

Hyperbole: It is an exaggeration, used often to ridicule, create humor or any drastic emotional appeal. 'The waves rose as high as the mountains,' 'I am so hungry that I can eat a whole cow' or 'She wept and wept until there was a sea of tears', are sentences which substantiate the use of [hyperbole](#).

Irony: It is the expression of ideas which are exactly opposite to the implied meaning. There is a discord or disagreement between the presented words and their use. 'A student of psychology going insane', a quote such as, 'A bank lends you money provided you show that it's not needed' or the warning found on every cigarette pack, '[Smoking](#) is injurious to health' is an irony!

Metaphor: The direct comparison of two entities where one entity is expressed as the other. Examples are, 'He was a lion in the fight', 'The birth of laughter', 'stealing eyes', 'noisy looms' and so on.

Oxymoron: This figure of speech includes words or ideas opposite in meaning placed one after the other. 'True lies', 'open secret', 'pretty ugly face', 'feeling alone in a crowd', are some forms of this literary device.

Parallel construction: In this literary device, the idea to be stated is repeated in some other form to emphasize the articulation. 'She cried, she wept but he was unmoved', or 'Show me your strength, your stamina, your energy only where it is needed' are some expressions of parallel construction.

Personification: It is a representation of abstract ideas or inanimate objects as having human attributes or qualities. 'Death laid its icy hands on kings', 'Love and friendship had crippled his sense of judgment' and 'Tormenting idea' exemplify the use of personification.

Satire: It is a mimicry, a mockery, a witty remark or a ridicule related to a person, place, animal or a thing, generally for leisure and is completely wrong or absurd. TV shows like 'Saturday Night Live' or movies like 'The Tailor of Panama' are examples of satire.

Simile: It is an indirect comparison made between two different entities showing some common aspect or relation. Examples include, 'as cool as a cucumber', 'as white as snow', 'Life is just like an ice-cream, enjoy it before it melts'.

lesson 3

Task 4:

Stage 1:(the teacher could give this task as homework) When Rip woke up, he found many changes in the places and the people he used to know. While reading summarise the changes that took place by filling this chart

setting	Before Rip slept	When he woke up
Gully/ the path he ascended with the strange man		
The ravine		
The village		
The village's inn		
His house		
The Kaatskill mountains and the Hudson		

What had happened to these people? Dame Van Winkle, Nicholas Vedder, Derrick Van Bumel, and Rip Van Winkle.

Stage 2: in pairs or groups students compare their charts and say what remained unchanged

Stage 3: class discussion of the theme of change and continuity in the short story.

III) Post-reading tasks:

Lesson 4

Objective: to extend the appreciation of the work and deepen students' understanding of it

Stage 1: Students work in groups and choose one of the following tasks

Task1: suppose that you are Rip rewrite what happened to you from the day you went shooting squirrels in the highest part of the Kaatskill mountains till your return to the village and your gathering with your daughter.

Task2: suppose that you are Dame Van Winkle retell the story from her point of view

Task3: Rip consoled himself by frequenting a group of sage but he was driven out by his wife, improvise the scene that might have taken in the inn. Work in a group of 3 or 4: Dame Van Winkle, Rip, Nicholas Vedder, Van Bummel.

Task4: Describe Irving's view of marriage. Support your interpretation with lines from the story.

Task5: in what ways is the short story an allegory of the American history. What does Dame Van Winkle Symbolise? And what does Rip symbolise?

Task6: Romantic heroes generally are childlike, innocent, distrustful of women, fond of nature, in search of higher truth, find lines from the story to describe each character trait.

Stage 2: students work in their groups to perform their tasks

Stage 3: each group presents or perform the outcome of its task to the class.

Appendix H

The table of content of the suggested task-based literature course

Type of tasks Title of the literary work	Pre-reading tasks	While reading tasks	Post-reading tasks
Daffodils	-Group discussion about the topic of flowers and spring -gap filling activity	-Close textual analysis. In pairs students extract adjectives related to feeling and colours. -In groups students discuss their reactions and feeling to the text	-genre transfer: rewrite the poem into a letter. -write the poem in the form of a dialogue
The Lion and the Jewel	-Information exchange task -prediction task	-Character webs -story grammar	-Role play -dramatisation
Rip Van Winkle	-Information exchange task - prediction tasks -vocabulary definition	-gaphic organisers -textual analysis -Reading logs	-Genre transfer -rewrite the story from different point of views -group discussion and essay writing
Jane Eyre	-Prediction tasks -Linguistic activities	-story grmmar -character webs -spatio-temporal chart -reading logs	Genre transfer tasks: Rewrite into poems, news-paper articles -watch the film versions and compare and contrast it with the novel

ملخص

يهدف موضوع هذا البحث إلى تصميم برنامج مبني على الوظائف لتعليم الأدب المكتوب باللغة الانجليزية لطلبة السنة الثانية (l.m.d) ل.م.د. و لهذا الغرض يبدأ البحث بإعادة تقييم برنامج السنة الثانية للأدب الحالي بشقيه الأدب الانجليزي و الأدب الأمريكي لتحديد نقاط القوة و النقصان لاسيما فيما يتعلق بتطوير القدرة على تقييم النص الأدبي و تطوير المهارات اللغوية.

و عليه تم تصميم استجوابين لجمع المعطيات من العينة المتكونة من 5 أساتذة أدب و مجموعة مكونة من 30 طالبا في السنة الثانية كما اعتمد البحث على الملاحظة الاثنوغرافية المتمثلة في تسجيل بعض مجريات حصتين تعليميتين في الأدب لطلبة السنة الثانية

تحليل المعطيات أدى إلى كشف النتائج التالية :

- ❖ صعوبة بعض الأعمال الأدبية المبرمجة.
- ❖ اعتماد الأساتذة على طرق التلقين التي لا تشجع على التفاعل مع النص و بالتالي على إصدار تقييم شخصي له.
- ❖ عدم دمج نشاطات تعليم اللغة أو تدليل أي صعوبات مرتبطة بلغة النص.
- ❖ اعتماد أساليب تقييم خاصة بالناطقين باللغة الأصلية.

و تجاوزا لهذه النقائص تم اقتراح برنامج أدب موحد مبني على أساس الوظائف (task-based). و قد صمم هذا البرنامج تماشيا مع اقتراحات الأساتذة و الطلبة و كذا الاقتراحات البيداغوجية لمجموعة من الباحثين في مجال تعليم الأدب لمتعلمي اللغات. حيث يضمن تدريس الأدب عن طريق تكليف المتعلمين بالقيام ببعض الوظائف قبل و أثناء و بعد قراءة النص الأدبي، تفاعل الطلبة مع النص و الانتباه للغة إلى جانب إنتاجهم للغة مسموعة أو مكتوبة و هذا يكفل دمج هدف تعليم الأدب و هو كسب مهارات القراءة و التقييم الأدبي و تطوير المهارات اللغوية للطلبة.