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The Use of Visual Aids to Enhance EFL Students' Literature Understanding

The Case Study of Second-year Students at
The Department of English-University of Laghouat

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of the Requirements of the Master Degree in English Literature and
Civilization.

By

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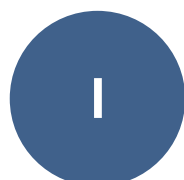
DEDICATION

I dedicate this work to

My beloved parents, Zhour and Tarek, who gave always been by my side in success as in failure; words cannot give enough credit to their love, support and tenderness.

My sister Ferzan Malak

My brother Ahmed and Saleh



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Abstract

Visual aids have become increasingly popular in various educational fields, including literature. This dissertation outlines the increasing popularity of visual aids in educational fields, particularly in literature, to enhance teaching methods and student engagement. The study evaluates visual-based instruction through methods such as role-playing, movie adaptations, and posters as educational tools for teaching EFL literature to second-year students at the University of Amar Thelidji. The specific objectives include exploring the effects of visual aids on literary understanding and expanding students' experiences with literature. The research utilized two instruments: a questionnaire for second-year students in which 30 students were asked in order to conclude with findings and a semi-structured interview with five literary teachers. Findings indicated that students benefited from visual aids, becoming more engaged in the learning process. The study concluded that visual aids facilitate literature studies and allow teachers to integrate online content with face-to-face instruction. It suggests that the use of visual aids in literature classes provides a foundation for further investigation into their integration in traditional educational settings to support effective teaching and learning processes.

List of Abbreviations:

EFL	English as Foreign Language
ESL	English as Second Language.
ED TECH	Education Technology.
TEFL	Teaching English as a Foreign Language.

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General Introduction

General Introduction

Background of the Study :

Visual aids are very important in every aspect of modern education. Students typically use tools including diagrams, posters and multimedia as studying aids. There are many visual tools at your disposal to bring fresh learning experiences for students in nearly all subjects especially literature, which often can be somewhat difficult to understand. Unfortunately, movie adaptations and role-playing activities are considered the best visual resources to help students easily understand literary texts.

The correct use of visual aids helps in better understanding what the literature is, hence, it also makes sure that professors get a students more engaged and thorough with their reading. The visual aids are an important part in the integration of education, particularly when used for literature classes. Ramperdid (2001) also provide examples how student interest, motivation and engagement in learning benefit from visual aids. These tools make learning more exciting, and thus the students are driven to attend a literature class. Literary understanding takes place not only by reading texts, but also inside the character and thematic world. For this to happen, students need visuals intertwined with literary work on the table

Statement of the Problem:

The impact that visual aids have given in education, specifically to the field of literature has evolved conventional ways of teaching. Today, however students want to learn from multimedia resources where their books come alive. That the new generation is bound to be more receptive to non-Humanities-structured tracks should come as little

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surprise, obviously. Given this situation, it has been shown that the use of resources such as movie adaptations and role-playing in literature lessons can provide a real enrichment for both students learning process and possibly make available an effective means to motivate them – and teachers– to delve deeper into literary texts. Still, teachers need to know how best to integrate these visuals into their curriculum and students must learn how to interact with them in a way which deepens rather than simplifies the understanding of literature.

Aim of the Study:

The purpose of study is to bring forth and investigate the impact made by graphical information on literary reception, represented with examples such as movie-adaptations or visually-oriented role-plays that will make it easier for students reading books. Examining these aids effect as a tool in the teaching of literature and investigating its impact on students interpretation otherwise understanding of Literary texts is my study purpose. Thus, the objective behind this study is as follows: Initiating communicational processes among teachers and students that visual aids are a powerful way to understand some difficult themes in literature since analysis of literary works becomes more consumable when delivered by other means. Also handling effects for second year participants using it.

The Research questions:

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For this study, a set of questions have been raised to investigate the effectiveness of using visual aids in teaching literature to EFL students and they are as follows:

1/ to what extent do visual aids help students to enhance their literary understanding ?

2/ What challenges do teachers and students face when using visual aids like role-playing, movie adaptations, and posters to understand literature lessons?

3/ What are the students' and teachers' attitudes towards the integration of visual aids in literature classes at the department of English, Amar Thelidji University?

3.3.2 Hypotheses:

This dissertation hypothesis the following hypotheses:

Hypothesis01:

Visual aids can be extremely helpful when it comes to learning literature, since it allows them to be engaged and interacted with their teachers and with online literary content.

Hypothesis02:

The integration of visual aids in literature classes will lead to an increase in students' motivation and interest in literary texts, resulting in higher participation rates and improved academic performance compared to traditional text-based instruction.

This hypothesis suggests that visual aids not only enhance understanding but also positively influence students' attitudes towards literature, making them more eager to engage with the material

Hypothesis03:

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The use of diverse visual aids tailored to different learning styles will result in a more equitable learning environment, allowing students with varying preferences and abilities to achieve similar levels of comprehension and engagement in literature lessons.

This hypothesis posits that by accommodating different learning styles through a variety of visual aids, all students can benefit more equally from literature instruction, potentially reducing disparities in understanding and participation

Literature Review:

Salehi (2016) explored the benefits of using visual aids in literature teaching, emphasizing that these tools play a crucial role in enhancing students' engagement and comprehension. He identified various visual aids, such as movie adaptations, illustrations, and role-playing, as effective methods for making complex literary concepts more tangible and relatable. According to Salehi, incorporating these aids into the classroom not only captures students' attention but also facilitates a deeper understanding of themes, characters, and narratives. Additionally, he noted that visual aids provide a flexible and interactive learning experience, which can be adapted to various learning styles and environments. This approach encourages active participation and critical thinking, enabling students to connect more profoundly with the material. Salehi concluded that the strategic use of visual aids in literature education helps bridge the gap between abstract ideas and students' practical understanding, ultimately fostering a more dynamic and enriched learning environment

Amer (2023) studied how visual aids can help in teaching literature, especially for students who struggle with understanding and motivation. He noticed that tools like

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animated videos and illustrations make learning more engaging and easier for students to grasp complex ideas. Initially, his students had trouble with word meanings and sentence construction, leading to poor performance. However, when he introduced visual aids, the students became more interested and actively participated in class, repeating sentences and even acting out characters. The researcher found that visual aids not only helped with comprehension but also increased student motivation. Although he faced challenges, such as classrooms not being fully equipped with the necessary tools, he used the school's laboratory to make it work. The success of his approach led him to strongly recommend using visual aids to improve students' learning experiences in literature

Pasere (2019) explored how teachers use visual materials to teach English vocabulary to students in grades 3 and 6. By using questionnaires, interviews, and observations, the study found that teachers use various visual aids, but to different extents. These materials include pictures, posters, word calendars, charts, and even videos from iTunes. Young students appreciate these visual tools because they make learning English vocabulary more engaging and easier to understand. The study showed that visual aids like graphic organizers and picture books help students grasp new words and concepts better. Pasere's research suggests that more detailed studies could be useful to look into how these visual aids are used in different grades and to gather more opinions from teachers about which types of visuals work best for

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teaching vocabulary. This would help in understanding how to use visual materials effectively in various classroom settings

Methodology:

Any research needs a suitable method to be followed as well as the correct way of collecting the data. For this reason, this work adopted a qualitative approach based on a descriptive method to investigate the effect of using visual aids to enhance literary understanding. To investigate and collect data, an online questionnaire was addressed EFL students of second-year students and a semi structured interview to /with EFL teachers, in the department of English at Amar Thelidji University.

The Structure of The Dissertation:

This research paper is divided into three chapters, the first chapter is devoted to teaching literature. The second chapter tackles the use of visual aids in education . Finally, yet importantly, the third chapter is dedicated to the analysis of the use of visual aids in classes of literature.

Chapter One :Teaching Literarure

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1.Introduction:

Literature is widely regarded as an essential asset for facilitating language acquisition in the EFL classroom, as it provides numerous opportunities for students. It aids in the development of new ethical perspectives and concepts, while also motivating students to portray themselves as knowledgeable individuals. The incorporation of literature in educational settings can foster imagination and creativity, prompting students to formulate hypotheses and engage in critical thinking, as well as allowing them to relate to real-world issues. In this context, methodologies and research concerning the use of literature in English Language Teaching (ELT) have evolved over time. This chapter aims to examine various researchers' perspectives on the instruction of literature. To achieve this, we will initially outline definitions of literature, its connection to language instruction, and the historical context of literature teaching. Subsequently, we will analyze the importance and rationale for integrating literature into English teaching. Following this, we will investigate prominent approaches, models, and techniques for teaching literature. Finally, we will address the relationship between literature and language skills.

1.2 Defining the Word Literature:

Literatura, which translates to "Literate" in English, is the Latin root of the English word literature. The term "literature" was first used in French before being adopted into English. In its most basic form, literature is the result of the creative ability of human brains. It can be viewed as an artistic language that is used to communicate concepts, emotions, and experiences through writing essays, poetry, novels, short stories, and other forms of literary expression. Thus, literature, according to Lazar (1993, p. 1), is the use of words to elicit a personal response from the reader or listener. Literature, then, is a powerful medium for communicating human emotions, ideas, and viewpoints.

It was also noted by (Moody, 1981) that the primary goal of literature is to make the reader happy; it also entertains and satisfies the reader and represents relationships, social conditions, difficulties, and reality.

"Literature is a legitimate and valuable resource of language teaching," claim Carter and Long (1991, p. 6). It resembles a flower's lament. Literature is therefore relevant to all fields of study. It is a fundamental element and a resource for teaching and studying languages.

While While (Edgar V, and Jacobs 2008, p. 2) establish that:

"Literature helps us grow, both personally and intellectually. It develops our imagination, increases our Understanding and enlarges our power of sympathy. It links us with the cultural, philosophical and religious world of which we are a part of it. Through our cumulative experience in reading literature shapes our

goals and values by clarifying our own identities it is one of the shaping influences of life. It makes us human."

This quote suggests that reading can easily create a bridge between a person and literature and that literature has a significant influence on our life. Thus, literature and reading are in opposition to one another and have a significant impact on people's views and actions in addition to advancing our intellectual and personal development.

1.3. Literature and Language Teaching:

Literature gives language life, and language is the foundation of literature. No one can dispute the fact that they are closely linked. "Language Teaching is a process whose aim changes not only from country to country and culture to culture but from individual to individual" (Türker 1991, p. 299). "Literature is a canon, which consists of those works in language by which a community defines itself through the course of its history" (Mc Fadden, 1987, p. 56).

In the same vein, (Lazar ,1993) states that "literature should be used with students because it is a motivating stimulus for language acquisition, students enjoy it, and it is fun, it is found in many syllabuses and the like". For this reason, literature is a suitable source of content for EFL classrooms looking to teach foreign languages and provide engaging resources. It encourages students to read literary works in order to comprehend the social, political, and historical context of a particular play or novel. Additionally, it allows youngsters to convey their own unique reactions to various levels of meaning, which might support pupils' language learning. Literature should therefore

be included into language education curricula because it plays a significant role in the field of teaching foreign languages.

1.3. The Historical Background of Teaching Literature:

(Kramersch ,2000) states that studying a foreign language was strongly associated with that language's musical literature during the early 20th century. Literature essentially disappeared from language curricula between the 1940s and the 1960s because it was seen as an outdated model for ordinary communication needs. But in the 1970s and 1980s, the emergence of communicative teaching approaches led to a reevaluation of literature's role in language schools, acknowledging both the authenticity and the more fictional nature of literary texts.

Additionally,(Saed ,2008) notes that reading literature enhances students' critical thinking, vocabulary development, and reading abilities; he contends that the use of literature in EFL/ESL dates back more than a century. A number of approaches, including total physical response, community language, the silent way, and learning, did not incorporate literature into their second language (L2) instruction during the 1970s. Following that, EFL/ESL teachers employed the grammar-translation technique in the 1980s; however, when this approach gave way to the structural method, the usage of literature in the classroom began to decline. Thus, neither the direct approach nor the audio-lingual method are utilized to teach the foreign or second language.

He adds, however, add that in the last 20 years, literature has been reintroduced into the EFL classroom since it has been recognized as a useful instrument for enhancing

the four skills and enhancing language instruction. Thus, it was discovered that teachers can incorporate literary works for reading comprehension, language practice, and potential aesthetic appreciation with pupils at the beginning and intermediate levels (Ali, 2001).

1.4. Teaching Literature in EFL Classes:

One of the most important parts of teaching language in ESL classrooms is teaching literature since it develops students' critical thinking abilities and personalities while also improving language structure and language proficiency.

Literature is also not just for advanced understudies. It was suggested that educators should use literature from the earliest phases of language instruction since it introduces young students to a variety of language elements in an endearing manner through the use of short stories, poetry, and straightforward texts. Accordingly, if stories and poems are used to teach the language, English lessons can be engaging and enjoyable. This has enabled the teachers to effectively accomplish their objectives for teaching literature (Carter and Long, 1991).

Similarly, "people learn and teach literature because in it they look for perceiving themselves as a whole in the fragmented alienated world in which they live," according to (Adbelrasol ,1976, p. 58). Because it provides a very satisfying way for people who are exposed to it to extend their consciousness and awareness, literature is therefore the key to man's being.

Furthermore, (Brumfit and Carter, 1986) contend that teaching literature in EFL classes has a number of advantages, such as improving students' language proficiency, motivating them to engage with the text and read well, and exposing them to a foreign culture, which may further enhance their understanding of that culture and inspire them to write creatively of their own.

Additionally, according to Osman, employing literature as a teaching model in EFL classes with suitable resources, such as novels, short stories, essays, plays, poems, and so on, can help students develop their language abilities across the board. As a result, teaching literature to students has numerous linguistic advantages that can be summed up as follows:

Teaching literature involves instructing students in a variety of literary forms, such as essays, drama, poetry, and fiction. Along with the study of tactics, strategies, and elements like similes, metaphors, allegories, and so forth, it also covers the study of literary movements, customs, and terminologies. Teaching literary skills that emphasize understanding core ideas, noting supporting details, scanning, skimming, and forming predictions is another aspect of teaching literature teaching pupils to evaluate and comprehend literary texts is another major focus of literature education. (as cited in Mohamed Ali, 2001)

1.5. Reasons behind teaching literature:

For a number of reasons, teaching literature is crucial in the subject of English language education. It is used to teach language skills, including grammar and vocabulary, as

well as the four competencies. Using literature as a teaching approach has three advantages. The first advantage relates to the contextualization of language, wherein students who read literary texts get acquainted with the use of language in a variety of settings. The second discusses how language functions naturally and meaningfully through literary exegesis and discipline. The third focuses on the social elements that are represented in various literary genres. (Hadaway et al, 2002).

Additionally, there is a relationship between teaching language and teaching literature, with language being the type of literature and literature being a motivating factor for language. It is quite advantageous to teach language through literature. Some justifications for the use of literature in language instruction classrooms are provided by Lazar (1993) as :

Students can learn about and get an understanding of different cultures through literature. Additionally, it serves as a motivation for language learning; in the absence of this, teaching literature pushes pupils to grow in their capacity for interpretation and broadens their knowledge of language. He claims that literature is a fun tool for language instruction because it encourages children to express their thoughts and feelings while simultaneously fostering the growth of their reading, writing, and critical thinking abilities. He continues by saying that literature provides instances of diverse writing styles and reflects numerous real-world applications of language.

Thus, literature is a subject that encourages students to communicate their thoughts, feelings, and experiences. Literature is frequently employed in language instruction and has provided excellent opportunity for language acquisition for students. The importance of literature in language instruction is therefore crucial.

1.6. Models of Teaching Literature:

The advancement of literature has always included embracing various learning goals for the pupils. Teachers employ diverse techniques and strategies to achieve their objectives when it comes to teaching literature. These techniques and strategies could not be the same as literature as a source, as a topic, or as content. The three most popular models for teaching literature are the cultural, linguistic, and personal growth models. Additionally, three primary approaches of teaching literature are identified by (Carter and Long ,1991).

1.6.1. The Language Model:

One of the most popular methods in language instruction is the language model, which helps students comprehend literary texts by allowing them to identify different linguistic elements. Language teachers believe that using a language model helps

students enjoy and understand literary texts more successfully. Additionally, the model helps them use the language creatively and successfully (Lida, 2013).

Since language is at the heart of literature, it follows that the language model will provide a suitable method for teaching literature because it places an emphasis on the ways in which language is used. This gives students the chance to interpret any potential connections that might exist between the linguistic forms and the literary meaning.

In the language model, language also serves as the main literary medium. This model is well-equipped with the methods and strategies required to relate to the literary work itself, which aids in giving students the instruments they need to understand the text and improves their capacity to evaluate and critique it (Musthafa & Abdul-Hamied, 2014).

Furthermore, the language model's objective is to encourage and motivate students to apply and make connections between the concepts presented in the book and their own lives and experiences. Accordingly, literature teachers frequently employ exercises like role-playing, poetry analysis, reading short tales, and debates to help students improve their comprehension skills and their capacity to summarize literary works (Su and Wu,2016).

1.6.2. The Cultural Model:

This model is well-known for its historical significance in the literature education process. It acts as a tool to assist EFL students in deciphering and learning the social,

political, and historical settings of the particular work. By utilizing this paradigm, teachers of literature can motivate their pupils to comprehend and become acquainted with many cultures and schools of thinking.

"Teaching literature within a cultural model enables students to understand and appreciate different ideologies from their own in time and space and to come to perceive tradition of thought, feeling, and artistic from within the heritage the literature of such cultural endows," state (Bobkina and Dominguez,2014) in light of this observation. According to this remark, the cultural model helps EFL students perceive and comprehend other cultures and ideas, which are frequently discussed in the literature. Teachers also try to apply this paradigm as effectively as they can since it makes it easier to explain and convey the emotions, creative forms, and ways of thinking that the literature class students practice. The literary text's overall structure, which is related to a specific historical, ideological, and social context, eventually becomes clear to the pupils.

1.6.3. The Personal Growth Model:

The linguistic and cultural models are combined to create this model. In other words, the emphasis is on how language is used in a certain cultural context so that students can increase their literary understanding. However, in order to connect their cultural experiences and prior knowledge with people who are portrayed in the book, students are encouraged to voice their ideas and beliefs. When this methodology is used to teach literature, it will encourage and improve students' enjoyment of reading both

within and outside of the classroom and support their engagement with literary texts (Mahmoud, 2014).

1.7. Approaches to Using Literature:

Assisting students in acquiring the language is language teachers' top priority. Thus, literature is seen as a helpful instrument for introducing students to the language and culture. Scholars and language experts frequently emphasize literary expertise above literary knowledge in an effort to streamline the teaching of literature. Put another way, the development of literature as a teaching model requires careful consideration of approaches and techniques that support the instructor in effectively expressing and explaining the literary works while also being appropriate for the students.

1.7.1. A Language – Based Approach to Use Literature:

Studying the language used in literary works will teach students how to carefully integrate language and literature curricula, especially when it is thoroughly examined. It will also help students become more aware of and comfortable with the English language and enable them to evaluate and interpret it in meaningful ways. According to Lazar (1993, p. 27), "A language-based approach to using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself," emphasizing the development of the four skills— speaking, writing, listening, and reading— as well as the addition of themes or ideas from various subjects. Thus, literary texts will introduce pupils to a variety of linguistic techniques and inspire them to generate significant interpretations.

. Additionally, in order to support their students' successful text interpretation and to foster their critical thinking skills with literary texts, language teachers must make use of their skills and give resources. Lazar then made the case that this method can be used as a warm-up for literature studies, when teachers encourage their students to fill in the blanks or predict what will happen next in a certain literary text, such as a novel. As a result, the language-based approach gives students the opportunity to properly integrate their literature and language studies.

1.7.2. The Stylistic Approach to Using Literature:

The field of stylistics is defined as the study of language usage and styles. It also includes the linguistic examination of literary works and the language methods that produce expressive or literary style. Additionally, this method entails closely examining the literary text in order to help pupils understand language's meaning and application. As a result, it teaches pupils how to evaluate a text to sharpen their literary sense and offer insightful interpretations using rhetorical devices that support the development of visuals that highlight the message in order to draw in and hold the attention of students (Verma, 2015).

Furthermore, the stylistic approach is recognized as the style that is focused on the study of literary language because studying literature entails studying language for literary and linguistic reasons, which are closely related. On the other hand, proficiency in the language necessitates proficiency in its syntax, phonology, and morphology. The three fields of linguistics are therefore the fundamental building blocks for

comprehending literary language rules. The study of language as art, which provides an objective foundation for comprehending and interpreting literary works utilizing their stylistic elements, is thus the stylistic approach to using literature (Dones, 2008).

1.7.3. Literature as Content:

"This kind of approach examines the history and characteristics of literary movements," according to Lazar (1993), "including the genre of the text, the social, political, and historical background to a text, and the author's biography and its relevance to his or her writings." P. 35 As a result, this method turns the literature into the course's actual subject matter, and it works well with students who have specialized interests in literature.

1.7.4. Literature for Personal Enrichment:

This approach saw literature as an effective instrument for encouraging pupils to draw from their thoughts, feelings, and experiences. In other words, rather than reflecting students' experiences in the real world, literary texts serve to motivate students to engage and take an active role in learning. In addition, educators will assign tasks that help pupils connect literary pieces like poetry with their own experiences. In other words, this method puts the pupils in a comfortable place, which will help them learn and improve the bond between the teachers and their charges (Lazar, 1993).

1.8. Techniques of Teaching Literary Works:

According to Lazar (1993) “Literary works are enrichable source for the language input of the students in their classroom and enhance their language acquisition by giving meaningful and memorable contexts for processing and interpreting new language.” (p.17). Literary works are therefore seen of as linguistic works of art, serving as mirrors reflecting human knowledge, culture, and wisdom. To achieve their educational objectives, educators must employ particular tactics in this sense. According to (Mujawara ,2013), the pre-teaching project consisted of a collection of innovative methods for teaching literature that include:

- ✓ When teaching literary works like novels, teachers must assign films to watch either before or after the literary text is studied. They also need to give computer-aided language laboratories, which aid in the definition of language style.
- ✓ Teachers are required to assign a brief project to their pupils that covers the political, historical, and introduction of the nation that the literary work is set in.
- ✓ Teachers can encourage students to use their creativity to communicate their thoughts and ideas about the literary text by having them write poetry or draw drawings that are connected to the text.

In addition to historical facts that have an impact on the nation and its literature, Mujawara aims to demonstrate how teachers should guide their students in identifying and comprehending political movements that have an impact on society and are

represented in its literature. Furthermore, these tactics will encourage pupils to apply their skills and imagination in order to acquire the language.

On the other hand, (Zhen ,2012) suggested that:

- ✓ Teachers must adapt their methods of instruction to the unique circumstances in which they find themselves as well as the various kinds of students.
- ✓ Educators must be adaptable and not limit themselves to a single, antiquated style of instruction.
- ✓ Good teachers never rely on the so-called established techniques to handle different texts and pupils; instead, they adjust their methods to fit the changing needs of their students.

Zhen thus places a strong emphasis on the methods of instruction that educators must adhere to.

1.9. Literature and Language Skills:

Literature has been proven to be an effective teaching tool for the four primary skills— reading, writing, speaking, and listening. In order to create the oral and written production of words, phrases, and sentences as well as the international and referential meaning, these abilities must be taught in an integrated manner. These abilities fall under the following categories:

1.9.1. Literature and Reading Skills:

Since there is a direct correlation between the study of literature and reading competency, teaching literature focuses more on improving reading proficiency, according to Abderahman (2004). During the literary analysis course, students are required to comprehend passages written in basic English and to be conversant with the word forms used in them. Additionally, the pupils ought to own some concepts and data that they might contrast with their personal principles and expertise. Furthermore, Widdowson (1984) contends that reading is a reaction that encompasses both the writer and the reader rather than a response to a literary work. which, after contrasting what the reader-"student" learned from a literary book with his own values, culture, and knowledge, are connected throughout the text.

1.9.2. Literature and Writing skills:

Literature is regarded as a useful resource for writing skills in EFL classrooms. Given the extensive vocabulary included in literary works such as novels, poetry, and short stories. Literature also plays a part in inspiring kids to read and write on a regular basis in order to develop their writing abilities. According to Oster (1989), reading literature inspires students to write more imaginatively. For example, if a teacher gives his pupils a short narrative and thoroughly explains the storyline or events, the students will become more engaged with the text. As a result, this book will provide the kids motivation to quickly and effortlessly grasp the writing work.

1.9.3. Literature, Speaking and Listening:

One of the four primary abilities is speaking. It appears to be a productive skill that enables the speaker to generate words and enunciate them orally in order to communicate his ideas to others. As a result, understanding of vocabulary, social norms, and language regulations are all necessary for this activity. Literary works are the most suitable instructional aid for speaking skills since literature is the primary source of knowledge.

However, literature helps with listening skills development since it contains a lot of role-playing, drama, poetry, comedies, and oral reading— all of which are important for listening skills. For instance, when students hear poetry or a theatrical scenario performed by a native speaker, they will become proficient in pronunciation, cultural nuances, and conversation, all of which help them to advance their speaking and listening abilities (Abderahman, 2004).

1.10. The Significance of Learning English through Literature:

The most beneficial benefits of learning English through literature, according to Maley (1985) (quoted in Hani, 2010) are as follows:

A university's universal literary topics are its first benefit. Nature, love, death, and beliefs are a few examples of themes, yet each culture approaches them differently. For example, Arabs see the topics of love, death, and sexuality differently than do British people. However, both cultures use similar literary tactics, genres, and strategies. Secondly, literature is not trivial, even when it addresses unimportant subjects. It does not, however, belittle. Third, emotions, experiences, concepts, and individual

viewpoints— whether from the reader's imagination or their life experiences— are all covered by literature. The fourth point relates to the author's interest; most writers tackle subjects that grab the reader's interest and are intriguing. Literature is therefore seen as the umbrella that encompasses and creatively tackles a large portion of human experiences. The economy and persuasive power that literature can be described with are other key elements that can highlight the importance of teaching literature in EFL lessons. For this reason, reading literature appears to be a predictable realm in which the reader can infer meaning from the text or make predictions about what will happen next. The final few topics address variation and ambiguity. The latter shows that literature encompasses all the plausible variations in language across other fields; the reader can come across language from politics, economics, medicine, and church sermons. Nonetheless, this variability highlights how challenging and intricate it is to read, comprehend, and interpret literary works. because various readers may interpret it in different ways.

1.11. The Instructor's Role in Teaching Literature:

When teaching English via literature, the instructor plays a crucial role. Therefore, the teacher must create exercises and choose texts that will help the students' language ability grow while adhering to specific, appropriate programs for his students. As a result, the teacher is seen as a point of connection between students and knowledge. In addition to exercising authority, he facilitates and delegating learning, which boosts

student engagement in the classroom, helps them become more self-sufficient learners, and promotes self-access learning (Erdem, 2015).

Furthermore, the teacher is extremely important in the classroom because of the impact he has on the students' understanding and appreciation of literature. Making the classroom a comfortable place for his students to learn is his responsibility in order to inspire them to attend. In order for students to comprehend and study literature effectively, the instructor must, therefore, encourage their engagement and interactions with the literary text as well as their relationships with other students by employing and adhering to appropriate procedures (Kim, 2004).

Conclusion:

Teaching literature is thought to be a potent and significant component of language instruction. It introduces the pupils to a variety of cultures, ideas, and knowledge that could improve their capacity for critical thought. Teaching literature to pupils is essential for stimulating their learning and pushing them to study a variety of disciplines, languages, and kinds of information. Additionally, it gives the students excellent chances to practice and strengthen the four primary language skills, which are thought to be the fundamental goals of EFL sessions. Teachers must thus devise efficient ways to guarantee that students comprehend the material and grab their interest by making language learning more enjoyable and utilizing a variety of techniques in various settings. Thus, educators can depend on visual aids like YouTube videos, movie adaptations of novels, posters, and images to assist them accomplish

their teaching objectives. These resources will also help students acquire the language and teach literature more effectively.

Chapter Two: The Use of Visual aids

Chapter Two: The Use of Visual Aids

2.1. Introduction:

The contemporary educational environment has undergone a transformation with the incorporation of visual aids, significantly altering the methods by which information is presented and understood. The utilization of interactive whiteboards and digital animations has rendered visual aids essential in creating a more stimulating and efficient learning atmosphere. (Kerketta,2023) stated “ Visuals have emerged as the compelling stars that light the way to knowledge in the dynamic field of education. In the imaginations of students, they create vibrant images, dance across the pages, and give concepts life” . In that regard, studies about the use of visual aids are constantly evolving. This chapter attempts to solicit opinions from researchers concerning the integration of visual aids in education. By doing so, some concepts of visual aids and its relation to education will be discussed. The importance of integrating visual aids skills and justifications for including visual aids in education are then covered. Then, well-known types, skills for visual aids are examined. This is followed by a discussion of the role of instructors to the integration of visual aids.

1.2. The Concept of of Visual Aids:

Lots of scholars have defined the word "visual aid, according to (Budinski ,2005), visual aids are any items or examples that are used to supplement or improve spoken language in an oral presentation. Moreover, Visual aids are described by (Dash and Dash ,2007) as tools that facilitate learning by appealing to the learner's eyes or sense of vision. (Bove ,2003) supports this line of reasoning, viewing visual aids as valuable

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tools that help teachers establish credibility, reinforce their ideas, and communicate information more successfully while reducing the possibility that students may misunderstand what they are being taught.

Visual aids are objects that you can view, like slides, a movie, a model, or a map, to help you comprehend or recall information. Also, Visual aids include flashcards, films, sticky notes, and anything else that is visible. Young children, children learning to read, and youngsters who might find it difficult to focus on lengthy instructions or a lot of writing can all benefit greatly from visual aids. (Collins ,2024)

1.3. The Importance of Visual Aids in Education :

(Ralph,2024) established that visual aids have several benefits that might improve the learning process. By dissecting complicated ideas into smaller, easier-to-understand components, they can, for starters, aid students in understanding them better. This is especially crucial when instructing students in writing techniques because the act of writing can be intricate and subtle. Children can benefit from visual aids to help them stay attentive and focused on the work at hand. You may make learning more dynamic and interactive by adding multimedia components like movies, pictures, and other graphics into your classes. This can aid in capturing and maintaining kids' attention, which is necessary for learning to take place.

Moreover, (Varthana,2022) organised the importance of visual literacy in education into ideas as follows:

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Cater to Diverse Learning Styles :

Students with varying learning preferences are catered to using charts, diagrams, and demonstrations. Kinesthetic learners can interact with models and simulations, whereas auditory learners gain from explanations that go along with pictures. Of course, visual learners benefit greatly from the inclusion of pictures, infographics, and videos.

Boost Memory and Retention :

Clear diagrams or pictures can be used to simplify complex material and serve as memory anchors. This enables kids to understand ideas and remember them for extended periods of time. Research even suggests that visual learners can retain information 400% better than text-only learners.

Spark Curiosity and Engagement :

A powerful picture or a skillfully performed demonstration can turn an inert lecture into an engaging investigation. This creates an atmosphere of amazement and makes the learning environment more vibrant and productive. Additionally, visual aids can help close the gap between abstract ideas and practical applications, which makes education more interesting and relevant.

Embrace Technology :

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With technology permeating every aspect of their lives, students find great resonance in educational films, animations, and interactive presentations. This comfort with images enhances learning and creates a favorable relationship with the material.

1.4. Posters as a Method of Teaching Literature:

According to Jensen, “our eyes register about 36,000 visual images per hour, while the retina alone supplies 40% of all nerve fibers that are connected to the brain; 90% of the brain’s sensory input is from visual sources. (Osa & Musser, 2017) established that Few libraries recognize the instructional value of posters, despite the fact that they are a common ornamental item in education libraries. However, posters are eye-catching, vibrant educational materials that can improve the classroom atmosphere. Even though a lot of the more recent textbooks have extensive illustrations, a learning poster cannot be replaced by a text book. Primarily, a student needs to open the textbook in order to see the graphic, while a poster is readily visible on the classroom wall. Additionally, exposure to the material on the poster may result in unconscious learning. Lastly, posters make the learning environment more engaging and entertaining.

Four categories can be used to organize learning posters. Examples of these are objects that: clarify an idea or thing; show how to do something; distinguish one thing from another; and pique attention and elicit strong feelings. There are various purposes

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for concept or thing-illustrated posters. Their main purpose is to just give an example of something. A poster depicting a volcano, for instance, may be utilized in an earth science lesson. Images of deserts and rainforests would be helpful for a biology course on biomes. Posters of this kind are also used in foreign language education. Using pictures in addition to words can enhance the effectiveness of a language unit that teaches body part names. Another useful tool for explaining procedures is a poster. (Osa & Musser, 2017)

An illustration of this kind of poster would be one that featured basketry from various cultures. The last type of posters are the ones that are typically found in libraries; they are made to pique people's curiosity and spark their imagination about a subject. The American Library Association's READ poster series is the best illustration of this kind of work. Rather than being instructional, these posters are primarily meant to inspire. . in conclusion. Posters are valuable and costly teaching aids that should have a spot in the collection in addition to being up on the wall. (Osa & Musser, 2017)

1.6. Movies as a Method of Teaching Literature :

The incorporation of films as an educational tool has demonstrated significant efficacy in the exploration of literature, providing a vibrant and engaging means of comprehending intricate texts. This is particularly relevant for the works of Shakespeare, which frequently present difficulties owing to their outdated language and complex narratives.

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(Golden, 2001) emphasizes how audiovisual elements in movies may help students comprehend and engage with the content. He argues that literary film adaptations, particularly those based on Shakespeare, are a unique and useful educational resource. A text cannot be brought to life through static reading in the same way that auditory cues like body language, setting, and costume design combine with visual cues like tone of voice, music, and sound effects. Golden claims that these elements work in concert to provide a more thorough understanding of the narrative, concepts, and characters. For example, when students watch a Macbeth film adaptation, the gloomy tone that the play's visual and aural aspects establish might help them appreciate the themes of ambition in the play.

(Golden, 2001) also emphasizes how movies might facilitate greater accessibility to Shakespeare's words. Plot: Students can follow and comprehend the story more easily because of the performers' performances, which provide clues to the meaning of the archaic language through their physical motions and emotional expressions. Shakespeare's plays can be demystified through cinematic adaptations, which lessens their intimidating quality and makes the plays more approachable and fun for pupils.

(Anderegg, 2004) examines the ways in which current audiences might engage with Shakespeare's original plays through film adaptations. Anderegg contends that Shakespeare's relevance and accessibility in modern culture are greatly enhanced by these adaptations. Filmmakers can preserve the spirit of the original works while presenting them in a way that appeals to modern audiences by transforming the

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timeless ideas and nuanced characters of Shakespeare's plays into visual storytelling. This film adaptation bridges the gap between the Elizabethan period and the present by presenting Shakespeare to current viewers in a comfortable and captivating medium.

1.6. Roleplaying as a Method of Teaching Literature :

One approach to teaching literature that has particular importance is the role-play. That kind of practice is made possible via role play, which also makes good feedback possible.

As students come to understand new perspectives on reality, their attitudes shift. They were able to become more sensitive to the thoughts, feelings, sensibilities, and values of others as a result of these new insights. Ethics education, which inevitably delves into moral realms, typically addresses affective domain issues and offers plenty of opportunity for role-playing. It is a useful method for teaching pupils to approach challenges with a normative and responsible mindset. It gives pupils the freedom to use a little creativity in their language production. (Syuhda Uin & Kalijaga, 2017)

Furthermore, when role-playing is used to teach English to EFL students through literature, they will learn more concepts, values, and sensibilities. In literary works, they also develop their creativity by inventing new products inside genres. Since the teacher's evaluation will be based on their inventiveness in some uniqueness in terms

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of theme, storyline, characters, coherence, and their affective response, their creativity can boost their linguistic proficiency. (Syuhda Uin & Kalijaga, 2017)

In order to successfully teach using these learning strategies, there are effective role-playing guidelines which are suggested by (Lauber, 2007) as follows:

- ✓ Attach the role play to a learning objective: Every role-play should be directly related to the class's curriculum.
- ✓ Define the experience you want learners to have : It's because the sensation of exercising a s is what role playing is all about.
- ✓ Make the roles as natural as possible: so that they can concentrate on those steps or responding to other people's actions with more ease.
- ✓ Build situations, note roles : The goal is to provide the students with a foundation where they can build on their prior knowledge or expertise.
- ✓ Create an observations checklist: An observer's checklist should have five to eight items, and it should direct them on what actions and reactions to look out for.
- ✓ Everyone has a role: Each position must contribute to the experience and the learning goals; they need not all be playing roles.

1.7. The Benefits of Integrating Visual Aids into Literature Teaching:

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There are several advantages to teaching literature with visual aids. These advantages are crucial for preserving young students' high level of reading desire.

(Yunus et al., 2019) classifies the benefits of using visual aids into literature teaching as follows:

- ✚ First of all, including visual aids into literary lessons fosters a close bond between the students and the texts. Students are encouraged to study books with interest when visual aids like pictures, films, and projectors are used; this helps them comprehend the texts' abstract ideas more easily. This demonstrates how visual aids can be utilized as "vehicles" to improve and enrich the act of reading. Similarly, it has been reported in studies on the use of multimedia apps for teaching literature and language that the use of visual aids in instruction promotes real-world interaction between students and literary works. As a result, it permits the pupils to focus entirely on the texts, resulting in their comprehension of the narrative and flow of the texts
- ✚ Students will be more driven to study literature, to start with. Despite their good attitude toward the inclusion of literature in the English curriculum, students are not interested in learning literature because of the challenges they face in the literary texts . A 2009 study by Sivapalan, Wan Fatimah Ahmad, and Nur Khairun Ishak demonstrated the value of audiovisual and other visual aids in raising students' engagement with reading. For instance, using voice clips when teaching poetry is essential since it can improve students' comprehension of the

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poems' meaning and message. In addition, students are more engaged when texts and pictures are animated in web-based multimedia that is used as a teaching tool for literature.

✚ Thirdly, the incorporation of visual aids into literature instruction facilitates students' understanding of literary principles. It can be difficult for ESL students to master English literature. It is common for learners to struggle to comprehend the texts' literary concepts. Various visual aids, including graphics, illustrations, photographs, audio, and video, can be employed to address this learning challenge by helping students comprehend the literary concepts found in the texts. The features of the visual aids, such as color, light, and music, can encourage and spark students' comprehension of the readings. Furthermore, struggling readers are less at a disadvantage when they study literature through films. It was discovered that using movies to teach pupils how to visualize the literary theory and symbols of culture included in the texts.

1.8. The Attitudes of Teachers and Students towards the Integration of Visual Aids:

(Yunus et al., 2019) found that the majority of the teachers have positive perceptions of the use of visual aids in teaching literary texts. In other words, this is a clear indicator that the use of visual aids in literature teaching is relevant as it meets

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the needs of the second language learners in reading and learning literary texts. Besides, it is enjoyable to teach using visual aids which leads to the improvement in students' performance in literature. According to (Ngonyani, 2018) educators believe that using actual things in the teaching and learning process is crucial. Opinions on the usage of visual aids suggest that there are some ideas that are difficult for students to understand when teachers merely use chalkboards. Furthermore, (Agwu and Ogochi, 2019) demonstrated the importance of attitudes held by educators and learners on the usage of visual aids in the teaching and learning process. They claimed that the positive attitudes of students toward the usage of visual aids had a significant impact on how visual aids were used during the teaching and learning process.

According to (Shabiralyani et al., 2015), attitudes held by educators and learners in Pakistan toward the use of visual aids in the classroom suggest that doing so speeds up lesson planning and topic clarification, which improves student performance. By expanding their vocabulary, avoiding boredom, and getting more hands-on experience, students are better able to retain the material that is taught to them during the teaching and learning process.

In accordance with Tety (2016), educators feel that using instructional resources effectively helps students learn and improves their performance in classes. Teachers employ instructional resources to engage students in the learning process and facilitate their comprehension of the topic. Additionally, students note that the teaching and learning process is aided by the instructional materials they utilize, and that their

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knowledge and abilities have grown as a result of the visual aids that improve their performance in the various areas they are taught.

Nonetheless, (Ngonyani, 2018) demonstrates that instructors' and students' opinions toward the usage of visual aids in the teaching and learning process are moderate. Some educators disagree with the use of visual aids, believing that they can complicate the lesson and make it difficult for the pupils to absorb the material, particularly in math classes. According to the study, seasoned educators believe they have extensive experience with the material they have been teaching for many years, hence they do not need visual aids.

1.9. Drawbacks of Visual Aids in Education and Their Solutions :

There is a lot of promise for using visual aids in teaching, particularly animation. That doesn't imply there aren't any drawbacks, though. When teachers select visual aids that are inappropriate for the subject matter or poorly designed, it is frequently the case that the learning outcomes are adversely affected. (Bui, 2021)

(Bui, 2021) classified the drawbacks into ideas and suggested solutions in return as follows:

- o **Distracting rather than learning** : Get input from the class by adjusting the speed at which you move. If you're using animated videos for e-learning, give the user controls so they may rewind the animation and slow down to a comfortable rate.

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- o **Split attention** : Instead of using printed text, use voiceover that is in tune with the animation. As little text as feasible should be used. In order to prevent attention from being divided, place the labels adjacent to the items or procedure they describe.
- o **Not sure where to look** : When creating animations, use visual cueing devices to indicate where viewers should focus their attention. There is some evidence to support the effectiveness of spotlight cues, which shade less significant parts. In a different trial, color hints superimposed over prominent portions of the animation worked better than arrows. The hue should disperse in tandem with significant occurrences.
- o **Illusion of learning** : Use appropriate method to determine if learning is taking place. Don' t rely on self-reporting alone. All in all, creating effective visual aids for educational purpose is not simply whipping up some pretty pictures. It is about delivering a meaningful piece of knowledge to your students.

1.10. The Instructor' s Role in the Application of Visual Aids in The Classroom:

Even with visual aids, teachers are still very important. They choose the right materials, lead discussions, and make sure students understand. Visual aids help, but teachers explain and connect the information, making learning better. (Knight, 2019)

classifies the teachers' role in applying visual literacy into their classroom into 6 main


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roles which their initials spell the word VISUAL “V: Vocabulary lessons I: Identify key concepts. S: Stimulate inquiry U: Understand the complex with mapping. A: Application in math. L: Language learning: ELL supports” which are explained as follows:

- ✚ **V: Vocabulary lessons:** For instance, the instructor was attempting to define "bellow." Is there any other way to explain this word than to demonstrate it? One can demonstrate it by yelling in a low voice or by projecting an image of a supervisor yelling at a sedentary worker. This makes the meaning clearer and helps you remember it. Since the brain retains words it has read and seen, the students can later use the definition to create their own drawings
- ✚ **I: Identify key concepts:** If grammar is only taught in terms of rules, it can become very boring. In addition to improving comprehension, visual aids help students retain rules by helping them visualize them. For instance, a clause's subject and predicate are always present. When studying dependent and independent clauses, this information can be useful. I'll sketch the head of Santa Claus and wear a "S" earring on one ear and a "P" earring on the other to demonstrate this rule. Then, to indicate that clauses always include subjects and predicates, we tap our ears and repeat the letters "S" and "P" when we hear the word clause. With these images, they will never forget it.
- ✚ **S: Stimulate inquiry:** Take the class on a virtual field trip or adventure if you are preparing to introduce a new topic or theme. There is a sizable database of tours offered by the Smithsonian that can pique the curiosity of your pupils. Giving the

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pupils a visual of an issue to solve is an additional strategy. The problem could even be represented visually by the students. "A rabbit is stuck at the bottom of a five-foot hole," for instance. He climbs two feet and slides down one every day. When will he climb to the top and make his getaway? They have two options: either sketch this out or observe it, then solve it in writing. Lastly, the teacher shows students an image at the start of class that looks like it belongs in a Life magazine as a writing prompt. The idea is to reflect on the events that took place in the scene. What are these individuals doing, and who are they? After that, they would write for a five-minute bell ringer.

 **U: Understand the complex with mapping** : Thinking maps are effective visual aids for learning that can be used to better arrange concepts or outline a procedure. There are eight types, which include flow maps and bubble maps. Students can organize the events in a tale, for example, by using a flow map. Before writing or speaking about the story, the brain can more clearly see the flow of events when they are mapped out. Drawing maps integrate text and visuals in a structured manner that facilitates thought processing and makes complicated concepts more comprehensible.

 **A: Application in math** : One useful technique for helping pupils solve an issue is to visualize it. Word problems are an excellent way to use graphics because they let you apply arithmetic in real-world situations. When teaching money, statements like "Jose has two dimes, five nickels, and ten pennies" are quite

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effective. How much wealth does he possess? Students can address this topic more concretely by drawing the real scenario. Teachers can also detect where a pupil could be having difficulty with digesting information fast if there is a misinterpretation of the issue.

 **L: Language learning: ELL supports** : Visual supports are useful examples of scaffolding in all classrooms, but they are especially helpful for ELL students. Students are building on past knowledge when learning is scaffolded, and it gives them opportunities to build on successes before learning new material. For ELL pupils, this is essential. An anchor chart is a type of visual structure. In my spare time, I like for my walls to impart knowledge. This implies that we must use our wall space thoughtfully. Anchor charts, when used faithfully, allow students to visually review a process and are reminded of previously taught concepts, which engages and supports learning. An anchor chart has the advantage of being able to be seen and referred to as needed.

Teachers can create a dynamic learning lab in their classroom by using these V.I.S.U.A.L. principles. A well-designed visual aid can improve learning and increase retention. It will also undoubtedly make studying more engaging and joyful.

1.11. Conclusion :

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In conclusion, students gain a great deal from the use of visual aids in the classroom, particularly when studying literature. These resources improve the comprehension and interest level of stories and literary ideas. Students can better picture situations and people with the use of visual aids such as images, films, and diagrams, which bring the subject matter to life. Additionally, this method may accommodate various learning styles, so more pupils will be able to understand and appreciate the material. But the role of the instructor is still very important. It is the duty of educators to choose the best visual aids and incorporate them skillfully into their teachings. They guarantee that students interact critically with the subject, facilitate debates, and provide clarification on complex ideas. In addition, teachers offer deeper insights and context that are not possible with visual aids alone. Learning literature can be more successful and pleasurable when combined with appropriate visual aids and instruction. While teachers offer depth and foster critical thinking to the learning process, visual aids hold students' attention and improve their comprehension. This well-rounded strategy can result in a more thorough and pleasurable literary study.

Chapter three: Methodology and Data Analysis

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3.2. Variables of the Research

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3.3. Research Approach

3.3.1. Research Questions

3.3.2. Research Hypothesis

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3.5.. Questionnaire and Semi Structured Interview Analyses

3.5.1. The Students' Questionnaire

3.5.2. The Teachers' Semi Structured Interview

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3.8. Results of the Hypotheses of the Study

3.9. Conclusion

General Conclusion

3.1. Introduction:

This chapter offers a thorough summary of the research methods employed and the study's interpretations of the findings. The research variable, plan, sample, and instruments are introduced. The primary goal of the study is to report the findings, which are based on information gathered from a questionnaire given to English second-year students and from a semi-structured interview with literature professors at Ammar Thelidji University in Laghouat. The findings are presented with concise and understandable explanations in an effort to shed light on how well EFL students can benefit from using visual aids to study literature.

3.2. Variables of the Research:

Bhandari (2022) stated “In research, variables are any characteristics that can take on different values, such as height, age, temperature, or test scores” Hence, there are other types of variables with various effects, and this research primarily focuses on two variables that the researcher intends to cover. The two variables are: visual aids as an independent variable, and teaching literature as a dependent variable.

3.2.1. Independent Variable:

Visual aids for the study of literature have been proven to help students learn more effectively. Adding diagrams, colour related to the portraying of video information help students in carrying out complex literary ideas well and carry them a richer experience while learning. For students, literature can be difficult to read because they are left in

General Conclusion

the dark about themes, character development and symbolism but a good teacher who applies visual cues really boosts student understanding. This technique not only assists teachers in achieving their teaching aims, but also brings students closer to the literature they are reading: it allows learners to enjoy more from what many find a laborious task.

3.2.2. Dependent Variable:

The dependent variable that is impacted by visual aids as an independent variable is teaching literature to EFL students and improving their performance. Literature is thought to be an essential and helpful component of EFL classes. Its many genres—novels, poems, and short tales, among others—are full of intricate plots, subtextual messages, sentiments, and emotions that call for imaginative explanations using contemporary tools.

3.3. Research Design:

The importance of this research lies in its potential to determine the effectiveness of visual aids while studying literature to EFL students. However, the effectiveness of this approach remains a topic of debate and further investigation. That is why, this research also seeks to determine students and teachers attitudes towards incorporating this new learning process. The researcher chose students of second year and teachers of literature at Ammar Thelidji University of Laghouat in Algeria to be the sample of the

General Conclusion

study. the descriptive analytical research was adopted to do the study. The descriptive approach, according to Creswell (2009), is a research strategy that focuses on observing and describing a phenomenon or circumstance without seeking to influence or control it. In order to uncover patterns, themes, or trends, descriptive research may involve gathering data using a variety of techniques, such as surveys, interviews, or observation. The approach of the study is qualitative to investigate the effectiveness and the challenges of using e-learning to in literature classes.

3.3.1 Research Questions:

For this study, a set of questions have been raised to investigate the effectiveness of using visual aids in teaching literature to EFL students and they are as follows:

- 1/ to what extent do visual aids help students to enhance their literary understanding ?
- 2/ What challenges do teachers and students face when using visual aids like role-playing, movie adaptations, and posters to understand literature lessons?
- 3/ What are the students' and teachers' attitudes towards the integration of visual aids in literature classes at the department of English, Amar Thelidji University?

3.3.2 Hypotheses:

This dissertation hypothesis the following hypotheses:

Hypothesis01:

General Conclusion

Visual aids can be extremely helpful when it comes to learning literature, since it allows them to be engaged and interacted with their teachers and with online literary content.

Hypothesis02:

The simplifying of difficult literary themes, which may prevent critical thinking, and trouble focusing on deeper analysis owing to distractions are some of the difficulties that teachers and students encounter when utilizing visual aids in literature lessons. Furthermore, not every student gains the same amount of benefit because some prefer conventional text-based approaches. Resource constraints and technical problems.

Hypothesis03:

Both teachers and students believe that visual aids are an effective way to fully grasp lessons

3.3.3 Research Objective:

The objective of this study is to introduce and explore the effects of visual aids to enhance literary understanding, using movies, videos , roleplaying and posters to enlarge the students' experience with literature.

3.4 Sample of the Research:

General Conclusion

The study's population of interest is second year students of English department at Ammar Thelidji University of Laghouat. The researcher chose second year students since they are specialized in literature and they will be dealing with more complicated literary texts like Shakespeare's, so introducing visual aids as a fun, engaging way will help them to be more interested in literature. The population of interest was a mixed sex and age. In this research, the sample is 5 EFL teachers only and 45 of EFL students at the English department – University of Laghouat in the academic year 2024/2025. The population of both teachers and students was randomly selected.

3.5. Questionnaire and Semi Structured Interview Analyses:

3.5.1. Students Questionnaire:

The students' questionnaire tends to reveal their attitudes toward incorporating visual aids in literature classes, the challenges they encounter, and their attitudes both before and after being exposed to visual aids. This questionnaire also seeks to establish the effectiveness of using visual aids in literary lessons to improve the performance of EFL students. The goal of the research is to pinpoint the effectiveness of visual aids and to better EFL learners' performance while studying literature by examining the impact of using visual aids as a teaching tool. Figures provided a summary of the questionnaire's results.

3.5.1.1. Analyses of the Results:

A. Personal Information:

General Conclusion

Age and gender of participants are addressed in the first two questions.

Question 01: How old are you?

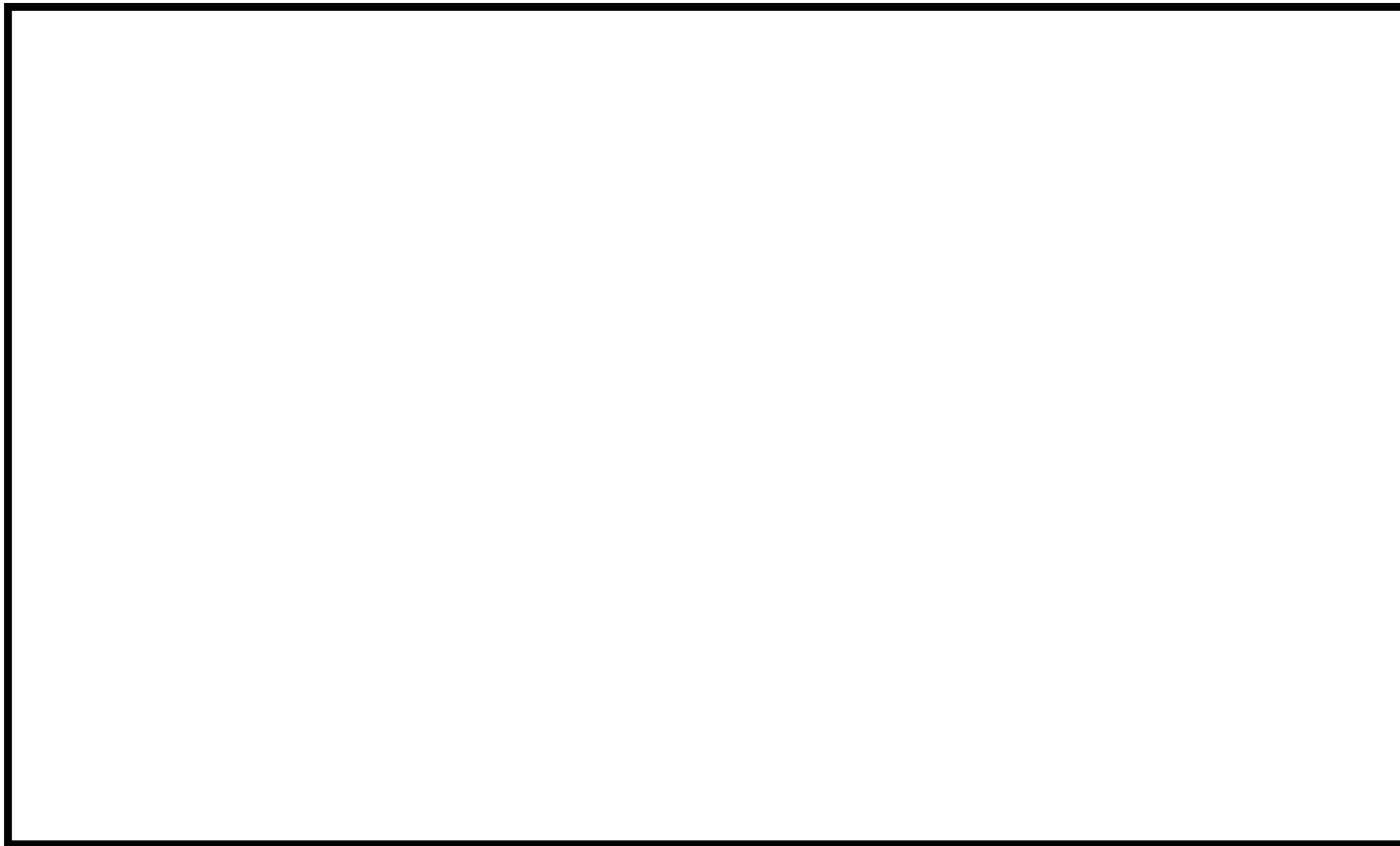


Figure 3.1 Students' Age

It can be easily seen that the majority of students are about 18-26 years old. The results show that most of our participants are teenagers.

Question 02: What is your gender?

General Conclusion

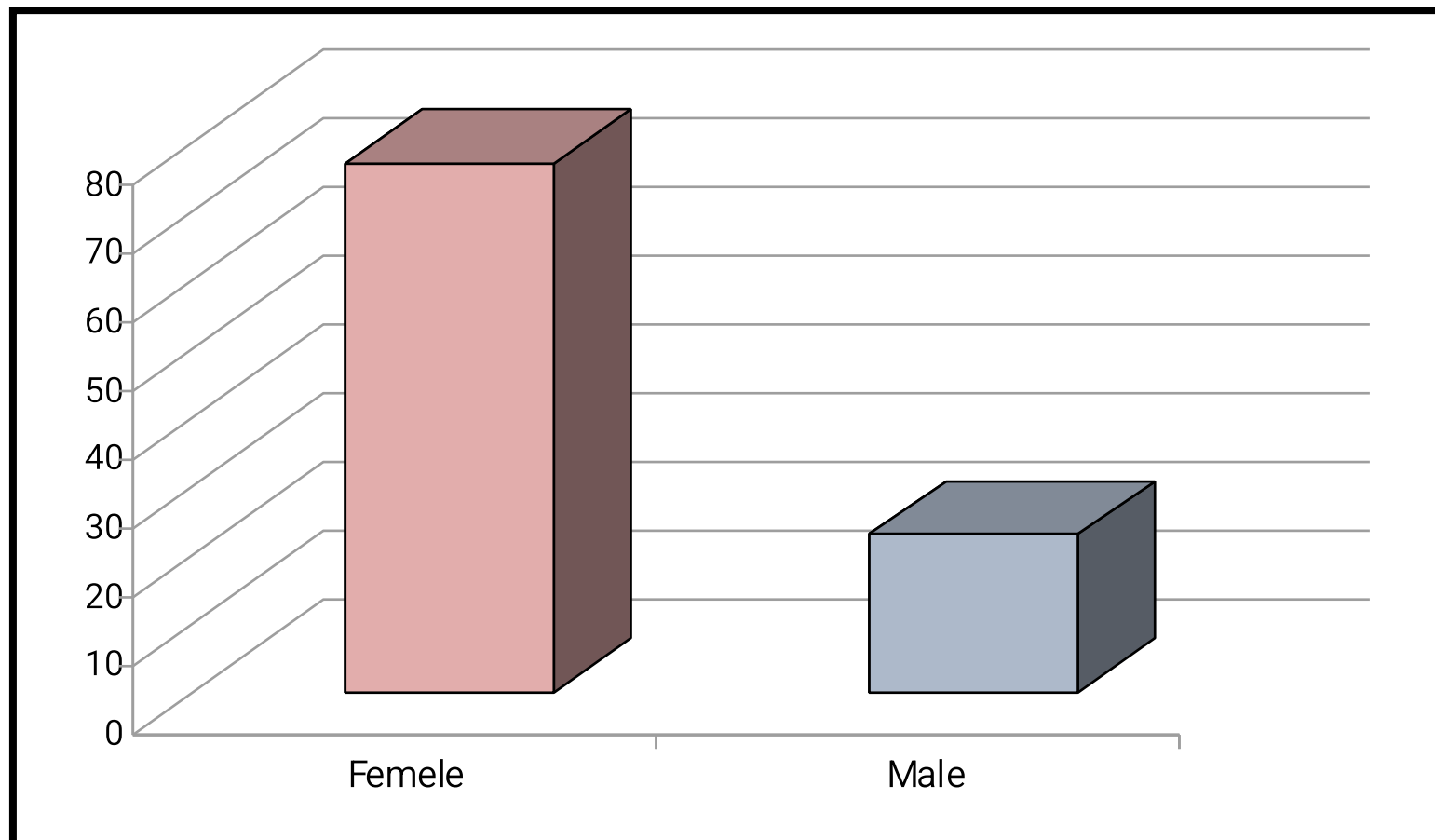


Figure 3.2 Students'

As shown above, we can see that approximately 77% of the population are women, whereas 22% are men.

Part 01:

Question 01: Do you like Literature classes?

options	Students 'number	Percentage
yes	32	70.05%
No	13	29.5%
total	45	100%

Table 3.1 Students Perceptions towards literature Classes

General Conclusion

Surprisingly, majority of students (70.5%) who were asked if they liked literature classes said that they did. 29.5% of them provided no response.

Question02: Do you face difficulties while studying Literature?

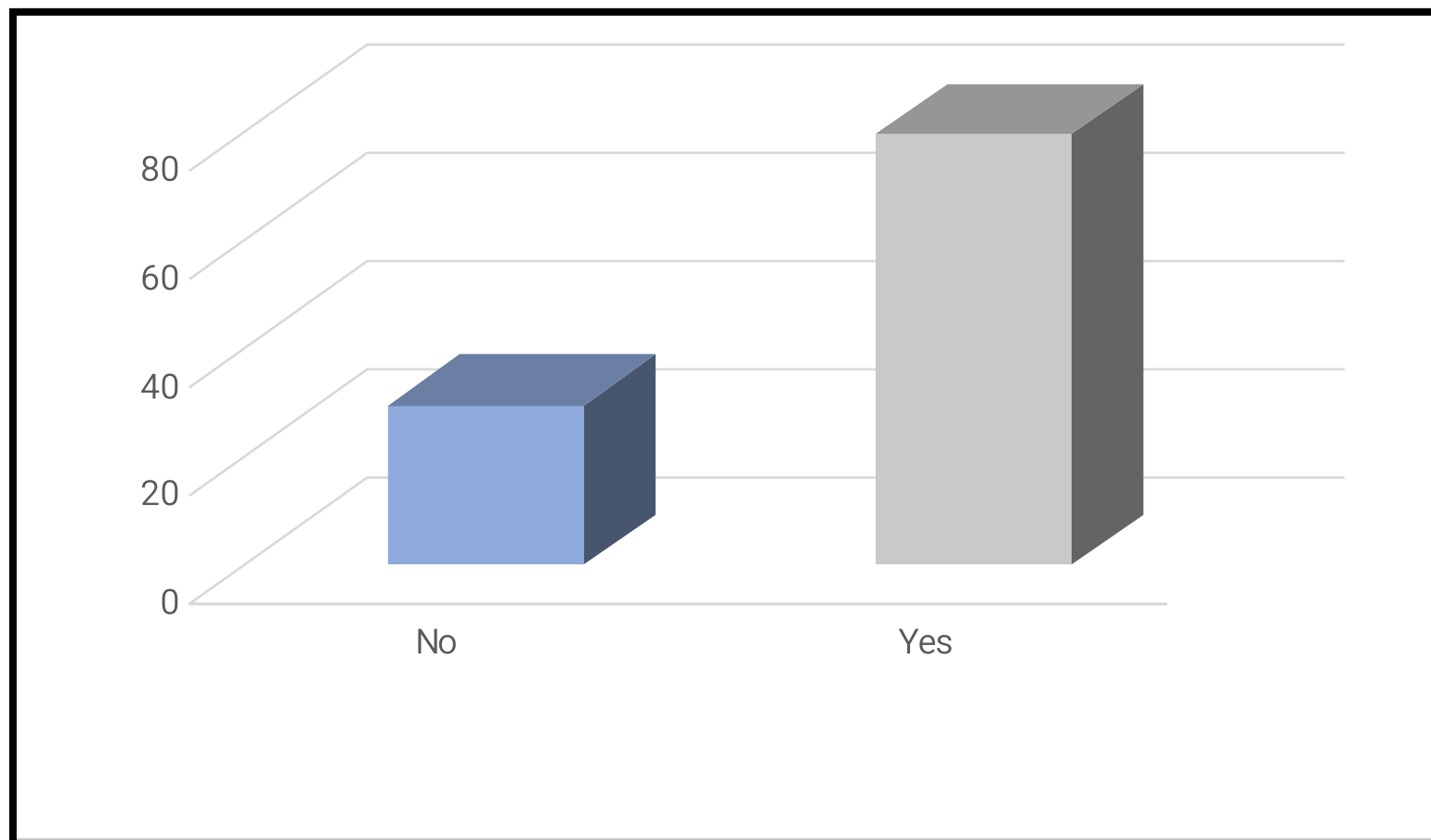


Figure 3.3 Numbers of Students who Encounter Problems when Studying literature

We can realize that most of students (79.5%) face difficulties in their traditional English literature classes; whereas 29.5% do not face difficulties with it. In the opinion of 79.5 of the participants, feeling bored and confused is the primary reason of facing difficulties during literature classes. Others replied that they were not interested in literature itself as it represented literary content that cannot be helpful nowadays. Others answered that they find the language of the literary texts complicated and this makes them confused.

General Conclusion

Question03: What kind of struggles do you face while studying Literature?

struggles	Percentage
Difficulties to focus in the literature class	27%
The content is so long	38.8%
Easily get bored	7.2%
Teacher' s method is boring	27%

Table 3.2 Struggles that Students Face in Literature Class

The table above shows that most students face the struggle in the course content which is generally long (38.8) .27% of students cannot focus for a very long time in literature classes, and claim that the teacher' s methodology is boring 34.2 % of students complain that literature classes do not provide enough motivational materials.

Question04: What do you think of the teacher' s methodology in teaching Literature?

General Conclusion

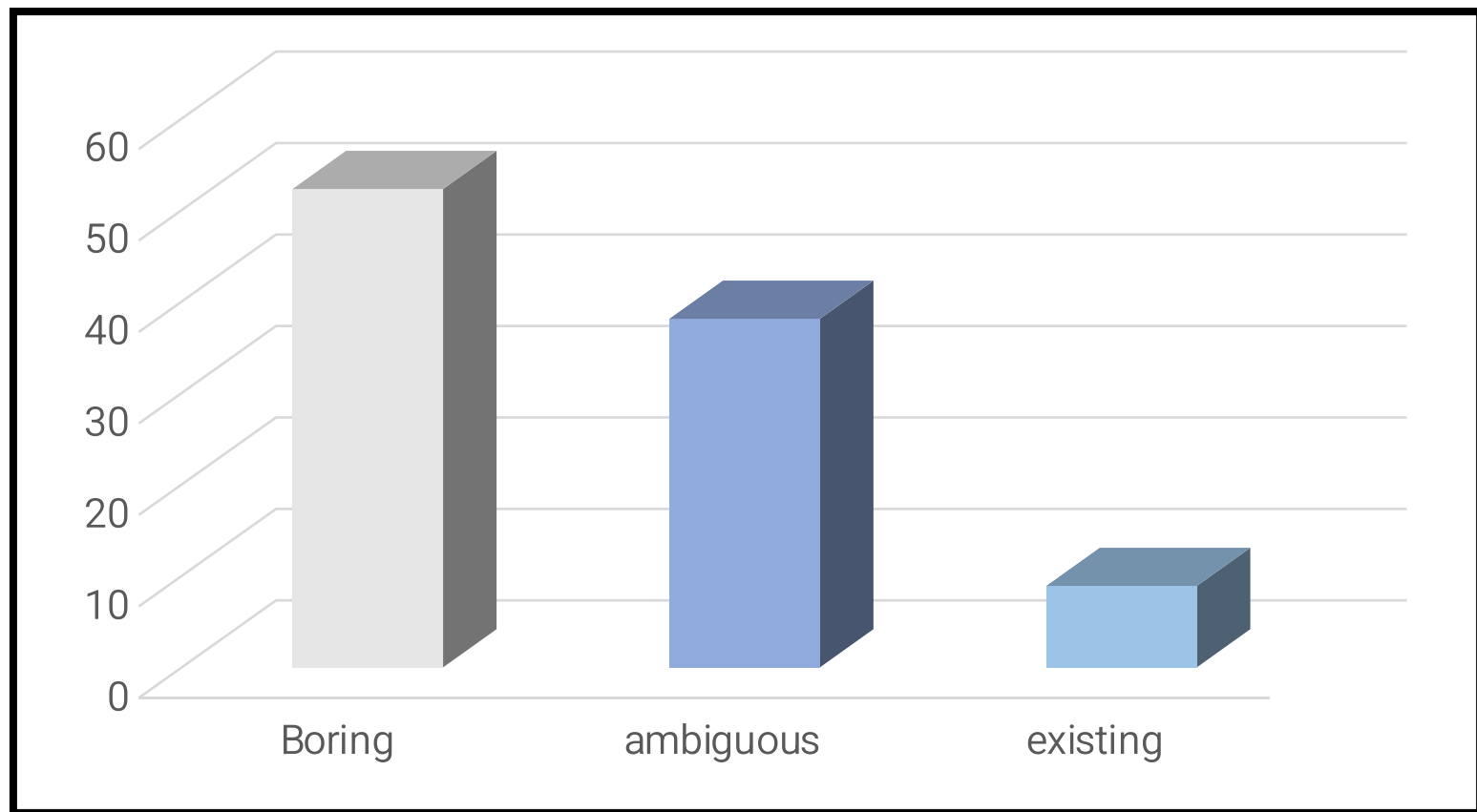


Figure 3.4 Students' Perception towards The Teacher' s Methodology in Literature classes

52.3% of the participants claimed that the teachers' method in teaching literature is boring. Moreover, only 15.9 of the students described the teacher' s methodology as exciting. The other 31,8 considered the teacher' s method as ambiguous.

Question05: do you use any visual tools to help you in your studies?

General Conclusion

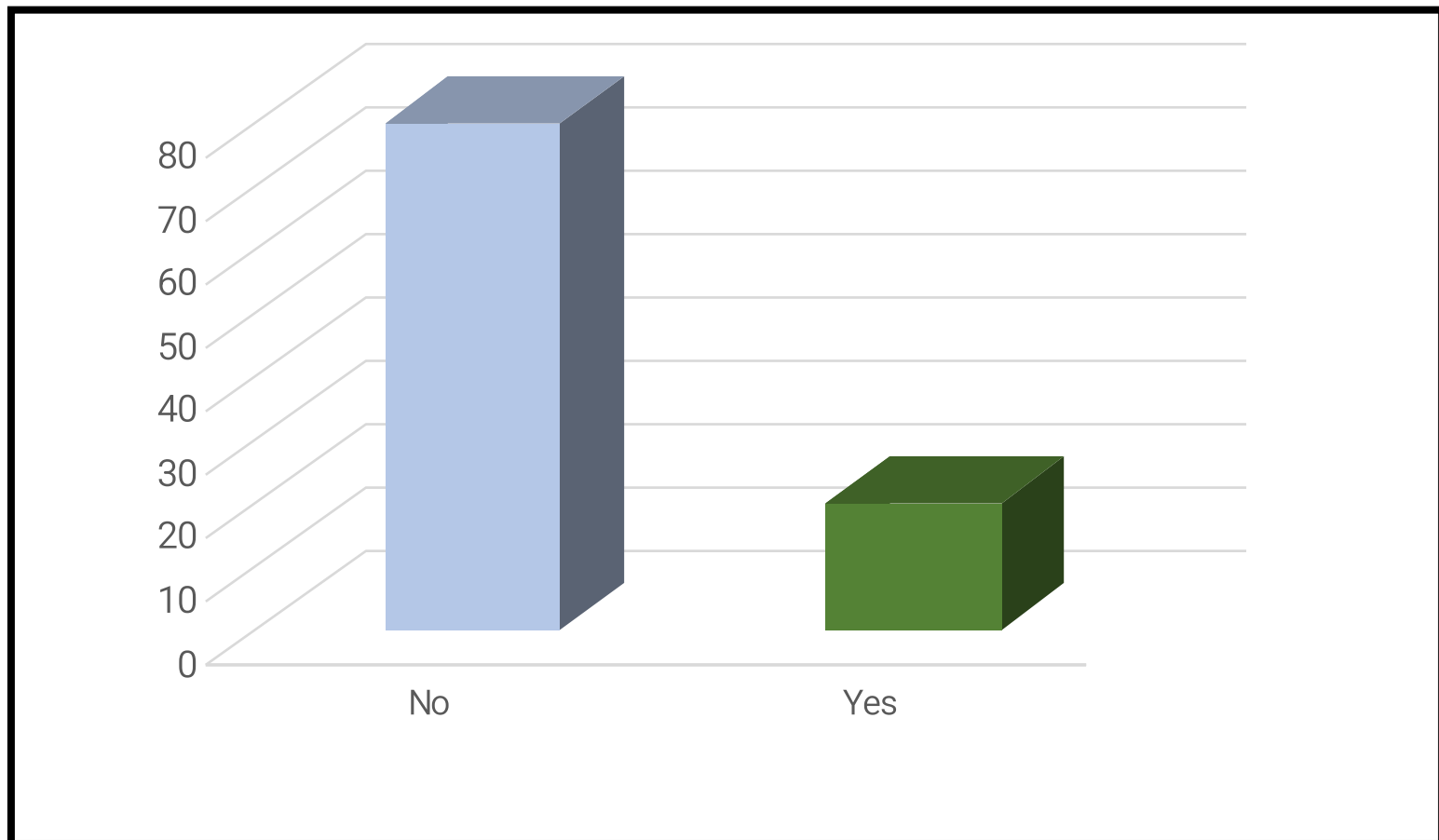


Figure 3.5 Students Use of visual aids

As the bar-graph above indicates , most students use technological tools in order to help them in their studies. When we enquired as to what those visual tools , most students replied on Data shows and Youtube videos

Part02:

Question01: Have you used any of these visual aids to study literature?

General Conclusion

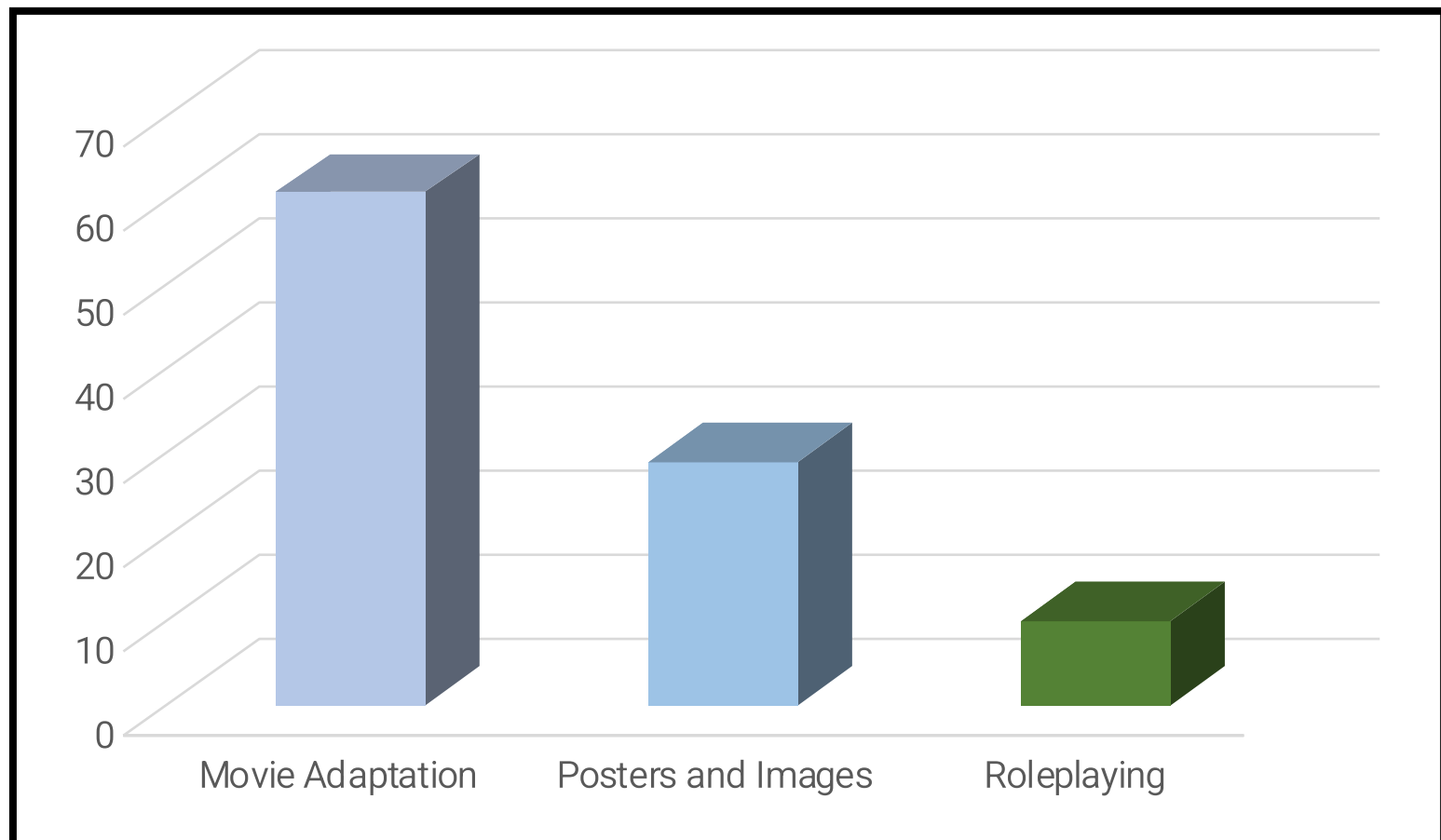


Figure 3.6 Students' Choice of the different types of visual

The figure above shows that most participants 61% used movie adaptation. 29% studied with posters and images. Whereas the rest of the participants 9,1% did roleplaying.

Question02: Did you understand the lessons from it?

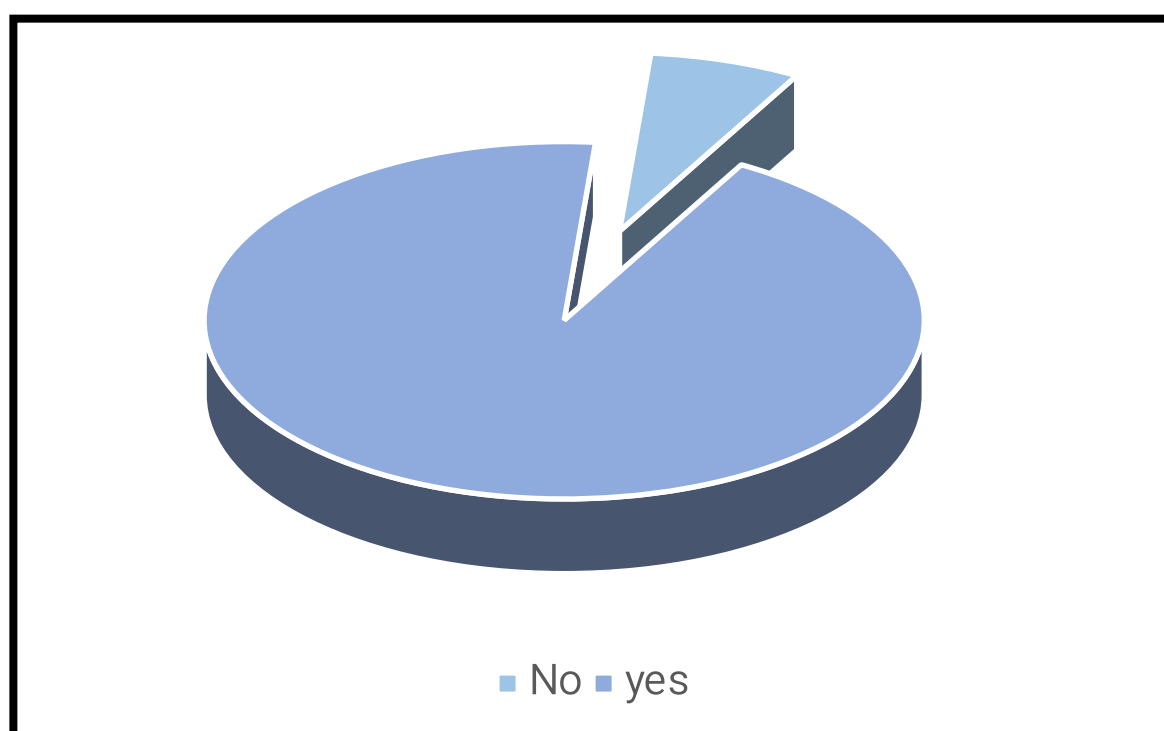


Figure 3.7 Students' Opinion towards Understanding the lessons from visual aids

General Conclusion

As the figure above shows that 93,2% of the participants said yes and others said no.

Question03: why do you think that visual aids are helpful in learning literature?

options	Percentage
The literary events were easy to picturize and visuals	60%
Watching or roleplaying characters from different literary novels can facilitate the way of learning literarture	40%

Table 3.3 Students' Opinion about the effectiveness of visual aids to study literature

When we asked students why they thought visual aids were helpful in studying literature, most of them said these tools made it easier to connect with teachers and classmates, something they felt was missing in regular lessons. Many students liked creative methods like watching movie adaptations and doing roleplaying because it made literature more engaging and fun to imagine. Others appreciated hanging posters

General Conclusion

of famous poems, as it helped them remember and understand the material better. However, a few students didn't find these methods useful, saying they struggled to connect with the material and preferred reading and analyzing texts in a more traditional way

Question04: How much interest do you have in literature before and after using visual aids ?

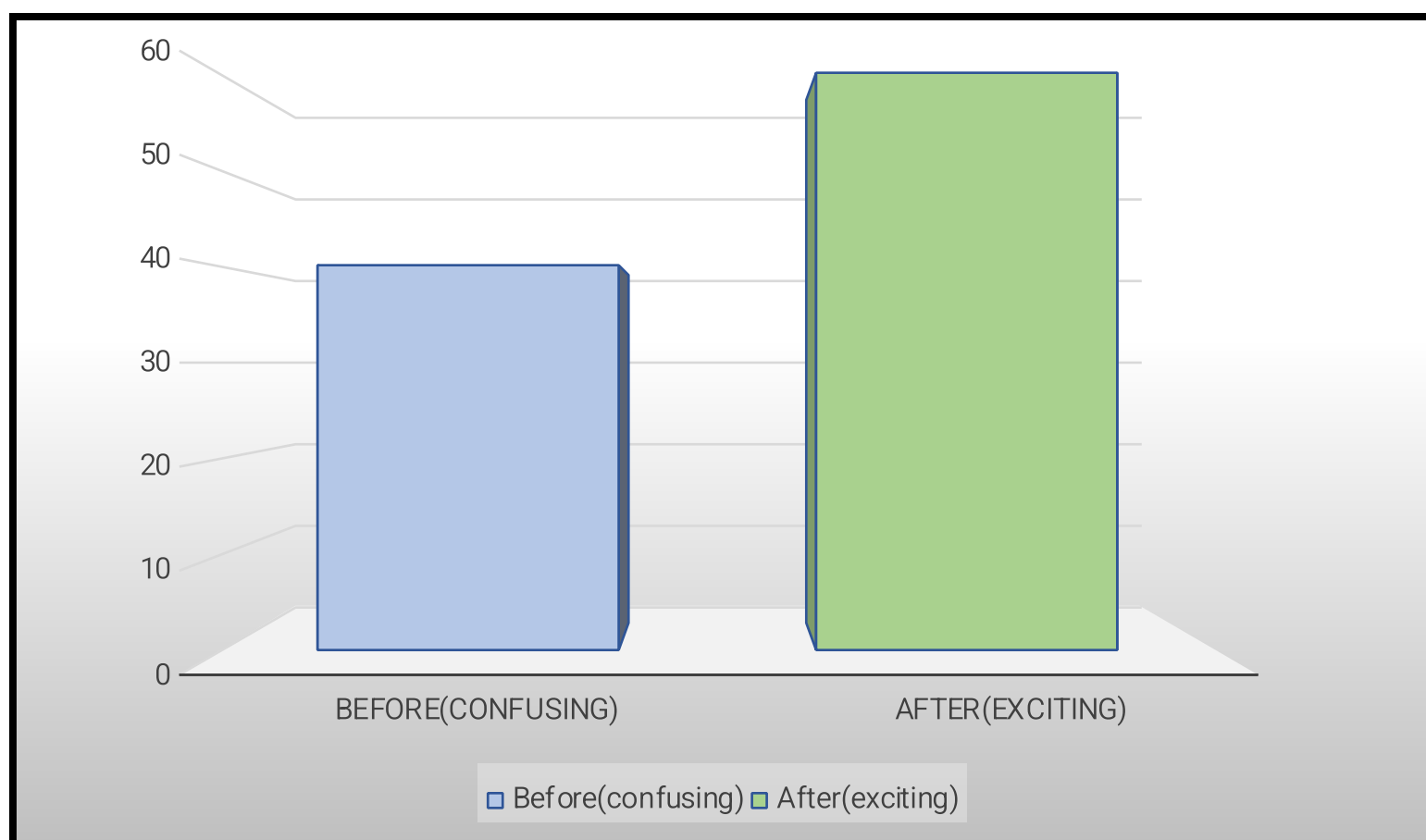


Figure 3.8 Students' Attitude about Before and After using

Most students agreed that before using visual aids like movie adaptations and roleplaying, literary novels seemed confusing and boring. However, after being exposed to these creative and engaging methods, they became excited to learn more about literature because it allowed them to connect with the characters more easily and

General Conclusion

become more involved in the stories. They felt more interested in literary topics as a result. However, they also mentioned that at first, it was a bit challenging to get used to using these visual aids in their studies.

Question05: In your opinion, has the integration of Visual aids contributed positively in elevating your literary understanding?

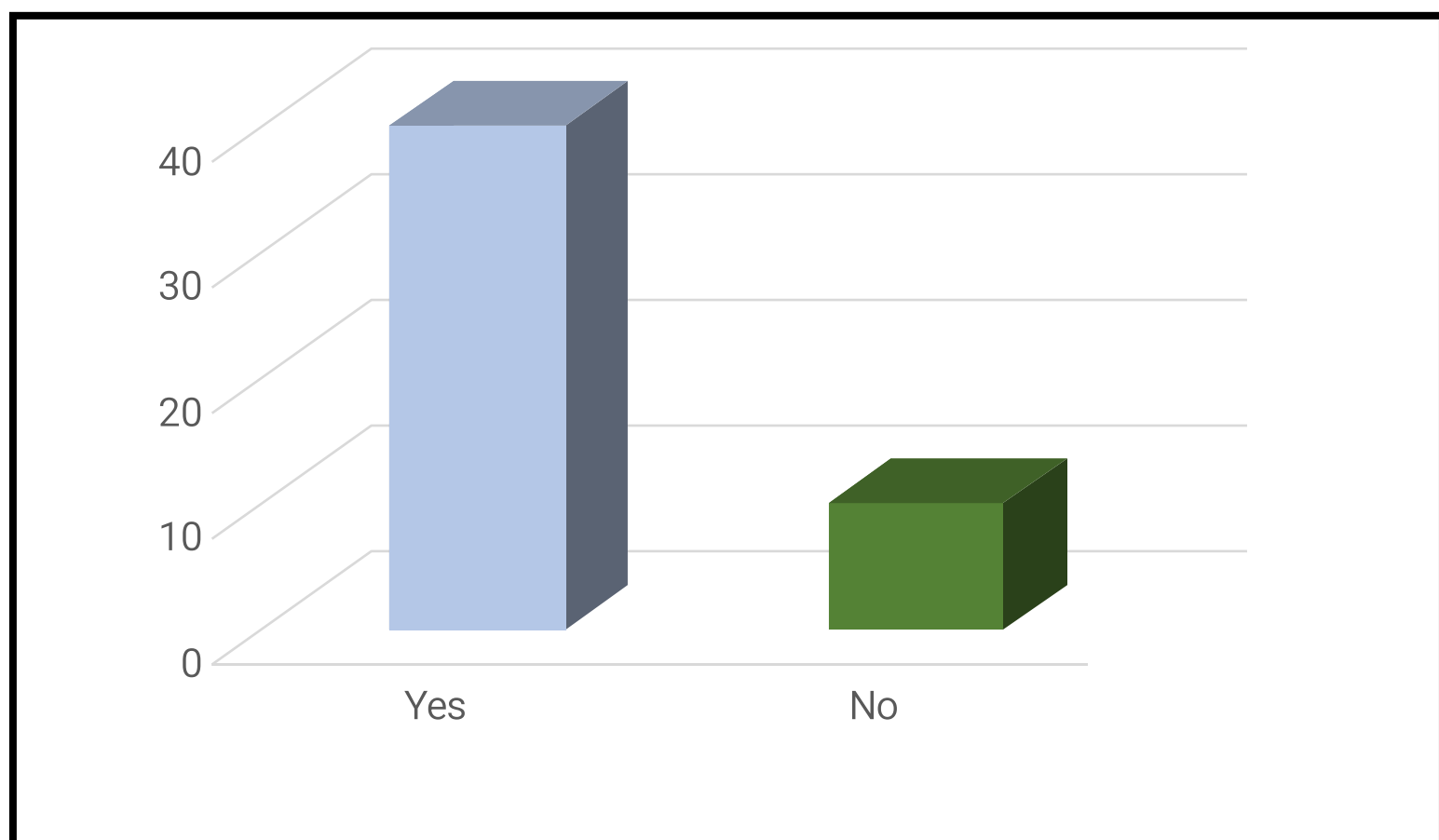


Figure 3.9 Students' Opinion about the positive contribution of Visual aids in literature classes

The figure above shows that 70 of the participants thought that the integration of visual aids enhanced their understanding of literary courses. Whereas 30 of them answered by no

Most students agreed on the benefits of integrating visual aids in literature classes, as these tools help simplify complex literary concepts. More importantly, students felt that

General Conclusion

they understood literary works better with the use of visual aids like movie adaptations and roleplaying. However, some students believed that these visual aids were more for entertainment than for serious learning.

3.5.2. Semi-Structured Interview Questions:

A semi-structured interview is a data collection method that relies on developing questions within a set of predetermined thematic guidelines. However, neither the order of the questions nor their language are fixed. George (2022)

For the interview with teachers of literature, the researcher organized five open-ended questions. The totality of the five questions attempts to shed some light on the difficulties teachers of literature encounter when teaching students as well as the attitudes of the teachers about the use of visual aids. These are the five questions:

- 1. How long have you been teaching literature at university?**
- 2. What are the difficulties you usually encounter while teaching literature?**
- 3. Do you use visual aids while teaching literature?**
- 4. What do you think about using visual aids like role playing , movie adaptation and posters in literature teaching especially to EFL students?**
- 5. In your opinion, what are the advantages and the disadvantages of using visual aids in teaching literature to EFL students ?**

3.6. Interpretation of the Questionnaire Results:

3.6.1. Part One:

General Conclusion

To address the very first question, the majority of students find literature classes to be unpleasant. This suggests that they do have certain difficulties that prevent them from enjoying literature and doing well on its tests. In response to question three, the majority of students said that they have trouble studying literature and that they don't feel at ease in their regular English literature classes.

Yet, the results for question four show that a large portion of students find it difficult to concentrate in literary classes, that the course material is too long, that they become bored easily, and that the teaching approach is likewise uninteresting. This shows that literature courses, especially those that emphasize novel analysis, ought to be improved in order to prevent these problems.

The majority of students believed the teacher's approach to the fifth question was vague and uninteresting. This implies that students would get disinterested in lectures, leading to less communication between educators and learners. To lessen boredom and promote engagement, the researcher advise implementing creative and captivating strategies in literary classes that incorporate additional visual aids. This indicates that pupils are prepared for the use of visual aids in literature lessons.

3.6.2. Part Two:

The first two questions were mainly about what type of visual aids students dealt with and whether they understood the lessons from it. Well the students indeed have some

General Conclusion

level of familiarity with many types of visual tools and they confirmed that it can be an effective process for learning literary texts.

In the third question, the main goal was to find out whether visual aids were helpful and effective for students learning literature. Most students believed that visual aids were beneficial because they made literature more engaging and helped revive the interaction between students and teachers, which had been lacking. They also felt that visual aids, like movie adaptations and illustrations, allowed them to better understand literary texts by sparking their imagination. However, a small number of students disagreed, saying that visual aids were not useful for them because they preferred traditional reading and analysis methods.

Regarding the last two questions, which aimed to assess students' interest before and after using visual aids and whether they faced any challenges, students generally gave positive feedback after being exposed to visual aids in literature lessons. They appreciated how well the concepts and themes were presented through these tools. However, it's important to acknowledge the challenges that came with using visual aids, as they did impact the learning process. In short, there are two sides to this approach: on one side, most students responded positively and supported the use of visual aids because they offered creative and modern ways to learn. On the other side, visual aids do present some challenges and drawbacks that need improvement.

3.7. Interpretation of the Semi-structured Interview Answers:

3.7.1. The Teachers' Questionnaire

Question01: How long have you been teaching literature at university?

The majority of the interviewees who were interviewed had been teaching literature for seven to twenty-three years. Our study aims to ascertain whether the use of visual aids was beneficial and whether teachers faced difficulties that affected the learning process. The experiences of these teachers will help us collect accurate and legitimate data relevant to this goal.

Question02: What are the difficulties you usually encounter while teaching literature?

Concerning the second question, which inquires about the challenges literary teachers face in their role as educators. The majority of them have to deal with a variety of difficulties in the classroom. The biggest obstacles are brought about by the students' overall lack of knowledge and linguistic restrictions. Teachers of literature have noted that it is extremely difficult to engage in a literary discussion with students who do not possess the necessary language skills.

Other educators discussed the challenges their pupils faced when trying to comprehend a literary lesson. Literature teachers have connected this issue to the students' initial lack of interest in the subject. The majority of students detest reading literary works.

General Conclusion

Question03: Do you use visual aids while teaching literature?

Regarding the second question, which asks about the challenges faced by literature teachers in using visual aids, many of them encounter various difficulties in the classroom. The biggest challenges come from students' general lack of interest in literature and the limitations of visual aids in fully conveying complex literary concepts. Teachers have found it difficult to engage students in meaningful literary discussions when visual aids alone do not provide the depth needed for understanding. Other educators mentioned the struggles students face when trying to grasp a literary lesson through visual aids. They believe this issue is linked to students' initial lack of enthusiasm for literature, as many students are not naturally inclined to read and analyze literary works.

1. What do you think about using visual aids like role playing , movie adaptation and posters in literature teaching especially to EFL students?

In response to this question, literature teachers expressed that using visual aids like role-playing, movie adaptations, and posters in teaching, especially to EFL students, has both benefits and challenges. They agreed that these tools can make literature more engaging and accessible, helping students to better understand and connect with the material. However, they also noted that initially, using visual aids can be overwhelming, as both teachers and students may struggle to adapt to these new methods. Some teachers pointed out that while visual aids can enhance the learning experience, they

General Conclusion

require careful integration to be effective. Despite these challenges, many teachers felt that visual aids are valuable in keeping students interested and involved in literature, especially when traditional methods may not be as effective.

Question 5: In your opinion, what are the advantages and the disadvantages of using visual aids in teaching literature to EFL students ?

Teachers of literature agreed on the advantages and disadvantages of using visual aids in teaching literature to EFL students as follows:

Starting with the advantages, they mentioned that visual aids, such as role-playing, movie adaptations, and posters, made literature more engaging and accessible for students who might struggle with traditional text-based learning. These tools allowed students to visualize and better understand complex literary concepts, making the learning experience more enjoyable and memorable. Additionally, teachers found that incorporating these aids helped to bridge the gap between language barriers and literary understanding, especially for EFL students.

As for the drawbacks, teachers pointed out that not all students responded equally well to visual aids, as some preferred traditional reading and analysis methods. They also noted that creating and integrating effective visual aids can be time-consuming and may require resources that are not always available. Moreover, relying too heavily on

General Conclusion

visual aids might oversimplify literary analysis, potentially hindering students from developing deeper critical thinking skills

3.8. Results of the Hypotheses of the Study:

The findings from the student questionnaire and the teacher's interpretation of the semi-structured interview support the study's hypotheses. The results align with the first hypothesis, which suggests that using visual aids in literature lessons is beneficial because it allows students to engage and interact with their teachers and the content more effectively. However, the findings also support the second hypothesis that there are some challenges in using visual aids for studying literature, particularly in ensuring that all students benefit equally from these methods. Additionally, the results confirm the third hypothesis of the study, indicating that most teachers and students are very satisfied with the use of visual aids in literature classes, while only a small number of them are not in favor of these tools. Overall, this descriptive analytical study's findings are consistent with the hypothesis that visual aids are similar to flipping a coin: on one side, they offer an effective way to study literature, but on the other, they have certain limitations that need to be addressed to improve the learning process

3.9. Conclusion:

This chapter is considered to be the main topic of the study. It provides a comprehensive explanation of the study methodology, sample selection, data analysis,

General Conclusion

and result interpretation. The findings indicate that while visual aids are valuable resources for literary education, more has to be done to improve their effectiveness for both educators and learners. This research does not prove that visual aids are ineffective. On the other hand, participant evaluation shows that encouraging creativity and involvement in literary sessions has been greatly aided by the use of visual aids. These tools have been extremely helpful in enhancing the entire educational process by humanizing and engrossing challenging literary ideas. Additionally, visual aids were crucial in maintaining students' focus, particularly in situations where more conventional approaches might not be adequate. To sum up, it has been demonstrated that including visual aids into literary courses is one of the best ways to maintain a lively and interesting learning environment.

General Conclusion

General Conclusion

General Conclusion:

This study aims to address and examine a number of issues that essentially have to do with whether the use of visual aids in learning literature content was effective or not and to examine the challenges that was encountered by both teachers and learners .

The investigation shows that the use of visual aids can be an effective tool for enhancing students literary understanding through introducing more modern content to alleviate the boredom in the traditional learning of literature as characters will be presented in a dynamic and entertaining way.

Additionally, there were significant challenges associated with the use of visual aids, mostly related to technology, such as inconsistent or low-quality materials. These difficulties are solvable, and they can be improved with time. However, other students feel that they learn better in a classroom situation where the teacher is interacting and

General Conclusion

explaining the literary content with them directly and giving them feedback right away, thus they prefer traditional methods of instruction.

This study aims to investigate the effectiveness to the use of visual aids to study literature to EFL students, as well as explore the attitudes and presumptions of teachers and students, which has been the main focus of this investigation.

A suitable methodology was used for our inquiry, as with any academic study. A qualitative approach was used. This research was conducted in the Department of English at Laghouat University in Algeria. In this research study, the population is represented by second year students. A questionnaire was created to examine, explore, and investigate the students' attitudes toward using visual aids such as role playing, movie adaptations and posters as a teaching resource that enhances their performance in English literature. Additionally, a semi-structured interview with professors of literature was done to get their opinions on the incorporation of visual aids.

The last chapter's analyses and conclusions showed that EFL teachers were positive about the use of visual aids in language instruction because they can result in important and advantageous learning outcomes like enhancing listening comprehension and exposing students to a real language through literary novels. The professors' and students' responses, however, differed very slightly. To put it another way, most students preferred having visual aids as part of their education, especially

General Conclusion

while taking literary studies. They do not, however, dismiss the traditional educational approach since they maintain that it still helps them achieve their learning objectives and because they ran into some difficulties while utilizing visual aids. Thus, our results provide some support for our hypotheses about how visual aids can improve students' literary performance and help teachers meet their teaching goals. Additionally, in their favorable views toward the use of visual aids. Consequently, the results mostly supported the study's hypotheses.

In conclusion, we can verify that using visual aids significantly improved students' performance in literary classes based on the data that is currently accessible. The research investigation's main premise is validated by the results. The study's findings also imply that incorporating visual aids into literary classes improved students' comprehension and involvement. Furthermore, as visual aids are an important tool in contemporary education, this study suggests that in order to improve the learning process, educators and students should investigate and improve how they employ these aids.

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Appendices

Appendix01:

Semi Structured Interview Questions

For the interview with teachers of literature, the researcher organized five open-ended questions. The totality of the five questions attempts to shed some light on the difficulties teachers of literature encounter when teaching students as well as the attitudes of the teachers about the use of visual aids. These are the five questions:

- 1. How long have you been teaching literature at university?**
- 2. What are the difficulties you usually encounter while teaching literature?**
- 3. Do you use visual aids while teaching literature?**
- 4. What do you think about using visual aids like role playing , movie adaptation and posters in literature teaching especially to EFL students?**
- 5. In your opinion, what are the advantages and the disadvantages of using visual aids in teaching literature to EFL students ?**

Appendix 02

People' s Democratic Republic of Algeria

Ammar Thelidji University of Laghouat

Faculty of Letters and Languages

Department of English

Students' Questionnaire

dear colleagues

you are kindly invited to answer this questionnaire which aims to gather information about the effects of using visual on enhancing literature understanding. your responses will be used to help us understand the impact of using visual aids such as role playing, novels-movie adaptation as teaching tools in literature education. thereby, you are kindly requested to answer the questions. thank you for giving it your attention and time.

first, we would like to know:

1) How old are you?

2) You are: male or female

Part One:

1) Do you like literature classes?

Yes

no

2) Do you feel comfortable in your traditional English literature class?

Appendix

Yes

No

Why?
.....
.....
.....

3) Do you face difficulties while studying literature?

Yes

No

4) What kind of struggles you face while studying literature?

- (a) The course content is so long /confusing
- (b) Easily get bored
- (c) Hard to focus in literature class
- (d) The teacher' s methodology is boring
- (e) Lack of motivation Tools

5) What do you think of the teacher' s methodology in teaching literature?

- a) Ambiguous
- b) Boring
- c) Exciting

6) Do you use any visual tools to help you in your studies?

Yes

No

Why?

Appendix

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

Part Two:

1. Have you watched any of these visual aids to study literature?

Movie Adaptations

Posters and Images

Roleplaying

2. Did you understand the lessons from it?

Yes

No

2. Why do you think that visual aids are helpful in learning literature?

The literary events were easy to picturize and visuals

Watching or roleplaying characters from different literary novels can facilitate the way of learning literature

3. How much interest do you have in literature before and after using visual aids ?

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

4. In your opinion, has the integration of Visual aids contributed positively in elevating your literary understanding?

.....
.....

Appendix

.....
.....

Thank you for your help

Résumé :

Les supports visuels sont devenus de plus en plus populaires dans divers domaines éducatifs, y compris la littérature, pour aider les enseignants à introduire de nouvelles méthodes et à renforcer l'engagement des étudiants. Ainsi, la présente étude a été menée pour évaluer l'enseignement basé sur des supports visuels en utilisant des méthodes telles que le jeu de rôle, l'adaptation cinématographique et les affiches comme outils pédagogiques dans l'apprentissage/enseignement de la littérature en anglais langue étrangère (EFL) auprès des étudiants de deuxième année à l'Université Amar Thelidji. Les objectifs spécifiques incluent l'introduction et l'exploration des effets des supports visuels pour améliorer la compréhension littéraire, en utilisant des aides visuelles comme le jeu de rôle ou le visionnage de films adaptés de romans pour enrichir l'expérience des étudiants avec la littérature. Dans cette étude, deux instruments de recherche ont été utilisés : un questionnaire adressé aux étudiants de deuxième année, suivi d'un entretien semi-structuré avec cinq enseignants de littérature. Les résultats de l'étude soutiennent l'affirmation selon laquelle les étudiants ont bénéficié de l'utilisation des supports visuels et sont de plus en plus engagés dans le processus en démontrant leur efficacité en tant qu'outil pour améliorer l'apprentissage littéraire. De plus, cet outil permet aux apprenants de faciliter et de renforcer leurs études littéraires, tout en permettant aux enseignants de combiner le contenu et les activités en ligne avec l'enseignement en présentiel. Sur la base des conclusions de cette étude, l'utilisation des supports visuels dans les cours de littérature constitue un point de départ pour de futures recherches sur l'intégration des outils visuels dans les environnements traditionnels afin d'appliquer efficacement le contenu en ligne de manière à soutenir le processus d'enseignement et d'apprentissage.

Mots-clés : littérature. supports visuels

ملخص الدراسة:

أصبحت الوسائل البصرية شائعة بشكل متزايد في مختلف المجالات التعليمية، بما في ذلك الأدب، لمساعدة المعلمين على تقديم طرق جديدة وتعزيز تفاعل الطلاب. لذلك، أجريت هذه الدراسة لتقييم التدريس القائم على الوسائل البصرية باستخدام طرق مثل التمثيل، والتكيف السينمائي، والملصقات كأدوات تعليمية في تعلم/تدريس الأدب الإنجليزي كلغة أجنبية للطلاب في السنة الثانية بجامعة عمار ثليجي. وتشمل الأهداف المحددة لهذه الدراسة تقديم واستكشاف تأثير الوسائل البصرية لتعزيز الفهم الأدبي، باستخدام وسائل بصرية مثل التمثيل أو مشاهدة الأفلام المقتبسة من الروايات لتوسيع تجربة الطلاب مع الأدب. في هذه الدراسة، تم استخدام أداتين بحثيتين: استبيان مع طلاب السنة الثانية، يليه مقابلة شبه منظمة مع خمسة أساتذة في الأدب. تدعم نتائج الدراسة الادعاء بأن الطلاب استفادوا من استخدام الوسائل البصرية وأصبحوا أكثر تفاعلاً في العملية من خلال إثبات فعاليتها كأداة لتعزيز التعلم الأدبي. بالإضافة إلى ذلك، تمكن هذه الأداة المتعلمين من تسهيل وتعزيز دراساتهم الأدبية، كما تتيح للمعلمين دمج المحتوى والأنشطة عبر الإنترنت مع التعليم وجهاً لوجه. بناءً على نتائج هذه الدراسة، يوفر استخدام الوسائل البصرية في دروس الأدب نقطة انطلاق لمزيد من التحقيق في دمج الأدوات البصرية في البيئات التقليدية من أجل تطبيق المحتوى الرقمي بشكل فعال لدعم عملية التدريس والتعلم.

الوسائل

الأدب،

المفتاحية:

البصرية

الكلمات