

**The People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**

**Ammar-Thelidji University Laghouat**

**Faculty of Letters and languages**

**Department of English**



**An Investigation On: Using Literature  
Circles to Enhance Reading' Engagement  
With Literary Texts  
The Case of Undergraduate ELT Students  
at Laghouat University**

Dissertation submitted to the department of English in partial fulfillment For the Year  
of Master degree in Civilization, Literature .

**Submitted by:**

*MS. Miloudi Safaa*

**Supervised by:**

*Ms. Nouioua Amira Hiba*

**Academic Year: 2017/2018**

# Dedication

I dedicate this work to my parents my fiancé and my sister. I am grateful for having their support. I would like to thank my dear father for his wisdom and motivation to make my dream come true. To my soul mate fiancé who supports my research and being with me each time I feel lost. To my dear mother who tried each time to remind to continue this research and to not waste time. To my darling sister who advises me always to relax and organize my time while I'm doing this research.

# Acknowledgement

I would like to thank Allah for providing me with power, blessing, and guidance to do conduct this research.

I would like also to thank my supervisor Amira Hiba Nouioua. Due to her support motivation, and guidance she built in me, I reached my goal. She made me do my effort with pleasure to be responsible and active.

I would like to thank my teachers of literature of our department who taught me how valuable literature is. Without forgetting to thank the two female teacher of literature whom I made my interview, teacher Ibtissam Touhami and teacher Selt Djihad Afaf. They showed me the quality of the good teacher. Their motivation and behavior in class with students show high ethical values.

Lastly, I would like to thank the efforts of the jury members for their valuable notes, and for the pleasure of reading my work.

# Abstract

This research aims at investigating on the problems undergraduate students face with literature mainly the problem of engagement. To prove also that teachers ignore that a lot of students do not feel engaged with reading in class. In order to achieve that this research was conducted in the University of Laghouat dealing with teachers of literature, and undergraduate students. The data was gathered through the interview addressed to teachers of literature at the Department of English, and the questionnaires provided to undergraduate students. The results collected from the questionnaires and the interview were analyzed quantitatively. The final result found that not all students are engaged with reading in class. A number of students have answered that they do not feel engaged when there is reading in class. The result found that literature circles is new and not used by teachers of literature. However, students got an idea about the way literature circles work. The majority answered that literature circles engage them with reading, and create a collaboration in class. To conclude the results, this research reached the point that both students and teachers ignore about literature circles. In order to practice literature circles, the teacher needs to make the groups meet regularly. In addition, providing the groups with roles and make students the center of the discussion.

# Table of Contents

<b>Dedication</b> .....	i
<b>Acknowledgement</b> .....	ii
<b>Abstract</b> .....	iii
<b>Table of Contents</b> .....	iv
<b>List of Tables</b> .....	vii
<b>List of Figures</b> .....	viii
<b>General Introduction</b> .....	1

## **Chapter One**: Review of Literature

<b>1.1 Introduction</b> .....	5
<b>1.2 Definition of Literature</b> .....	5
<b>1.3 The Importance of Teaching Literature</b> .....	6
<b>1.4 The Importance of Students’ Text Selection</b> .....	6
<b>1.5 Strategies in Teaching Literary Texts</b> .....	7
1.5.1 Reading Aloud .....	7
1.5.2 Silent Reading .....	7
1.5.3 Class Discussion .....	8
1.5.4 Literature Circles .....	8
<b>1.6 The Importance of Texts’ Engagement</b> .....	9
<b>1. The conclusion</b> .....	9

## **Chapter Two: Literature Circles**

<b>2.1 Introduction</b> .....	11
<b>2.2 Literature Circles</b> .....	11
<b>2.3 Steps to Start Literature Circles in Class</b> .....	12
2.3.1 Using the Materials.....	13
2.3.2 Teacher’s Role.....	13
2.3.3 Teacher Expectation When Monitoring the Discussion.....	15
2.3.4 Thinking skills Teachers Expect From the Group Member.....	15
2.3.5 Students Roles and Behavior .....	16
<b>2.4 Literature Circles and its Impact on Students ‘Engagement</b> .....	17
<b>2.5 Conclusion</b> .....	18

## **Chapter Three: Research Design and Data Interpretations**

<b>3.1 Introduction</b> .....	20
<b>3.2 Research Strategy</b> .....	20
<b>3.3 Data Collecting</b> .....	21
<b>3.4 STUDENTS’QUESTIONNAIRE</b> .....	21
3.4.1 Analysis.....	22
3.4.2 Summary of the Results.....	29
<b>3.5 TEACHERS’INTERVIEW</b> .....	31
3.5.1 Analysis.....	31

3.5.2 Summary of the Results.....	34
<b>3.6 Limitation and Potential Problems.....</b>	<b>35</b>
<b>3.7 Conclusion.....</b>	<b>36</b>
<b>General Conclusion.....</b>	<b>38</b>
<b>References.....</b>	<b>40</b>
<b>Appendices.....</b>	<b>42</b>

# List of Tables

<b>Table.2.1</b> From Getting Started With Literature Circles .....	14
<b>Table 3.1</b> The Student Gender.....	22
<b>Table 3.2</b> The Words Describing Literature by Third Year University Students of English.....	23
<b>Table3.3</b> Common Books Students Share From Their Answers About Best Story They Like.....	24
<b>Table 3.4</b> Students' View on Reading in Class.....	28
<b>Table3.5</b> Students' View Concerning Literature Circles.....	29
<b>Table3.6</b> Strategies that the Two Female Teachers of Literature use Inside the Class.....	33

# List of Figures

<b>Figure 2.1:</b> From Voice From the Middle, Daniels Harvey on Literature Circles.....	11
<b>Figure 3.1</b> Students Answers About Being Inspired of the Stories they Selected Or Not.....	25
<b>Figure3.2</b> Third Year University Students' Reaction During the Lecture of Literature.....	27

# General Introduction

# General Introduction

Literature is a way for students to swim between lines of creative writers, and to discover different cultures, languages, and people. Indeed, it is a chance for students to build a critical mind, and to discover the self. Teaching literature in school is important, because it makes time shorter for students to travel between different cultures. In fact, students who study literature have the chance to be creative and built an artistic mind. The key to achieve all this is to focus more on reading skills. By this vein, the teacher needs to focus on evaluating reading in class and make students enjoy and engage with reading. The teacher also must develop reading comprehension, as a skill that include different activities. Where students practice reading comprehension strategies through several activities planned by their teacher. The strategies include different activities as: visualizing, connecting, questioning, inferring, evaluating, analyzing, recalling, and self-monitoring. Literature circles is one of the strategies that evaluates reading in class. It is formed groups people's desire joined to read the same text, these groups include different abilities. Where they gathered not by their level or teacher assignment, but by their interest to read the same text.

This research is concerned with teaching literature using literature circles. As a strategy uses by teachers of literature to enhance reading engagement with literary texts. This strategy makes students able to engage through the discussion as well as the text. In literature circles the groups are formed by the students' interest to read the same book or article. In addition, the groups contain four to five members and they are given the chance to be producers, to show off their thoughts, make mistakes, and engage with the discussion. The teacher in literature circles is just a facilitator. He provide the group members with roles and observe their interaction and behavior. Literature circles makes a collaboration between students and facilitates engagement with reading.

Literature has been always a chance for students to explore different cultures and languages. In addition, it is an important knowledge which makes students competent enough to develop their thoughts, and use their imagination. To achieve these goals teachers of literature use different strategies and tasks inside the class. The current research is concerned with literature circles. As a strategy to teach literature, and a way to evaluate reading. This research focus on engagement with reading. So it selects literature circles in order to prove that this strategy provides a direct engagement to students.

Teachers usually read text aloud or ask the students to read silently. So they do not know if students are engaging with reading. Because there are different levels of students, and some students prefer not to participate or engage with the discussion unless the teacher asks them to speak. Engagement with reading is the main concern of this research. So how could literature circles enhance reading' engagement with literary texts? And why it is important?

The purpose of this dissertation is to prove that literature circles enhance reading' engagement with texts. To prove also that literature circles is new. The other purpose behind applying this research is to examine the relation between students' interest on books, and their ability to engage with their chosen books. Because the majority of students are interested on literary texts yet they do not know how to engage. To solve the problem of engagement, teachers must apply strategies in their literature classes. One other aim in doing this dissertation is to introduce literature circles clearly including the students and the teacher roles. Because literature circles is not only about forming groups, yet it is about a whole year organization of regular groups. Including well- structured roles made to students.

Research questions were structured to guide this dissertation. The question were concerned with undergraduate students and their relation with literature. The question were raised as follow:

1. Are undergraduate students inspired by the books they read in their school career?
2. Do students feel engaged with texts that the teacher read in class?
3. Do students' interest in books develop their engagement?
4. How could literature circles enhance students' engagement, and create collaboration in class?

The main hypotheses that can extract from the question are:

1. During the three years undergraduate students could have the chance to inspire by books and got an idea about literature.
2. Teachers are responsible of making the students engage with reading in class. So reading inside the class may facilitate engagement.
3. Students' interest in books make engagement with reading successful.
4. Literature circles increase collaboration between students and enhance reading's engagement.

The research method applied in this dissertation is mainly an investigation on using literature circles to enhance engagement with reading. While the data were collected from the questionnaires and the interviews. The questionnaires were addressed to undergraduate students of the Department of English at Laghouat University. They were given ten questions concerning literature. The questions were formed to see if they are interested in studying literature. Through asking them personal question at first then moving directly to the research problem. This through asking about strategies they use in class. To conclude with their view concerning literature circles. The interview was delivered to teachers of literature. The aim is to prove that literature circles is unfamiliar by teachers. The other aim is to prove that teachers do not know if their students are engaging or not with literary texts.

This dissertation is structured into three main chapters. The first chapter deals with the literature review. It includes the view of well-known writers on literature, teaching literature, and students' selection. Then defining some strategies including literature circles. To conclude the chapter it defines by the end the importance of engagement. The second chapter is mainly concerned with literature circles. Starting from defining the way it works to the role of both the teacher and the students. The two first chapters were mainly theoretical. The third final chapter is a practical part. Where data gathered from the questionnaires and the interviews. Then analyzing the results found in the collected data. To come up by the end with a valid result.

# **Chapter One: Review of Literature**

## **1.1 Introduction**

## **1.2 Definition of Literature**

## **1.3 The Importance of Teaching Literature**

## **1.4 The Importance of Students' Text Selection**

## **1.5 Strategies in Teaching Literary Texts**

### **1.5.1 Reading Aloud**

### **1.5.2 Silent Reading**

### **1.5.3 Class Discussion**

### **1.5.4 Literature Circles**

## **1.6 The Importance of Texts' Engagement**

## **1.7 The conclusion**

## 1.1 Introduction

Literature is a valued knowledge which makes students develop their thoughts and use their imagination. For better learning teachers of literature use several strategies to enhance engagement and participation inside the class. Indeed using specific strategy to help teaching literature would produce self-esteem learners. This chapter attempts to review the importance of teaching literature through the mouth of teachers and literature researchers. In addition to students' texts selection and how writers viewed it as an important field to increase engagement. Usually teachers of literature use several strategies as reading aloud, silent reading, whole class discussion or using literature circles. These are the main points that this chapter is going to tackle.

## 1.2 Definition of literature

Literature is a chance for reader to explore different cultures and languages. In addition, it makes readers use their imagination and develop their thoughts. For Hillis Miller a literature researcher, defining literature he *said* "literature is a feature of any human culture at any time and place" (01). In his *book On Literature*, Hillis tried to show the importance of literature and compare it as an image which reflect human life in a period of time. Yet, literature is not just an open window to people's life, it is a piece of art and a specific use of language. By this vein Rama Selden came to emphasis in his *Practicing Theory and Reading Literature: An Introduction* that "formalist approach"<sup>1</sup> as a school of literary criticism look for: "deformation of ordinary language". Including "the poetic devices which defamiliarise automatized conventions or perception." They focus on making use of "literariness" and to separate the practical language from literary language. This to support productivity in literature and to make readers enjoy reading.

The reader in general is a person who read something he enjoys, so he needs to swim between lines of short story, novel, poem or article. The student in particular needs specific strategies to know how to engage with literary text. So teaching literature is

---

<sup>1</sup> "Formalist approach", also known as new criticism, which focuses mainly on the form of the text rather than the content. This approach regards literature as "a unique form of human knowledge that needs to be examined on its own terms."

important as literature itself. Both literature and teaching strategies are valued in the student school career.

### **1.3 The Importance of Teaching Literature**

Teaching literature in schools is important to develop students 'cultural background of other people. In addition teaching literature enhance students' competency to interact and engage with literary texts. To be a teacher of literature is different from being a student of literature. At first any student who learns literature in school thinks of literature as a way to say what he is thinking inside. This will be successful if the teacher give him a chance to speak. So the moving from a person who is inspired by literature to a teacher is in fact not the same. The students in literature is a producer and not restricted by orders. However, if that student grew up to be a teacher, now things change. He is now responsible of a whole classes so his focus now is the way to teach more that showing off his abilities.

This was clarified by Richard Beach, Deborah Appleman, Bob Fecho and Rob Simon when they stated "you may have a good sense of what it means to be a student of literature, but now that you're going to be a teacher you have to think about how to teach literature." They explain more how to be a teacher of literature and they say "selecting texts, planning response activities and units, leading discussion, formulating writing assignments, evaluating students' interpretation, etc." (04) Beach, et al tried to explain the ways to be a teacher of literature and how teaching literature needs special ways of teaching. They stated that, a teacher of literature needs to introduce or make a discussion about the quality of texts he is going to teach. The importance of warming up or making a discussion about texts is to know the interest of students about different kind of texts. This would be viewed though students participation in class.

### **1.4 The Importance of Students' Text Selection**

Students in class are different as well as their interest in books they read. They prefer to read texts of their interest. However not all schools give chances to their students

to select books of what they like or books they read before. Beach, et al stated that, “free-reading” is a program where students are given the chance to select their own texts (45). The goal is make students more engage in literary texts and to make reading enjoyable.

Jay R. Campbell and Patrica. Donahue (1997) stated “self-selection of reading material has become a vital part of the reading curriculum.”(61) They claimed that, self-selection does not only enhance students’ engagement with text but it is more like to be a development of reading interest. Which is considered for Campbell and Donahue as a life-long desire and as a tool to acquire knowledge.

For these researchers emphasis on providing students with chance to read literary texts they find them interesting. This to develop their engagement with texts and to make them love literature. In order to achieve these goals teachers of literature use several tasks and strategies which are mainly used inside the class.

## **1.5 Strategies in Teaching Literary Text**

Strategies are defined by Mary Lou, McCloskey, Janet Orr, Lydia Stack and Gabriela Kleckova (2018), as “ methods and plans for delivering instruction and promoting learning” (01). They consider strategies in teaching as plans and methods use by teachers to promote learning. There are several strategies which are mostly used by teachers of literature:

### **1.5.1 Reading Aloud**

“Choral reading” is a name given to reading aloud. In their book Mary Lou and the other defined reading aloud as choral reading. They stated that, after the teacher finishes reading a text learners’ response to that is through rereading the text together (23). The goal behind this strategy is to prove learners’ fluency and to make them participate actively in the activities. Some students like to listen to literary texts when they are read aloud, they like to participate and showing off. However, there are students who are calm and prefer silent reading.

### **1.5.2 Silent Reading**

Rick Kleine a 5<sup>th</sup> grade teacher at Jefferson Elementary School claimed that, in reader’s workshop kids choose their books according to their levels and start reading

silently. He said that, when they start reading he does not consider it as silent. He said “I feel like there is this whirring going on in their heads.” Kleine could hear noises and thing in his students ‘brains while they are reading silently. The aim behind reading silently is to be able to move between kids while they are reading and help them to better understand the text. Silent reading allows kids to prove their individual reading abilities and to engage personally with the story. Other teacher as Kleine use other strategies to better teaching as making a whole class discussion about the text as the main part in their learning class.

### **1.5.3 Class Discussion**

Sarah Brown Wessling an English language and art teacher she stated that, a teacher of English is the one who is being able to manage a whole class discussion for an entire class period. When Wessling starts class discussion about a particular story the first thing to be asked is what did you think? The aim behind asking this question is to know her students ‘thoughts. When students started speaking about their thoughts Wessling could easily notice the differences of her students. Whole class discussion allows students to discuss participate and interact with their teacher as well as their mates. Yet not all student in class like the story they read in class some find it interesting other find it not. So what is the best strategy which allows students to feel that they are really engaging with the story they read in class. The answer is literature circles.

### **1.5.4 Literature Circles**

Literature circles is a strategy which adopted by teachers of literature to help them engage their students with literary texts. It was unfamiliar strategy when it was first introduced to them. As such, Harvey Daniels (2002) when he stated that, literature circles was unknown when he and other teachers were asked to write a book about it in 1993.

Daniels and Nancy Steineke (2004) noticed that, kids nowadays have ready-made images of things they see in television or games they play every day. However, when it comes to reading kids cannot make images or remember what they read. So Daniels and Steineke often noticed this problem and in their class. They came up with a solution such as using visual aids as a tool to teach literature circles. This would help students to remember

what they read in class. They believe that literature circles enhance student engagement with texts they read in class.

In addition to engagement Katherine L. Shlike, Noe and Nancy J. Johnson (1999) consider that collaboration is the core of literature circles. They stated that, literature circles aims at giving a chance to students to engage in critical thinking. Including their ability to respond and to discuss texts of their interest.

Stephanie Harvey and Anne Goudvis (2007) compared literature circles to book clubs. They observed that, in literature circles students gathered groups to discuss what they read as the same as adults do in book clubs. The goal of forming groups is to avoid one - right answer, or one interpretation of the text.

## **1.6 The Importance of Texts' Engagement**

Goudvis and Harvey argued that, if we read texts that don't engage us we cannot remember what we read (66). So engagement with text help students to remember what they read. They consider "picture books" as tools which hold readers' attention and help students to remember the text. They consider the job of teachers is to help students engage and interact with text. Not only to create good readers but also to build a thoughtful critical mind.

In addition to this, literature circles is made to facilitate reading engagement, this through breaking shyness and less motivated students. By engaging them with their classmate in forms of group circles. As Harvey suggested "*In a peer-led group of four or five, each student gets much more "airtime" and feels less risk than in a whole-class discussion. There is more "positive peer pressure" small and run cooperatively by kids, not the teacher.*"(11) So Harvey thought of the groups as to provide more "airtime" to students to think, share, and discuss. This opportunity is not found in whole-class discussion, because there is no shed light on each student ability. Unlike in literature circles where the groups main focus is to provide more opportunities to students, especial shy students.

## **1.7 The conclusion**

This chapter reviewed all the following points; introducing literature as a valued knowledge, the importance of teaching literature, and the importance of students' text selection. In addition to students' text selection there are several strategies to teach literary texts. It highlighted the main strategies to teach literary texts including engagement and participation. The first traditional strategy introduced in this chapter is reading aloud. The second strategy focused on silent reading as a practical way to make students familiar with literary text. While the third strategy introduced the whole class discussion as a strategy to increase participation in class. This chapter attempts to show the different perspective on literature circles and how teachers and writers define this strategy. By the end of this chapter there was a definition about engagement with literary text and then how writers consider engagement as important in teaching literary text. This chapter is paving the way to the next point which is concerned with literature circles and its impact on engagement.

# **Chapter Two : Literature Circles**

## **2.1 Introduction**

## **2.2 Literature Circles**

## **2.3 Steps to Start Literature Circles in Class**

### **2.3.1 Using the Materials**

### **2.3.2 Teacher's Role**

### **2.3.3 Teacher Expectation When Monitoring the Discussion**

### **2.3.4 Thinking Skills Teachers Expect From the Group Member**

### **2.3.5 Students Roles and Behavior**

## **2.4 Literature Circles and its Impact on Students 'Engagement**

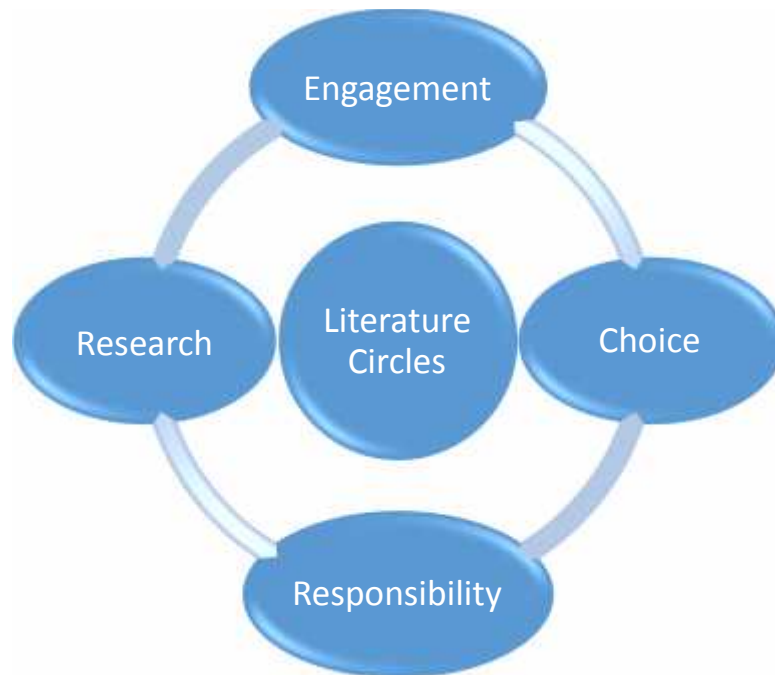
## **2.5 Conclusion**

## 2.1 Introduction

This chapter is mainly concerned with literature circles as a strategy in teaching literature. In addition, this chapter describes the ways literature circles is adopted in class in order to enhance reading engagement. Starting from the material use inside the class. To the role of the teacher, students roles and behavior. To end with defining the impact of literature circles on students' engagement. The main purpose of this chapter is show the way literature circles apply in class.

## 2.2 Literature Circles

Students in class feel bored from reading texts of not of their interest. So teachers look for different ways and strategies to make reading more interesting. Literature circles is one of the mostly used strategies in literary classes. Teachers from different countries use this strategy to teach literary texts as Laura Candler from North Carolina in the United States. She proved that teachers do not have to wonder if students are reading or not. As long as you see them smiling, actively engaged, and pointing to pages from the books they read. This to show that during literature circles teachers are less worry of their students because they can observe real collaboration and engagement.



**Figure 2.1:** From Voice From the Middle, Daniels Harvey on Literature Circles

The figure above shows Harvey Daniels' answer (2006) on "why do literature circles work". He categorized the answer into four main aspects, where he in fact gave an overview about literature circles. The real goal behind applying this strategy in schools and universities is to reach these four main goals. Harvey also described literature circles as "In a peer-led group of four or five, each student gets much more "airtime" and feels less risk than in a whole-class discussion." In his speech about the real form of literature circles he described as groups of four to five students where they have more time to discuss and feel free to show off their understanding about the text.(11)

Literature circles allow students to work together and to create their own understanding of the literary texts through various roles. These roles include the guider, the illustrator, the illuminator, word watcher, and the summarizer. After reading the text provided by the teacher the students are asked to use the information found while reading in the assigned roles. These assigned roles are made by the teacher as tasks and guide at the same time. They organize the group and make students focus on their roles. After finishing the assigned papers the group come together to construct their findings. This to create collaboration between the members and to enhance student's engagement with reading as well as the story. There are several steps to follow to make literature circles in use.

### **2.3 Steps to Start Literature Circles in Class:**

Adam Brauch, a teacher of 3<sup>rd</sup> grade in Fairmount Elementary, at Mukilteo Washington stated: "at the start of each round of literature circles I introduce books based on our theme. Students pick their top three choices and groups naturally form" (qt.in Bonnie Campbell Hill 04).

The first thing any teacher use literature circles is to introduce several books to students based on their theme. As Brauch suggested, literature circles is about providing students with book choices to read, the aim is make them aware of different books that are

based on one them. The other aim is to see their choices, because in class students are different. So the teacher here is trying to not limit his student with one book to read.

### 2.3.1 Using the Materials:

Daniels (2002), has pointed some eleven key ingredients for literature circles. He argued that students first select book they prefer to read, then the groups are formed “based on book choice.” According to Harvey “Different groups read different books”, and the group members meet each time to discuss what they read in class. The group have a time table to follow and they meet regularly. In literature circles Harvey focuses on some other points as; « Note taking” as an important tool to guide students discussion what they read. As he also suggested the important of asking question, “the students discuss and ask questions about the selected topics.”(18)

In literature circles the groups are the core of the practice, so Harvey focused more on shedding the light on the importance of the group. “Group meetings are open-ended,” and students make “natural conversation” about the book they read. In literature circles group meetings any “personal connection,” “digression,” or “open-ended question” are welcomed in the literature circles’ groups. Some behaviors occur in the groups as Harvey said “Playfulness” and the “spirit of fun” must occur in the group meetings. The students must share ideas with their classmates when they finish reading. The teacher however, is only a “facilitator”, he is not one of the group members or instructor.” Harvey stated the importance of evaluation in the groups as he pointed that the teacher evaluates the students through making an observation and self-evaluation of the students. (18)

### 2.3.2 Teacher’s Role

*“The teacher serves as a facilitator, not a group member or instructor”* (Daniels 18).

The teacher in literature circles is just a facilitator. He must prepare an environment which is suitable to reading. He follow this following steps: He provides students with choices of books to read, and he manages and forms the groups. The teacher in literature

circles must make sure each member of the group has a copy of the book. As he organizes the members into roles, and provides them with assigned roles. By the end the group members are now ready to organizes themselves and guide their group.

The teacher in literature circles has an important role in manipulating the class. As Daniels suggested:

*In the early days, literature circles were promoted (by me – as much as anyone) as kind of if –you build-it-they-will-come proposition. If you trained the group properly, kids do the reading, write brilliant notes, and join in vigorous, cerebral interactions about challenging books while the teacher beamed in the background.*

( 13)

Literature circles for Daniels is about well-structured groups. By this vein, the teacher plays an important role for the preparation of the groups. His job is to train the groups, organize the members, help them to interact and engage with reading. By the time training the group he will find himself just an observer “beamed in the background”.

<p><b><u>Literature Circles are:</u></b></p> <ul style="list-style-type: none"> <li>Reader response centered.</li> <li>Part of a balanced literacy program.</li> <li>Groups formed by book choice.</li> <li>Structured for student independence, responsibility, and ownership.</li> <li>Guided primarily by student insights and questions.</li> <li>Intended as a context in which to apply reading and writing skills</li> </ul>	<p><b><u>Literature circles are not:</u></b></p> <ul style="list-style-type: none"> <li>Teacher and text centered.</li> <li>The entire reading curriculum.</li> <li>Teacher-assigned groups formed solely by ability.</li> <li>Unstructured, uncontrolled "talk time" without accountability.</li> <li>Guided primarily by teacher- or curriculum- based questions.</li> </ul>
---	--

**Table.2.1** from Getting Started with Literature Circles by Katherine L. Schlick  
Noe and Nancy J. Johnson.

The table above shows that literature circles readers centered and not the text or the teacher. In addition it shows the limited role of the teacher and put much responsibility on the readers or the students. Johnson and Noe tried by this explanation to describe literature circles in a way the teacher could understand how it works. They regard this strategy as it considers the students and the groups formed by book choice as the core of practicing literature circles.

### **2.3.3. Teacher Expectation When Monitoring the Discussion**

Teachers during the group discussion expect students to be serious and to respect the timeline organized by the teacher. Daniels (240) asked:

Do literature circles members:

- Attend the topic?
- Stay on the subject?
- Ask questions?
- Participate actively in the group?
- Learn forward?

Daniels continued listing the teacher expectation from the group members. Where he considered that the group members need to “*support opinions with evidence from the book*” (240). In addition, the members need respect the others thoughts and ideas. To make a collaboration through helping the other to find ideas and evidence from the book they read in class. There also other expectations the teacher look for when monitoring the group discussion.

### **2.3.4 Thinking Skills Teachers Expect from the Group Member**

Literature circles aim is to build critical thinking, self-production, and self-evaluation. It also aims the students to build thoughts of their own about the story they

read. Literature circles enhance students 'engagement with books. This through making them in contact directly with every aspect of the story. When the teacher provide students with role papers each student is asked to search for something concerning the story. Daniels (240) has pointed that there are some thinking skills expectations, this when monitoring the group members.

The group member are expected to make connections with personal experience, current events, other books, and artwork. They are also expected to make pictures in their heads to visualize the scene, people, and events. Daniels also pointed that the teacher when practicing literature circles in class expect the students to interact with the story they read. As they are expected to put themselves into the story. Analyze, interpret, draw conclusions, make judgments, and notice words and language.

### 2.3.5 Students Roles and Behavior

The members of the groups are having roles to follow. These contain questions that are related to the text they read. By this vein, Ronna J. Levy (81, 82) Assistant Professor at Kingsborough Community College, University of New York stated that there are six roles in literature circles groups.

**Discussion Director:** his job is to list several question that his group might ask or discuss about parts of the book they read. Levey, suggested some questions to the director:

What messages the author is trying to get across to his audience?

Why something happened?

Why someone did something?

What was going to happen next?

**Literary Luminary:** his job is to locate some sections or quotation from the text to his group. Passages he thought interesting, confusing, and powerful. He has to explain to his group why he has picked it up and what it means.

**Connector:** his job is to find connections between the text his group is reading and the outside world. He has to connect the reading materials to events happen in his school community or news.

**Summarizer:** his job is to prepare a sum up to every day's reading. He is asked to highlight the key points and the essential parts of the text.

**Character Coordinator:** his job is to find two characters where he identify their values personality, and beliefs to his group. The coordinator job is to write the passage that talk about these characters. Then explain to his group what he thinks the passages tell about the characters.

**Word Wizard:** his job is to look for new words that are difficult or unfamiliar. He has to write what the words means in the contexts is used. Then write his guess about the word. The final step is to find the real meaning of these words in the dictionary. He has also asked to write the important words in the text and words which are repeated in the text.

During the groups discussion students behave as passionate about learning literature, serious, and animate talk. Other behavior occur as watching the clock to make sure everyone shared, use passages to prove points or disagreements (Daniels18). Students in literature circles are free to show off thoughts, talk, discuss, and play the role of the teacher. The teacher is just a facilitator, he provides roles to students. The roles teach the students to be organized within their friends, in their school, and in future life. The groups in literature circles are regularly practice. So it makes literature circles different and has roles to follow. Literature circles' roles provide to students a direct engagement with literary texts.

## 2.4 Literature Circles and its Impact on Students' Engagement

Aronson argued that the use of literature circles is important to increase engagement with English, he stated that:

*One pedagogical practice that presents real opportunities to increase students engagement in English the use of literature circles. Particularly in middle school English classrooms it has become clear that it is not enough to simply encourage and promote reading.*

*(qtd.in Clarke, 24)*

Fox and Wilkinson have defined literature circles as a strategy which was found to stimulate enjoyment and engagement with reading. They argued that, "various of book

---

*clubs and literature study circles have been found to increase student enjoyment and engagement with reading”* (qtd. In Harvey, 9). In order to engage students with reading. The teacher needs to develop their enthusiasm, interest, and opinions about the book they read. This by providing a well-structured schedules to students, and make them select the book they prefer to read. The impact of using literature circles on students engagement with reading appear as follow:

- 1.Students’ participation will create a reading community. In addition Students will interact with books as faster as any time, because they are provided with roles to follow.
- 2.Each student is giving a role paper in literature circles, so the whole class is interacted and engaged with reading. The roles make students will show off their thoughts, use new words in literature, and defend their opinions. In addition, critical thinking will increase during the discussion. In this students are not only readers but thinkers.
- 3.Literature circles aims at creating collaboration between students. So this will help shy student to interact with the group discussion as well as their friends. The roles in literature circles are made to show the different personalities of the students. They make students organized in their class and their future life. Through these roles students will link events, stories, people, happen in life to the stories they read.

## 2.5 Conclusion

To conclude with, this chapter is made to highlight the use literature circles. It started by defining literature circles and how it works. Then it moved to steps that are used to start literature circles in class. These steps are mainly the material use, teacher role and expectation, and finally the students roles and behavior. By the end of this chapter there is a definition about the impact of literature circles on student engagement with reading. This chapter focuses more on the way literature circles function. Mainly through the steps which are mentioned in this chapter. This valid information and theories collected from the first and the second chapters will pave the way to practical third chapter. This dissertation is going to prove the results of the third chapter to the valid information of the first and the second chapter. This will help to come by the end with valid results. The following chapter is mainly concerned with data collected from the questionnaires, and the interview.

# **Chapter Three: Research Design**

## **Data Collecting and Results**

### **3.1 Introduction**

### **3.2 Research Strategy**

### **3.3 Data Collecting**

### **3.4 STUDENTS'QUESTIONNAIRE**

#### **3.4.1 Analysis**

#### **3.4.2 Summary of the Results**

### **3.5 TEACHERS'INTERVIEW**

#### **3.5.1 Analysis**

#### **3.5.2 Summary of the Results**

### **3.6 Limitation and Potential Problems**

### **3.7 Conclusion**

### 3.1 Introduction

Students' engagement with literary texts improves their direct contact with books they read in class. By this vein, this dissertation attempts to improve that practicing literature circles enhance reading' engagements with books. To come up with a valid result, questionnaires and interviews were formulated to undergraduate students of the department of English at Laghouat University. The interviews were addressed to teachers of literature, since this research is concerned with teaching literature. The aim is to investigate their reaction of experiencing new strategy of teaching literature. In addition, to make survey about whether teacher of literature have been used strategies as similar to literature circles. To also see their view about using strategies that enhance engagement with reading.

Hence, this chapter aims at collecting results from the questionnaires and interviews. The questionnaires were made with (18) under-graduated students (third year level) . They were asked about their interest in literature in general and their reading reactions inside the class. The students were given part of quote from a book they read in class. The aim behind experiencing literature circles with a member of students is to practice this strategy rather than to define it. The collected data and the final results will be analyzed in this chapter quantitatively.

### 3.2 Research Strategy

Investigation research was applied to prove the idea of students 'engagement with reading literary texts. The data collected were made through the questionnaires, and the interviews. The questionnaires were collected quantitatively. This research aims at analyzing the questionnaires quantitatively to come up by the end with valid results. The interview was conducted as to survey on the use of strategies in literature class. The purpose is to prove that literature circles is new strategy in teaching literature. This dissertation selected undergraduate students, as a sample of study. Since this category of students experienced literature, and were given the chance to explore different literary texts. So the questionnaires were applied to test their interest in literature. In addition, to their view about using strategies in class. The result will be gathered and analyzed quantitatively in the following details.

### 3.3 Data Collecting

In order to experiment this strategy with students and to see if teachers of literature have been using this strategy, questionnaires and interviews were made. Collecting data is important step in any research. *“Data collection methods include a variety of techniques: sampling (discussed earlier), secondary data, observation, interviews, and questionnaires”* (Biggam 145,146). Students were given questions about literature in general and their interest on reading and group discussion in particular. The interviews were made to know the teachers of literature reaction when applying new strategy in teaching literature. They were asked about their experience as teachers of literature and how they find reading in class. The purpose behind collecting these data is to survey about using strategies as similar to literature circles. To find evidence about how do strategies help students’ engagement with text and how both teachers and students react to experiencing new strategy in class.

### 3.4 Students’ Questionnaires

Biggam in defining the collected data, stated the importance of students’ questionnaires. He said:

*If your case study was intended to determine issues surrounding pass rates, such as the number of students passing each module, the progression rates for different courses and years, including direct entrants, and that you want to collect your data through the use of closed questionnaires, then the nature of this research would be quantitative in nature because the research objectives relate mainly to how questions (how many students passed each module, etc.).*

(132)

Biggam has pointed also that the questionnaires limit the opportunity for better exploring responses. So the results would be valid and quantitative.

The questions which are made in this research attempt to ask students personal questions about literature. Because this research aims to focus on the students and their interest in reading literary books. The first question was about the gender of the students. The second question was about building their ability to make thought and to extract words

they feel toward literature. The question was to describe literature in one word how they feel literature is. I made thought bubbles to write their words to make them enjoy writing. The third question was about stories they liked or read in their life. To see if they read for inspiration or for just a respond to the teachers order. I asked if this story inspired them in life or not, this was in question number four. Then in question five I asked their reaction in literature lectures. In the sixth question I start investigating if they feel engaged when the teacher read parts of book in class. Question seven was to know how they find reading in class. Again to relate the next question to the previous one I asked in question number eight the seating they prefer in class. This to know if their interest in reading is linked to the class seating. Question nine is to see if the students have experienced literature circles or any similar strategy in class. The last Question which is number ten is an experiment question. Where students answered it after knowing how literature circles work.

### 3.4.1 Analysis

The gathered data detected students' interest in learning literature in general and their ability to engage with books in particular. They were given choices to answer and place to add more details of their choices.

**The questions will be analyzed as follow:**

**Question one:** what is your gender?

The member of the respondents were 18 students. The result was as follow:

<b>Females:</b>	<b>14 student</b>	<b>Males:</b>	<b>4 students</b>
-----------------	-------------------	---------------	-------------------

**Table 3.1**The student gender

**Question two:** Describe literature in one word.

A number of students were asked to describe literature in one word. The result is in the table below:

Females words	Males words
<p><b>Student 01:</b> “mirror”</p> <p><b>Student 02:</b> “truthful image”</p> <p><b>Student 03:</b> “reflect the writer’s ideas”</p> <p><b>Student 04:</b> “wonderful”</p> <p><b>Student 05:</b> “art”</p> <p><b>Student 06:</b> “interesting”</p> <p><b>Student 07:</b> “life situations in papers”</p> <p><b>Student 08:</b> “discovering the self”</p> <p><b>Student 09:</b> “art”</p> <p><b>Student 10:</b> “hard”</p> <p><b>Student 11:</b> “maze”</p> <p><b>Student 12:</b> “art”</p> <p><b>Student 13:</b> “fiction”</p> <p><b>Student 14:</b> “books”</p>	<p><b>Student 15:</b> art”</p> <p><b>Student 16:</b> “wonderful”</p> <p><b>Student 17:</b> “imagination”</p> <p><b>Student 18:</b> “artistic”</p>

**Table 3.2** The words describing literature by third year university students of English

The results in the table above were divided into females and males words. Their words reflect their personality. Two of the students answered the same word “wonderful” and four answered “art”. Four females prefer not to answer in one word the rest of the students answer different words. The results shows that males use just one word to describe literature while females use single words and compound words. Females in this relate literature to their personal life through using phrases like “discovering the self” and “life situation in papers”. This shows that female students engage with literature emotionally.

**Question three:** write the name of the best story you liked or you read in your life.

Students were asked to write titles of best stories they liked or read in their life. This to see if they are interested in reading books or not. The result are gathered in the table below:

Common books students share:	Students member:
<i>"The Great Gatsby"</i>	5 students
<i>"Pride and prejudice"</i>	5 students

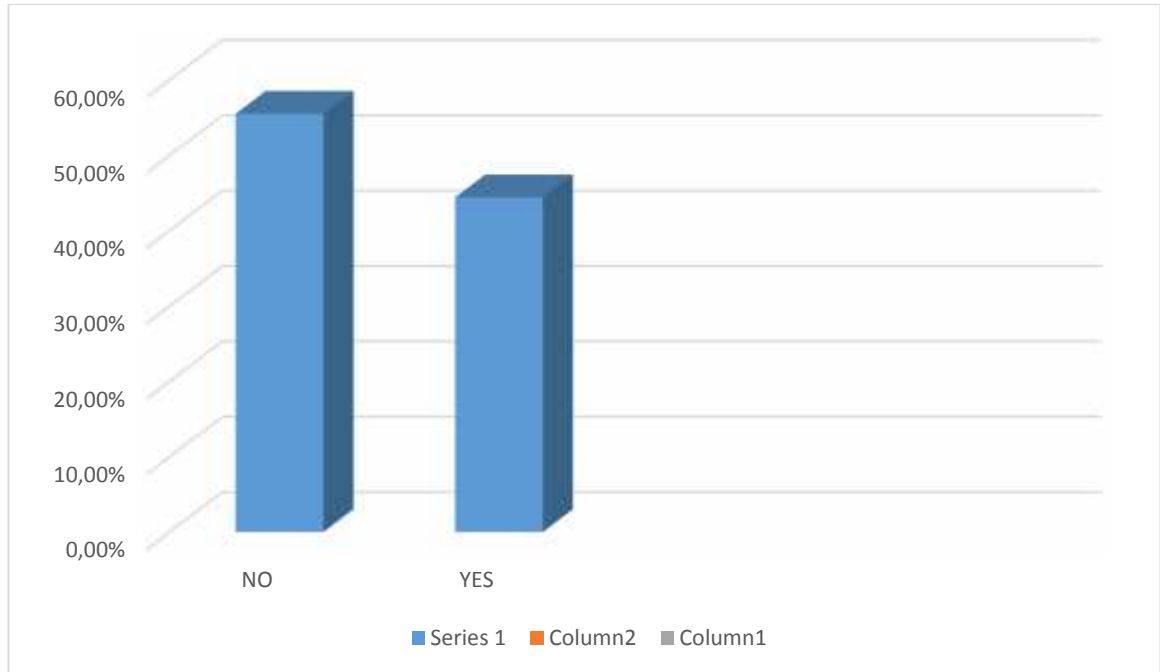
**Table3.3** Common books students share from their answers about best story they like

The remaining 8 students have chosen different literary works. Books they read in their first and second year and others books they read outside the class.

The result in the table above shows that 10 of the students have chosen titles of books they read in class. While the rest 8 students wrote titles of works they read inside and outside the class during their first and second year at university. The result has shown the students interest in reading books. Some of them liked or inspired by works they read outside the class, this shows their desire to explore literature. Others liked works and books which are chosen by the teacher. They wrote titles of books they read during the three years at university. They read these books during their first and second year but still inspired by. The result shows that students' interest in reading is limited by their passion of books they think interesting.

**Question four:** Does this story inspired you in life? If yes describe how?

To see if the story or the literary works that they have chosen inspired them or not. I asked this question with making them answering in YES/NO boxes, so they can answer freely. And if their answers were yes they were asked to justify their yes. The following diagram will show the results of students who selected YES or NO:



**Figure 3.1** Students answers about being inspired by the stories they selected or not.

The result shows 44, 4% of the students have answered yes and 55, 5% answered no. The Yes answers reflect students' interest in books they read. They read books and play the role of the **connector** where they connect reading to their own life. However the answers were just 44, 4% of 100%. The remaining 55, 5% of No answers reflect that not the whole third year students were inspired by what they read. Students of third year need more motivation in reading literary books.

**Some students who described why they selected yes:**

**Student 04:** on *The Fall of the House of Usher* “it shows the darkness inside of a human being”

**Student 05:** on *The Zahir* “it captured my attention. It has so many themes that I really like”

**Student 07:** on *The Scarlet Letter* “it shows how Hester Prynne when she committed a sin, started again, it reflects the women's power”

**Student 12:** on *Pride and prejudice* “being confident and effective and knowing my point of power and the concept of justice not equality between man and woman”

**Student 13:** on *Pride and prejudice* “give me a lot of powerful points which help me in some practices of life”

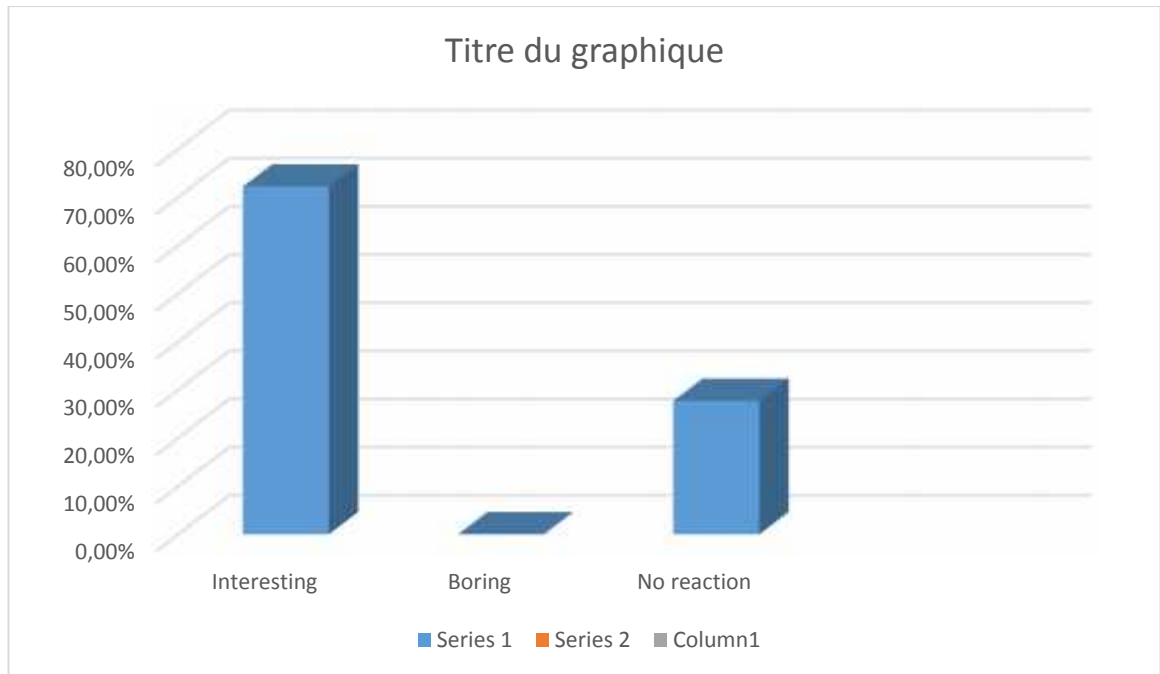
**Student 14:** on *The Great Gatsby* “never live for someone, make better aims in life and achieve them happily”

**Student 18:** on William Shakespeare *sonnet 18* “in a way this sonnet inspired me to do things in a different way”

The whole member of the students who selected yes were 8. Seven out of these eight students described why they selected yes. Their answers show that the stories that they have been reading inspired them in life. Third year university students of English react to literature as a field to build critical thinking and a way to voice their own thoughts.

**Question five:** How was your reaction during the lecture of literature?

To know if third year students of English enjoy learning literature I asked the five question with three choices to select their answers from. The first choice is the word “interesting,” the second and the third words were “boring” and “no reaction”. The result as follow:



**Figure3.2** Third year University Students' reaction during the lecture of literature.

The result shows that 72.2% of the students were interested during the lecture of literature. 27.7% of the students show no reaction and none of the students were bored. This shows that the majority of the students enjoy literature and few of them are in between and show no reaction. The best think in this result is that none of this students feel bored in the literature class. So the result shows that third year students enjoy learning literature.

**Question six:** Do you feel engaged when the teacher is reading parts of the book?

The question number six I asked in order to investigate if students are engaged with what the teacher read in class. I made yes/no choices to answer this question. The number of the students I asked was 18 students. The students who answered yes were 11, the rest 7 students answered no. The result shows that the majority of the 18 third year students were engaged when their teacher is reading parts of a book. The remaining were not engaged. The problem with some students who don't feel engaged with literary text is lack of motivation. The other problem is that teachers do not know that these students are not engaged with reading.

**Question seven:** How do you find reading in class?

This question attempts to see if students' answers in question number six are near to their answers in question number seven. The result as follow:

Students' numbers:	Students' answers
07	Interesting
11	Not interesting

**Table 3.4** Students' view on reading in class

The result in the table above highlights that students' answers are not balanced. A reversing result in question number seven appears, student number who answered they are interesting were 07 the rest 11 students answered not interesting. There were 11 students in question six who answered they are engaged with what the teacher read in class. Including 7 of them answered they are not engaged. The result shows that students do not know if they are really interesting or not engaged or not. There is no balance in their answers.

**Question number eight:** How do you prefer seating when the teacher is reading parts of a book?

In this question I made third year university students answer in choices:

**01 Set alone.**

**02 Set in pairs.**

**03 Set with a number of your classmates and discuss the book together.**

The number of students who selected the first choice were 08 students out of 18. The remaining students were divided into those who selected the second choice and were 08 and 02 students who preferred the last third choice. The result shows that students prefer to set alone and to set in pairs. Only two of 18 students preferred group seating. This shows that third year university student do not practice group seating in class. They did not experience group reading in class or the groups were not applied regularly. The other problems is that students differ in class there are **converges, conformists, concrete learners, and communicative learners**. So the teacher needs to know about these categories in order to engage less motivated students with class discussion. So they can by the end engage with the groups.

**Question nine** Have you experienced new strategy in class? If yes write this strategy.

To prove the result found in the eight question, I asked students if they experience any strategy in class that is similar to literature circles or group reading. The results shows that 16 students out of 18 answered that they have not experienced new strategy in class. Only two students out of 18 answered that they have experienced “**group work**” and “**improvising the lesson**”.

**Question ten:** How do you find literature circles today?

I experienced to third year student the way literature circles is. They answered as follow:

<b>Choices I made to answer the question:</b>	<b>Students number:</b>
1. Not good because I feel less motivated	03
2. Good because it engages me with reading and my friends	07
3. Not good because I feel shy facing a number of my classmates	03
4. Good because I feel there is a collaboration and I can discuss and share my thoughts with others.	08

**Table3.5**Students’ view concerning literature circles.

### 3.4.2 Summary of the results

After collecting the data from the questionnaires I noticed that third year university student like to learn about literature but they are less motivated. The result of the second question proves that, this was when asked to describe literature in one word. They started showing off their inspiring words on literature. However, female students were the majority and their words show they connect literature to their personal life. To see if students remember titles of books or literary works they read during the three years. I asked them in question three to write their best story they liked or read in their life. They wrote titles of books they read at university and other they read outside the university. The result was that the majority selected the same books. Third year students read books they were passionate

to read especially books chosen by their teachers. However, when I asked in the fourth if these literary works inspired them in life the majority answered no. This shows that students read because the teacher asks them to do so. They are not engaged or inspired by what the teacher provides them to read. To see if they really like literature, I asked them in the fifth question to write their reaction during the lecture of literature.

Students' reaction about the lecture of literature was that they were interested. The problem is that third year university students enjoy learning literature, but do not know how to engage with books they read in class. To prove that not all third year students are engaged with what they read in class, I asked them in the sixth question if they feel engaged when there is a reading in class. Seven out of 18 students answered that they are not feeling engaged when the teacher reads parts of a book. To survey more deeply about reading in class, I found in the seventh question that the majority of students find reading not interesting. In order to solve the problem I asked in question eight and nine about the seating students prefer and if they have experienced any strategy in class. The result shows that students usually sit alone and in pairs when there is reading in class. In addition to the previous question the next question shows that students have not experienced strategies in class. This investigation proves my problem-solving, which is how practicing strategies does as literature circles enhance students' engagement with literary works. Undergraduate students like to learn about literature, yet they are less motivated, less engaged with what they read. To solve the problem, teachers need to practice strategies in their literary classes. Literature circles as a strategy of teaching literature was unknown to third year students of English.

After providing undergraduate students with ideas on the way literature circles work, they answered in the question number ten that this strategy is good because it engages them with reading and their friends. The others think also this strategy is good because they feel there is a collaboration, and they can discuss and share their thoughts with others. After I collected these results from the students' questionnaires I found that literature circles is an unknown strategy for students. From these results I am trying to prove how strategies play important roles in teaching literature. The other point which I want to prove also is that teachers do not know that some students feel not engaged when there is reading in class. Even though, students are interested in studying literature, yet they do not know how to engage

with reading. Literature circles enhance students' engagement with books they read in class. Because it allows each student with role to do inside his group members. It create collaboration, engagement, and students self-motivated and an active member. To investigate if teachers of literature of Laghouat university are using strategies in their literature class or not. I made interviews with two female teachers and they provided me with valid results.

### 3.5 Teachers' Interview

This interview was addressed to teachers of literature at the department of English. The aim of this interview is to see if teachers of literature use strategies to teach literature. The other aim is to prove that teachers of literature at the department of English are not aware of literature circles. After collecting the results from the students' questionnaires. I found that most of these students do not feel engaged with reading inside the class. In addition, teachers of literature are not aware about these students. Literature circles was made to engage all students with texts they read in class. So by this interview I want to investigate if teachers of literature know if their students are engaging with reading or not.

#### 3.5.1 Analysis

This interview was addressed to two female teachers of literature at the department of English in Laghouat University. They answered the six questions I selected, and they provided me with valid results. The data gathered in the teachers' interview is to prove that they are not aware of literature circles. And ignore the fact that most of the students do not feel engaged with reading inside the class.

**Question one:** How long have you been teaching literature?

Both teachers have answered that they have been teachers of literature for four years. The question was applied to see if time provides teachers an experience about their teaching methods.

**Question two:** what have you experienced during this period?

Teachers answered this question as follow:

**Teacher number 01:** ‘It is the one of the most difficult modules to teach it involves passion tolerance intercultural competence and leads of analytical skills and critical thinking’

**Teacher number 02:** ‘I have experienced the teaching of different kinds of literary texts including, third world literature, African literature as well as American one’

Both teachers show their experience about teaching literature for four years. The first teacher think of literature as difficult module. She thinks also literature as a way to create critical thinking and tolerant passionate students. The second teacher told her experience with teaching different kinds of literature. The result shows that teachers for the four years have experienced many different things about teaching literature.

**Question three:** How do you find reading literary texts in class?

To be specific and into my objective. Teachers in this question were asked about their view on reading inside the class. They answered as follow:

**Teacher number 01:** “It is an essential activity in order to bridge the gap between the literary theories and the literary works”

**Teacher number 02:** “I find reading literary texts in class as a very fruitful process through which students enrich their vocabulary and develop a critical mind”

The first teacher thinks of reading as a gate through which students can get an idea about writers themes theories and other aspects of literature. While the second teacher thinks of reading as a process for students to develop a critical mind and acquire more vocabularies. Reading literary texts for these two female teachers is “essential activity” and “fruitful process”. Through which students can built critical thinking and get to know the different aspect of literature.

**Question four:** Have you tried any strategy in your teaching class? If yes what was it?

This question I asked to see if teachers of literature are using strategies to teach literature. The other aim behind asking this question is to investigate if literature circles is known by teachers of literature or not. There answers as follow:

Strategies used by teacher number one	Strategies used by teacher number two
Problem Solving. Reader Response and New Criticism. Intertextuality.	Discussion Based Sessions (asking students to prepare short stories and we discuss their themes according to the theory taught).

**Table3.6** Strategies that the two female teachers of literature use inside the class.

Both of the two teachers answered yes and then wrote the strategies they use inside the class. So the result shows that teacher number one use different strategies in her literature class. While the second teacher prefer to use one strategy and allows students to do tasks outside the class. Both these two teachers are not aware of literature circles.

**Question five:** Do you noticed your students engaged when you form groups to read literary texts? Describe how if you tried group reading in your class?

The aim behind asking this question to both teachers is to know if they are using reading groups or not. Teacher number two answered that she “never tried”. However teacher number one answered that “small groups allows the students to discuss among themselves, and reflect on the passages”. So teacher one viewed reading groups as a way for students share thoughts, and discuss together the text. The result shows that not both of these two teachers experienced group reading. However, they cannot know if their students are engaging with literary texts or not. Unless they practice groups reading for the whole year or at least couple of months.

**Question six:** Do you like trying new different strategies in your literary class or you keep using the traditional way of teaching?

I tried to know if teachers of literature like to use different strategies in class, or keep using the traditional way of teaching. I tried also to know the problems behind not applying strategies in teaching literature. Through this question the two female teachers answered what they think of using different strategies in their literature class.

**Teacher number one:** “I like innovative ways of teaching in order to keep the students motivated and discover their learning styles”

**Teacher number two:** “It depends on the amount time allotted”

For these teacher using different strategies is a step to keep students in touch with different learning styles. In addition, strategies in teaching literature keep student active and motivated. However, teachers of literature think that time would not allow them to practice different strategies

### 3.5.2 Summary of the results

This interview was addressed to teachers of literature of the department of English at Laghouat University. I have chosen to female teachers of literature, and made an interview with them. The target behind making this interview is to know if teachers are using different strategies in their literature classes. To see also if they know if their students are engaged with reading when applying group reading. The main third aim behind making this interview is to prove that literature circles is new unknown strategy for teachers. The result show that both two female teachers taught literature for four years. These years allow them to know about literature as a module, and to teach also African, American, Third World literature and other fields. They consider reading as “essential activity” and “fruitful process”. Through which students can built critical thinking and get to know the different aspect of literature. The two female teachers use strategies inside the class, but they ignore about literature circles. This was when I asked them if they know about literature circles they answered that it is something new for them. It is similar to group work for them, but I explained that this strategy is the whole lesson planning and not only a task.

Through question five I tried to know if teachers are using group reading or not. And do they really know if their students are engaging with texts or not. . The result shows that both of these two teachers have not experienced group reading. However they cannot know if their students are engaging with literary texts or not. Unless they practice groups reading for the whole year or at least couple of months. The last question I asked to the two female teachers is if they like using different strategies in their literature classes. The result shows that one of these teachers answered that it depends on time. The other teacher think that innovating ways of teaching keep students motivated. The data collected from both interviews and the questionnaires is important through which I proved my research. Yet the problem is that the strategy I have chosen would not be useful, because the departments of

English in Algeria do not include strategies in teaching literature. Or in other words, neither time nor environment is appropriate for applying this teaching strategy.

### **3.6 Limitation and potential problems**

Although this dissertation has proved its aim, yet it faced some limitations. The first problem is that there some instructors who criticized literature circles. They regard practicing literature circles at college may slow down the reading process. Because time would not allow both the instructors and the students to cover all the materials. This was similar to what I found in our department while collecting data. I asked one of the teachers of literature who uses different learning styles to teach literature. She told me that teachers of literature are restricted by themes, and by the program. So applying literature circles needs a separate time and place, so teachers and students feel free to practice literature circles. The second problem I faced is where I should investigate about the use of literature circles. Teachers from U.K and U.S practice literature circles starting from first grade to college. Since my dissertation is dealing with teaching English literature, I did not have the chance to practice literature circles in our schools. Because students in primary, secondary, and high schools learn Arabic literature. So I applied my investigation in the department of English where students learn English literature from first year to Master degree. The third problem is time limits when I started collecting data from students. Undergraduate students whom I addressed my questionnaires were about to finish their third year. So I tried to collect a number of responders I wished, but I failed because time was not appropriate and students were the exams period. Despite the struggles I faced, I reached my point by the end, and brought something new in literature teaching styles. In this dissertation I tried to provide readers with much information, valid sources, and arguments to help the reader understand literature circles.

### 3.7 Conclusion

In this chapter there was an explanation of the research strategy while conducting this research. In addition to, the questionnaires and the interviews from which I collected data. The questionnaires were addressed to undergraduate students, while the interview was concerned with teachers of literature. The result found in the questionnaires proved that teachers ignore the fact that a lot of students feel not engaged with literary texts. This happens during the reading sessions. Most of the third year students have answered that they are interested in literature. However, they still lack motivation and support to engage with books. Teachers on the other hand, use different strategies but they are restricted by the curriculum. For instance, some teachers use groups reading, but not regularly. They think that time is enough to cover all the themes included in the program. While collecting the final result I found that both teachers and students ignore about literature circles. Literature circles is not about forming groups and making a discussion. Indeed, it is about students centered, collaboration, self-motivation, engagement with books, dependent readers, and finally a chance to show off students' thoughts and ideas about books. Roles in literature circles makes the group members organized not only in their school career but in their future life. In the students questionnaires students have answered that literature circles make them actively engaged with reading, and create collaboration between their classmates. Finally, the third chapter aims at analyzing the collected data to find valid clue by the end.

# **General Conclusion**

# General Conclusion

This dissertation was prepared to prove the impact of literature circles as a way to enhance students' engagement. By making an investigation on this strategy through collecting valid information from well-known writers. Students in learning literature face many problems, including reading engagement. So this problem was a motivation behind applying this dissertation. This research aims at proving that using strategies as literature circles enhance reading engagement and create collaboration in class. This work was carried out in the Department of English at Laghouat University. Questions were raised at the beginning of this research, this to organize and prove the research aims.

In order to facilitate the research questions, a number of hypotheses were proposed:

1. For the three years undergraduate students could have the chance to inspire by books and got an idea about literature.
2. Teachers are the responsible of making the students engaging with reading in class. So reading inside the class may facilitate engagement.
3. Students' interest on books make engagement successful.
4. Literature circles increase collaboration between students and enhance engagement.

The next step after formulating the research questions and suggesting a number of hypotheses is the theoretical parts. The first chapter is concerned with review of literature. It reviewed the main views of well-known writers on literature, teaching literature, and students' selection. In this chapter some strategies including literature circles were defined. By the end of this chapter there was a definition about the importance of engagement. The second chapter is mainly concerned with literature circles. In this chapter there was definition about the way literature circles work to the role of the teacher and the students. The final chapter is a practical part. Where data collected from questionnaires and interviews. The questions were addressed to undergraduate students were they were asked to answer regularly. The questions were concerned their interest in literature, books, and seating in class. Then their view about experiencing strategies. The result shows that

undergraduate student like to learn about literature but they are less motivated. Students were asked if they feel engaged when there is a reading in class. Seven out 18 students answered that they are not feeling engaged when the teacher read parts of a book. The result from making an interview with teachers of literature shows that they ignore the fact that there are a category of students who do not feel engage with reading.

Lastly, this dissertation aims at proving that literature circles enhance students' engagement with literary texts. This provident was successful because the majority of students have answered that it creates collaboration and engagement with reading. However, this result remain as only a view. Because literature circles should be practice regularly in class. Students have many problems in learning literature, although most of them inspire by books and reading in general. However, teacher do not motivate the students. Most of the strategies use by teachers of literature are not practiced regularly, so engagement with reading would not be successful. The aim of literature circles is to provide a regular practice to students. Through organizing the group members and giving them roles to follow. This to create direct engagement with texts. In addition to, creating collaboration, building critical thinking, and finally making students active members and self-esteem.

# References

## Books:

Beach, Richard, et al. Teaching Literature to Adolescents. New York: Routledge, 2016.

Biggam, John. Succeeding with your Master's Dissertation. New York: Open University Press, 2011.

Campbell, Jay R and Donahue, Patricia L. Students Selecting Stories: The Effects of Choice in Reading Assessment. Washington. DC: National Center for Education Statistics, 1997.

Daniels, Harvey. Literature Circles: Voice and Choice in Reading Groups and Book Clubs. York, ME: Stenhouse Publishers, 2001.

Daniels, Harvey and Steineke, Nancy. Mini-Lesson for Literature Circles. Heinemann Portsmouth, NH, 2004.

Harvey Stephanie and Goudvise Anne. Strategies That Work: Teaching Comprehension For Understanding and Engagement. Stenhouse Publishers, 2007.

Johnson, Nancy J, et al. Getting Started With Literature Circles. Christopher Gardon Publishers, 1999.

McCloskey, Mary Lou, et al. Strategies for Teaching English Language, Literature, and Content. Wayzgoose Press, 2018.

Miller, Hillis J. On Literature. London: Routledge, 2002.

Selden, Raman. Practicing Theory and Reading Literature: An Introduction. London: Routledge, 1989.

## Pdf source :

Campbell Hill, B. (2007). *Literature Circles and Response*. [ebook] NESAC Conference Athens, Greece. Available at:  
<http://file:///C:/Users/pc/Downloads/NESALitCircleHandoutAthens07.pdf>  
[Accessed 29 May 2018].

Harvey, D. (2006). *What's the Next Big Thing with Literature Circles?*. [ebook] Available at: [http://file:///C:/Users/pc/Downloads/smokey\\_whatsnext.pdf](http://file:///C:/Users/pc/Downloads/smokey_whatsnext.pdf)  
[Accessed 29 May 2018].

Levy, R. (2018). *Literature Circles Go to College*. [ebook] Available at:  
<https://files.eric.ed.gov/fulltext/EJ988210.pdf> [Accessed 29 May 2018].

### **Videos and websites:**

Kleine, Rick. *Rick's Reading Workshop: Silent Reading*. Teaching Channel.

Wessling, Sarah Brown. *Strategies for Student-Centered Discussion*. Teaching Channel.

"Literature Circle Models". *Lauracandler.Com*, 2018,  
<http://www.lauracandler.com/strategies/litcirclemodels.php>. Accessed 29  
May 2018.

## Appendix A: Students' Questionnaires

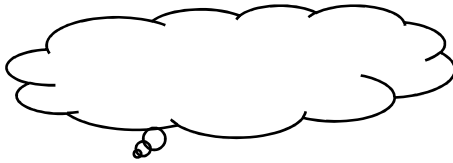
Instructions: please put a tick  in the box next to the answer of your choice or write in the space provided.

1. What is your gender?

Male

Female

2. Describe literature in one word.



3. Write the name of the best story you liked or you read in your life.

.....

4. Does this story inspired you in life? If yes describe how?

Yes

No

.....

.....

5. How was your reaction during the lecture of literature?

Interesting

Boring

No reaction

6. Do you feel your engaged when the teacher is reading parts of the book?

Yes

No

7. How do you find reading in class?

Interesting

Not interesting

8. How do you prefer seating when there is a reading of parts of a book?

Set alone

Set in pairs

Set with a number of your classmate and discuss the book together

9. Have you experienced new strategy in your literature class? If yes write this strategy.

Yes

No

.....

10. How do you find literature circles today?

Not good because I was less motivated

Good because it engages me with reading and with my friends

Not good because I feel shy facing a number of my classmates

Good because I feel there is collaboration and I can discuss and share my thoughts with others

Add any other suggestions about experiencing literature circles today.

.....

.....

**Thank you I appreciate your efforts**

## Appendix B: Teachers' Interviews

Dear teacher, I would be grateful if you could answer these questions to help me in my research for the master's degree. I appreciate your help, thank you.

### Question1:

How long have you been teaching literature?

.....

### Question2:

What have you experienced during this period?

.....

.....

.....

### Question3:

How do you find reading literary texts in class?

.....

.....

.....

### Question4:

Have you tried any strategy in your teaching literary class? If yes what was it?

Yes

No

.....

.....

**Question5:**

Do you notice your students engaged when you form groups to read literary texts?

Describe

How if you tried group reading in your class?

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

**Question6:**

Do you like trying new different strategies in your literary class or you keep using the traditional way of teaching?

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

**I appreciate your help**