

*People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research  
Amar Thelidji University, Laghouat  
Faculty of Letters and Languages  
Department of English*



# **Analysis of Literature Teachers' Roles within Online Environments**

**Case Study: English Literature Teachers, Laghouat University**

A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for  
Master Degree in Civilization and Literature

By:

Ms. Medjelled Meriem

Mrs. Teggari Soumia

Board of Examiners:

- Ms. Hocine Aicha ..... , University of Laghouat, Chairman
- Dr. Gasmi Mustapha..... , University of Lagouat, Supervisor
- Dr. Boumediene Houda ..... , University of Laghouat, Examiner

2020-2021

## Dedication 1

*This work is wholeheartedly devoted to my family and friends; a special feeling of gratitude goes to my beloved parents and my younger brother, especially my mother, whose words of support and push for perseverance continue to ring in my ears.*

*I also dedicate this work to the memory of my dear grandfather El Hadj Mohammed Medjelled, who passed away a few months ago, thank you for nursing me with love and affection, I promised to make you proud by achieving this academic goal, and your trust in me has made this journey possible. I hope I have honored my promise.*

*To my friends; Amina, Fatima, Israa, Sara and Nouha for being there for me throughout the whole process, especially Radhia who did not scrimp on her precious advice and support to accomplish this study.*

*To my cousins Assia, Nassima and Amel for their endless help and support.*

**Meriem MEDJELLED**

## Dedication 2

*This thesis is dedicated to my family, particularly my parents, Teggari Tahar and Kouidri Zahra, who have always supported and encouraged me to achieve my ambitions.*

*I want to dedicate it to my husband, Righi Redha, and my second family, particularly my father-in-law, Righi Aboubaker Seddik, and my mother-in-law, Chettikh Malika, who have always been there for me.*

*Special thanks to all those who have always offered me guidance, particularly my husband's uncle, Dr. Chettikh Attallah, who has given me several references that have greatly aided me in my studies.*

*I would also like to dedicate it to my closest companion, Medjelled Meriem, who has been collaborating with me on this thesis. She has been working tirelessly to achieve our objectives.*

***Soumia Teggari***

## Acknowledgments

*First and foremost, we would like to thank our dear supervisor for his constant help and support; the completion of this study could not have been possible without his expertise.*

*We would also like to thank our literature teachers for their contribution in answering our questionnaire objectively.*

*Last but not least, we would also thank the members of the jury who devoted their time to evaluate the current study.*



Abstract

### Abstract

The purpose of this study is to examine the university literature teachers' roles in online learning environments, an empirical work is conducted using a multi-method approach to triangulate and contextualize the findings and enrich the understanding of the literature teachers' roles in this networked learning community (NLC). In the study, a targeted sample of 9 teachers of literature from the department of English at Ammar Thelidji University in Laghouat, Algeria, were surveyed about their roles as online educators in the field of literature, focusing on the changes observed compared to teaching in a traditional setting. The data, on the other hand, was collected through an online questionnaire administered to the targeted sample; it was then analyzed using a descriptive-analytical approach for an in-depth description and analysis of the selected variables. The main findings of this study revealed that literature teachers' roles within online education were likely to alter compared to conventional teaching. Hence, teachers decided to combine both teaching methods for a better outcome, since online education alone is insufficient for teaching a subject like literature.

**Keywords:** Literature teachers' roles, Networked learning community, Online education

## List of Abbreviations

## List of Abbreviations

---

EFL	English as a Foreign Language
ICT	Information and Communication Technology
LMS	Learning Management Systems
NLC	Networked Learning Community



List of Figures and Tables

### **List of Figures**

Figure 3.1 Teachers' Experience at University	43
Figure 3.2 Teachers' Experience in Teaching Literature at University	44
Figure 3.3 Teachers' Use of Digital Devices	44
Figure 3.4 Teachers' Use of Internet to Prepare Lectures	45
Figure 3.5 Teachers' Use of Technological Devices in the Classroom for Lecture Delivery	45
Figure 3.6 Teachers' Attitude towards Teaching Online into Higher Education	46
Figure 3.7 The Reliability of Teaching Online	48
Figure 3.8 The Use of E-learning as a Tool to Promote EFL Teaching and Learning	49
Figure 3.9 The Difficulties Encountered by Teachers in Conveying Lectures	50
Figure 3.10 Teachers' Roles in a Traditional Classroom	50
Figure 3.11 Teachers' Responsibilities within Online Environments VS in Conventional Classroom	51
Figure 3.12 Teachers' Roles within Online Environments	51
Figure 3.13 Teachers' Method of Lectures Delivery	52
Figure 3.14 Teachers' Position within Online Environments	53
Figure 3.15 Students' Characteristics within Online Environments	54
Figure 3.16 The Efficiency of Delivering Information to Students Online	54

### **List of Tables**

Table 3.1 The Advantages and Disadvantages of Online Education According to Teachers	47
Table 3.2 Teachers' Method to Sympathize with Students and Add a Human Touch in Online Education	52



Table of Contents

## Table of contents

Dedication	I
Acknowledgements	II
Abstract	IV
List of Abbreviations	V
List of Figures	VI
List of Tables	IV
Table of Contents	VII

### General Introduction

Background	01
Statement of the Problem	02
Purpose of the Study	02
Research Questions	03
Assumptions and Hypotheses	03
Review of Literature	03
Research Methodology	05
Sampling	06
Dissertation Structure	06
Main Findings	07

### Chapter One: Theoretical Framework

Introduction	10
1.1. Defining Literature	11
1.2. The Historical Background of Teaching Literature	12
1.3. Reasons behind Teaching Literature	13
1.4. ICT and Language Learning	15
1.4.1 Teaching the Language Skills within Technology Contexts	16
1.4.1.1 The Listening Skill	16
1.4.1.2 The Speaking Skill	17
1.4.1.3 The Reading Skill	17
1.4.1.4 The Writing Skill	17
1.5 Teaching Online	18
1.5.1 Benefits and Disadvantages of Teaching Online	19
1.5.2 Types of Online Learning	21
1.5.2.1 Asynchronous Online Classes	21
1.5.2.2 Synchronous Online Classes	22
1.5.2.3 Hybrid Online Learning	22
1.6 Teaching Literature Online	22
1.6.1 Teaching Poetry Online	23
1.6.2 Teaching Fiction and Drama through Videos and Movies	23
1.6.3 Teaching Literary Texts and Concepts through Videos	24
1.7 Characteristics of Learners in Online Environment	24
1.8 The Role of the Literature Teacher in a Virtual Learning Environment	26
Conclusion	28

### Chapter two: Methodology

Introduction	31
2.1. The Context of the Study	31
2.2. Research Problem	31
2.3. Research Questions	32

2.4. Research Objectives	32
2.5. Research Hypotheses	33
2.6. Research Design	34
2.6.1. Case Study	34
2.6.2. Survey	35
2.6.3. Research Approach	35
2.7. Sample	37
2.8. Data Collection Tools	38
2.8.1. Questionnaire	38
2.9. Limitation of the Study	39
Conclusion	39

### **Chapter Three: Results and Discussions**

Introduction	43
3.1 Analysis and Interpretation of the Questionnaire	43
3.1.1 Section one: Personal Information	43
3.1.2 Section Two: The Use of E learning	44
3.1.3 Section Three: Teachers' Roles in Online Environment	50
3.2 Data Analysis	55
3.3 Final Results	56
Conclusion	57

### **General Conclusion**

Recommendations	59
Bibliography	
Webography	
Appendix	

## General Introduction

# General Introduction

---

## Background

Literature is a gateway into culture that uses texts to investigate a country's social, political and historical context. It is expected to be a subject that allows students to engage with one another by debating and discussing literary texts. Also it is designed to be a tool for expanding students' vocabulary. Furthermore, it is regarded as one of the most complex subjects in EFL classrooms that must be presented in a thoughtful manner.

Accordingly, The Algerian Ministry of Higher Education has perceived that teaching literature has to embark in a new methodological journey to enhance the intake of learners, of the new generation, that has largely decreased since then due to inappropriate pedagogy used, along with other factors. Further, in this tech-driven world, conventional teaching and learning literature can be in some cases inefficient. Therefore; selecting the appropriate method with a Hi-Tech context for teaching literature is the key towards the enhancement of the intake of learners.

E-learning may turn out to be a convenient tool to solve these sorts of issues encountered by both teachers and learners. Initially, e-learning is a process that aims to give learning a new shape that typically takes place on a platform instead of a traditional school. Thus, it requires specific course design techniques, special types of teaching strategies, unique communication methods by means of electronics and other technology, as well as important organizational and administrative arrangements. E-learning not like traditional teaching, seeks to extract students' ability and drive it forward based on a proactive and interactive approach. Hence, students are often far more autonomous and acquire knowledge in asynchronous times than in the traditional setting, particularly in courses that are entirely electronic.

## General Introduction

---

Consequently, the position of literature teachers as online educators is very crucial in this case, since the latter will give a shape to a new teaching environment; where teachers will shift from being lecturers to mentors, to be more as facilitators than just information providers, and most importantly, students' learning will be entirely dependent on them rather than teachers.

### **Statement of the problem**

Due to the unpredictability of the pandemic, faculty members had to switch from their traditional setting to an unfamiliar space, the world of online teaching. Teachers, on the other hand, were hesitant to switch from conventional to online teaching as they have never experienced such pedagogy before. Furthermore, they were also skeptical of their position as online educators, afraid that they would lose control of their classrooms. Along with, studies have demonstrated that some of the teachers are quite worried about the obstacles that students may confront during their online courses, as well as the needs for technical supports and their desire for a reasonable workload and manageable enrollment in online courses.

### **Purpose of the study**

This study is intended to examine the role of literature teachers in online environments in order to see whether distance education can prevail over traditional teaching, in addition to the consequences of distance learning on teachers' performance and efficiency. Thereupon, the aim of the research is to achieve particular objectives:

- Literature teachers must conform to the current teaching process, to ensure a better understanding of the lessons for students and to maintain their status as educators,

## General Introduction

---

in addition to evaluating distance education and recognizing its advantages and disadvantages, as well as recommending alternatives.

- Teachers' cooperation with online education as an innovative teaching method to guarantee students' better understanding and learning of lectures.
- Develop and improve technological support tools to match the present requirements and expectations of faculty members as a whole.

### Research questions

1. Does the literature teacher encounter pedagogical difficulties in carrying out his task in the virtual world?
2. How do literature teachers perceive their role within the online teaching context?
3. Is there a difference between the roles of literature teachers in an online environment versus traditional teaching?

### Assumptions and hypotheses

1. Literature teachers may perceive that teaching and learning in online environments would be an appropriate pedagogy to use considering the nature of the subject.
2. Literature teachers may perceive their role as a guide to his who may help them recognize the subject's concepts and, as a result, designate the sources they should use to expand their knowledge.
3. The ability of a teacher to communicate his information to his students may be limited by distance education.

### Review of literature

Several studies have examined the importance of teachers' roles in an online environment, addressing the challenges that teachers may face as their transition from traditional teaching to online education.

## General Introduction

---

According to (Goodyears, 2002), online education requires the use of distinct pedagogies from the conventional teaching, since the teaching style adapted in a face-to-face classroom cannot be embraced in a virtual class, it is important to consider the complexities of online teaching processes and techniques in order to develop the required skills and competencies to teaching online as reported by (Harasim et al., 1997; Stephenson, 2001).

Therefore, in order to achieve socially meaningful and educationally worthwhile learning outcomes, both (Anderson et al., 2001) and (Alvarez et al., 2009) focused on five tasks that teachers must consider and put into practice as online educators: planning, facilitating and guiding the cognitive and social processes. As a result of that, there is a need to re-orient the way these tasks are embodied and conducted in a networked learning environment.

Besides, Harasim et al. (1997), e. Mason (2001) and, Salmon (2003) also agreed on knowing how to teach online necessitates an understanding of online processes. Thus, they suggested that an online instructor must organize upcoming activities, monitor the discussion, and provide assistance when needed. Further, arranging the surface by establishing a positive atmosphere and offering clear guidance and support structures; monitoring and promoting engagement by tracking student involvement are examples of typical activities. Not to mention that the online instructor should be knowledgeable about the subject matter and have access to useful resources, as well as be able to provide creative input and improve the ideas of the students. They should also show interest for online learning, as well as engagement and maintain a positive attitude.

## General Introduction

---

In contrast, concerns over no face-to-face contact with students, a reliance on assessment rather than instruction, a lack of experience with technology or online teaching techniques, decreased student achievements and department credibility, increased workload, and a lower standard of interactions are all common reasons for instructors' hesitation to embrace distance teaching. (Pundak & Dvir, 2014; Shulte, 2010).

However, (Association of American Colleges and Universities [AAC&U], 2013, 2015) claimed that instructor competence in promoting learning is a critical component of online course quality. The performance and results of online learning, as well as the learner's ability to master course content and develop critical thinking, problem-solving, and communication skills, are largely determined by the interaction between learners and between the teacher and the learner.

### **Research methodology**

This research has a descriptive-analytical nature, for the purpose of describing the core of the problem and investigating how literature teachers' roles in online environments are evolving, as well as examining the complex relationship between the two variables of teachers' roles and distance education; therefore, the present study is using a mixed method approach to reinforce and expand the study's findings, as well as to provide a valid response to the research questions. Hence to analyze and collect data, a case study was conducted based on an online questionnaire intended for literature teachers, in the English department at Ammar Thelidji University, to examine teachers' roles and attitudes in online learning. The questionnaire consists of three sections; the first

## General Introduction

---

part involves personal information about the participants, the second section includes a few questions about teachers' use of E-learning and the last part investigates the roles of teachers within online environments. Moreover, to triangulate the research, an interview was implemented with a literature teacher about his role as an online educator.

### **Sampling**

The targeted participants of this study are literature teachers from the English department at the University of Ammar Thelidji, in Laghouat-Algeria, the sample was purposefully chosen as this was their first experience as online educators; despite the small number of participants, which hindered the study in a way, we sought to investigate the role of literature teachers in order to identify the challenges that they have encountered during their teaching process, as well as to examine the differences felt between teaching in a traditional sitting and teaching in a virtual space.

### **Dissertation structure**

The scope of this study consists of three main chapters, the first of which is a theoretical part that discusses the subject of literature as an introductory section to pave the way to the teaching of literature online, and more specifically, the role of literature teachers within this networked teaching community. The second chapter, on the other hand, is dedicated to the methodological part that shapes the study using research tools. At the end, the third chapter is committed to the analysis and interpretation of the survey findings administrated to the targeted sample.

Chapter One :  
Review of Literature

## **Outline:**

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

Introduction

1.1 Defining Literature

1.2 The Historical Background of Teaching Literature

1.3 Reasons behind Teaching Literature

1.4 ICT and Language Learning

1.4.1 Teaching the language skills within Technology Contexts

1.4.1.1 The Listening Skill

1.4.1.2 The Speaking Skill

1.4.1.3 The Reading Skill

1.4.1.4 The Writing Skill

1.5 Teaching Online

1.5.1 Benefits and Disadvantages of Teaching Online

1.5.2 Types of Online Learning

1.5.2.1. Asynchronous Online Classes

1.5.2.2 Synchronous Online Classes

1.5.2.3 Hybrid Online Learning

1.6 Teaching Literature Online

1.6.1 Teaching Poetry Online

1.6.2 Teaching Fiction and Drama through Videos and Movies

1.6.3 Teaching Literary Texts and Concepts through Videos

1.7 Characteristics of Learners in Online Environments

1.8 The Role of Literature Teacher in a Virtual Learning Environment

Conclusion

## Chapter one: Review of Literature

---

### Introduction

Using literature in EFL lessons has shown to be a viable method for teaching English; it is recognized as a key tool that offers access to a diverse variety of thoughts and experiences.

Besides, literature also seeks to enhance students' language proficiency as well as developing their potential in terms of the intellectual, spiritual, emotional, and physical aspects in order to generate a well-educated citizen, with high social standards. In addition, three different models were implemented in the teaching of literature by Carter and Long: First, the cultural model; literature is viewed as a tool through which information is delivered. Whereas in the language model; literary texts are used as a means to enhance students' language proficiency. And last in order, the personal growth model; which focuses mainly on particular language use in a specific cultural context by engaging students to make a relation between the themes of the text and their personal life experiences.

In this regard, we deduce the prominent role and the crucial presence of the teacher within the classroom where he delivers his lecture in a traditional manner. Faculty members, on the other hand, were forced to move from their conventional environment to an unfamiliar space, known as distance education, after the sudden emergence of the COVID-19 pandemic.

Consequently, when considering the changing environment, teaching online requires a major change in the teachers' role and competencies, which involves the development of distinct skills and attitudes. Further, the criteria for online teaching and learning are not relevant to a single range of skills and experience; the difficulties that a teacher may encounter are closely related to the fact of interacting and communicating online.

The current chapter focuses on the role of literature teachers in online environments, beginning with a brief description of literature and its historical background to pave the way for the reasons behind teaching literature in EFL classes. It will also cover the benefits, types, and strategies of incorporating ICT in language teaching through literature. Finally, it will discuss the characteristics

## Chapter one: Review of Literature

---

of students in online environments, as well as the position of literature teachers and how they interact with one another in a virtual space.

### 1.1 Defining Literature

Literature is a written work that deals with aesthetic language, the location from which it was issued, and the moral values that arose from its society. The term "literature" refers to a wide variety of texts, including novels, nonfiction, poetry, and plays. Aside from screenplays, song lyrics, and online media platforms, other sources of contemporary literature have arisen as a result of new communication mediums.<sup>1</sup>

Initially, literature is overflowing with nuanced language that seeks to embellish, enrich and diversify a wider vocabulary. Furthermore, literary texts aim to forge students by engaging them on a personal level in order to promote interaction, communication, and creativity, as well as involving them in the achievement of life skills and cultural awareness.<sup>2</sup>

According to (D'Angelo, 1970) and (Chambers & Gregory, 2006) literature is taught in schools in order to enhance students' abilities to discern the real connotation of life by introducing ideas on religious and social problems. Besides, (Collie and Slatter, 1987) and (Hill, 1989) affirm that learners find it joyful and are more attracted when reading a literary text, especially when it is referring to a personal or real life situation.

Furthermore, literary texts are considered to be an effective tool for authentic vocabulary and sentence structures, all of which are beneficial to language learning. Therefore, it allows students to use the English language in real life situation. Moreover, debating about the themes and topics related to literature encourages students to express their feelings and thoughts which helps them improve their speaking skills ( keshavarzi, 2012)

As (Widdowson, 1985) stated "literature is language, and language can indeed be literary" which is to say that both literature and language are

---

<sup>1</sup> 'What is English Literature', <https://www.internationalstudent.com/study-literature/what-is-english-literature/> (accessed May 9,2021).

<sup>2</sup> The above mentioned source

## **Chapter one: Review of Literature**

---

complementary. He believes that a syllabus based on literature would serve as a source of motivation towards learning a language. He also emphasized on the reading process that allows students to engage and interact with the text and decode its context.

Also, the ability of English literature to influence learners through communication with literary texts has the potential to impact learning outcomes and students' personalities. In addition, students can make connections between literary works and their personal lives, fostering a sense of community and national identity, as reported by (Cheng, 2016)

(Chamber and Gregory 2006) on the other hand attempted to investigate the type of connection that can be made between teaching literature and society, claiming that this connection can be made by students through literary works that contribute to their overall education, the development of their minds, and knowledge, which is why teaching literature, whether classical or modern, to young students is referred to as a healthy positive aspect about socio-cultural aspects.

To conclude with, (Chamber and Gregory 2006) affirm that teacher's role is to engage students in the interpretation of literary texts to initiate them to be more responsible towards their learning process.

### **1.2 The Historical Background of Teaching Literature**

For a long time, literary texts from the British and American traditions have been a relevant component of language teaching. In the early twentieth century, literature was fundamental to language teaching and learning, as the most common approach was grammar translation. Accordingly, the major goal of grammar translation was to establish in students the ability to read and interpret canonical literary texts. As such, it was mostly concerned with students reading and translating texts in their native language. In addition, literary texts were often used to demonstrate the target language and illustrate grammatical patterns. (Duff & Maley 1990, p. 3)

However, as time passed, the weaknesses in this approach became more apparent, and between the 1940s and 1960s, the usefulness of grammar translation for language learning was gradually debated. It was observed that

## **Chapter one: Review of Literature**

---

students could not communicate efficiently in the target language, and as a result, grammar translation failed to be used as a method.

Later, literature began to be deemed too far from the communicative needs of daily life and an elitist pursuit; as a result, literary texts began to be omitted from foreign language curricula, and language teaching began to be regarded for utilitarian purposes. (Claire kramsch and Olivier kramsch study, 2000)

Literature, on the other hand, has made a comeback in the 1970s, and communicative language instruction aims to improve students' communicative competence. As a result, the importance of authentic content, that is, materials that were not originally produced for language teaching, was heavily emphasized.

As a result of these reflections on the importance of authenticity, literature was now regarded as a source of authentic texts, as well as for its ability for language learning, the development of reading skills, and the development of critical thinking.

However, the introduction of communicative teaching methods in the 1970s and 1980s sparked a reconsideration of literature's position in language classrooms. Recognizing both the authenticity of literary texts as well as the fact that literary texts are more fictitious. (Claire kramsch and Olivier kramsch study, 2000)

Over the last three decades, distinct differences have been drawn between the study of literature, in which literary texts are the focus of study, and the use of literature as a medium for language learning. And, although the use of literature in language teaching is still a relatively undeveloped field of study, some topics have intrigued the reader's interest, such as the importance of the reader's response to literary texts, integrative teaching approaches, the use of multimodal texts, and the contribution of literature to intercultural awareness. (Ruzbeh Babae and Wan RoselezamBt Wan Yahya, 2014)

### **1.3 Reasons behind Teaching Literature**

Several scholars have discussed the significance of teaching literature, considering it as a valuable method to be used in EFL classes, as well as an “ally of language” (Brumfit & Carter, 1986, p. 1) Thus, reading literary works according to (Van 2009) and (Healy, 2010) allows students develop their critical thinking and creativity, in addition to a diverse vocabulary.

## Chapter one: Review of Literature

---

The above-mentioned author (Healy, 2010) stated further reasons for using literature within EFL classes; first, students are inspired and curious about the discussed subject as they read literary works. Yet, this is not the case, though, for EFL textbooks.

Secondly, students are encouraged to participate in discussions when reading literature by sharing their opinions, thoughts, feelings and emotions with their peers.

Also, teaching literature inspires students to focus on the themes and theories presented by writers in their literary works, allowing them to establish more positive attitudes.

Last, using literature in the EFL classroom encourages students to be more secure in their language use. In short, literature has the potential to play an important role in the development of students' reading habits as they relate to their academic, cultural, linguistic, and intellectual development.

Furthermore, the fundamental purpose of teaching literature is:

"telling human beings what is important in life [...] what's worthy of our admiration or our contempt, [...] what it's like to be those who live in different circumstances and in other historical times and in other gendered bodies [...] what we should pay attention to and what we can afford to ignore, [...] how life might be lived this way rather than that way " as reported by (Chambers and Gregory, 2006, p. 2).

Thus, literature has often historically played a vital part in human beings' search for meaning (Chambers and Gregory, 2006), and was purposefully taught to give value to life by incorporating religious and social concerns (D'Angelo, 1970).

Nevertheless, even though literature can be an appropriate and accommodating way for learners to acquire language proficiency, yet it is still a matter of debate (Edmondson, 1995; Widdowson, 1985). Other scholars advocate delaying the use of literature in foreign language classes because they claim that students are not linguistically qualified enough to handle literary texts before they reach a high level of proficiency (Frantzen, 2001), they also affirmed that the

## **Chapter one: Review of Literature**

---

latter necessitates “highly abstract vocabulary, complex syntactical patterns, and sophisticated style and content” (Davis et al., 1992, p. 321).

Thus, (Bretz (1990) emphasizes the importance of inculcating a love of literature in students and encouraging them to become independent readers so that they are aware of the richness and strength of literature.

In consequence, a literature-based curriculum is essential for the development of students' communicative and written language competences because it introduces them to an authentic genuine vocabulary (Hoecherl-Alden, 2006). Furthermore, it expands readers' receptive vocabulary through extensive reading, allowing them to inhabit the text and explore common themes that all individuals experience, as well as providing a variety of content (Johane Collie and Stephen Slater 1987).

### **1.4 ICT and Language Learning**

In an increasingly digitalized world, the increasing usage of advanced technology has gained popularity in almost every aspect of life, teaching, for example, is currently one of the most challenging activity in our society, due to multiple reasons (Perraton, Robinson, & Creed, 2001). One of which is the emergence of the World Wide Web. Education, then, has taken a different turn. As a result, today's teaching and learning is taking place in a virtual setting.

Teachers, on the other hand, have evolved from being a typical teacher who only acts as an information provider and skill developer to a different role that is required to facilitate learning and make it relevant to each learner. Thus, recent developments in new technologies have put strain and burden on teachers to learn how to use these technologies in their teaching activities, which, as a result, necessitates constant updating to these technologies. (Carlson & Gadio, 2002).

According to Rastogi and Malhora, 2013, the issue of whether ICT (information and communication technology) is a momentous method to be used is still debatable.

“Having ICT in the education environment does not automatically ensure that high quality, effective teaching- learning would take place; it may change a teacher's role but perhaps not alter pedagogy” , (p. 303)

## **Chapter one: Review of Literature**

---

Others, such as Hawkrige, Jaworski, and McMahon (1990), argue that if used properly, ICT can be a useful pedagogical technique that enhances teaching and learning while also enhancing specific skills. It may also be a viable alternative to the conventional teaching approach, which consists solely of presenting knowledge while restricting learners' abilities to analyze and improve their critical thinking skills.

The latter is composed of multiple high-tech devices that are used for communication, inventing, disseminating, storing, and managing information (Meenakshi, 2013). Aside from that, Mullammaa (2010) argues that the use of ICT and web-based learning solutions provides learners with opportunities to engage in a more immersive and demanding teaching and learning process. Consequently, here are the skills that are reinforced by ICT and how the relationship between technology and language has evolved. S.Ammanni (2016)

### **1.4.1 Teaching the Language Skills within Technology Contexts**

Teachers, according to (Liam, 1997) should provide EFL learners with a language-rich environment in which students are continually engaged in language activities. Students must engage with one another so that communication-based learning may take place, therefore, implementing technology in language learning became vital in order to enhance the four skills.

#### **1.4.1.1 Listening skill:**

Listening to regular English conversations, whether from native speakers or registered conversations, assists learners in acquiring the original English accent and improving their intonation, syllabic pause, word stress, voice modulation, and pronunciation through listening to authentic and common conversations. However, since we don't have the opportunity to exchange with native English speakers in Algeria, audio and video resources turned out to be a good alternative (Gruba, 2004).

With the evolution of the Internet, online learning from all over the world has become more accessible and widespread. Online communication training from native speakers on the other side of the world is also available to students (Gruba, 2004).

## **Chapter one: Review of Literature**

---

### **1.4.1.2 The Speaking skill**

Using ICT to improve speaking language skills can be a helpful technique since it allows learners to communicate and interact with one another through audio calls or voice messaging, as opposed to conventional teaching, which does not allow all students to practice their speaking abilities. It is regarded as the first step in learning a particular language; the latter may be reinforced through practice (Chirag, 2003).

### **1.4.1.3 Reading skill**

Students nowadays have access to a variety of relevant sources that can be needed to enhance their language learning. Also, textbooks and hardcopies are submitted by their teachers via email, social platforms, or through a learning management system, like Moodle.

Case and Truscott (1999) emphasize the role of computers and the internet in the development of reading skills. They concluded that computer-based reading improves students' engagement with texts and enhances freedom by allowing them to read texts that they would not otherwise be able to read. It also helps them develop their sight word vocabulary, fluency, and comprehension, all of which are essential for reading improvement. Similarly, AlKahtani (1999) notes that previous studies on the use of computers for reading instruction strongly backed the notion that computer-based instruction improves students' reading comprehension and increases their reading fluency.

### **1.4.1.4 Writing skill**

Scholars like (Chang, Chen & Liou Fidaoui, Bahous & Bacha; Goldberg, Russell & Cook; Liou, and Shang (cited in Liu, 2013) agree that “the use of technology has also long been introduced to complement traditional writing classes” (p.302) Furthermore, computer language teaching programs enable students to study documents, practice grammar and vocabulary, and be motivated to use the language by engaging in a variety of discussions. Thus, computer-assisted language teaching and learning improves teachers' activities and students' independence, engagement, and inspiration for language learning, playing an important role in the learning environment.

## Chapter one: Review of Literature

---

### 1.5 Teaching Online

In wake of the COVID-19 pandemic, the government, as well as faculty members all around the world, decided to find an alternative to continue their teaching activity despite the presence of the virus. Thus, the Chinese Ministry of Education suggested a program called “Disrupted Classes, Undisrupted Learning” to deliver online learning for hundreds of millions students from their homes. As a result, online teaching was identified as a viable method to be implemented in the Algerian Ministry of Education. However, there were some disagreements over what to teach, how to teach, the workload of instructor and student, the classroom environment, and the consequences for educational equality. (Zhang, Wang, Yang, & Wang, 2020).

Despite certain limitations like the weakness of online teaching infrastructure, the inexperience of teachers, the inability to access technology, the complex environment at home, and so forth. The present situation necessitates intervention to ensure that students' education is not negatively impacted in any way (Murgatrottd, 2020).

To solve the concerns, (Huang, Liu, Tlili, Yang, and Wang 2020) propose that the government and education providers must establish instructional materials, provide teachers and students with supplies to carry out their teaching and learning activities from a distance using a Learning Management System.

Thus, the internet is playing a crucial role in our lives by monitoring our actions in teaching, learning and socializing. Likewise, it is now considered as a main educational tool in which multiple of sources are within the reach of teachers and learners. Over the past few decades, all types of online education, also known as distance education or web-based education have been widespread in many university programs. (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa, 2018)

According to (A. Pauline Chitra, M. Antony Raj, 2018) the systematic use of networked information and communication technologies, in teaching and learning, is widely referred to as e-learning. E-learning is a learning experience that takes place outside of the traditional classroom, it refers to the use of multimedia and technical devices for academic purposes, by individuals or

## **Chapter one: Review of Literature**

---

institutions operating online or offline, asynchronously or synchronously. (Moore and Kearsley (2007))

As a result, this virtual space necessitates specific course design techniques, modern means of communication and interaction, specific instructions, as well as essential organizational and administrative arrangements. (Moore and Kearsley (2007))

### **1.5.1 Benefits and Disadvantages of Teaching Online**

Teaching online became common in the twentieth century, as it met the needs of many people and offered them abounding great opportunities.

To start with, online learning system serves ideally the needs of both instructors and learners. The digital revolution has resulted in significant developments in how information is obtained, received, and communicated. This method of teaching introduces students to a wide variety of knowledge, skills, and qualifications. This approach is used by people who have difficulty adhering to strict attendance schedules, such as those who work in shifts. (A. Pauline Chitra, M. Antony Raj 2018) Thus, students are not required to abandon their jobs; they are able to practice and earn higher qualifications without sacrificing wages.

Also, thanks to e-learning people who live in rural areas are allowed to study despite the absence of local educational establishments (Duggleby, 2010). Therefore, some less-developed countries consider online education to be more cost effective, this price drop is due to the fact that learning in this mode is fast and easy. A significant amount of teaching time is saved due to lower costs for teachers, transportation, course supplies, and accommodations.

E-Learning is a method of delivering lessons quickly, this mode has comparatively a short time span as opposed to conventional classroom teaching methods. First and foremost, lessons begin immediately and are conducted in a single learning session. Which allows educational courses to be completed in a matter of weeks, if not days. Furthermore, students may opt to explore unique and important areas of the learning material rather than relying on all of them. They may, for example, skip over topics they don't want to learn. In this case, the level of learning is less reliant on the teacher's abilities.

## Chapter one: Review of Literature

---

Most importantly, online education saves time by allowing students to continue their learning experience without the need to attend, which is particularly beneficial for those who are unable to engage in traditional classroom environments. Thus, it is advantageous since online classes are available 24/7 and learners can study anywhere that has an Internet access. (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa 2018)

Online learning, as opposed to classroom teaching, allows students to check course contents multiple of times. This is especially important when revising for an exam. In addition, students are being evaluated solely on the basis of the content of their work, as biases based on their class, race, age, or speech become less likely (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa 2018).

Finally, since E-Learning is a paperless method of learning, it is regarded as an eco friendly method of learning because it helps preserving the environment to a great extent. According to a report on E-learning courses, distance-based learning programs used approximately 90% less electricity and created 85% less CO2 pollution as compared to conventional campus-based educational courses. There is no need to hack down trees to procure paper by using E-learning (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa 2018).

On the other hand, there are some noticeable disadvantages of distance learning, which include the following:

The student can feel socially isolated, making it difficult for them to stay inspired to learn; additionally, there are little chances for students to improve their ideas, emotions, and opinions by sharing them with fellow course participants. Furthermore, learners are unable to cooperate on such tasks, so there is no group work in which classmates can engage (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa 2018).

Some subjects necessitate the use of expensive equipment, which is difficult for students to acquire due to its high cost, and may even be impossible to obtain. Teachers, in the second place, cannot read body language when teaching online and are unable to understand states of boredom or uncertainty in

## **Chapter one: Review of Literature**

---

their students. They still cannot regularly check up on their students, so clarifications and questions are not dealt with easily. The instructor has no way of knowing whether or not the student grasped the lecture, thus, misunderstandings cannot occur or be corrected as easily as needed (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa 2018).

Additionally, since distance learning is mostly dependent on written materials, it is important to have a global degree of capacity to read and write; however, the student will have to wait weeks for a response from teachers, who have very limited time span, to determine if his work fits the requisite requirements or not. (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa, 2018)

Among the issues that an online instructor faces; is the lack of interaction with his students, in online education. It makes the learning experience inefficient, as opposed to conventional face-to-face teaching. As a result, the instructor loses value, productivity, and competence. (Matthew N. O. Sadiku, Philip O. Adebo, and Sarhan M. Musa, 2018)

Whereas, from the part of students, procrastination caused by a lack of self-discipline, as well as an inability to use technology, is a challenge that, in general, vulnerable people; who do not have digital devices and live in an environment with limited access to an internet service, face. (A. Pauline Chitra, M. Antoney Raj, 2018)

### **1.5.2 Types of Online Learning**

Online learning activities can be performed in an asynchronous manner, allowing students to access and publish at different times throughout the week, in synchronous sessions, or in a mixture of both (Judith V. Boettcher and Rita-Marie Conrad, 2016).

#### **1.5.2.1 Asynchronous Online Classes**

Because students with time constraints or busy schedules benefit from asynchronous online learning settings, these sorts of courses are offered at multiple times based on the learner's physical location. The concept is most

## **Chapter one: Review of Literature**

---

typically applied to different kinds of digital and online learning in which students learn via instruction; such as video lessons and assignments and are given a time frame to finish course work and assessments. However, asynchronous learning may also include a wide range of instructional engagements, such as email exchanges between teachers, online discussion boards, and course-management systems (Judith V. Boettcher and Rita-Marie Conrad, 2016).

### **1.5.2.2 Synchronous Online Classes**

Synchronous online learning is a sort of online learning that takes place in real time, with the presence of the teacher and students in a specific virtual area via a specific online platform to engage with one another at a given moment. Synchronous communication may take the shape of video conferences using communication systems such as Google Meet, Zoom, Microsoft Teams, or live chats. However, online synchronous learning is not always meant to take the form of a live video lecture or a discussion conducted by an instructor; it may also be presented to the rest of the class by students. Moreover, students will be given assignments and homework to complete outside of class in order to prepare them to participate in the virtual session. Hence, this degree of student preparation ensures a productive class session (Judith V. Boettcher and Rita-Marie Conrad, 2016).

### **1.5.2.3 Hybrid Online Learning**

Blended learning is a combination of synchronous and asynchronous learning methods that aims to improve the learning experience and outcomes by combining the best of both. Blended learning allows students to access course materials at home and complete homework and assignments in the classroom while also providing tailored training experiences, greater communication, and collaborative learning. The classes, on the other hand, are led by both the instructor and technical instruments (Judith V. Boettcher and Rita-Marie Conrad, 2016).

## **1.6 Teaching Literature Online**

Teaching and learning literature is a challenging subject that requires both explicit and implicit levels of understanding. Also, English literature, like

## Chapter one: Review of Literature

---

literature in many other languages, includes a wide range of components such as poetry, novels, and dramas. That necessitates a practical aspect in literary lessons. Sadly, these aspects are frequently disregarded by teachers during English literature classes, since they are not properly presented in the manner they should be, either due to time constraints or a dearth of resources. Thus, the incorporation of ICT in literature such as visuals, audios, and interactive games may turn out to be an effective tool for delivering literature classes, in an innovative manner. Moreover, the latter would also attract the students' attention because active learning is frequently best accomplished when using an innovative method since students are more cooperative and focused when classes are engaging and practical (Poonam Kumari Sahni, 2016). Here are some methods to teach literature online:

### 1.6.1 Teaching Poetry Online

Poetry is one of the main features of literature that evokes an imaginative awareness or a specific emotional sense through its aesthetic language, sound and rhythm to convey meaning by recitation. However, the latter became a written piece taught solely through reading, making literature students unable to appreciate the work's beauty and, as a result, a sense of boredom would emerge. Therefore, the implementation of ICT in education will revive the tradition of reciting poetry. Thus, the teacher may send an audio to his learners where the poem is recited, which is more engaging if the poet himself is reciting.<sup>3</sup>

### 1.6.2 Teaching Fiction and Drama through Videos Movies

Similar techniques to those used in poetry can be used in teaching fiction and drama online. Furthermore, movies based on novels and videos of plays can be presented and discussed. Also, slide displays and presentations may be used online via Zoom application to discuss the topics, characters, historical background, and storytelling.<sup>4</sup>

---

<sup>3</sup> "Teaching Poetry Online", <https://www.poetryfoundation.org/collections/153058/online-learning-resources> (accessed on May 20,2021)

<sup>4</sup> "Our Favorite Videos for Teaching Story Elements", <https://www.weareteachers.com/story-elements-videos/> (accessed on May 26,2021)

## Chapter one: Review of Literature

---

### 1.6.3 Teaching Literary Texts and Concepts through Videos

Teaching literary texts and concepts through videos can act as a catalyst for learner engagement and interaction in virtual classes, especially since a number of literary works have been turned into movies that will capture learners' attention in listening to the dialect of the time period, allowing them to increase their vocabulary and be introduced to new cultures. Furthermore, viewing a movie may inspire early readers to pick up a book and get introduced to the plot.<sup>5</sup>

### 1.7 Characteristics of Learners in Online Environment

The significant disruption that the COVID-19 epidemic has brought into educational institutions resulted in a sudden transition towards e-learning. The latter has affected universities, instructors, and students at all levels. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the crisis has impacted more than 1.37 billion students (80 percent of the world student population) that were forced to abandon traditional college campuses in favor of new online educational environments.

Consequently, a sense of worry, isolation, and uncertainty have arose among students about what will happen with courses, examinations, graduation, and other significant activities affecting their academic path (Veletsianos and Houlden, 2019). However, the emergence of the epidemic has made distance learning necessary, obliging schools and universities to develop an educational environment different from traditional classrooms, and to quickly embrace innovative strategies to make online learning possible and effective.

This learning context, as an example of the organizational framework that face-to-face classes generally offer, is likely to cause greater stress, which is aggravated by the complexity of online courses. As a result, it is conceivable that the attitude and academic motivation of the student are also impacted by the necessity of recognizing the resources at his disposal in order to feel fully prepared and supported in his role as a student, we provide in this coming section

---

<sup>5</sup> "Teaching Literature and Science with Videos", <https://www.familyeducation.com/school/media-learning/teaching-literature-science-videos> (accessed on May 26, 2021).

## Chapter one: Review of Literature

---

numerous techniques to optimize the student's working methods and help him to get through his term with confidence despite the distance.

It is recommended that the student have to construct a steady and regular routine; in order to offer structure to his days and therefore help him to generate and develop good habits. As an example, here are some actions a student may take during his learning process to help him maintain a healthy lifestyle and improve his academic readiness.

First, students have to be psychologically prepared and equipped with the appropriate tools to begin this new journey in order to benefit from the online learning environment, because being prepared helps students to effectively finish their educational path.

Also, the student must ensure a good time management, since the latter entails the planning and arrangement of tasks and activities that take into consideration their urgency, significance, and the time required to complete them. Therefore, managing your time effectively and set your priorities allow the student to balance his life, avoid moments of overload, preserve energy, and therefore reduce his stress.

However, Distance learning necessitates rigor and self-discipline; previous research has highlighted attitude and self efficacy as crucial elements influencing learner motivation, engagement, and performance in internet-based learning settings (Peng, Tsai and Wu, 2006). Yet, if the student properly plans his time, constructs an efficient technique, applies the appropriate tools, and maintains a healthy work habits, he will discover that studying at a distance may still have some advantages. Just like establishing social ties with their colleagues or teacher, the latter promotes motivation in studies.

Consequently, in online contexts, learners' attitudes are very important. Because the online learning environment is not centred on the teacher, students must take a more active part in their learning.

## Chapter one: Review of Literature

---

### 1.8 The Role of the Literature Teacher in a Virtual Learning Environment

“Technology will not replace teachers but teachers who understand technology will replace those who do not.” - Dr. Ray Clifford

Because of the uncontrollable factor of the COVID-19 pandemic, educational institutions all over the world have decided to incorporate technology into the teaching-learning-assessment processes (Delgado, 2016; Govindaraj & Silverajah, 2018). However, implementing technology in education may present considerable challenges for teachers in their online teaching process, in addition to their roles as online educators, including, designing or adapting technology-enhanced learning materials and assessing students' achievements in digital environments, in addition to equipment issues, technical problems, and software availability (Harper, 2018; Wright & Wilson, 2011)

To achieve successful learning in this new virtual environment, distance learning requires a high level of interaction between teachers and learners. Thus, according to students' perceptions, a teacher's emotional and empathic qualities are the core of the teaching profession and one of the essential characteristics of a successful teacher (O'Connor, 2008).

Previously, the qualities of a qualified teacher were measured not by the amount of information conveyed or by teaching skills and strategies, but rather by the extent to which the teacher was a sensitive and caring individual who developed positive relationships with students (Hargreaves, 1998). According to (Duggleby Julin, 2010) and (Shamir-Inbal & Blau, 2021a) a teacher must be prepared to tackle the challenges that students may experience, as well as be realistic about the fact that technology may fail them at times, and they will undoubtedly seek technical assistance from their instructor.

Therefore, students may be apprehensive and anxious to begin this new educational path, as they are experiencing distance education for the first time; hence, the instructor has a significant role to perform, that consists of comforting, reassuring, and happily welcome them before beginning the virtual course (Duggleby Julin, 2010).

## Chapter one: Review of Literature

---

The professor can send a friendly message assuring them that the instructor they would be dealing with is a pleasant and helpful individual. Moreover, he can also inform them a little bit about the syllabus and what to expect in the next lectures (Duggleby Julin, 2010).

Once the course begins, the teacher must ensure that students are progressing through the course at the desired rate. And the only method to determine if learners are active and engaged is by how much they interact with their teacher in a conference, In contrast to face-to-face classes. Because the online conference should be viewed as a space for human contact and interaction, educators must play the roles of facilitators and supporters (Duggleby Julin, 2010).

However, considering the number of students at Algerian universities, the video conference may be crowded. As a result, it is better to divide the students into groups of 3 to 5 people who work together during the session. This allows students to form ties with one another and motivates them to interact throughout the lecture (Duggleby Julin, 2010).

Teachers are also required to exhibit subject matter knowledge mastery, operate as curriculum designers, incorporate digital communication technologies, and be members of a professional community (Avidov-Ungar, Shamir-Inbal, & Blau, 2020; Roeser, Skinner, Beers, & Jennings, 2012; Valanides, 2018). Along with the necessity for continuous skill development and professional identity, instructors are supposed to renounce conventional knowledge transfer and become facilitators of students' learning (Wang, 2002).

\*(Peters, 1993) claims that in the early 1990s, online education was frequently criticized of being a basic process of industrial production. Shaw (2001), on the other hand, believes that problems occur only when traditional teaching approaches are simply transferred to virtual learning; in fact, Johnson et al. (2000) found no significant differences between the two strategies when success factors are established. As a result, learning on the side of the student will not differ in any situation, regardless of their learning style, as long as the teaching is based on an adult learning theory and incorporates instructional design guidelines. In this regard, online learning is especially beneficial for students who, due to

## **Chapter one: Review of Literature**

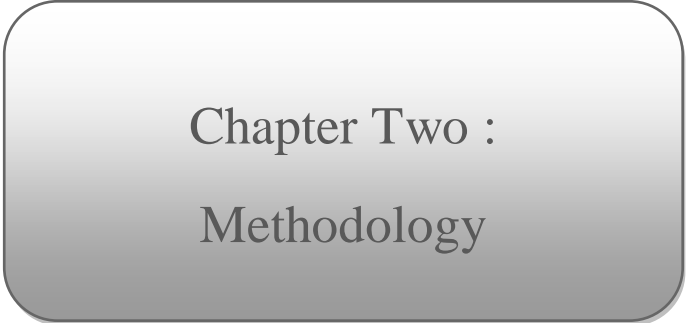
---

employment, family, or social obligations, require a different method of learning (Jeffcoat & Golek, 2004).

### **Conclusion**

The research presented in this chapter is a compilation of various literature reviews on the definition of literature as a subject, as well as its historical context. Moreover, the research highlighted the use of literature as a tool for improving EFL using ICT, student characteristics, and the role of literature teachers in online environments.

Several researchers' points of view were discussed in order to design this work; most of the discussion so far was centred on how the transition from a traditional setting to a virtual one has affected the roles of literature teachers as online educators, particularly when conveying such a subject.



Chapter Two :  
Methodology

## **Outline**

### **Chapter two:**

Introduction

2.1. The Context of the Study

2.2. Research Problem

2.3. Research Questions

2.4. Research Objectives

2.5. Research Hypotheses

2.6. Research Design

2.6.1. Case Study

2.6.2. Survey

2.6.3. Research Approach

2.7. Sample

2.8. Data Collection Tools

2.8.1. Questionnaire

2.9. Limitation of the Study

Conclusion

### Introduction

The second chapter involves the definition of key components that construct the research; such as the research problem, research objectives, research questions, and research hypotheses. Furthermore, it discusses the methodology used to gather data for the research by examining the context of the study, the sample selection, the research design, the data collection tool and the data analysis process.

### 2.1 The Context of the Study

The research was carried out in the English department of the University of Laghouat-Algeria during the second wave of the covid-19 pandemic, after the implementation of distance education in the whole university sector.

This location was purposely chosen to learn about the effectiveness of distance education in addition to teachers' roles within this new environment, taking into account the challenges that these regions face in southern Algeria such as; power outages, lack of public transportation, limited population to conduct research, and weather fluctuations as heat, sandstorms, and cold that contribute to the impediment of traditional teaching.

The study was conducted on literature teachers of the English department, participants were asked to complete an online questionnaire as a precautionary measure.

### 2.2 Research Problem

“A research problem is a definite or clear expression [statement] about an area of concern, a condition to be improved upon, a difficulty to be eliminated, or a troubling question that exists in scholarly literature, in theory, or within existing practice that point to a need for meaningful understanding and deliberate investigation.” (Bryman Alan, 2016, p.20)

The formulation and identification of the research problem is the first step in the research process as well as, a major element in academic research; it typically addresses an issue or a gap in research aiming to expose the reader to the significance of the study. Kerlinger defines a research problem as one that is asked in the form of an interrogative sentence or a statement in order to examine the relationship between two or more variables.

## Chapter Two: Methodology

---

The problem discussed in the present study was about the apprehension of literature teachers' roles within online environments, taking into account the multiple challenges that teachers confront due to many factors as; the lack of technical supports, an exaggerated workload as well as the maladjustment of students to the new space of distance learning.

### 2.3 Research Questions

According to Cliff Davinson and Susan Ambrose “The most successful research topics are narrowly focused and carefully defined, but are important parts of a broad-ranging, complex problem.” (1994, p.14)

Research questions are regarded as the cornerstone of a study that addresses the problem of the topic, in order to investigate an existing ambiguity in an area of concern, the research questions must be focused, clear and appropriately complex.

- Does the literature teacher encounter pedagogical difficulties in carrying out his task in the virtual world?
- How do learners perceive the roles of literature teachers in the online learning context?
- Is there a difference between the roles of literature teachers in an online environment versus traditional teaching?

### 2.4 Research Objectives

The answer to the research question is achieved through research objectives, since it is regarded as one of the most significant components of a study. The latter tend to express simply what the research is attempting to achieve in determining the breadth, depth, and general direction of the research (John Dudovskiy, 2018).

The research objectives are the starting point for a research project; that tend to explain the significance of conducting a study, as well as the conclusions drawn. The research objectives arise from the research problem and are refined into particular questions (research questions), hence the necessity to properly define the research questions is a crucial step to bring out the central idea of these objectives (Justine Debret, 2018).

The aim of this research was to examine the literature teachers' role in distance education, as well as the challenges that teachers confronted during their online teaching process.

## Chapter Two: Methodology

---

Therefore in order to achieve the above-mentioned aim, the following objectives were set:

- Teachers' cooperation with online education as an innovative teaching method to guarantee students' better understanding and learning of lectures.
- Develop and improve technological support tools to match the present requirements and expectations of faculty members as a whole.
- Improving faculty members' access to information and services.

### 2.5 Research Hypotheses

According to J. E. Greigton “A hypothesis is a tentative supposition or provisional guess which seems to explain the situation under observation” (1900, p.11).

A hypothesis is a particular statement of prediction that attempts to find a solution to a problem; it is generally the researcher's prediction regarding the relationship between study variables as well as an expectation designed to be the answer to the study's research question (Dennis F. Polit, 2012).

It is a distinct, clear, and testable claim or prediction regarding the expected outcome of a scientific research study based on a specific population. In addition, the hypothesis should always clarify what the researcher anticipates throughout his experiment or investigation, evaluating whether this guess is right or wrong (Dennis F. Polit, 2012).

Researchers may discover that the outcomes of an experiment do not support the initial hypothesis in many circumstances. Therefore, when writing up these findings, the researchers may offer further possibilities that could be examined in future investigations (Dennis F. Polit, 2012).

As a result, the present study suggested the following hypotheses as an assumption to the expected conclusions:

- Literature teachers may perceive that teaching and learning in online environments would be an appropriate pedagogy to use considering the nature of the subject.

- Students expect the instructor as a guide who helps them recognize the subject's concepts and, as a result, designate the sources they should use to expand their knowledge.
- The ability of a teacher to communicate his information to his students may be limited by distance education.

### 2.6 Research Design

A research design is the “procedures for collecting, analyzing, interpreting and reporting data in research studies” (Creswell & Plano Clark 2007, p.58), it also establishes the technique for gathering the necessary data, the methodologies to be used to collect and evaluate the data, and how all of this will be used to answer the research question (Grey, 2014). There are several types of research, and each study is determined by the objective of the study field, since each design serves a distinct end goal.

The current study, for instance, used a descriptive-analytical study approach. The latter plays an important part in statistics and data analysis; descriptive research is based on describing, comparing, and measuring data, as well as demonstrating how things are connected to one another (Blumberg, Cooper and Schindler, 2005).

Analytical research, on the other hand, focuses on causes and effects, helping in the identification of the missing link in the study (Valcàrcel, 2017). Therefore, the researcher must have strong critical thinking skills as well as a meticulous examination of data. (Omair, 2015) argues that this form of research aids in establishing the significance of a concept, as well as proving or disproving a hypothesis.

Since our research entails describing the role of the teacher in the integration of online education, as well as the benefits and drawbacks of the latter, without neglecting the analysis performed to confirm or refute the hypotheses already provided. Therefore, the method adopted is well suited to our research.

#### 2.6.1 Case Study

“A case study is both the process of learning about the case and the product of our learning.” (Stake, 1995, p.15).

According to Yin, a case study is a research approach used to explain, describe, or investigate an in-depth complex phenomenon in its real-life context. It entails gathering data

## **Chapter Two: Methodology**

---

from numerous sources using a variety of ways; this approach is frequently utilized in many social science studies, particularly when doing research on subjects such as “education, sociology, and community-based problems.” (Zainal, 2007, p.11).

Due to the complexity of the literature subject, as well as the difficulty of teaching it both traditionally and virtually, the case study of literature teachers and their roles in the teaching of literature online was highlighted.

Previous studies have focused on how to approach the student and manage to teach them the subject, but only a few have looked at the role of the teacher in this approach.

### **2.6.2 Survey**

A survey is a research tool used to collect data from particular respondents. The ultimate goal of a survey was conducted to gather information and insights on a wide range of topics of interest. There are numerous methodological approaches that are regarded as a tool for conducting research; nevertheless, the selection of the appropriate research approach is dependent on a number of criteria such as the purpose of the study, the types of research questions, and the resources available (Check & Schutt, 2012)

Survey research often employs quantitative research strategies, such as questions containing numerical items, qualitative research strategies, as open-ended and closed-ended questions, or mixed methods. The latter is commonly used in social and psychological research to describe and analyze human behaviour (Singleton & Straits, 2009).

The present study involved a survey as a research collection tool to gather data and insights on English literature teachers; the latter employed a mixed method approach using both open-ended and close-ended questions, as well as questions with numerical items.

### **2.6.3 Research Approach**

Dorney (2007) defines research approaches as "a theoretical framework done inside a specific study" and they are as follows: a qualitative approach, a quantitative approach, and a mixed method approach. Since this research study includes gathering and evaluating both quantitative and qualitative data, a mixed methods approach is used to answer the research questions.

## Chapter Two: Methodology

---

The process of gathering, analyzing, and interpreting non-numerical data, such as language, is known as qualitative research. Furthermore, the data obtained in qualitative research is verbal or narrative in nature and may be evaluated using photos, documents, and interviews. The latter focuses on subjects that are open to debate and discussion, and it often employs surveys, observations, and interviews to investigate a concept or a phenomenon (Dorney, 2007).

According to (Creswell, 2003) the individuals' subjective opinions, experiences, and feelings are the focus of qualitative research. In this regard, the purpose of qualitative research is to elicit participants' perspectives on the subject under consideration. Qualitative research is often based on the requirement of using smaller samples of individuals.

Quantitative research, on the other hand, is an empirical study used to generate measurable data by employing statistical and logical techniques, as well as to prove or disapprove a hypothesis (Creswell, 2003). Moreover, it is the act of gathering and evaluating numerical data objectively in order to describe, predict, or control variables of interest (Aliaga and Gunderson, 2000). The aim of quantitative research is to quantify data and use statistical methods to demonstrate cause and effect relationships between variables, make predictions, and generalize results to larger populations (Marshall, 1996). Furthermore, data obtained through quantitative research is comparable in nature and can be presented in the form of charts, graphs and tables.

A mixed method approach to research is one that seeks to answer research questions by collecting and analyzing both quantitative and qualitative data. In recent years, the latter has grown significantly, developing as a research methodology with a recognized name and distinct identity (Denscombe, 2008), particularly in fields like education, health sciences, psychology, and sociology. This methodological approach is regarded as the third methodological trend in these fields, complementing qualitative research and quantitative research (Johnson & Onwuegbuzie, 2004; Tashakkori& Teddlie, 2003).

The ultimate goal of using a mixed methods approach in this study is that merging quantitative and qualitative approaches provide a deeper understanding of the research problem than either monomethod study alone (Creswell &Plano Clark, 2007). As a result, by triangulating one set of findings with another, one can get a better understanding and improve the validity of inferences.

### 2.7 Sample

According to Mildered Parton “Sampling method is the process or the method of drawing a definite number of individuals, cases or observations from a particular universe, selecting part of a total group for investigation.” (1950, pp.721-723).

Sample is a smaller group of data that a researcher chooses from a broader population to collect data in order to conduct a study. It is either impossible or too expensive and time-consuming to conduct research on the entire population. Therefore, studying the sample provides insights that the researcher may apply to the whole population.

As a result, in order to draw accurate inferences from the collected data, a careful selection of the sample that would portray the population as a whole is expected. As a result, two types of sampling methods must be considered; probability sampling and non-probability sampling.

As the name implies, probability sampling is a completely random technique of picking the sample. A probability sampling strategy is one in which every unit in the population has an opportunity of being chosen in the sample, and this probability can be properly measured.

Non-probability sampling, in contrast, to probability sampling, is a sampling approach in which not all members of the population have an equal chance of participation. Each individual in the population has a known chance of getting chosen. Non-probability sampling is best suited for exploratory research.

As a result, due to the small number of the population intended to be used, we decided to use the whole population as a sample. Therefore, the non-probability sampling was deemed appropriate towards our study.

To begin with, the current study's sample participants comprised all English literature instructors in the English department at the University of Laghouat. A total of (9) literature teachers composed of (2) males, and (7) females aged between (25) to (50) years old, agreed to participate and complete the questionnaire. Furthermore, the reason behind selecting this specific sample is because literature teachers encountered challenges in terms of delivering literature lectures online, considering the nature and the complexity of the subject, in addition to their roles as online educators.

### 2.8 Data Collection Tools

Data collection is the act of obtaining and measuring information on variables of interest in a systematic manner that allows one to answer specified research questions, test hypotheses, and assess outcomes (Syed Muhammad Sajjad Kabir, 2016).

The objective of any data gathering is to collect high-quality evidence, which translates to rich data analysis and enables for the construction of a persuasive solution to the questions presented (Syed Muhammad Sajjad Kabir, 2016).

Because of its authenticity and objectivity, the questionnaire is regarded as a primary data tool. Therefore, an online questionnaire was selected as a tool for conducting this research; the latter was distributed to literature teachers at the English department at the University of Laghouat.

#### 2.8.1 Questionnaire

“A questionnaire is a compilation of questions that are submitted to a sampling of population from which information is desired.” (Barr, Davis & Johnson, 1953, p.21).

A questionnaire is a research tool that includes a series of closed-ended and open-ended questions that are methodically addressed to characterize a case or situation. The latter is regarded as a low-cost administrative instrument used to collect data from participants in a short period of time (Saul McLeod, 2018).

As a result, the present questionnaire comprised three sections with a total of (18) structured questions developed to ensure rigour and objectivity of data; the first part involves personal information concerning participants, while the second part includes a mix of (8) open-ended and close-ended questions that identify the extent to which participants use distance education in preparing and delivering their lectures.

As for the last part of the questionnaire, it is composed of (8) open-ended and close-ended questions that aimed to examine the instructor's role within online education, as well the methods used in order to sympathize with students and the human touch that they may bring during their online teaching process.

### 2.9 Limitation of the study

Contrary to prevalent perceptions among students and researchers, study limitations are not in any way negative aspects of the study and are not intended to be used as justifications for not following the research methodology but rather to support the extent to which generalization may be made using the study results (Baron, 2009).

The limitation of the study are regarded as problems and obstacles that researchers confront while doing the research, the latter may influence or impact the outcomes and interpretations of those results (Price and Murnan, 2004)

According to Price and Murnan (2004), research limitations are the constraints inherent in research methodology or design that affect the meaning and interpretation of study findings.

This section of research addresses factors that are sometimes beyond the control of researchers but impact the methodology as well as the outcomes of the study (Simon, 2011). However, it is crucial to emphasize that researchers must be able to establish and develop skills to the degree that they can professionally handle and manage their study's constraints so that they do not implicate and restrict the validity and reliability of findings.

Due to the study's uniqueness and limited sample size, the present study's limitation is the inability to generalize research findings beyond the specific population from which the sample was selected.

The limited number of literature teachers, at the English department at the University of Laghouat, strongly influenced the analysis as it does not reflect the variety of ideas and responses; which resulted in the generalization of the findings. It is conceivable that if the number had been higher, the outcome might have been quite different.

### Conclusion

This chapter covered the definitions as well as the tools used to conduct this research, which includes the study of participants, the method used to gather data, and a discussion of the process.

The aim of the study was to highlight literature teachers' roles within online environments, as the latter was marginalized by the institutions concerned. As a result,

## **Chapter Two: Methodology**

---

solutions were sought by confirming the hypotheses suggested and resolving the research problem, followed by the research questions presented.



Chapter Three :  
Analysis

## **Outline**

### **Chapter Three: Results and Discussions**

Introduction

3.1 Analysis and Interpretation of the Questionnaire

3.1.1 Section one: Personal Information

3.1.2 Section Two: The Use of E-learning

3.1.3 Section Three: Teachers' Roles in Online Environments

3.2 Data Analysis

3.3 Final Results

Conclusion

# Chapter Three: Results and Discussions

## Introduction

This chapter involves the analysis, presentation, and interpretation of the data gathered using an online survey that includes a variety of figures such as tables, percentages, and graphs. A total of (162) responses were collected from a targeted respondents. This chapter is exclusively concerned with presenting the collected information in a relevant manner in order to reach conclusions.

### 3.1 Analysis and Interpretation of the Questionnaire

#### 3.1.1Section One

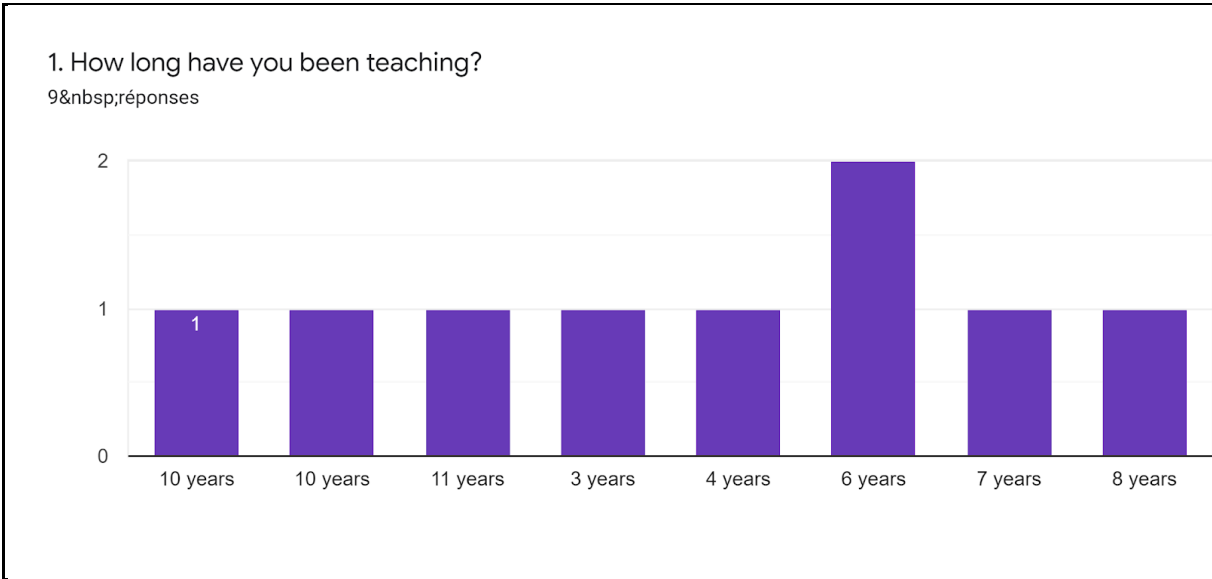


Figure 3.1: Teachers’ Experience at University

1-The response to this question indicates that teachers' experience in the field of education ranges from 3 to 11 years, hence we notice that instructors have a specific level of seniority in the educational system.

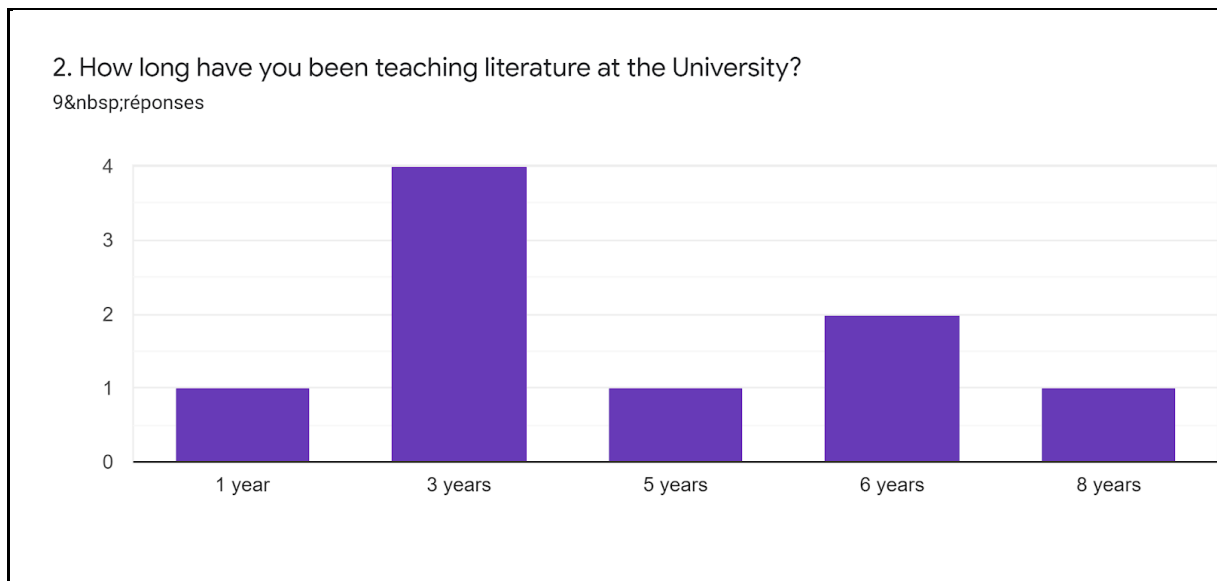


Figure 3.2: Teachers' Experience in Teaching Literature at University

2-As seen in the figure 3.2, literature teachers' experience at university ranges from 3 to 8 years, which is a considerable training.

### 3.1.2 Section Two

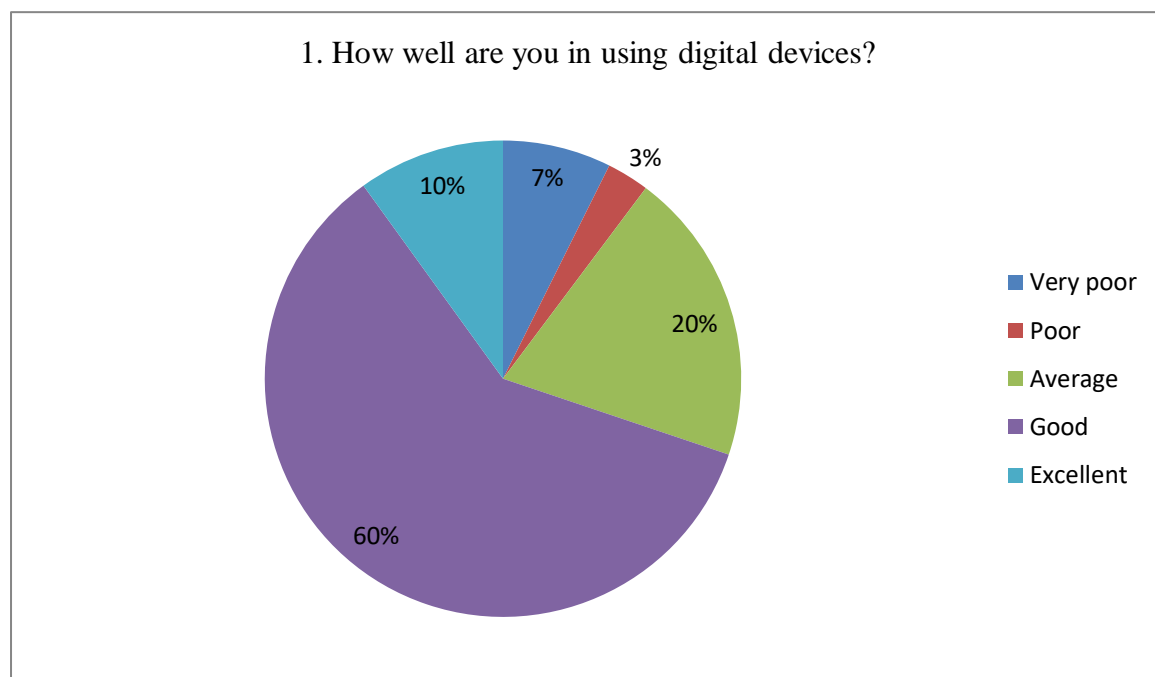


Figure 3.3: The Use of Digital Devices

1- As the figure 3.3 above demonstrates, the majority of literature instructors (66,7%) reported to be skilled in the use of digital devices, with only one (11,1%) claiming to be "excellent". The others (22,2%), on the other hands, claimed to be

## Chapter Three: Results and Discussions

“neutral” using such gadgets. Therefore, based on these answers, we may assert that literature teachers are capable of using digital devices to some extent.

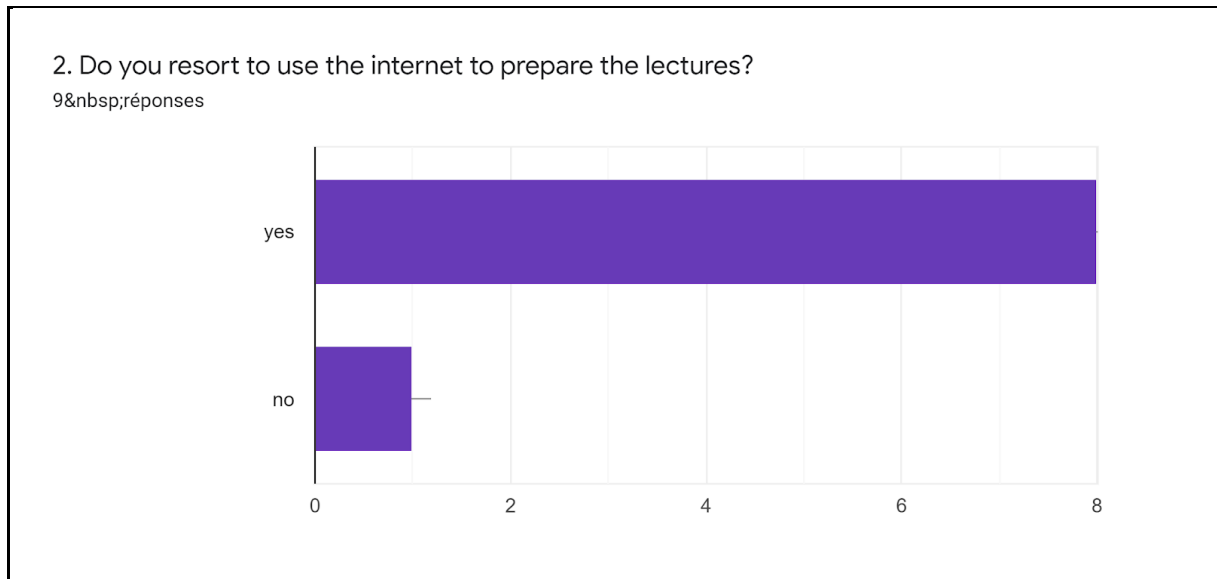


Figure 3.4: Teachers' Use of Internet to Prepare Lectures

2-In the chart 3.4, we observe that the majority of the participants (88,9%) chose “yes” to use the Internet to prepare their lectures. Only one (11,1%), however, denied using the latter. As a result, we may conclude that using the internet to prepare lectures became necessary.

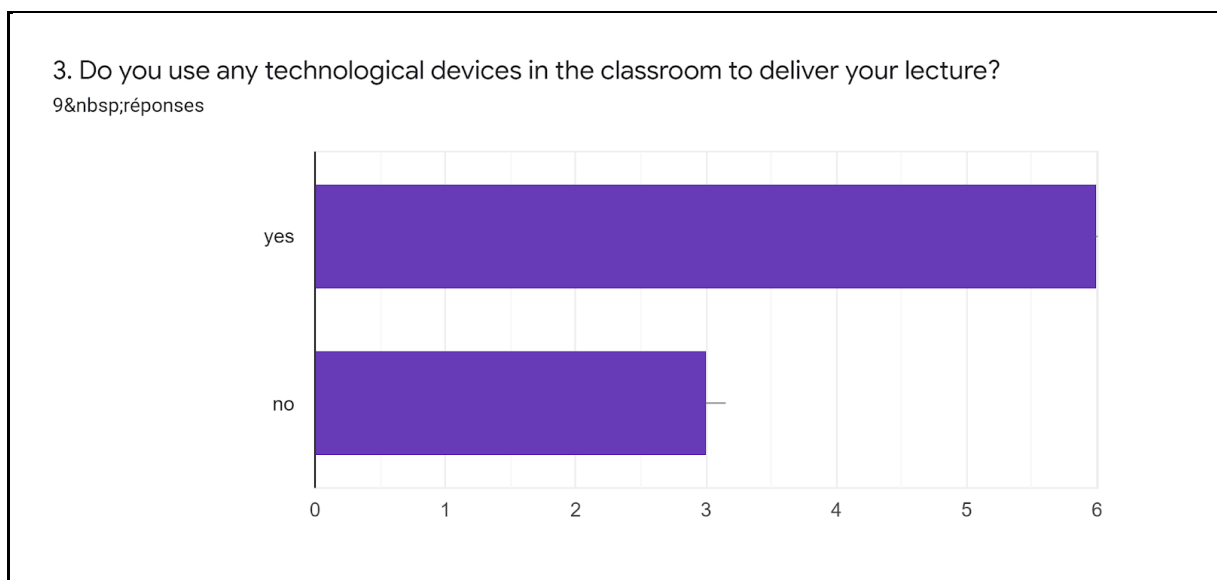


Figure 3.5: Teachers' Use of Technological Devices in the Classroom for Lecture Delivery

## Chapter Three: Results and Discussions

---

3-According to the statistics of data, a greater number of participants (66,7%) use technological devices in the classroom to help with lecture delivery. Others (33,3%), however, prefer to use conventional methods.

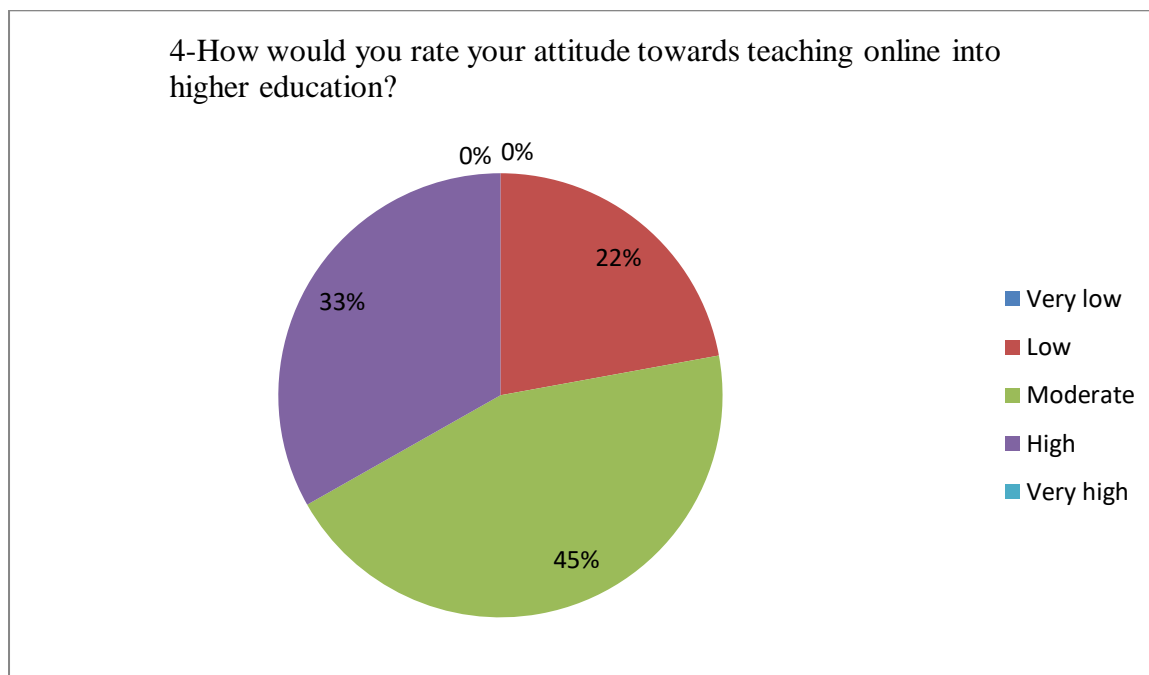


Figure 3.6: Teachers' Attitude towards Teaching Online into Higher Education

4- Based on the findings, few teachers (22,2%) reported having a negative attitude towards teaching online in higher education. However, a considerable number of participants (44,4%) evaluated their opinion to be moderate. As for the rest (33,3%), they rated their attitude as favorable. The purpose of this question was to find out how much literature teachers are acquainted with online education.

## Chapter Three: Results and Discussions

5. Based on your experience, what are the advantages and disadvantages of teaching online?

Advantages of online education	Disadvantages of online education
It is a time saver	Many excuses for the inability to access the learning resources
Fast sharing of Information	Teachers' inability to check students' connectivity
Relaxed atmosphere	Lack of cooperation and interaction between teachers and students
Personalization of online classes	Teachers' inability to check students connectivity
Deeper connection	Not being able to check the authenticity of students' work
Facilitates process of teaching	Technical hitches
Online lectures helps fixing the problem of missing lectures	Not all students have computers and Internet
It allows students and teachers get rid of geographical problems	Slow net connection
Accessibility of courses	Not sure that lectures are received as expected

Table 3.1: The Advantages and Disadvantages of Online Education According to Teachers

5- Many teachers believed that teaching online is a beneficial method as it saves time and energy, in addition to its flexibility, availability, fast sharing of information and personalization of online classes that allow easier communication and deeper connection with students. Furthermore, other professors presume that online education offers a relaxed atmosphere to students by enabling them overcome the difficulty of missing courses due to geographical issues, time constraints, or other

## Chapter Three: Results and Discussions

factors. Online education can also serve as an excellent portfolio for teachers as well as an archive for students. As a result, online education makes the teaching and learning process easier.

For the disadvantages, teachers complain about the inability to examine the authenticity of the students' work, as well as the incapacity to verify or track the students' connection, reading, and study of the lesson or document. Furthermore, teachers are unsure that their lectures are being received by all students as expected due to technical issues such as a slow internet connection, inability to access learning resources, students who do not have computers or access to the internet, in addition to other excuses and teaching issues. Furthermore, one of the challenges that both instructors and students may encounter is a lack of cooperation and interaction with one another, as well as a lack of time management when using technology.

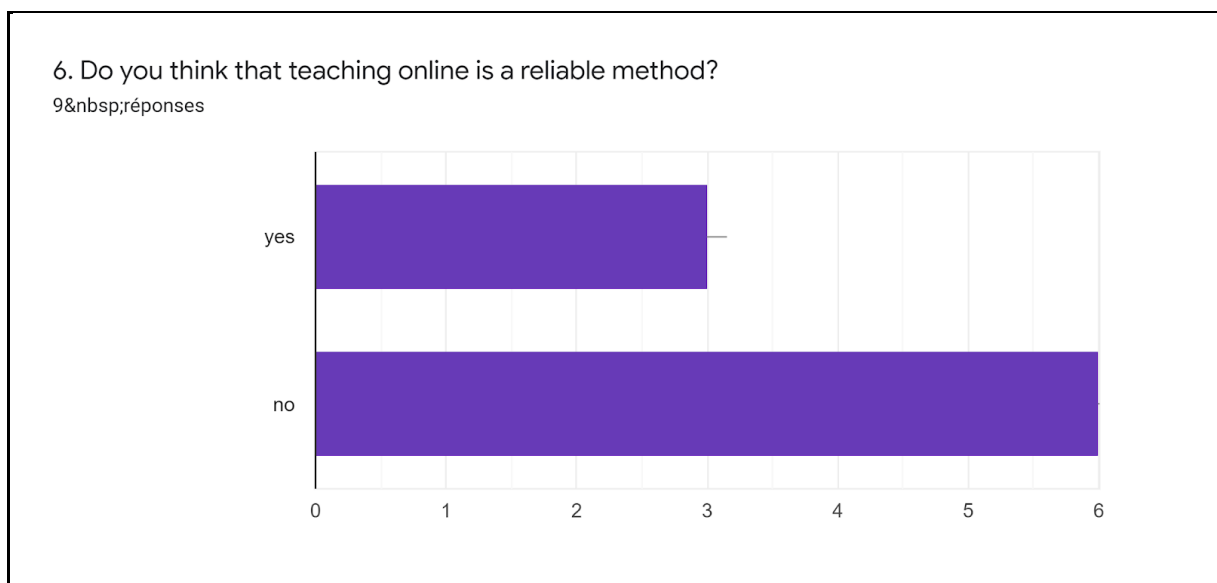


Figure 3.7: The Reliability of Teaching Online

8-Considering the data gathered in the figure 3.7 above, we observe a majority of responses (66,7%) agree that distance education is not appropriate to the literature subject, and only a few (33,3%) consider distance education as an adequate solution which can replace the conventional method. We concluded that the distinctiveness of the literature subject, as well as its difficulty, indicate that the online teaching method, as currently used, is inappropriate and insufficient. However, it would have

**Chapter Three: Results and Discussions**

been fruitful if using innovative methods such as video conferencing, highlighting the importance of the teacher's presential role in the teaching of this module.

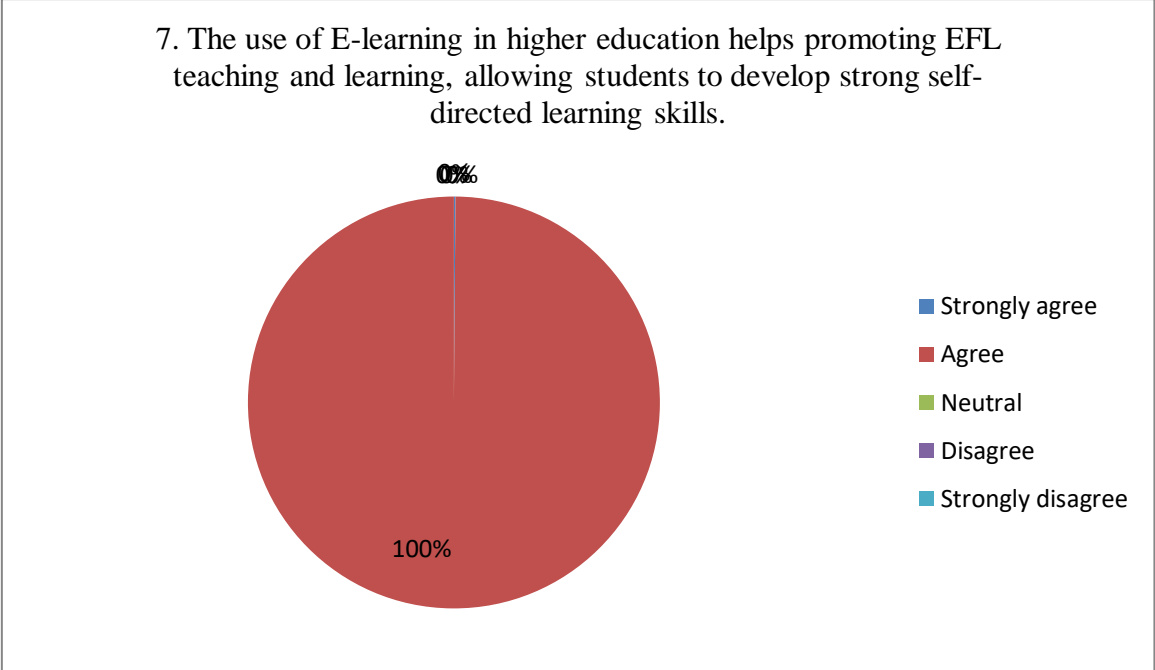


Figure 3.8: The Use of E-learning as a Tool to Promote EFL Teaching and Learning

1- The whole population (88,9%) agreed, in addition to one who extremely agreed (11,1%) that e-learning is an effective tool for enhancing EFL teaching and learning by allowing students to be autonomous in their learning skills. Because e-learning encourages independence as learners are relatively separated from the institution and their instructor. It offers a convenient learning atmosphere in which learners are more flexible and autonomous in their learning style.

## Chapter Three: Results and Discussions

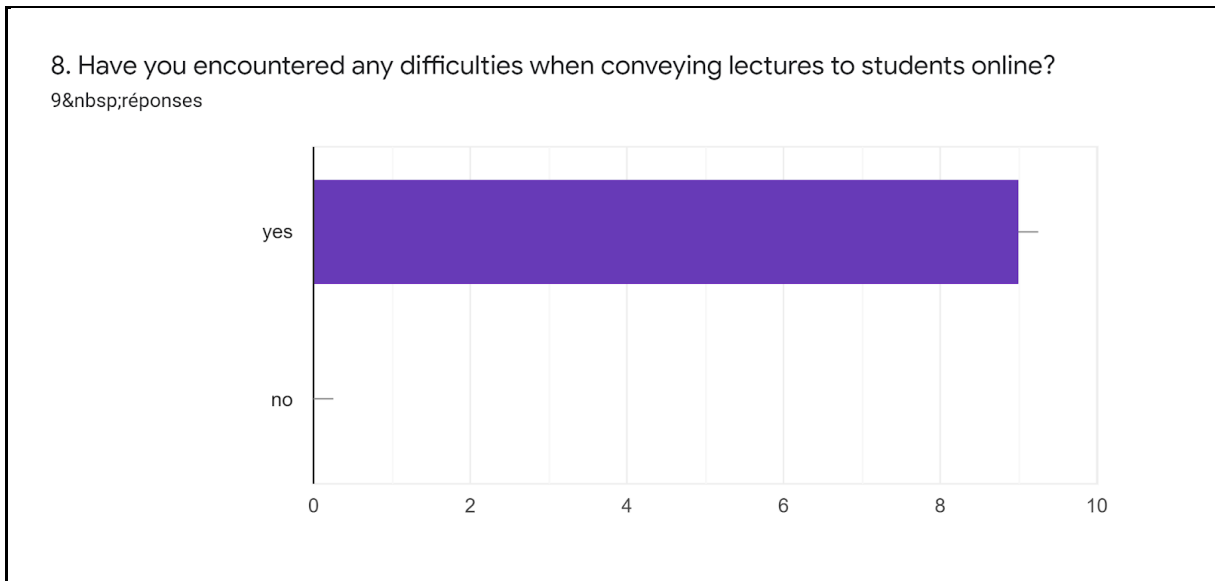


Figure 3.9: The Difficulties Encountered by Teachers in Conveying Lectures

8-Based on their previous experience with e-learning, we notice that (100%) of the population replied "yes" when asked if they faced difficulties when teaching online. Therefore, the reliability of online education must be questioned.

### 3.1.3 Section Three

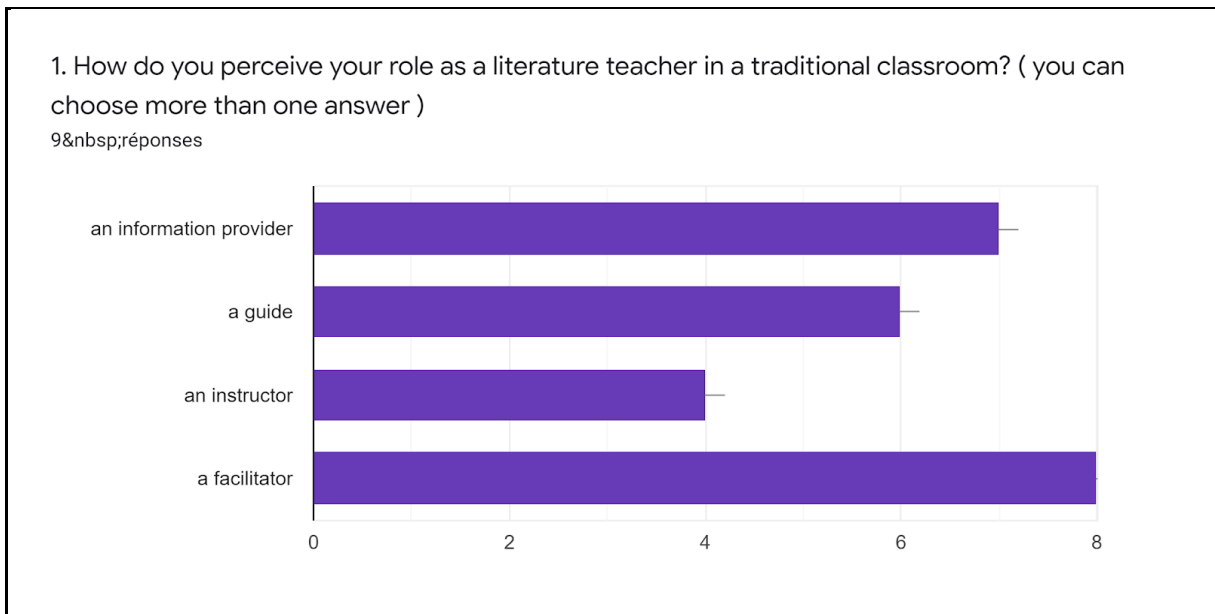


Figure 3.10: Teachers' Roles in a Traditional Classroom

1-The answer to this question differs from one teacher to another, the vast majority of teachers (88,9%) consider themselves as both facilitators, and (77,8%) information providers. However, a minority (66,7%) perceives themselves as

# Chapter Three: Results and Discussions

guides, as well as instructors (44,4%). The purpose of asking this question is to discover if instructors' roles in e-learning differ from those in traditional learning.

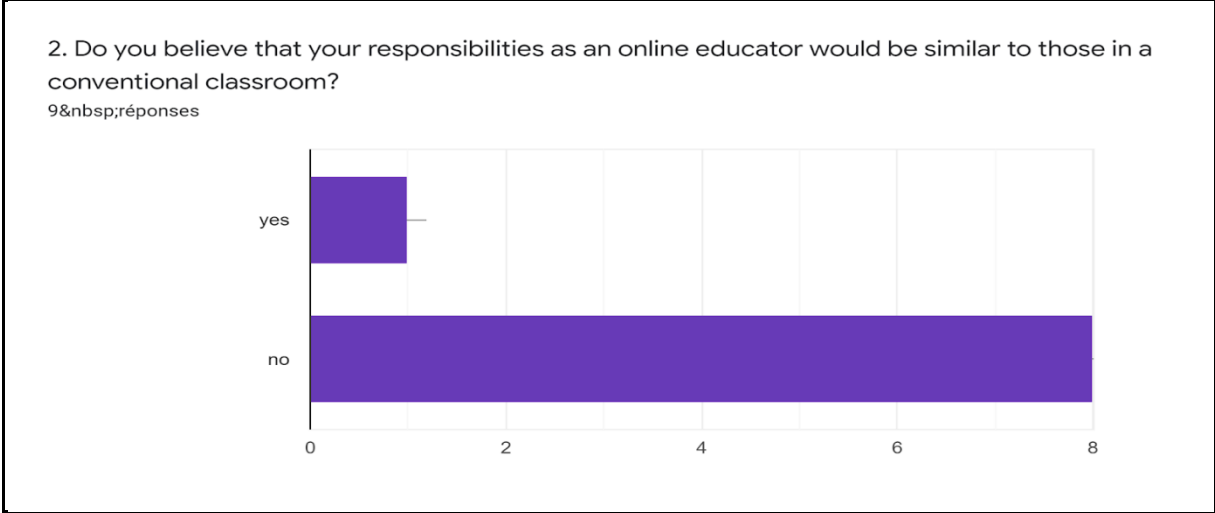


Figure 3.11: Teachers' Responsibilities within Online Environments VS in Conventional Classroom

2-- This question is, in some ways, a continuation of the preceding one, in which we sought to examine, whether or not, the teacher's responsibilities as online educators are equivalent to those in traditional classroom.

The data indicated that the majority of instructors (88,9%) agreed that their responsibilities would undoubtedly alter while teaching online, however, only (11,1%) rejected this assumption.

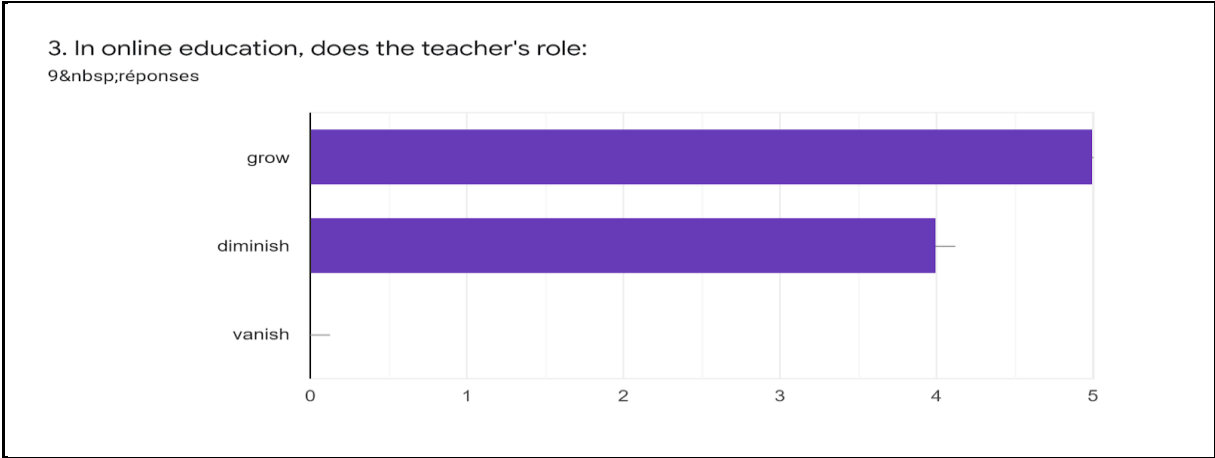


Figure 3.12: Teachers' Roles within Online Environments

## Chapter Three: Results and Discussions

3-Although (55,6%) of instructors believe that teachers' roles as online educators will grow, an approximate percentage (44,4%) expect that it will diminish. Hence, the difference compelled us to seek methods to improve the value, as well as the role of the instructor in online education, as the latter is essential.

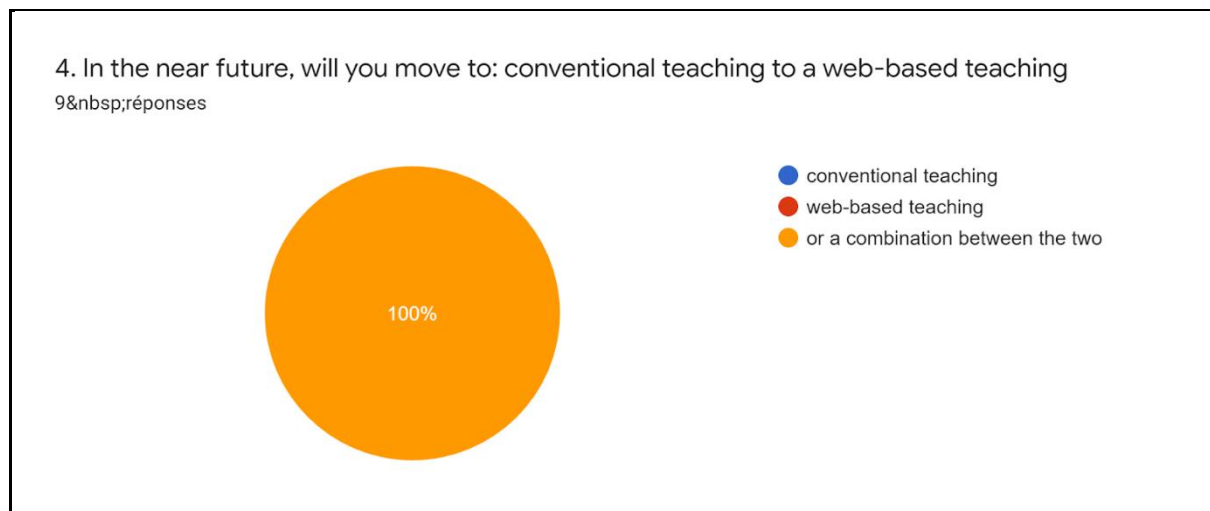


Figure 3.13: Teachers' Method of Lectures Delivery

4-According to the data gathered, all of the participants (100%) decided to mix conventional and web-based education in their teaching process. As a result, instructors favored combining the best of each teaching method into a single multifaceted curriculum in order to get better outcomes.

5. According to you, how can you sympathize with your students and add a human touch to your online education?

<b>The conversation becomes more human through conversations and instant feedback</b>
<b>Synchronous communication is a good way to create and increase a sense of social presence among e-participants</b>
<b>Constant interaction with students</b>
<b>Engage students into discussions and debates</b>
<b>Create groups on applications in which they discuss in order to socialize with one another</b>
<b>To be understanding and tolerant towards some cases</b>
<b>Conducting video meetings on platforms</b>
<b>Discourse analysis method as a tool to understand the psychological side of learners</b>

Table 3.2: Teachers' Method to Sympathize with Students and Add a Human Touch in Online Education

## Chapter Three: Results and Discussions

5-We sought to collect suggested methods by teacher on how to sympathize with learners and add a human touch to the teaching process, participants proposed using synchronous communication to create a pleasant atmosphere in the virtual classroom, since constant interaction with students encourages them to engage in discussion all along the lecture. Teachers further suggested creating groups for students, on application such as Whatsapp, to let them socialize with one another. Moreover, teachers recommended using discourse analysis as a tool to understand the psychological aspect of the learner, as well as being more tolerant and understanding towards some difficulties that students face; such as students who do not possess digital devices or access to internet

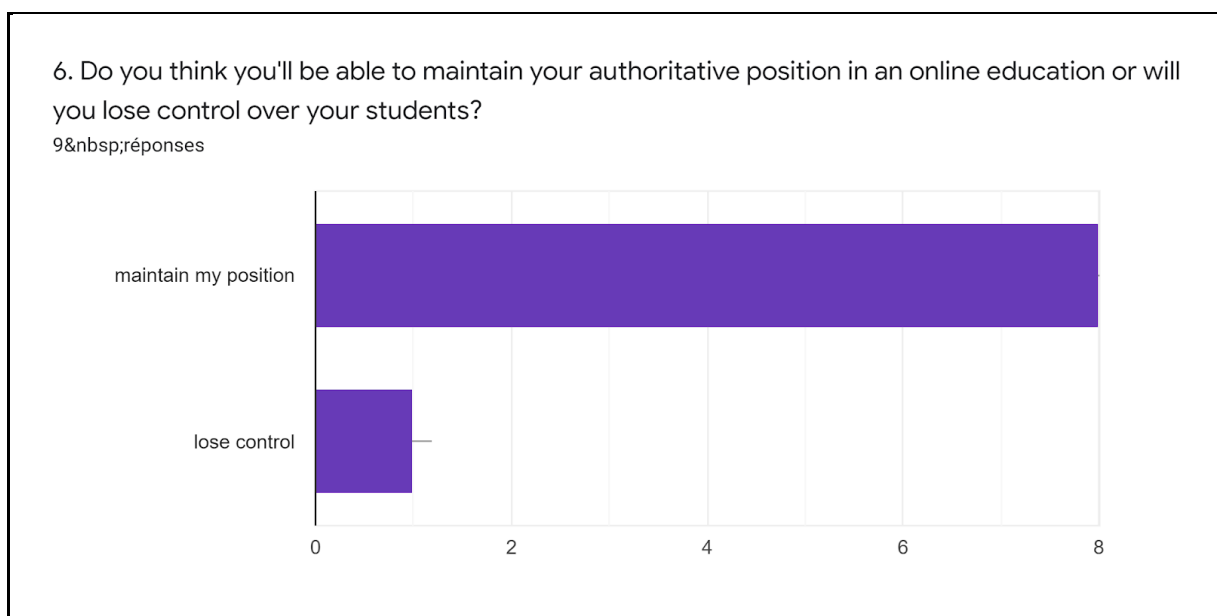


Figure 3.14: Teachers' Position within Online Environments

6- The purpose of asking this question is to explore the authoritative role of the instructor in online education, and whether or not, his position will remain the same as in traditional teaching.

The data indicated that (88,9%) presume that they would maintain their position as authoritative teachers, yet, one participant (11,1%) admitted losing control over his students.

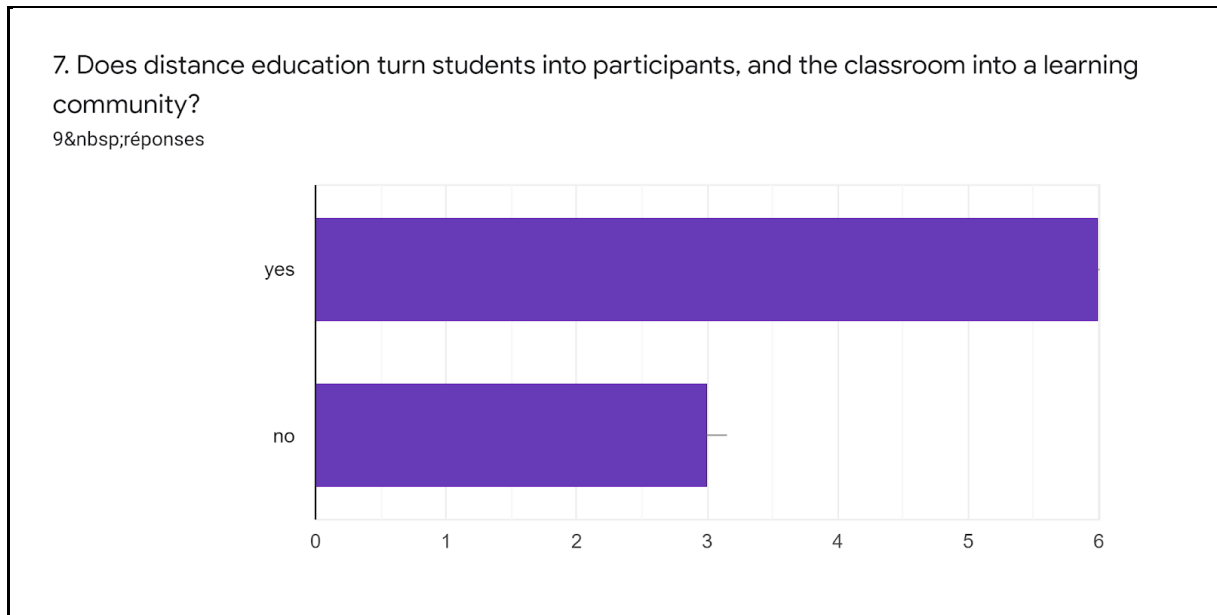


Figure 3.15: Students' Characteristics within Online Environments

7-(66,7%) of the respondents believed that online education might turn students into participants and the classroom into a learning community. This implies that online education may provide access to the whole community, regardless of location, encouraging students to be more engaged and flexible. However, (33,3%) did not agree with this fact.

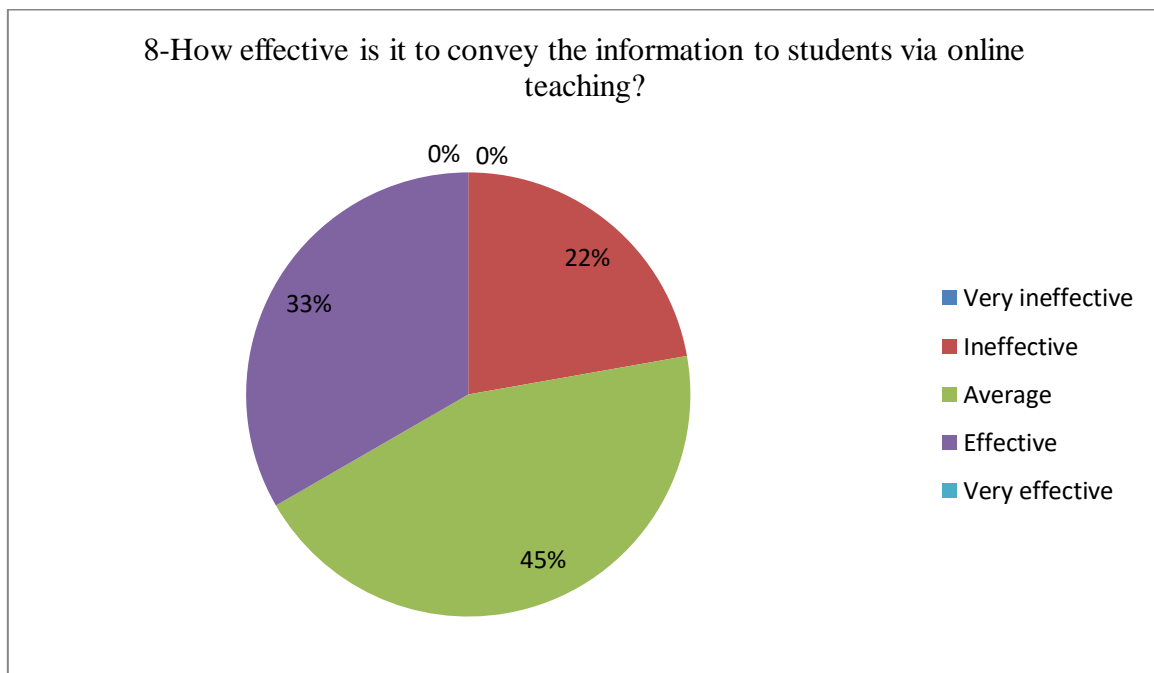


Figure 3.16: The Efficiency of Delivering Information to Students Online

## Chapter Three: Results and Discussions

---

8-The data presented in this figure 3.16 varies from instructor to another; (33,3%) rated online teaching as an effective method for conveying information to students, while (22,2%) considered it ineffective, in addition to the (44,4%) who remained neutral. As a result, instructors' perspectives on the usefulness of online education differ.

### 3.2 Data Analysis

The aim behind this research is to investigate literature teachers' roles within online environments, since the latter was not given so much emphasis in the review of literature. The findings revealed that the majority of literature teachers are adept to using digital devices, to some extent, claiming that resorting to use the Internet, as well as technological equipments, to prepare or deliver classes, became necessary.

Others, on the other hand, consider themselves neutral in using such gadgets and still prefer to rely on traditional methods of teaching. Therefore, while a significant percentage of participants expressed a favourable attitude toward online teaching, this was not the case for the remainder.

Nonetheless, all literature teachers agreed that while online education offers advantages that make the teaching and learning process easier, it also has disadvantages that hinder the quality of teaching and disrupt the position as well as the role of both teachers and students, as indicated in the table 3.1.

As a result, the majority of literature teachers deduced that though distance education has relevant benefits; such as enhancing EFL teaching and learning in addition to the autonomy of students in their learning skills, yet it is not appropriate to teach the literature subject due to its complexity. However, a few of them argued that distance education may be effective for teaching literature as a subject, if using adequate techniques.

The questions chosen were conducted to evaluate the role of the teacher in traditional settings, as well as the changes felt in the role, objectives and responsibilities of instructors in online education. Therefore, the findings indicate that teachers in conventional contexts consider themselves as guides, information providers, instructors, and facilitators. Yet, the majority of literature teachers have revealed that their responsibilities are likely to alter when teaching online.

## Chapter Three: Results and Discussions

---

Consequently, a large number of participants assumed that teachers' roles within online environments will undoubtedly grow, except that an approximate number stated that it will diminish.

As a result, literature teachers preferred combining traditional teaching with web-based teaching method into a single multifaceted curriculum in order to get better outcomes.

Accordingly, teachers suggested significant options, as shown in the table 3.2, to virtually sympathize with learners and bring a human touch to the learning and teaching process. The latter explains the significance of live interaction and constant feedback between teachers and students, as well as amongst students. This contributes to the formation of a pleasant environment, the reinforcement of social engagements, and positive feedback.

In this case, students would automatically turn into participants and the classroom into a community. Hence, for some teachers, distance education is regarded as an effective method for information delivery, as well as a means for establishing relevant ties with one another, when used appropriately.

The remainder, on the other hand, remain sceptical of such teaching techniques, whether due to the difficulties that most professors face while teaching online or because they have not gotten acclimated to it.

### 3.3 Results and Findings

The prospecting carried out in this study attempted to investigate university literature teachers' roles within online environments through the analysis of data obtained from the questionnaire based on the hypotheses advances namely; the possibility of embracing online education as a revolutionary learning tool, learners' perceptions of the role of online instructors as guides, and the difficulties that teachers may have experienced in online communication with learners.

Therefore, this prospecting generated finding that may be summarized as follows: According to teachers' responses, online education appears to be an innovative teaching and learning technique that should be applied in conjunction

## Chapter Three: Results and Discussions

---

with conventional and web-based teaching methods to ensure that education does not lose its value and credibility.

Moreover, teachers' perception of their roles as online educators is not limited to being a guide only, but rather, as a large function that includes a facilitator, an information provider and an instructor. As a result, teachers lived up to students' expectations.

Teachers stated that they had encountered obstacles that hindered online education; as a result, the latter have proposed alternatives to overcome and reduce the difficulties listed in the table 3.1.

### Conclusion

To conclude with, the present study focused on exploring literature teachers' roles within online environments, the findings were achieved through investigating teachers' perceptions on their roles as online educators, as well as their rate of using digital devices to deliver classes. The study also involves suggestions from teachers to meet the needs of students and socialize with them virtually.

Moreover, the data collected demonstrated that teaching online is a double-edged sword that requires a meticulous use to produce positive outcomes.

General Conclusion

## **General Conclusion**

---

The present study is intended to contribute to a better understanding and in-depth analysis of literature teachers' roles and competencies within online environments, specifically their concerns about how to cope with this innovative teaching method appropriately when teaching the subject of literature.

Therefore, in order to fulfil this objective, the research comprised three significant chapters; the first chapter was devoted to the theoretical part, which includes a review of the literature on the research's major variables (the impact of online education on literature teachers' roles). While the second chapter is dedicated to the methodology that shaped the study, by identifying, organizing and analyzing the data gathered about the topic which allows the reader to critically evaluate the validity and reliability of the study. The third chapter, on the other hand, is exclusively concerned with presenting, analyzing and interpreting the collected data through the use of an online questionnaire delivered to a targeted sample.

The study was conducted at the University of Ammar Thelidji in Laghouat-Algeria, with the purpose of examining the literature instructors, of the English Department, regarding their roles as online educators, despite their small number.

The findings revealed that the majority of literature teachers concluded that, though distance education offers significant benefits, such as improving EFL teaching and learning and increasing students' autonomy in their learning skills, it is not suited to teach the literature curriculum due to its complexity. However, a few of them claimed that if appropriate approaches were used, distance education might be beneficial for teaching literature as a subject. Therefore, a list of recommendations of innovative methods, as well as platforms that enables a better reception of the lectures and instant communication with students was presented.

### **Recommendations**

- First, since the role of the online instructor is marginalized by institutions and even on the part of the review of literature, it is proposed that further research should be performed.
- Secondly, due to the limited number of the sample chosen, the inability to generalize research findings beyond the specific population from which the sample was selected. The limited number of literature

## General Conclusion

---

teachers, at the English department at the University of Laghouat-Algeria, strongly influenced the analysis as it does not reflect the variety of ideas and responses; which resulted in the generalization of the findings.

- Because the research was carried out at the English department in Laghouat-Algeria, it is recommended to conduct a research in other departments and Wilayas in order to achieve a bigger generalization.
- Finally, since the study was conducted on literature teachers of the English department, it is suggested to conduct future studies that address the same research problem in a different context and field.

## Bibliography

# Bibliography

---

## Works Cited

- D'Angelo, Anthony. 1970. "What Is Literature ? Anthony Alcock In Reply to the Question 'What Is Literature ?' Terry Eagleton, on p. 2 Of." : 1970.
- Ali, Wahab. 2020. "Online and Remote Learning in Higher Education Institutes: A Necessity in Light of COVID-19 Pandemic." *Higher Education Studies* 10(3): 16.
- Alvarez, I., T. Guasch, and A. Espasa. 2009. "University Teacher Roles and Competencies in Online Learning Environments: A Theoretical Analysis of Teaching and Learning Practices." *European Journal of Teacher Education* 32(3): 321–36.
- Ammanni, S, and U Aparanjani. 2016. "The Role of ICT in English Language Teaching and Learning." *International Journal of Scientific and Engineering Research* 7(7): 1–7. <https://bit.ly/33z74fD>.
- Andrade, Maureen Snow. 2015. "Teaching Online: A Theory-Based Approach to Student Success." *Journal of Education and Training Studies* 3(5).
- Babae, Brumfit, and Wan Roselezam Bt Wan Yahya. 1986. "Significance of Literature in Foreign Language Teaching." *International Education Studies* 7(4): 80–85.
- Bergstrand, Kelly, and Scott V. Savage. 2013. "The Chalkboard Versus the Avatar: Comparing the Effectiveness of Online and In-Class Courses." *Teaching Sociology* 41(3): 294–306.
- Blocher, J. Michael, Laura Sujo De Montes, Elizabeth M. Willis, and Gary Tucker. 2002. "Online Learning: Examining the Successful Student Profile." *Journal of Interactive Online Learning* 1(2).
- Boyd, Drick. 2004. "The Characteristics of Successful Online Students." *New Horizons in Adult Education and Human Resource Development* 18(2): 31–39.
- Briefs, Springer, and I N Educ. *Christine Angela Eastman*.
- Carrió-Clair Kramschand, María Luisa. 2000. Teaching Language and Teaching Literature in Virtual Environments *Teaching Language and Teaching Literature in Virtual Environments*.
- Chamber, & Grigory. 2006. "Teaching the Nation: Literature and History in Teaching English." *Messages, Sages and Ages* 3(2): 43–53.
- Cheng, PHILIP. 2016. "Online Teaching and Learning." *International Journal of Advanced Research in Computer Science and Software Engineering* 8(2): 73.
- Chitra, A Pauline, and M Antony Raj. 2018. "E-Learning." 3: 11–13.
- Collie, & Slatter. 1987. "Learning to Teach Online or Learning to Become an Online Teacher: An Exploration of Teachers' Experiences in a Blended Learning Course." *ReCALL* 23(3): 218–32.
- Dahl Duff, & Maley Erhard. 1989. "Using Literature in Language Teaching." *System* 17(3): 421.

## Bibliography

---

- Díaz, Laura Alonso, and Florentino Blázquez Entonado. 2009. "International Forum of Educational Technology & Society Are the Functions of Teachers in E-Learning and Face-to-Face Learning Environments Really Different?" *Source: Journal of Educational Technology & Society* 12(4): 331–43.
- Dowling, Carolyn. 2003. "The Role of the Human Teacher in Learning Environments of the Future." *ICT and the Teacher of the Future - Selected Papers from the International Federation for Information Processing Working Groups 3.1 and 3.3 Working Conference 23*: 37–38. <http://crpit.com/confpapers/CRPITV23Dowling.pdf>.
- Eagleton, Terry. 2017. "What Is Literature?" *Aesthetics: A Reader in Philosophy of the Arts: Fourth Edition* 16(1982): 265–69.
- Gil-Jaurena, Inés, and Daniel Domínguez. 2018. "Teachers' Roles in Light of Massive Open Online Courses (MOOCs): Evolution and Challenges in Higher Distance Education." *International Review of Education* 64(2): 197–219.
- Gilakjani, Abbas Pourhosein, and Narjes Banou Sabouri. 2017. "Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature." *English Language Teaching* 10(4): 78.
- Keshavarzi, Susan, and Steve Rossen. 2020. "Creating an Effective Online Syllabus." *Teaching Online*: 137–64.
- Küsel, Julian, Florence Martin, and Silvija Markic. 2012. "University Students' Readiness for Using Digital Media and Online Learning—Comparison between Germany and the USA." *Education Sciences* 10(11): 1–15.
- Laat, Maarten D E, V I C Lally, and Lasse Lippo. 2017. "Online Teaching in Networked Learning Communities : A Multi-Method Approach to Studying the Role of the Teacher Author ( s ): MAARTEN DE LAAT , VIC LALLY , LASSE LIPPONEN and ROBERT-JAN SIMONS Published by : Springer Stable URL : <http://Www.Jstor.Org/Stab>." 35(3): 257–86.
- LaCapra, Dominick. 2017. "What Is History? What Is Literature?" *History and Theory* 56(1): 98–113.
- Lee, Dong Yub. 2011. "Korean and Foreign Students' Perceptions of the Teacher's Role in a Multicultural Online Learning Environment in Korea." *Educational Technology Research and Development* 59(6): 913–35.
- Lennon, Paul. 2020. "Literature in the Language Classroom." *The Foundations of Teaching English as a Foreign Language*: 265–92.
- Lyashenko, M.S., and I.A. Malinina. 2015. "The Use of Learning Management System Projects for Teaching a Foreign Language in the University." *Procedia - Social and Behavioral Sciences* 182: 81–88.
- v. M. buyanov. 1967. "濟無No Title No Title No Title." *Angewandte Chemie International Edition*, 6(11), 951–952.
- Ma, Ning, Shuang Xin, and Jia-yuan Du. 2018. "International Forum of Educational Technology & Society A Peer Coaching-Based Professional Development Approach

## Bibliography

---

- to Improving the Learning Participation and Learning Design Skills of In-Service Teachers Published by : International Forum of Educational Tec.” *Journal of Educational Technology & Society* 21(2): 291–304. <https://www-jstor-org.dibpxy.uaa.mx/stable/26388408?Search=yes&resultItemClick=true&searchText=peer+feedback+to+pre+service+teachers&searchUri=%2Faction%2FdoBasicSearch%3FQuery%3Dpeer%2Bfeedback%2Bto%2Bpre%2Bservice%2Bteachers%26acc%3Don%26wc%3Don%26fc%3D>.
- Maor, Dorit, and Barry J. Fraser. 2005. “An Online Questionnaire for Evaluating Students’ and Teachers’ Perceptions of Constructivist Multimedia Learning Environments.” *Research in Science Education* 35(2–3): 221–44.
- Mullamaa, Kristina. 2006. “ICT in Language Learning - Benefits and Methodological Implications - ProQuest.” 3(1): 38–44. <http://search.proquest.com/docview/821695700/7810B639D95D46B2PQ/1?accountid=47253>.
- Mumford, Debra J. 2012. “298 © 2012.” : 298–99.
- Murat Hişmanoğlu. 2005. “Journal of Language and Linguistic Studies Vol.1, No.1, April 2005 Teaching English Through Literature Murat Hişmanoğlu.” *English* 1(1): 53–66. <http://www.doaj.org/doaj?func=abstract&id=817621>.
- Naidu, Som. 2013. “Learning about Learning and Teaching Online.” *Distance Education* 34(1): 1–3.
- Ni, Anna Ya. 2013. “Comparing the Effectiveness of Classroom and Online Learning: Teaching Research Methods.” *Journal of Public Affairs Education* 19(2): 199–215.
- Nir-gal, Ofra. “Ofra Nir-Gal Distance Learning: The Role of the Teacher in a Virtual Learning Environment.”
- Paparo, S., and B. Talbot. 2014. “Meanings of Participation in Virtual Choirs and Implications for Teacher Education.” *Paper presented at The National Association for Music Education Biennial Conference*: 269–86.
- Pei Zhao, Sara Sintonen, Heikki Kynäslähti, Katrina L. Currie, and J.Courduff. 2015. “The Pedagogical Functions of Arts and Cultural-Heritage Education with ICTs in Museums.” *International Journal of Instructional Technology and Distance Learning*: 7.
- Porter, Sarah. 2000. “Technology in Teaching Literature and Culture: Some Reflections.” *Language Resources and Evaluation* 34(3): 311–24.
- Press, Chicago. 2020. “Method of Teaching English Literature Author ( s ): Charlton M . Lewis Published by : The University of Chicago Press Stable URL : <https://Www.Jstor.Org/Stable/1075357>.” 11(3): 187–99.
- Raad, Bareq. 2021. “The Significant Use of ICT Tools in English Language Teaching and Learning with Special Reference to the Covid-19 Pandemic.” (February).
- Rahman, Shukran Abdul, and Nor Faridah Abdul Manaf. 2017. “A Critical Analysis of Bloom’s Taxonomy in Teaching Creative and Critical Thinking Skills in Malaysia through English Literature.” *English Language Teaching* 10(9): 245.

## Bibliography

---

- Reitbauer, Margit, and Hannes Fromm. 2016. "Scaffolding 2.0—Redefining the Role of the Teacher in Online Language Learning Environments." : 233–47.
- Sahni, Poonam Kumari. 2016. "Teaching of English Literature with ICT: An Innovative Approach." *Bhartiyam International Journal of Educational and Research* 5(Ii): 30–38.
- Shepherd, Craig E., Doris U. Bolliger, Tonia A. Dousay, and Kay Persichitte. 2016. "Preparing Teachers for Online Instruction with a Graduate Certificate Program." *TechTrends* 60(1): 41–47.
- Singh, Ngabgbam Mohnish. 2010. "MOODLE AND ITS ' FEATURES A THESIS SUBMITTED IN PARTIAL FUFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF National Institute of Technology." : 1–15.
- Singh, Vandana, and Alexander Thurman. 2019. "How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning (1988-2018)." *American Journal of Distance Education* 33(4): 289–306.  
<https://doi.org/10.1080/08923647.2019.1663082>.
- Siti, Hawa Muhamad, Abdullah Effendi, and Hamzah Maryam. 2015. "The Application of Ict in English Literature Classrooms." *1st Global Conference on Technology in Language Learning* (June): 203–8.
- Steinbronn, Peggy E., and Eunice M. Merideth. 2008. "Perceived Utility of Methods and Instructional Strategies Used in Online and Face-to-Face Teaching Environments." *Innovative Higher Education* 32(5): 265–78.
- Students, Arab. "A & H Teaching Literature Online To." 6: 219–26.
- Sun, Anna, and Xiufang Chen. 2016. "Online Education and Its Effective Practice: A Research Review." *Journal of Information Technology Education: Research* 15(2016): 157–90.
- Tatzl, Dietmar, Christina Gkonou, and Sarah Mercer. 2016. *Introduction: New Directions in Language Learning Psychology*.
- Tay, Lee Yong, Shu Shing Lee, and Kalaivani Ramachandran. 2021. "Implementation of Online Home-Based Learning and Students' Engagement During the COVID-19 Pandemic: A Case Study of Singapore Mathematics Teachers." *Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-021-00572-y>.
- Theories, Envisionment. 2015. "Literature , a Gateway to New Worlds." (August).
- Ullah, Obaid. 2017. "Students ' Attitude towards Online Learning at Tertiary Level." *PUTAJ – Humanities and Social Sciences* 25(November): 63–82.  
[https://www.academia.edu/35679975/Students\\_Attitude\\_towards\\_Online\\_Learning\\_at\\_Tertiary\\_Level](https://www.academia.edu/35679975/Students_Attitude_towards_Online_Learning_at_Tertiary_Level).
- Umar, Irfan N., and Mohan Rathakrishnan. 2012. "The Effects of Online Teachers' Social Role and Learning Style on Students' Essay Writing Performance and Critical Thinking in a Wiki Environment." *Procedia - Social and Behavioral Sciences* 46: 5730–35.

## Bibliography

---

- Weisberger, Moriya, Yael Grinshtain, and Ina Blau. 2021. "How Do Technological Changes in Formal Education Shape the Social Roles of Teachers Who Are Mothers?" *Teaching and Teacher Education* 103: 103344.  
<https://doi.org/10.1016/j.tate.2021.103344>.
- Wingo, Nancy Pope, Nataliya V. Ivankova, and Jacqueline A. Moss. 2017. "Faculty Perceptions about Teaching Online: Exploring the Literature Using the Technology Acceptance Model as an Organizing Framework." *Online Learning Journal* 21(1): 15–35.
- Wu, Sheng Yi. 2016. "The Effect of Teaching Strategies and Students' Cognitive Style on the Online Discussion Environment." *Asia-Pacific Education Researcher* 25(2): 267–77.
- Yunus, Melor Md, and Ashairi Suliman. 2014. "Information & Communication Technology (ICT) Tools in Teaching and Learning Literature Component in Malaysian Secondary Schools." *Asian Social Science* 10(7): 136–52.
- Zainal, Azlin. 2012. "ESL Teachers' Use of ICT in Teaching English Literature: An Analysis of Teachers' TPACK." *Procedia - Social and Behavioral Sciences* 34(December 2012): 234–37.

Webography

# Webography

---

## Works Cited

*'What is english literature.'* (n.d.). International Student. Retrieved May 9, 2021, from <https://www.internationalstudent.com/study-literature/what-is-english-literature/>

*Teaching poetry online.* (n.d.). Poetry Foundation. Retrieved May 20, 2021, from <https://www.poetryfoundation.org/collections/153058/online-learning-resources>

*our favorite videos for teaching story elements.* (n.d.). We Are Teachers. Retrieved May 26, 2021, from <https://www.weareteachers.com/story-elements-videos/>

*our favorite videos for teaching story elements.* (n.d.). We Are Teachers. Retrieved May 26, 2021, from <https://www.weareteachers.com/story-elements-videos/>

## Appendix

## Analysis of literature teachers' roles within online environments

Dear teachers:

This questionnaire is a data collection tool used to look at literature teachers' roles and attitudes in an online environment, in order to determine if distance education can alter conventional literature teachers' roles.

We would like you to help us by answering the following questions, your answers will be kept completely anonymous, and your help is greatly appreciated.

- Please, mark the required response with a check mark (✓) or provide a complete answer.

## Analysis of literature teachers' roles within online environments

### Personal information

1. How long have you been teaching?

Votre réponse \_\_\_\_\_

2. How long have you been teaching literature at the University?

Votre réponse \_\_\_\_\_

## Appendix: Teachers' Questionnaire

### The use of E-learning

1. How well are you in using digital devices?

- very poor
- poor
- average
- good
- excellent

2. Do you resort to use the internet to prepare the lectures?

- yes
- no

3. Do you use any technological devices in the classroom to deliver your lecture?

- yes
- no

4. How would you rate your attitude towards teaching online into higher education?

- very low
- low
- moderate
- high
- very high

## Appendix: Teachers' Questionnaire

---

5. Based on your experience, what are the advantages and the disadvantages of teaching online?

Votre réponse

---

6. Do you think that teaching online is a reliable method?

yes

no

7. The use of E-learning in higher education helps promoting EFL teaching and learning, allowing students to develop strong self-directed learning skills.

strongly agree

Agree

Neutral

Disagree

Strongly Disagree

8. Have you encountered any difficulties when conveying lectures to students online?

yes

no

## Appendix: Teachers' Questionnaire

---

### Teachers roles in online environment:

1. How do you perceive your role as a literature teacher in a traditional classroom? ( you can choose more than one answer )

- an information provider
- a guide
- an instructor
- a facilitator

2. Do you believe that your responsibilities as an online educator would be similar to those in a conventional classroom?

- yes
- no

3. In online education, does the teacher's role:

- grow
- diminish
- vanish

4. In the near future, will you move to: conventional teaching to a web-based teaching

- conventional teaching
- web-based teaching
- or a combination between the two

## Appendix: Teachers' Questionnaire

---

5. According to you, how can you sympathize with your students and add a human touch to your online education?

Votre réponse

---

6. Do you think you'll be able to maintain your authoritative position in an online education or will you lose control over your students?

- maintain my position
- lose control

7. Does distance education turn students into participants, and the classroom into a learning community?

- yes
- no

8. How effective it is to convey the information to students via online teaching?

- very ineffective
- ineffective
- average
- effective
- very effective