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An Investigation of the Integration of MOOC in Literature Classrooms

Case Study:

Second Year Students

University of Laghouat Department of English Language

Dissertation Submitted in Partial Fulfillment of the Requirements of the Master Degree in
Literature and Civilization.

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Dedication

To my parents

To my family

To my friends



Zougari sarah

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Zougari sarah

Abstract :

Abstract:

Teaching English as a foreign language has become a challenge due to the variety of techniques and methods of teaching as well as the diversity of learners' motivations and interests for learning. Therefore, instructors have to think about current ways to incorporate new strategies in order to promote their teaching process and reach their teaching goals. For this reason, the integration of Information Communication Technology especially Massive Open Online Courses became widely spread in so many fields including language learning/teaching and more particularly teaching literature. The latter represents that the use of MOOC helps in understanding of most of the difficult literary texts. Thus, the present study was conducted to evaluate technology-based instruction using MOOC as an educational tool in learning /teaching EFL literature to Second-year students at the University of Amar Thelidji, the specific objectives include evaluating students' outcomes and attitudes toward the incorporation of MOOC in the learning process. To attain the aim of the experimental study two research instruments were used, an experiment with second year students followed by two online questionnaires addressed to 9 teachers and 45 second year students. The findings of the study show that the integration of MOOCs made a suitable tool for promoting learning literature and support the argument which suggests that learners have profited from using MOOCs and they are getting more involved in the experience. Also, this tool enables both teachers to integrate online content and activities with face to face teaching, and learners to facilitate and reinforce literature studies. Based on this study, the integration of MOOC in literature class is a starting point for further research in blending MOOC in traditional settings to achieve a successful implementation of online content in a way that it facilitates the learning/teaching process.

Key words: Literature, MOOC, Integration, ICT.

List of Abbreviations :

List of Abbreviations :

cMOOC.....connectivist MOOC.

EFL..... English as Foreign Language.

ELT..... English Language Teaching.

ESL.....English as Second Language.

HOUHellenic Open University.

ICT.....Information and Communication Technology.

LMS..... Learning Management System.

MIT..... Massachusetts Institute of Technology.

MOOC.....Massive Open Online Course.

xMOOC..... extensive MOOC.

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General Introduction :

Background of the Study:

The outstanding technological development has already had a conversional impact on most aspects of modern life, work, and education, and Higher Education cannot exempt from this process. In that respect, educational levels are constantly changing, and they need to be aligned with current trends in modern society to treat the conflicts of various technologies.

The alignment of Higher Education with the technological world was resulted in offering the possibility of Blended learning. The latter presents a much greater change in the field of education simply by adding virtual tools to classrooms. It represents, in many cases, an observable change in the instructors' and learners' approach the learning process as well as a transformational effect on learner's outcomes.

On the way to achieve the alignment of Higher Education with technology, Blended learning faces various challenges. With the common reason being the drive to respond to these challenges, the new paradigm of MOOC came to resolve some of the hurdles. Massive Open Online Course (MOOC) improves the learning process for both instructors and students, also it enables students to build and create new ideas using video lectures, quizzes, and online debates. In addition to that, MOOC provides effective feedback and assessment as well as brings new methods of hybrid teaching.

Rationale:

Putting an EFL literature course into practice is not always without hurdles and challenges, in which teachers are spending much efforts and time in explaining and simplifying the literary works like novels and poems. Learners, on the other hand, are getting bored from the traditional way of learning because they like to be taught with current

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methods. For this reason, integrating MOOC, as one of the current methods of teaching, in literature instruction can change the process of learning positively.

The researchers have chosen to deal with the effect of using MOOCs on developing the students' performance in literature courses for several reasons: first, most EFL learners are facing problems while studying literature. These struggles are a result of many facts like the lack of motivating tools and the boring method of teaching which results in passive learners. Second, many learners are tech-addicted and they like to integrate the technological devices into their studies. Third, MOOCs are highly used with EFL learners as they expose the participants to authentic language and provide them with different learning materials such as video lectures, assignments, and discussion forums. Last, several experiments have been conducted around the world to test the effectiveness of incorporating the MOOC in traditional settings, where all these experiments were successful and beneficial.

Thus, introducing the MOOCs phenomenon in our university is considered as a revolution in the educational system and a jump to a level of creativity and self-reliance among the learners.

Statement of the Problem:

The increased presence of Technology in Higher Education affects the traditional teaching environment. These days, concentrating only on traditional methods is not enough, Blended learning has also become indispensable for learning process. In that regard, MOOC seems to have an immense trial on student's learning and can be used as a tool to motivate both students and teachers. However, teachers are required to know how can they tie the MOOCs with traditional classrooms, and learners have to know how can they exploit MOOCs to develop their learning skills.

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Aim of the Study:

This study is intended to introduce and explore the concept of MOOC as a Model to approach the learning process, using Short Video Lectures in teaching literature. The purpose is to examine the effectiveness of MOOC as an educational tool in the course of teaching literature, and to investigate the effects of using such a tool. Accordingly, the study is to achieve certain objectives: evaluating both teachers' and students' attitudes toward the incorporation of MOOC in the learning process, and evaluating the learning outcomes and needs in learning literature.

Research Questions:

The consideration of the aforementioned points results in the formulation of three main research questions:

1- How successful is the use of MOOCs in the teaching of literature in EFL classrooms?

2-What are the teachers' attitudes towards the integration of MOOCs in their teaching process at the department of English, Amar Thelidji University?

3-What are the students' attitudes towards the integration of MOOCs in learning process at the department of English, Amar Thelidji University?

To analyze this question and go deeper, two sub-research questions were raised

a) To what extent is embedding MOOCs in traditional classroom result in effective learning outcomes?

b) Does the use of MOOC in Teaching Literature meet the needs of students in EFL classrooms?

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Hypotheses of the Study:

In an attempt to find the exact answers to the former questions several hypotheses are laid:

Hypothesis01:

We speculate that massive open online course can serve as an additional teaching tool to the traditional method that is merely based on the presence of the teacher, and it can be of a great benefit for both teachers and students.

Hypothesis02:

We may also hypothesize that EFL learners can profit from using MOOC and they are getting more involved in the experience, but some of the teachers would show reluctance to use them during their teaching and this may due to their technophobia and unwillingness to integrate ICTs in the classroom.

Hypothesis03:

The researchers also hypothesize that this tool may help both teachers to integrate online content and activities with face to face teaching, and learners to facilitate and reinforce literature studies.

Research Methodology and Tools:

Any research needs a suitable method to be followed as well as the correct way of collecting the data. For this reason, our research work has a descriptive-analytical nature which describes and provides many characteristics in numerical forms. In this study, both qualitative and quantitative approaches are used. A qualitative approach to investigate the impact of using MOOC as a teaching tool to enhance EFL learners 'performance in literature classes, and quantitative approach which deals with the analysis and the collection of information in numerical forms. To investigate and collect data, a case study was conducted

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based on two online questionnaires addressed to EFL teachers and Second-year students, group B3, in the department of English at Amar Thlelidji University. The students' questionnaire was distributed after experimenting with our case study-Second year students- with whom we experimented "four offline literature courses" taken from the FutureLearn platform.

Limitations of the Study:

Taking a look at our goals and the research carried out, we have identified two major limitations that could be addressed in future research. First, since our research depends heavily on a mixed mode method, the sample size is a crucial point that has to be taken into consideration. However, our target sample was restricted due to various reasons including the unavailability of time to experiment with a large number of students, and the lack of accessibility to students. The second limitation concerns the lack of prior research studies on the topic especially in Algerian universities in which more studies are needed to improve the use of technology and exploit its benefits effectively.

Structure of the dissertation:

The framework of this study is carried out through two main parts. The first part is theoretical and includes two chapters: the first chapter discussed the didactics of literature and deals with the notable theories, approaches, and methods used in the teaching of literature. The second chapter deals with MOOC as a new teaching paradigm, and the benefits from using it. In addition to the review of literature that indicates similar and related studies. The second part is an empirical one and represents the third chapter. The latter is devoted to data analysis and discussion of the questionnaire and experiment, and contains the results and the outcomes of the study.

Outline:

Chapter One :Teaching Literaturure

- 1.1 Defining the Word Literature**
- 1.2. Literature and Language Teaching**
- 1.3. The Historical Background of Teaching Literature**
- 1.4. Teaching Literature in EFL Classes**
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- 1.11. The Insrtructor’s Role in Teaching Literature**

Introduction:

Literature is always considered as a valuable resource for promoting language learning in the EFL classroom since it offers overwhelming opportunities for students. It helps them to develop new ethical standpoints and ideas, and encourages them to present themselves as educated people. Using literature in the classroom may enhance imagination and creativity, leading students to make hypotheses and guesses, and give the opportunity to connect to real-life issues. In that respect, approaches and researches about using literature in the field of English Language Teaching (ELT) continue changing over time. This chapter attempts to consult some researchers' views about the teaching of literature. In doing so, we will first present some definitions of literature, its relation to language teaching, and the historical background of teaching literature. Then, we discuss the significance and reasons behind embedding literature in teaching English. After that, famous approaches, models, and techniques of teaching literature are explored. This is to be followed by mentioning the relation between literature and language skills.

1.1 Defining the Word Literature:

The word literature came from the Latin word "Litteratura" which means "Literate" in English. Before it was used in English, the term literature was first used in French. Literature in its simplest version can be defined as the product of the creative faculty of human minds. It can be seen as a language that is used aesthetically in expressing ideas, feelings, and experiences which come in the form of essays, poetries, novels, short stories etc. Accordingly, Lazar (1993, p.1) states that Literature is the use of language to evoke a personal response in the reader or listener. Thus, Literature is a successful way to express human feelings, thoughts, and views.

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According to (Carter and Long 1991, p.6) “Literature is a legitimate and valuable resource of language teaching. It is kind of lament of flower”. Thus, literature is related to every branch of study. It is a basic component and a source for language learning and teaching.

Additionally, it was mentioned that the most significant purpose of Literature is to provide the reader with enjoyment and pleasure; it also brings entertainment and satisfaction to the reader and reflects problems, social situations, reality, and relationships (Moody, 1981).

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

“Literature helps us grow, both personally and intellectually. It develops our imagination, increases our Understanding and enlarges our power of sympathy. It links us with the cultural, philosophical and religious world of which we are a part of it. Through our cumulative experience in reading literature shapes our goals and values by clarifying our own identities it is one of the shaping influences of life. It makes us human.”

From this quotation, we can say that Literature plays an important role in the process of changing our lives, and people can easily build a bridge with literature through the act of reading. Thus, Literature juxtaposes with reading and both of them can highly affect the human beings attitudes and behaviors, and it promotes us personally and intellectually.

1.2. Literature and Language Teaching:

Language gets life through literature and literature is rooted in language. They are closely related and this is a fact none can deny. “Language Teaching is a process whose aim changes not only from country to country and culture to culture but from individual to individual” (Türker 1991, p. 299). “Literature is a canon, which consists of those works in language by which a community defines itself through the course of its history” (Mc Fadden, 1987, p. 56).

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Accordingly, Lazar (1993) states that "literature should be used with students because it is a motivating stimulus for language acquisition, students enjoy it, and it is fun, it is found in many syllabuses and the like". Thus, Literature is an appropriate source of content for teaching foreign language and providing motivating materials in EFL classrooms. It promotes the students in reading literary texts to understand the political, historical, and social events from the background to a specific novel or play. And gives them a way to express their own personal responses to multiple levels of meaning which can help in the development of students' language acquisition. Consequently, literature plays an important role in the field of teaching foreign language in which it should be integrated into the language teaching curriculum.

1.3. The Historical Background of Teaching Literature:

According to Kramsch (2000): The early part of the twentieth century was the period when learning a foreign language was closely related to the musical literature of that language. Basically, in the period from the 1940s to the 1960s, Literature vanished from the language curriculum completely in which it was considered as an irrelevant model to everyday communicative needs. However, in the 1970s and 1980s, the development of communicative teaching methods was the reason behind the reconsideration of literature's place in language classrooms, with recognition of the literary texts' authenticity and the fact that they are more fictitious.

Moreover, Saed (2008) adds that literature improves the student's critical thinking, vocabulary acquisition, and their reading skills; he argues that the implication of literature in EFL/ESL can be traced to over one century ago. In the 1970s, a group of methods such as total physical response, community language, the silent way, and learning did not use literature in the process of teaching a second language (L2). After that, in the 1980s EFL/ESL teachers used the grammar-translation as a method of teaching, but when this method was

replaced by the structural method, the use of literature started to decrease. Consequently, neither the audio-lingual method nor the direct method used to teach the foreign or second language.

However, he adds that literature was brought back to the process of teaching EFL in the last two decades, because it was seen as a helpful tool to enhance the four skills and complement language teaching. Therefore, it was found that teachers can use literary texts with students at the beginning and intermediate levels for reading comprehension, language practice, and possible aesthetic appreciation (Ali, 2001).

1.4. Teaching Literature in EFL Classes:

Teaching literature is one of the most significant aspects of language teaching in ESL classes as it promotes students' critical thinking and their personalities, it also enhances language structure as well as language skills.

Additionally, literature is not only for progressed understudies. It proposed that teachers ought to use literature from the early stages of language teaching, because it exposes the youthful learners with various language items in a charming way, through the use of stories, poems and simple texts. Thus, English classes can be motivating and fun if language is taught with the involvement of stories and poems, and that is what helped the instructors to fulfill their goals towards the teaching of literature efficiently (Carter and Long, 1991).

Likewise, (Adbelrasol1976, p.58) reports that "people learn and teach literature because in it they look for perceiving themselves as a whole in the fragmented alienated world in which they live." Thus, literature is the key to man's being since it offers a highly satisfactory means of expanding the consciousness and awareness of those who are exposed to it.

Additionally, Brumfit and Cartet (1986) argue that teaching literature in EFL classes provides several benefits including the development of linguistic knowledge,

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increasing the students' motivation to interact with the text and to read proficiently and exposing the students with foreign culture which ultimately will increase their understanding of that culture and perhaps stimulate their own imaginative writing.

Moreover, Osman(as cited in Mohamed Ali, 2001) states that by using literature as a teaching model in EFL classes with an appropriate materials including different types of literary texts such as novels, short stories, essays, poems plays...etc., which promote the students 'linguistic capacities in all skills. Thus, teaching literature provides the students with many linguistic benefits; these benefits can be described as follow: Teaching literature includes the teaching of various literary genres, fiction, drama, poetry, and essays. It also includes the study of literary movements, literary conventions, and terms as well as the study of techniques, devices, and elements such as similes, metaphors, allegories...etc. In addition to that, teaching literature includes teaching literary skills that focus on getting main concepts, noting supporting details, scanning, skimming, and making a prediction. Furthermore, teaching literature is also concentrates on teaching the students how to analyze and interpret the literary texts.

1.5. Reasons behind teaching literature:

The teaching of literature plays an important role in the field of English language for several reasons. It used for teaching the four skills and language components like vocabulary and grammar. There are three benefits of using literature as a teaching model .The first benefit concerns with the contextualization of language in which students get familiar with the application of language in diverse situations when they read the literary texts. The second relates to the natural and the meaningful function of language through exemplification and discipline language in literature .The third, concerns with the social factors that are embodied in different genres of literature (Hadaway et al, 2002).

Moreover, teaching literature and teaching language have interrelation in which literature is a stimulating factor to language and language is the sort of literature. Teaching language using literature is very beneficial. Lazar (1993) presents some reasons for the use of literature in language teaching classroom as:

Literature allows the students to discover and understand another culture. As well as, it is a motive for language acquisition; otherwise, teaching literature encourages the students to develop the interpretive abilities and expands their language awareness. According to him literature is an enjoyable resource for teaching the language as it promotes the students to talk about their feelings and opinions, it also promotes the development of various reading, creative and critical skills. He also adds that literature represents different authentic uses of language, and offers examples of various styles of writing.

So, Literature is a discipline that supports the students to express their feelings, ideas and experiences. Literature is widely used in language teaching and has offered great opportunities for students to learn the language effectively. Thus, the significance of literature in language teaching is paramount.

1.6. Models of Teaching Literature:

Literature has been consistently advanced in which it embraces different learning objectives for the students. In that regard, various methods and approaches are used by teachers in accomplishing goals for literature teaching. These methods and approaches may differ from literature as a resource or content or as a subject matter. The cultural model, the language model, and the personal growth model are the common models for literature teaching. Further, Carter and Long (1991) identify three main models of teaching literature.

1.6.1. The Language Model:

The language model is one of the most commonly used approaches in language teaching classroom, as it encourages the students in understanding the literary texts in which

they perceive various linguistic features. Based on the views of language teachers, language model enhances the learners to appreciate and comprehend the literary texts in a more effective way. The model also supports them in a creative usage of the language in a successful way (Lida, 2013).

Since literature is centered on language ,it is therefore ,suggested that the language model will offer an appropriate approach to literature teaching , for it emphasizes on the ways that language is used consequently, it offers opportunities for the students to interpret any possible relation that may occur between the literary meaning and the linguistic forms.

Additionally, Language is the primary literary medium within the language model. This model is well equipped with the necessary techniques and procedures that are connected with the literary text itself, which helps the learners in equipping themselves with tools that are useful for the interpretation of the text and it also enhances them to become able to criticize and judge it (Musthafa & Abdul-Hamied, 2014).

Moreover, the scope of the language model is to stimulate and push the learners to employ and connect their personal life and experiences with the themes that are depicted in the text. In that regard, activities such as poetry analysis, role playing, reading short stories and discussions are often used by the literature teachers in order to perfect the students 'understanding level and the ability to summarize the literary texts(Su and Wu ,2016).

1.6.2. The Cultural Model:

This model is known for its traditional importance in the process of teaching literature. It serves as a mean to help EFL learners in interpreting and discovering the historical, political and social contexts of the specific text. With the use of this model, the literature teachers can encourage the students to understand and get familiar with diverse cultures and school of thoughts.

Accordingly, Bobkina and Dominguez (2014) proclaim that, “Teaching literature within a cultural model enables students to understand and appreciate different ideologies from their own in time and space and to come to perceive tradition of thought, feeling, and artistic from within the heritage the literature of such cultural endows.” From this quotation, the cultural model offers several benefits to EFL learners in understanding and perception of various cultures and ideologies, which are described very often in the texts. Moreover, teachers attempt to use this model in an effective manner, as it facilitates the process of explaining and expressing the feelings, artistic forms and traditions of thoughts practiced by the students in the literature class. Eventually, the students can easily grasp the body of literary text, which relates to a particular historical, ideological and social context.

1.6.3. The Personal Growth Model:

This model is the combination of the cultural and language models. That is to say, the focus is set on the use of language within a particular cultural context where learners can broaden their knowledge about literature. Yet, they are encouraged to express their opinions and beliefs in order to link their cultural experiences and their background knowledge with those who are portrayed in the text. The use of this model in teaching literature will enhance and motivate the learners to like and enjoy literature inside and outside the classroom, and it will help them to engage in literary text reading (Mahmoud, 2014).

1.7. Approaches to Using Literature:

The most significant concern of language teachers is to help students acquire the language .Literature, then, is considered to be a useful tool that exposes the students to the language itself and the culture. In order to simplify the process of teaching literature, scholars and language experts tend to focus more on the knowledge of literature than knowledge about literature. In other words, using literature as a teaching model has to be developed by

following thoughtful approaches and methods that help the teacher to express and explain the literary works effectively and suit the learner as well.

1.7.1. A Language – Based Approach to Use Literature:

Studying the language of the literary works will give the students the way to integrate the language and literature syllabuses carefully, especially when it is analyzed in details ,it will support the students to increase their understanding and awareness of English and help them to make meaningful evaluations and interpretations of it .Basically, “A language – based approach to using literature includes techniques and procedures which are concerned more directly with the study of the literary text itself” (Lazar1993, p.27), where it puts more focus on the development of the four skills: Listening, reading, writing and speaking or adding themes or ideas from different subjects. Hence, literary texts will encourage the students to make meaningful interpretations and expose them to different language skills. In addition to that, language teachers have to use their abilities and need to provide tools in order to encourage their students to interpret the text effectively and to promote their critical thinking on the literary texts as well. Lazar, then, argued that this approach can serve as a preparatory activities to studying literature in which the teachers will ask their learners to fill gaps or to make prediction about what will happen next in a particular literary text like a novel .Thus, language- based approach paves a way to the learners to combine the language study and literature program carefully.

1.7.2. The Stylistic Approach to Using Literature:

Stylistics considered as the discipline that studies the styles and the ways in which language is used, as well as it refers to the linguistic analysis of literary texts and the devices used in language that created expressive or literary style .Furthermore, this approach involves a close study of literary text itself in order to encourage the students to be aware of the use and the meaning of language. Thus, it shows them how to analyze a text to improve their

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sensitivity to literature and make a meaningful interpretations through the rhetoric devices which help in creating images to make emphasis in the meaning for the purpose of attracting and engaging the students (Verma ,2015).

Additionally, the stylistic approach regarded as the style that centered on the study of language of literature, because studying literature is to study language for literature and language which are inextricably linked together. However, knowing the language implies knowing its morphology, its phonology, and its syntax. Thus, the three branches of linguistic are the basic components in understanding language rules of literature. Therefore, stylistic approach to using literature is the study of language as art in which it offers an objective basis for understanding and interpretation of literary works using the stylistic features (Dones, 2008).

1.7.3. Literature as Content:

According to Lazar (1993): “This kind of approach examines the history and the characteristics of literary movements: the social, political and historical background to a text; the biography of the author and its relevance to his or her writings; the genre of the text, etc.” (P, 35) Thus, this approach makes the literature itself the content of the course in which it seems as a successful tool when it used with students who have a specialist interest in the field of literature.

1.7.4. Literature for Personal Enrichment:

This approach considered literature as a useful tool for promoting the students to draw on their feelings, opinions, and experiences. That is to say, literary texts have the role to encourage the students to interact and become more active than they reflect their own experiences in their real world. Furthermore, the teachers will give their students activities to make them able to link their personal experiences with literary texts such as poems. Thus, this

approach creates a comfort zone for the students which, therefore, will facilitate the process of learning and strengthen the relationship between the teachers and their students (Lazar,1993).

1.8. Techniques of Teaching Literary Works:

According to Lazar (1993) “Literary works are enrichable source for the language input of the students in their classroom and enhance their language acquisition by giving meaningful and memorable contexts for processing and interpreting new language.”(p.17)

Thus, literary works are the mirrors that reflect the human knowledge, culture, and wisdom in which they are considered as an art of language. In that regard, teachers have to use specific strategies in order to fulfill their teaching goals. As Mujawara (2013) presented a group of creative techniques to teach literature at what she named it the pre-teaching project which are:

- In the process of teaching literary texts like novels, teachers have to provide the students with films to be showed after or before tackling the literary text as well as computer-aid language laboratories that help in defining the language style.

- Teachers have to give the students a small project regarding the introduction, political and historical background of the country that the literary text belongs to.

- Teachers have to ask the students to express their ideas and conceptions towards the literary text through the use of their creativity as: drawing pictures, writing poems...in which they should be related to the literary text.

Mujawara wants to show that the teacher should lead the students in order to recognize and understand the political movements that have a trace on society and have been reflected in its literature as well as the historical details that affect the country and its literature. In addition to that, these strategies will promote the students to use their abilities and creativity to learn the language.

Whereas, (Zhen, 2012) proposed that:

-Teachers have to change their ways of teaching in order to suit the specific situations of teaching as well as the different types of learners.

-Teachers should not confine themselves to a specific old mode of teaching and they have to be flexible.

-Effective teachers will always modulate their way of teaching along with the new circumstances and they do not rely on the so-called established ways to treat the various textbooks and students.

Thus, Zhen emphasizes mainly on the ways of teaching that have to be carefully followed by the teachers.

1.9. Literature and Language Skills:

It is approved that literature is a good source for teaching the four main skills, i.e., Reading, Writing, Speaking, and Listening. These skills have to be taught in an incorporated way to make the oral and written production of words, phrases, and sentences in addition to the international and referential meaning. This skills can be categorized as follow:

1.9.1. Literature and Reading Skills:

According to Abderahman (2004): Teaching literature focuses more on developing the reading proficiency, because there is a strong link between the study of literature and the reading skills. In studying literature, the students are taught some passages written in simple language they have to understand what is written and to be familiar with the forms of words that are written within. As well as the students should have some information and ideas that they will compare them their own values and knowledge. In addition to that, Widdowson (1984) argues that reading is not a reaction to a literary work but a reaction that covers both the reader and the writer. In which they are linked through the text after comparing what the reader “student” studied in a literary text with his own values, culture, and knowledge.

1.9.2. Literature and Writing skills:

In EFL classes, literature is considered as a fruitful source for writing skills. Since literary works like poetry, novel, short stories are rich in vocabulary. Also, literature has the role to motivate the students to read and write regularly for the aim of mastering the writing skills. Oster (1989) regards that literature encourages the students to write more creatively, for instance, if the teacher provides his students with a short story and he explains the events or the plot carefully, this will make the students more interested in the text. Consequently, this text will provide the students with a motive to master the writing task fast and easily.

1.9.3. Literature, Speaking and Listening:

Speaking is one of the four main skills. It seems as the productive skill that makes the speaker able to produce language and pronounce it orally to convey his thoughts to others. Therefore, this activity needs knowledge of linguistic rules, social rules and vocabularies as well. Since literature is the major source of knowledge, it can be approved that literary works are the most appropriate tool for teaching speaking skills.

While, concerning the listening skills, Literature contributes to developing the listening because it is rich in role-playing, drama, poetry, comedies, and oral reading which are substantial for listening skills. An example when the students listen to poetry or dramatic scene done by a native speaker, the students will master the pronunciation, cultural factors, and discussion that encourage them to improve both listening and speaking skills (Abderahman, 2004).

1.10. The Significance of Learning English through Literature:

Maley (1985) discussed a set of advantages for learning English through literature, the most valuable of which are as follows (as cited in Hani,2010):

The first advantage is a university, literature themes are universal. However, the way each culture addresses them is different; examples of themes are: nature, love, death, and beliefs. For instance, the way the Arabs deal with the themes: Love, death, or sexuality, is

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different from the way the British do. But the devices, genres, and techniques used by literature are common in both cultures. Second, literature is non-trivial especially when it deals with trivial themes. However, it does not trivialize. Third, literature covers the themes of feelings, events, ideas, and personal opinions either from the imaginative of the reader or experienced ones. The fourth point deals with the author's interest in which most of the authors deal with the themes that are interesting and attract the attention of the reader. Thus, literature is considered as the umbrella that covers a great part of human experiences, and artistically addresses them. Other important points that can demonstrate the significance of teaching literature in EFL classes are economy and suggestive power that literature can be characterized with. For this, literature seems a predictable field, where the reader can read what is meant beyond what is written or guess what will happen next. The last points deal with ambiguity and variety. The latter demonstrates that literature covers all the reasonable differences of language with different fields; in which the reader may find the language of politics, of economy, of medicine, and church sermon. However, this diversity describes the difficulty and the complexity to interpret and understand the literary works. Because it could be analyzed differently from one reader to another.

1.11. The Instructor's Role in Teaching Literature:

The instructor has an important role in the process of teaching English through literature. Thus, the instructor needs to follow certain suitable programs for his students by selecting texts and making activities to develop students' language proficiency. Therefore, the instructor is considered as a linking point between knowledge and students. He acts as facilitator and delegator of learning as well as having the authority that increases the interaction inside the classroom, makes the students raise their independent learning abilities and encourages self-access learning (Erdem, 2015).

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Additionally, the instructor plays a vital role inside the classroom as he effects on the students' perception and recognition of literature. He is responsible for making the environment suitable for his students in order to motivate them to come to class. Thus, the instructor has a role in encouraging both the students' engagement and interactions with the literary text and interaction with other students through using and following suitable methods in order to understand and study literature effectively (Kim, 2004).

Conclusion:

Teaching literature is regarded as a powerful and important element within the process of teaching language. It exposes the students to different cultures, knowledge, and great thoughts that may enhance their critical thinking. Teaching literature has a vital role in motivating students learning and encourages them to acquire different language styles, subjects, and various types of knowledge. Moreover, it provides the students with great opportunities to practice and develop the four main skills of language which are regarded as the main objectives of EFL classes. Therefore, teachers have to find effective methods mainly to ensure the students 'understandings and attract their attention by making the process of learning the language more entertained and applying multiple strategies in different contexts and situations. For this reason, teachers can rely on technology to achieve their teaching goals, Massive open online course is a helpful tool that will facilitate the process of teaching literature and learning the language as well.

Outline:

Chapter Two : The Relevance of MOOC in Literature Class

2.1. MOOCs Background

2.2. The origins of MOOCs

2.3. Definition of MOOC

2.4. The pedagogical approaches of MOOCs

2.5. MOOCs Platforms

2.5.1. Udacity

2.5.2. Edx

2.5.3. Coursera

2.5.4. FutureLearn

2.6. Advantages of MOOCs

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2.9. MOOCs Challenges

2.9.1. Completion rate

2.9.2. Assessment

2.9.3. Cultural background and language proficiency

2.9.4. Plagiarism and Copyright

2.9.5. Lack of interaction around video content

2.9.6. Lack of human interaction

2.10. Review of Literature

Introduction :

Over the past few years, experts and educationalists of higher education strongly believed that education is undergoing a major change; this change has been influenced largely by the development of information technology. Therefore, virtual learning has become inevitable and indeed, the reality can be observed in the incorporation of Information and Communication Technologies (ICTs) at universities and schools. Further, these changes that education has witnessed today even oversimplify the process of learning for students by affording low costs as well as facilitate the acquisition of knowledge which is delivered by American or British universities to all people and for free while being at home or elsewhere. The overall concept is named “MOOC”. Thus, the necessity implies a definition of MOOC as well as its origins, types, features, platforms, and its advantages.

2.1. MOOCs Background:

The term MOOC is an acronym which refers to Massive Open Online Courses. Mocc as its name demonstrates, a group of free courses submitted by universities, be it American or British, and aiming at collecting as many participants as possible regardless of any specific requirements, time, place, or educational background. This acronym is not just limited to particular courses; MOOC has been applied to a variety of blended and online courses. According to Chen, Barnett, and Stephens (2013) “Massive open online courses are free and open online courses offered by some of the country’s leading universities and institutions including Harvard ,Massachusetts , Institute of Technology (MIT) ,and Stanford .”(p.1)

MOOCs are a virtual learning community that allows all people to share, interact, connect, and get engaged in a great deal of subject matters; those people gather themselves up

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to learn, exchange, and solve the obstacles they face during the process of learning (Epelbion,2013). MOOCs are openly massive and credit-less and this is what makes them different from universities which limited pedagogical seats and carry very often fees. For this reason, MOOCs have witnessed a significant concern and attracted extensive attention in educational circles, technophile people, and media. As Yuan and Powell (2013) claim that: “MOOCs are a relatively recent online learning phenomenon, having developed from the first early examples five years ago, they are now generating considerable media attention and significant interest from higher education institutions and venture capitalists that see a business opportunity to be exploited.”(p.1) Thus, well-ranked universities in the world took the decision to put their courses online by organizing open learning websites, such as Coursera, Edx, or FutureLearn. These platforms have been launched in cooperation with prestigious universities, offering free online courses, except statements of participation and certifications which required a payment (Yuan & Powell, 2013, p.5).

2.2. The origins of MOOCs:

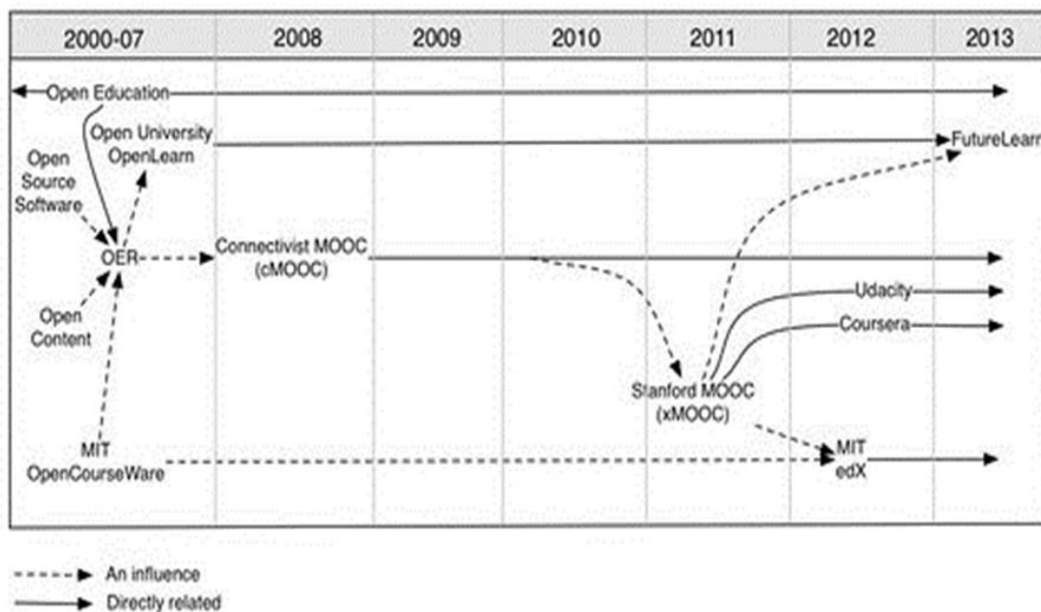


Figure 1: MOOCs and Open Education Timeline

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The introduction of digital technologies has produced a revolutionary manner of learning; MOOCs as learning models are designed to reach as many learners as possible. Its uniqueness succeeded to attract millions of people around the world to study online under the reason of sharing, exchanging, and omitting the obstacles they face during their learning, especially in traditional settings.

The term MOOC has first emerged as an outgrowth of an experiment. The latter was done by two Canadian researchers, they launched “a twelve-week online course, Connectivism and Connected Knowledge, designed by George Siemens and Stephen Downes and offered at the University of Manitoba, Canada, in fall semester 2008.”(Hollands and Tirthali, 2014, p.25). Thus, the first occurrence of MOOCs’ phenomenon was in 2008.

George Siemens and Stephen Downes in their experiment were aiming at creating a new digital learning environment through the integration of online tools in order to provide a fruitful outcome more than the traditional equipment would offer. The online course which was conducted by George Siemens and Stephen Downes was officially made for a group of students at the University of Manitoba. It was composed of twenty-five students who embarked to study the course content and at the same time, more than 2,000 students across the world were part of these new learning experiences (Yuan and Powell,2013). This type of MOOC is named cMOOC and its major goal is to achieve connection and interaction between participants without any emphasis on the content.

After three years, Peter Norvig and Sebastian Thrun at the University of Stanford in the USA made a course entitled “Introduction to Artificial Intelligence”, in which more than 100,000 participants joined this course and over 20,000 finished the course content. This type of MOOC is called the xMOOC. (Waks, 2016)

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As a result, various platforms, with the collaboration of some of the best universities around the world, started to spread as many as possible the massive open online courses ; in 2012 Udacity platform has been launched ,it provides lifelong learning especially in computer Science and Mathematics . Right after, with the collaboration of California University, Edx platform was submitted to the public. Subsequently, in the same year, the Coursera platform made its great entrance in the field of distance education. Thus,2012 was called the year of MOOC. Shortly after,in 2013 FutureLearn platform was launched ; the education via the internet was not created as an alternative to replace the traditional classrooms that we all grew up in ,but rather promote and develop education (Welsh & Dragusin, 2013).

Moe (2015) also illustrates, “The number of MOOC platforms, MOOC organizations, MOOC-affiliated institutions and courses advertised as MOOC increased substantially over the next 12 months.”(p.8)

In this title, it has been mentioned two distinct histories of massive open online courses that draw the path to create different platforms and establish relationships between participants all over the world. Since the early 1990s, Higher Education has faced revolutionary changes and MOOC trend began in 2008, but it developed in 2012 to serve students’ needs and improve education (Moe, 2015).

2.3. Definition of MOOC:

Numerous definitions have been provided for the term MOOC by describing the four words in the MOOC acronym.

Massive:

Massiveness in MOOC represents the number of course participants. Allen & Seaman (2013)

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(as cited in Youcef, 2015) stated that some courses in MOOCs reached over 150,000 registrations. Massive reflects the capacity of the course to expand to large numbers of learners (Anderson & McGreal, 2012). Despite the great number of participants, the main challenge in MOOC is to make a balance between the large number of participants, content quality, and individual needs of learners (Brown, 2013).

Open:

According to Peter and Deimann (2013) openness consists of four dimensions which are Reuse, Revise, Remix, and Redistribute. More deeply, openness in MOOCs refers to providing a learning experience to a huge number of participants around the world without any entry requirements, or course fees to access high-quality education, and regardless of the age, location, ideology, income, and level of education of the participants. It can also refer to the provision of open educational resources such as video lectures, PowerPoint presentations, assessment, and course notes (Anderson & McGreal, 2012).

Online:

According to Brown (2013), the term online relates to the accessibility of these courses from each spot in this world simply via the internet connection in order to provide synchronous as well as asynchronous interaction between the participants. Besides the online interaction possibilities, MOOCs 'learners can learn in a face-to-face environment; these called Blended MOOCs (Stewart, 2013).

Course:

In higher education, the term course considered as a unit of teaching. In the context of MOOC, the term course refers to the academic syllabus to be delivered to learners; it includes learning objectives, assessments and feedback, and networking tools (Allen & Seaman, 2013).

2.4. The pedagogical approaches of MOOCs:

Two important philosophies have categorized MOOCs into two different pedagogical approaches: the connectivist MOOC, it known as cMOOC which concentrates highly on making connections and groups between the students and their instructors as well as creating knowledge through a network. On the other hand, the extensive MOOC or the xMOOC which considered as the most common MOOCs today. It attempts to find the best digital tools to provide knowledge and information to students during their course experience. In that respect, one has to take a look at the basics which guide both of these ideologies in educational technology.

2.4.1.cMOOCs:

In this discussion, the very first kind of MOOC is the connectivist MOOCs (cMOOCs) which characterized by a unique educational philosophy that is based on networking as well as neglecting the content; considering it as participants' contribution. cMOOCs follow the connectivism theory which states that the process of learning takes place within a network. In other words, "learners use digital platforms such as blogs or social media platforms to make connections with content, learning communities and other learners to create and construct knowledge." (Morrison, 2013). Thus, when learners enroll in cMOOCs, they are required to collaborate actively online and share knowledge between them. However, teachers on cMOOCs act as facilitators by commenting on students' participation, aggregating, asking daily or weekly questions, and provide different kinds of resources and it is up to MOOCs' participants to make cMOOC course successful or not through social networks, discussion forums, etc. Downes (2013) states that cMOOCs consist of four components:

- **Autonomy:**

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Learners' self-direction is the most important element in cMOOCs since the learners or the participant, himself, selects the content and the skills he /she would prefer to enhance. Thus, no formal curriculum is arranged.

•Diversity:

It involves enormous tools, resources, participants, prior knowledge, and different backgrounds.

•Interactivity:

It is considered as an essential feature of cMOOCs because it is the core of cMOOCs which based on mutual learning and interaction between users to build knowledge.

•openness:

“in terms of access, content, activities and assessment” (Bates, 2014)

Additionally, what differentiated cMOOCs is that they are not sponsored by the educational institutions, but are delivered by a group of users who have the same interest towards a particular subject and attempt to interact, connect, share, and go deeply into knowledge regarding the area of interest. (Morrison, 2013). Thus, learning is a process that is emerged as a result of shared knowledge between participants, rather than conveying information from leading experts to a group of individuals.

2.4.2. xMOOCs:

Unlike cMOOCs, xMOOCs follow another pedagogical approach to deal with their enrollees. This kind of MOOCs follow the behaviorist approach, and they are commonly used because they are sponsored by universities, provide course materials with high education teaching methods; xMOOCs' instructors are responsible for preparing the course content which lasts between two and eight weeks, instructions are given through group of weekly

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short video-lectures, their length ranged from two to ten minutes, and supported by tests, quizzes, assignments, and readings. Furthermore, the online discussions are considered as the core of xMOOCs where participants take apart to engage with each other. In addition to an online staff which is composed of facilitators for the aim of technical and instructional supports. Edx and Coursera platforms deliver such kinds of MOOCs. (Hollands & Tirthali, 2014)

Bates (2014) talks about the features which encompass xMOOCs :

•Video Lectures :

xMOOCs offer online video lectures for the participants to watch, allowing them to download. They are available weekly and often 50 minutes. However, these days the xMOOCs' videos are shortened in terms of length (no more than 15 minutes).

•Specially designed platform software:

These kinds of MOOCs applies specially designed platforms in which they are responsible for welcoming the huge number of students, checking their progress, and storing the online materials for them.

•Computer-marked assignment:

During the course, xMOOCs' participants are going to be assessed and tested and they can have immediate computerized feedback. The tests are put in accordance with the specialism.

•Supporting materials:

Usually , the xMOOCs afford further resources ,links and other online articles for the purpose of knowledge's deepening and facilitating the process of learning .

•Peer assessment:

Some xMOOCs give the students the right to evaluate each other .As a result, this

technique has been considered as a problem because the xMOOCs' online courses open the door for massive number of participants with different educational backgrounds and levels.

•A shared discussion/comment space:

It is an online sphere where the participants can easily pose questions, ask for help and comment on the course content.

•No or very light discussion moderation:

It is possible to gather thousands of students from the world to attend an online course, but it is quite impossible for the xMOOCs' instructors to respond to all the reflections and comments of students.

•Learning analytics:

These types of MOOCs have the possibility to collect and analyze a huge data about MOOC students' performance and involvement allowing the stuff to develop the course content and the platform.

•Badges or certificates:

The majority of xMOOCs offer a kind of certificate or statement which indicates that the participant has finished the course. Nevertheless, Bates claims that there is no evidence of someone being accepted to work with these certificates.

In sum, xMOOCs apply a teaching model which is based on providing instructions from tutors and experts to be conveyed to a group of participants with high-quality content and a precise design of the curriculum.

In the end, while cMOOCs focused on the connection between the participants, giving prominence to the process of sharing resources between all the participants, xMOOCs are built on the distribution of the contents, commonly through video-lectures, where the teacher has a more relevant role. (Gonçalves et al .,2016)

2.5. MOOCs Platforms:



Figure 2: MOOCs Platforms

Nowadays, many of well-known universities in the world are submitting some of their best courses to all people across the globe, especially those who are interested to improve their learning outcomes. These universities offer MOOCs through different platforms. Waks (2016) discusses different platforms of MOOC which are:

2.5.1. Udacity :

In 2011 Sebastian Thrun, a professor of computer science at the University of Stanford and Vice President of Google famous for his work on the self-driving car and robotics, launched the course 'Introduction to Computer Science' for both tuition-paying students at Stanford University and online for 160,000 MOOC participants. Thrun's course was

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different from the cMOOCs of Siemens and Downes. The cMOOCs were free from spontaneous activities whereas Thrun's course was carefully organized in a learning management system (LMS), a composite virtual learning environment and course management system, this course attracted a large number of audience due to Thrun's fame and its free availability online. So it was named a MOOC. Subsequently, Thrun left Stanford University and formed a for-profit MOOC platform called Udacity which afforded its first courses in February 2012.

2.5.2. Edx :

In 2011, MOOCs succeeded to gain wide public visibility when the Massachusetts Institute of Technology (MIT) declared its MIT-X project. The latter started by delivering a computer science MOOC which was similar to Thrun's at Stanford, these MOOC was led by a Stanford-educated MIT professor of Electrical Engineering and Computer Science called Anant Agarwal. Shortly after, in 2012 Massachusetts Institute of Technology associated with Harvard University to form the non-profit MOOC platform named Edx. The first Edx course was offered by Agarwal and his MIT associates Chris Terman, Piotr Mitros and Gerry Sussman, the enrollment's rate of this course reached the number of 155,00 students from 162 countries. By the beginning of 2015, the Edx platform had 4 million participants and more than 500 courses in which they are delivered in the form of short video lectures, online discussion forums, and online learning tasks.

2.5.3. Coursera :

After Thrun's departure from Stanford University, Coursera was founded in April 2012 by two other Stanford computer science professors Andrew Ng and Daphne Koller. In addition to Stanford, both of Princeton University and University of Pennsylvania partnered in the Coursera's formation process. Afterward, the American Council on Education approved

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five courses on the Coursera platform as suitable for college credit in January 2013. Consequently, in December 2015 the Coursera platform provided more than 1,500 various courses from 119 institutions and had 140 university partners from 28 diverse countries with 13 million users. Thus, in a short period of time the Coursera platform gained further broad popularity among people around the world.

Coursera's courses are accessible and free for everyone, and they covered different domains, including mathematics, business, humanities, social sciences, engineering, computer science, medicine, and education. These courses provided short video lectures, tasks, quizzes, and sometimes, exam or final project.

2.5.4. FutureLearn :

FutureLearn is an educational technology platform that was formed by the United Kingdom Open University in December 2012. This platform was a result of the association of 12 leading universities in Britain, including the Universities of Bristol, East Anglia, Birmingham, Cardiff, Lancaster, Exeter, Leeds, Southampton and King's College London. In addition to that, other leading institutions in the United Kingdom were invited to join FutureLearn's world. For this reason, the FutureLearn platform was considered as British Coursera by selecting the well-ranked partners. Shortly after, exactly in 2013, FutureLearn offered its first MOOC, and by the beginning of 2014 FutureLearn had enrolled its millionth participants to become the most popular learning platform in the UK.

Like the Coursera, FutureLearn provides courses which include different subject matters. These courses lasted for 4 weeks to 8 weeks long and for the FutureLearn's tasks, they are required to take from 2 to 4 hours in a single week; short video lectures, quizzes, tasks, and forum discussions are provided on every lesson.

The very first courses which have been delivered were : “ Introduction to ecosystem ” by The Open University , “ Web science: how the web is changing the world ” by

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Southampton University , “ Causes of war ” by king’s College London , “ Discover dentistry ” by University of Sheffield , “ The discovery of the Higgs boson ” by Edinburgh University , “ Improving your image : dental photography in practice ” by Birmingham University , “ Muslims in Britain: changes and challenges ” by the University of Cardiff and “Begin programming : build your first mobile game” by the University of Reading (Wikipedia,2020).

2.6. Advantages of MOOCs:

According to Chengjie (2015), MOOC as teaching model has many advantages that traditional teaching does not have, among them:

2.6.1. High-quality courses:

MOOC offered courses that are taught by well-known lecturers in prestigious universities like the University of Sanford, Harvard, Massachusetts Institute of Technology, and so on. These high-quality courses give high-quality resources to students who did not get the chance to enter these universities. In addition to that, being taught by famous lecturers may solve the problem of lack of excellent teachers, enhance educational equity, as well as achieve the process of sharing high-quality teaching resources.

2.6.2.Flexibility:

The online method of MOOC frees the participants from the restrictions of time and place, it gives them the freedom to decide about the most efficient learning time within the MOOC release cycle, and to choose to rewind, fast-forward, and pause or repeatedly watch the video to support their learning following their understanding degrees. In traditional settings, however, this cannot be achieved because of the fixed curriculum timetable.

2.6.3.Availability:

The participants in MOOCs do not need a degree or previous knowledge to follow the course, and they do not need a pass. For this reason, a lot of people who do not enter college can reach their learning goals, or college graduates who want to finish their learning after working and they do not have time to sit in traditional classrooms for lectures, or even college students who have the desire to expand their knowledge. Thus, MOOC is available to all people around the globe.

2.6.4.Interactivity:

Interaction and sharing are the basic elements of MOOC in which they are used as a method of learning. They allow the participants to acquire knowledge via a network of independent learning. Thus, the learning method in MOOC has changed from “teaching-based”, used by traditional teachers, to “learning-based”. This method helps in sharing the learning experience, promoting interaction between the students, as well as reinforcing the guidance to students on the learning method rather than learning content. Additionally, the interaction between the students enhances their understanding of knowledge through solving other people’s problems, solving their own problems by asking questions, and share discussions to broaden their horizon.

2.7. The Steps to participate in MOOC:

According to Guyler and Grounds (2019): Futurelearn is one of the most popular platforms in MOOCs, it helps people to fulfill their study as well as their business. Therefore, there is a group of steps in order to register for this MOOC.

Step01: Visit the FutureLearn page by clicking on WWW.futurelearn.com the screen shown below appears.

Click on “sign-in” on the right-hand top corner as highlighted in the screenshot.

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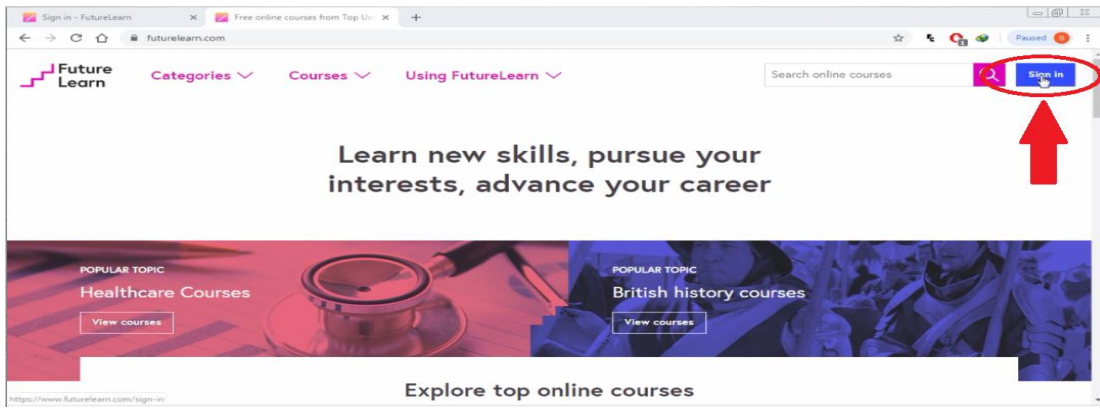


Figure 3: FutureLearn Page

Step02 : you may choose to create an account using Facebook, Gmail, or a new account as shown below.

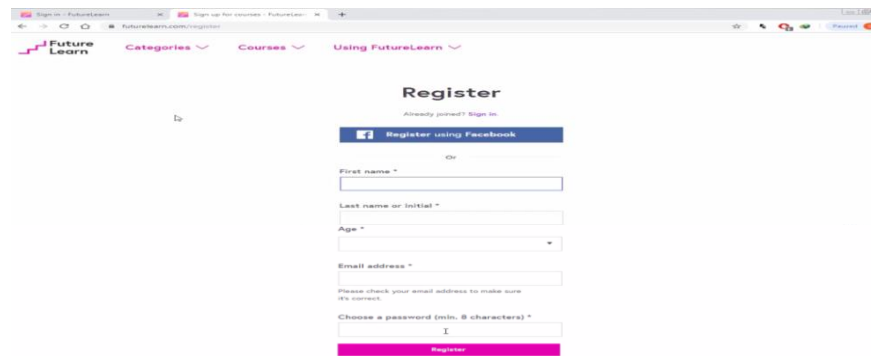


Figure 4: Signing up for FutureLearn

Step3: Now, a new account has been activated and you will receive new messages via e-mail. On the same page, you will find three main elements in the FutureLearn platform.

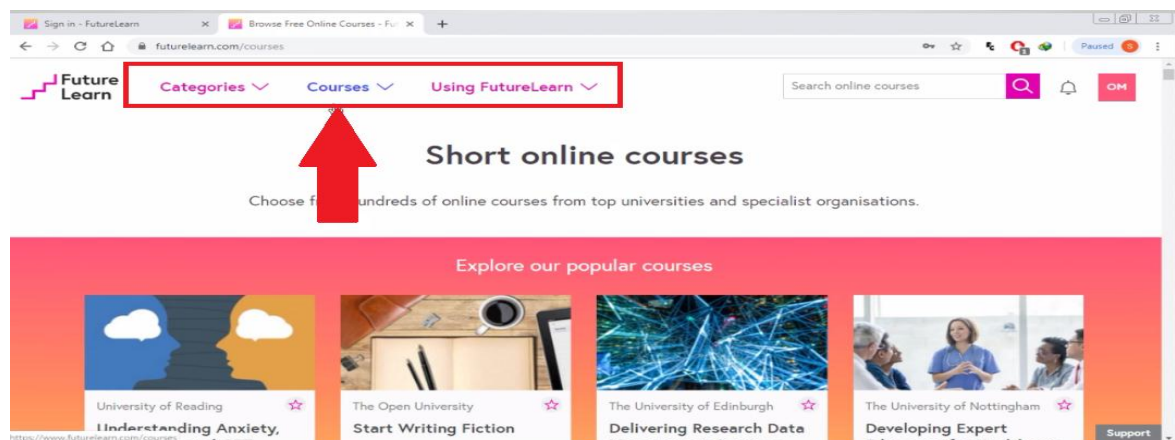


Figure 5: The components of FutureLearn

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Step04: the first component is “Categories” which is related to the fields of study including Law, health and psychology, business and management, history ,and so on.

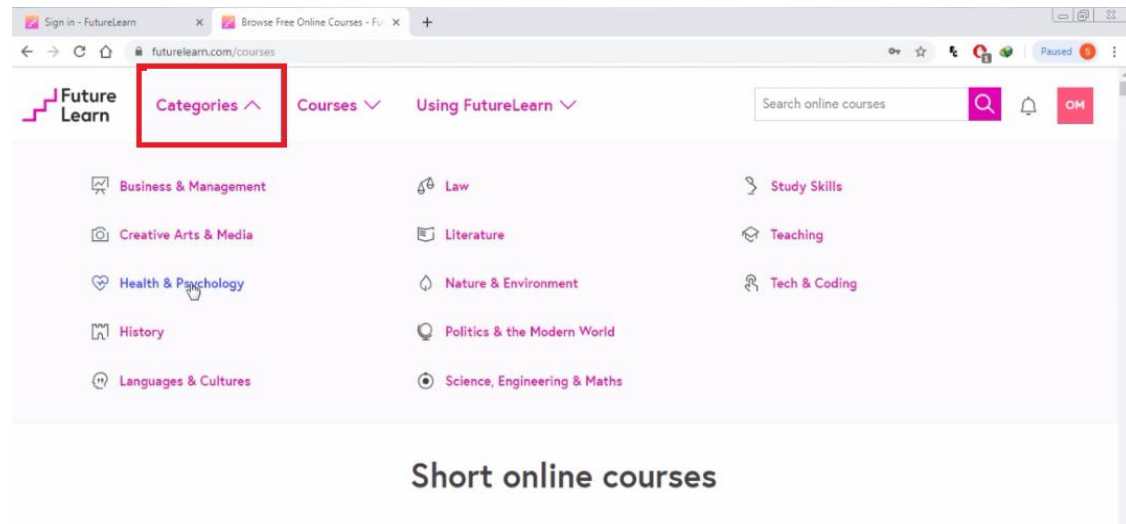


Figure 6: The fields of study in FutureLearn

Step0 5: The second component is “Courses” where we find “short courses” which are separated courses, i.e., every lesson is related to a specific field. We also find “In-depth programs” which are a group of three or four detailed courses that are submitted to the participants in order to master a particular field. By the end, we find “Online degrees” where the participants can obtain Certificates, but it requires a payment.

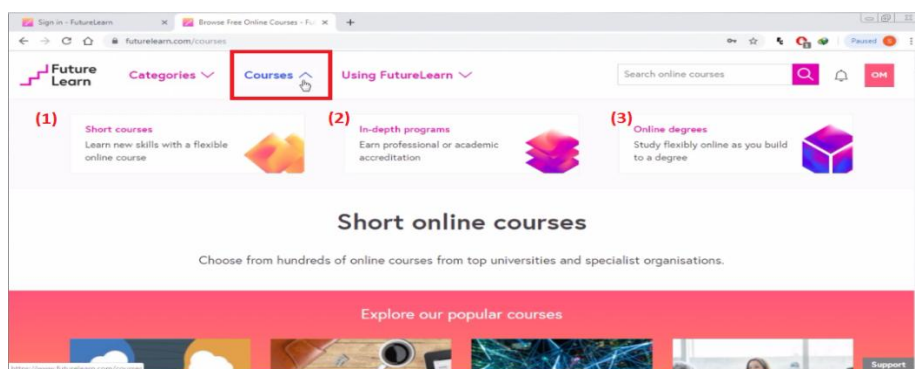


Figure 7: Courses in FutureLearn

2.8. MOOCs in Classroom:

Hendriks et al., (2019) stated that MOOCs opened the door for online learning and offered content including digital readings, interactive assignments, short video lectures, quizzes, and discussion forums. Besides MOOCs' stand-alone use, they noted that many universities are attempting to incorporate MOOC content into the regular curriculum creating blended learning programs.

Additionally, Koller (2012) reported that the majority of MOOCs have been used as stand-alone, online courses without any formal credits. However, she also noted that MOOCs offer new opportunities for promoting face-to-face classes in which they are used in hybrid formats. In this regard, many experiments were done in which MOOC was incorporated into traditional classroom settings. These experiments are categorized into three integration models.

Integration model 1:

Caulfield et al. (2013) reported the work of Patti Ordonez-Rozo, who uses Stanford's Introduction of databases MOOC in her traditional classroom in spring 2012 at the University of Puerto Rico Rio Perdras, Puerto Rico. She asked a group of 26 students to register in Stanford's Introduction of databases MOOC and they were required to follow the online materials and to finish all the assignments. More importantly, the MOOC was coincided with the on-campus computer at the University. In the class-time freed up by MOOC, the teacher concentrated on projects, assessments, and in-class activities depending on MOOC content.

The researchers analyzed this blended MOOC from the perspective of students' engagement with MOOCs' materials such as participation in discussion fora, use of video lectures, and completion of quizzes and assignments. They observed that the teacher could

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concentrate more on the design of class time for projects, feedback, and discussion; and students extensively followed online materials like video lectures and quizzes offered in Stanford's Introduction of databases MOOC.

Integration model 2:

Similar to the previous blended MOOC, Bruff et al., (2013) used Stanford University's machine learning MOOC at Vanderbilt University during the fall 2012 semester. This MOOC was incorporated in its entirety, as it synchronized with the on-campus timetable. In this experiment, a group of ten students participated in the wrapped course. Those students were asked to register in MOOC and were required to participate in machine learning MOOC's activities. They took part in MOOCs by watching the videos and discussion fora, programming the assignments, and finishing all the quizzes. As evidence, students took screenshots of their online works and submitted them to the on-campus teacher.

The applied MOOC was supplemented with extra reading assignments that were not covered in the original MOOC. Though students were satisfied with MOOC, they had some concerns about the integration. They considered that machine learning MOOC was appropriate for self-paced learning with the advantages of accessibility, flexibility, and customizable. However, they did not engage actively in the discussion fora and they chose to interact in the on-campus settings.

Integration model 3:

Similar to previously mentioned experiments, Holotescu et al.,(2014) organized a blended MOOC for 70 students in web programming using an educational microblogging platform named Cirip which worked as a social mobile learning management system (LMS) for the course, at the University of Politehnica Timisoara, Romania. Students were required to match the content of the on-campus course with the activities in the web programming

MOOC. Thus, the results showed that the overall satisfaction of the blended MOOC was positive in which the teacher could easily expose learners to various kinds of learning materials not offered by the university campus. However, students were disappointed as they did not receive feedback from their online educators in MOOC. They also recommended that the content of video lectures did not cover a summary. Thereby; this integration was different from the previous two experiments of Caulfield et al. ,and Bruff et al. Holotescu et al., permitted students to use MOOC as an additional learning resource which will enhance their learning process.

2.9. MOOCs Challenges:

Youcef (2015) stated that: regardless of their increasing popularity, MOOCs are facing several of challenges which have to be solved as they may weaken the standing of MOOC in the open education's field.

2.9.1. Completion rate:

Today, MOOCs are facing high dropout rates due to the diversity and complexity of MOOC participants 'perspectives. For this reason, MOOCs providers have to understand the different patterns of MOOC participants and their perspectives when enrolling in MOOCs. In addition to that, the high dropout rate of MOOCs participants can be explained by the failure to follow the course activities and the lack of motivation. Thus, the issue of high dropout rates could be solved by targeting particular audiences who are fully concentrated on the course. This process may minimize the number of participants, but can ensure that the remaining participants are active in the course.

2.9.2. Assessment:

Due to the massive number of participants, it is difficult for MOOC providers to evaluate each one of them. Though assessment is a crucial challenge in MOOCs, it is a

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significant factor in the future success of MOOC-based online education. In this case, MOOCs providers try to apply a group of methods to assess their students including tests, i.e., short quizzes containing for example short and multi-choice answer questions. However, these tests are limited in assessing the students' assignments. It can be therefore supposed that the peer-assessment and self-assessment are useful to encourage the instructors' and the students' self-confidence and develop their learning in MOOC. Thus, open assessment software needed to be established to help the students in evaluating themselves via self-assessment, peer-assessment, and electronic assessment.

2.9.3. Cultural background and language proficiency:

MOOCs address people from every corner in the world. Those people have diverse cultural beliefs with different languages in that they speak English in different levels. Thus, MOOCs' courses should be given in a way that everyone can understand them. Additionally, MOOCs professors have to consider the difference in cultural values such as animals, symbols foods, and everyday objects. Language proficiency can also lead the participants to misunderstanding the video content. MOOCs professors; thus, need to be aware of how to teach non-native speakers.

2.9.4. Plagiarism and Copyright:

Copyright is a significant factor for the future success of MOOCs and online education in general. However, the main problem is how to prove the validity of the work and how to avoid plagiarism? Coursera platform reported a group of incidents of plagiarism, particularly in humanities courses. Accordingly, to overcome this problem plagiarism-detection software and peer-review can be an option to solve this problem.

2.9.5. Lack of interaction around video content:

Video lectures are considered to be the primary learning objects of MOOC which functioned as content delivery form. However, one of the most challenges that current

MOOCs may face during the learning process is the lack of interactivity between students and video content. In that respect, studies have to be made to form new design techniques that will foster the flexibility and interactivity with MOOCs' video lectures.

2.9.6. Lack of human interaction:

Lack of interaction between participants and their professors is a crucial issue in MOOC. This issue is linked mainly with the structure of the course in which students are effectively cut off from face-to-face interaction during their learning process in MOOCs; and professors themselves declared that MOOC is not equivalent to classes on campuses. Thus, there is a need for solutions in order to increase the communication skills between the professors and their students in MOOCs environment.

2.10. Review of Literature:

Teaching and Learning English as a foreign language (EFL) have faced an overwhelming number of limitations and many universities attempt to meet the needs of both students and teachers .In that regard, language experts and scholars saw Information Communication Technology (ICT) as supportive tool to learning and teaching EFL can encourage both students to learn and teachers to teach as it offers significant changes in EFL classroom. Furthermore, Massive Open Online Course (MOOCs) as being part of the umbrella term ICT strongly provide the change which education has witnessed today. Thus, MOOCs have modified the way educational curriculum works mainly in literature .In that respect, many researchers tackled this subject for the goal of showing students the usefulness and the benefits of MOOCs as an alternative tool in learning process.

Sideris et al.,(2018), after experimenting with first-year students in computer science at the Hellenic Open University (HOU), noticed that using MOOC as a preparatory course helped the students to empower and recall past knowledge, giving them a kind of readiness to start their studies easily. Besides, MOOC as a preparatory course seems to be the best solution

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to provide the students with the necessary information, and to link between the students' existing knowledge and the course's demands because students are required to develop their knowledge before starting the academic year's courses. Furthermore, the students' enrollment was large in which most of them completed the MOOC's courses. Consequently, their attitudes towards the experience of MOOC were positive and they considered MOOC as a significant additional source of knowledge, stating that it is worth completing a project of developing and taking MOOC as a preparatory course. Based on that, Sideris et al. concluded that the experiment of taking MOOC before starting the academic year was successful, and the Hellenic Open University will continue to offer MOOC as a preparatory course to the students.

Morris (2014) stated that the students' motivation for education is changing and the process of acquiring information became easy via the Internet, mobile devices, and computers. In this regard, he explored the usage of digital technologies to promote blended learning in universities, and discussed how MOOCs can be developed through the better use of technology. Accordingly, the results came to illustrate that, MOOCs attracted and encouraged learners to achieve their learning goals by offering a well-learning design including course design and accessibility. Also, MOOCs offered possibilities for connection, reaction, and cooperation between learners and their educators within the course. This model contains methods of assessment and feedback to achieve the learners' outcomes. However, MOOCs' learners are different because MOOCs addressed an audience with different levels. It may attract students from school, undergraduate students, postgraduate students or even professionals. Despite this contrast between MOOCs' participants, they try to reach the same goal from the same materials. In his article, Morris argued that online course could develop the future of higher education, considering Massive Open Online Course as a route for

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learners to enhance their learning online, and to meet with individuals from different backgrounds with different skills.

In an attempt to bring MOOC into classroom teaching of higher education, Kassel and Wu (2015) asserted that MOOC has positive impacts on students' learning as it can help them to reach the most preferable higher education resources in the world via network and according to their own time and needs. In addition, MOOC helps to remove the education imbalance and encourages both the ordinary people to gain access to higher education resources and college students to enjoy courses with high quality from the most known universities in the world. Thus, MOOC can boost the reform of higher education and goals.

Fair et al., (2017) reported on the experience of using MOOC as a revision tool in modules at a Southampton university, aimed at evaluating the effectiveness of integrating such MOOC into traditional university modules. During their experiment, they shed light on the benefits which students can profit when undertaking a University Module in which sharing MOOCs is a part of the curriculum. First, with MOOCs learners could cooperate not only with their classmates but with a universal learning community, giving them a considerable diversity of ideas, methods, information, and experiences. Second, there is an opportunity to understand from the current research in the subject, before it is published formally. Third, learners were able to study when, where, and with whom they chose. Finally, after observing the module grades and the results profiles, they asserted that the implementation of MOOCs into University Modules positively affected the module results compared with the previous results.

After reviewing a group of experiments, Israel (2015) conducted a study on the effectiveness of integrating MOOCs in traditional classrooms where he noticed that the integration of MOOCs in traditional classroom settings was similar or slightly superior to face-to-face teaching environments. Additionally, the study illustrated that many benefits are

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resulting from the incorporation of MOOCs which include that learners developed their critical thinking and their abilities in analyzing and criticizing. Moreover, Israel reported that using MOOCs as learning resources provided the teaching environments with two facilitators –online instructor of MOOC and in-class instructor –which may show different ideas on the course content and offered different ways of teaching to the learners. Thus, MOOCs, in general, could offer better resource materials like short video lectures, assignments, and quizzes, though there were some barriers in synchronizing them within the class.

According to Shazu (2014), literature is an essential vehicle for learning and teaching language. He argued that the use of literature in English language teaching, and the implication of literary texts may promote the development of students' skills including critical thinking, reading, writing, and speaking. More important, the use of literature for teaching could enhance the linguistic awareness and literary comprehension among students and their instructors. In this light, literature seemed to be a rich resource for language learning, and to students, it was a point which motivate them to read in English as it offered pleasure through interesting stories. However, he stated that the main challenge that teacher may face when using literature is the appropriate choice of literary texts.

The researchers 'main aim in this study is to demonstrate the prominence of using MOOC as a beneficial and successful tool in traditional classrooms; take into consideration, students 'attitudes and learning outcomes in literature class.

Conclusion:

With the constant development of information technologies, manipulating and discovering new concepts and ideas of online education are changing rapidly. In response to these changes, language experts and educationalists have been working on strategic plans to implement online education in order to enhance and reinforce the online instruction which needs online instructors and learners as well. Furthermore, incorporating technologies with the traditional environment plays an important role in encouraging and transforming the teaching and learning process in different ways. Thus, Massive Open Online Course as an example is a powerful educational tool that highly effected and transformed the teaching and learning process in a positive way for both students and teachers so that successful and efficient education is available everywhere and to everyone.

Outline:

Chapter Three :Methodology and Data Analysis

3.1.Variables of the Research

3.1.1.Independent Variable

3.1.2. Dependent Variable

3.2. Research Design

3.3. Research Approach

3.4. The Sample of the Research

3.5. Data Collection Instrument

3.5.1. Questionnaire

3.5.2.Experiment

3.6. Organization of the Experiment

3.7. Analysis and Interpretation of Data

3.7.1. The Teachers' Questionnaire

3.7.2. The Students' Questionnaire

3.8. Results Concerning the Hypothesis of the Study

Introduction:

Research methodology is the way through which researchers need to conduct their studies. It helps the researchers to formulate their objectives and problems and present their results from the data collected during the research period. This chapter hence discusses the method we adopted to collect the necessary data and it is divided into two parts. The first part provides the variables, plan, the population of our investigation, and the data collection instruments involving two questionnaires and an experiment done at Amar Thelidji University to adjust the project design in the light of unforeseen issues. Whereas, the second part provides the interpretation of data collection, results of the study and results concerned with the previous hypotheses.

3.1.Variables of the Research:

A variable is a concept that is usually used and found in any research. It refers to a quantity or quality that can cause change or changes itself. It can involve more than one value. In other words, a variable is something that varies (Kuar,2013). Besides, there are different kinds of variables with different effects and this research deals mainly with two variables that we tend to look for. The two variables are: MOOC as an independent variable, and teaching literature as a dependent variable.

3.1.1.Independent Variable:

With the development of digital technologies, the demands for flexible education increased and students in traditional settings are interested in being taught by current methods. MOOC is regarded as a useful tool that can be used in teaching, especially in literature class. Thus, integrating MOOCs in literature classes helps both the students in improving their performance in literature and the teachers in explaining and expressing new concepts.

3.1.2. Dependent Variable:

Teaching literature to EFL learners and improving their performance is the dependent variable that is affected by MOOC, as an independent variable. Literature is considered as a motivating authentic module which has a positive effect in EFL classes. Its branches like novels, poems, short stories are full of complex plots, hidden messages, feelings, and emotions that have to be explained in a way that is different from the traditional lecturing.

3.2. Research Design:

Research design, according to (Grown and Grove 2001), “Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation.”(p.233)

This research aims to investigate the effectiveness of integrating MOOCs into the instruction of literature. This study carried out with both a quantitative and qualitative approach to show that MOOC could improve and facilitate the learning process and gave the students a way to utilize the technological devices positively.

To reach the aim of this research, a group of students will first have an experiment to understand the MOOC phenomenon, and test the truthfulness of the previous hypotheses. The next step includes the collection of students’ responses and attitudes towards such integration. Thus, the results depended on the analysis and the interpretation of the collected responses.

3.3. Research Approach:

In this research, we have used both of quantitative and qualitative approaches to obtain accurate results from individual’s beliefs and opinions towards a given phenomenon and transform individual’s responses into numerical form; quantitative method deals with the

analysis and collection of information in numeric form taken from a large-scale of representatives; the data are organized and transformed into numbers to test the hypotheses. Burns and Grove (1999) believe that a quantitative method to any research covers many key components as objectivity and formality. On the other hand, the qualitative method is used by researchers who mainly look for individuals' attitudes and assumptions about a particular subject which is unstudied or unknown as our present study about integrating MOOCs in traditional settings. Frankel and Wallen 2010 (as cited in sarnou ,koc,Houcine and Bouadiba, 2012).

3.4. The Sample of the Research:

According to Brink (2016), the sample is “a subset of the population in the study, it is a fraction of the whole, selected to participate in the research.”(p.133)

In this research, the sample is 9 EFL teachers and 45 of EFL students at the English department –University of Laghouat in the academic year 2019-2020. The participants are of both genders and the average age of the teachers is between 27 – 45 years old, and for these students is between 20 – 30 years old. The population of both teachers and second year-students was randomly selected.

3.5. Data Collection Instrument:

The data collection instruments used in this study include an experiment conducted in three stages as well as two questionnaires given to teachers and students to collect their responses towards MOOCs' integration in EFL class.

3.5.1. Questionnaire:

A questionnaire as defined by (Fox and Bayat, p.88) is “a list of questions on a specific topic which have been compiled by the researcher to obtain information to the topic.”

The data collection tool used is an online questionnaire given to teachers and students. As it has mentioned before, the objective of the teachers' survey is to collect their opinions regarding the integration of MOOCs in literature classes. In other words, this questionnaire allows us to know whether university teachers agree with this educational trend which makes its way into various higher institutions all over the world.

As for the students' questionnaire, we attempt to obtain several reflections and responses to the experience of MOOC in the classroom. The questionnaire seeks to ask the students about their information like age, gender, and their opinions towards MOOCs phenomenon.

3.5.2.Experiment:

When we are involving in the process of conducting a research, we thought of an experiment according to the type of the research and in this case, the students need to know about the phenomenon of MOOC to answer the questions easily, investigate about the effectiveness of MOOC in literature classes, and test the hypotheses as well. In doing so, a group of materials are used including a projector, a lecture room, speakers, papers (A4), and a laptop.

3.6. Organization of the Experiment:

According to J. Murrey Atkins Library (2016), empirical research is a "research that is based on experimentation or observation, i.e. Evidence. Such research is often conducted to answer a specific question or to test a hypothesis (educated guess)." In this research, the goal of our experiment is to introduce the concept of MOOC in our respective universities and integrate it in lectures especially literature lectures ,i.e. learning and teaching using the MOOC materials like Short videos and its course content.

Thus, we elaborate the way the experiment is run through three stages:

The pre-course:

At this stage, we have selected a MOOC from the educational platform “Futurelearn” that was launched by the Open University in 2012. FutureLearn is considered as one of the most leading and well-known platform which exists nowadays and is renowned by the quality of its course contents and the credibility of its instructions delivered by prestigious leading UK universities and institutions such as: Bristol University, Southampton University, the British Council, or Glasgow University.

On 20th January, 2020, the FutureLearn platform delivered a new online course open for everyone for free, entitled “How to read a novel” instructed by the teacher of literature Alexandra Lawrie at Edinburgh University. We have chosen this course because as second-year students, they need to know how to read a novel and they have to develop their reading skills as they will be required to read novels in their coming years. In addition to that, literature represents the most important module among the other ones as well as we may also reckon that students can be highly motivated to use technological materials to foster their knowledge. All these motifs urge us to select this MOOC and apply it with our target population.

On the first week, the online course covers four short -video lectures , followed by four pdfs that explain and reflect the video content. The latter was printed and distributed to the students to make the MOOC materials available for all of them and to help them in understanding the video content.

The while-course:

During this stage, we have devoted time to introduce the whole concept of MOOC including its types, features, and famous platforms. Then, we started to integrate an offline-MOOC in a traditional classroom (Lab) through watching the videos that we have already

downloaded, reading the PDFs that were printed, and asking questions that were noted down from MOOC. This process was as follow:

- 1) Introduction (video 02:30 min)
- 2) Introduction to plot (pdf + video02:30 min)
- 3) What is the difference between the story and the plot? (Discussion)
- 4) Flashback and Flash-forwards (pdf + video06:03 min)
- 5) What are the elements that characterized the plot? (Discussion)
- 6) Pace (pdf + video04:35 min)
- 7) What is the pace? (Discussion)
- 8) What is the relation between pace and plot? (Discussion)
- 9) What makes a good book? (Discussion)
- 10) How would you find MOOCs? (Additional question)

The post-course:

In the very last phase of the experiment, we have conducted an online questionnaire to students using Google –Drive(Google Forms) which helps in organizing the data and transform students ‘answers into numerical data automatically after accomplishing partly the MOOC so that we can use their feedback and responses to reveal the effectiveness of MOOC, its influence on learning literature in EFL classes, its support to future generations to acquire knowledge using ICT and most importantly its help to tie education with the technological revolution.

3.7. Analysis and Interpretation of Data:

This study aims to investigate the integration of MOOC as an educational tool for teaching and learning literature. The outcomes that are reached in this study contribute to show the needed analysis by answering the research questions in the form of charts as follows:

3.7.1. The Teachers' Questionnaire:

Knowing the attitude of the teachers towards MOOCs' use in lecturing is one of the cores of our investigation. The charts below demonstrates the results obtained from several questions (see appendix)

Question 01: Gender

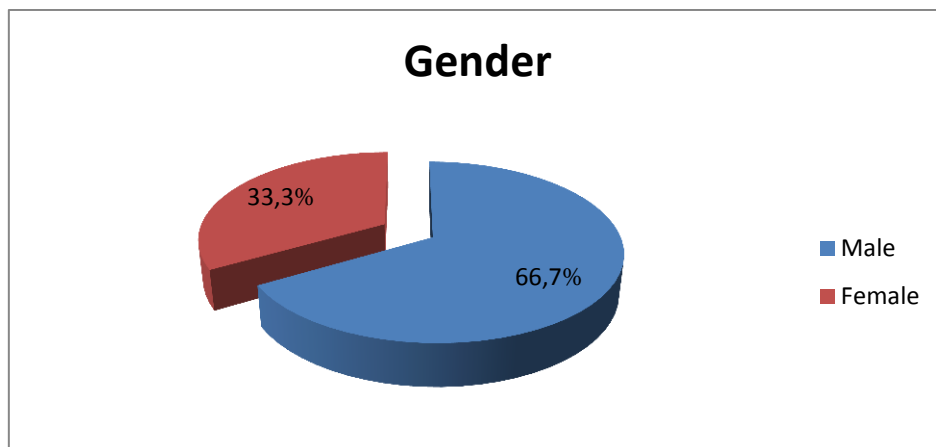


Chart 3. 1. Teacher's Gender

The results demonstrate that the participants in the questionnaire are composed of 9 teachers from the University of Amar Thlidji-Laghouat. We have 03 female teachers (33, 3%) and 06 male teachers (66, 7%).

Question 02: Age

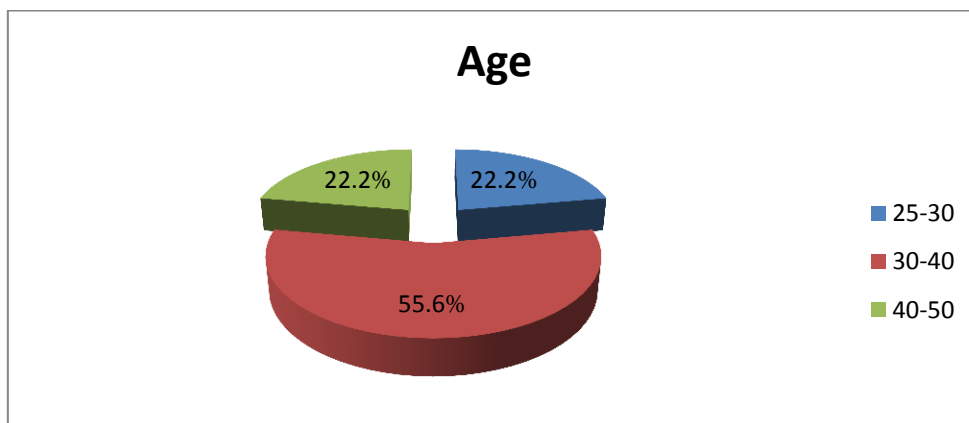


Chart 3. 2Teacher's Age

As it is illustrated above in the graph, the teachers' ages range between 25-50 years old. As it is shown, 05 teachers (55,6%) are between 30-40 years old, meanwhile, 02 teachers (22, 2%) are between 40 -50, and 02 teacher (22, 2%) is between 25-30 years old. Thus, the findings confirm that the results of the giving questionnaire are of qualified teachers that have a long experience in teaching.

Question03: How many years have you been teaching at the university?

The findings show that the participant's experience in teaching is differentiated from 07 years to 20 years. According to their responses, 02teachers were teaching English for 15 years, 04 teachers were teaching English for 07 years, and 02 teachers were teaching for 10 years .Unlike the other one who was teaching English for 20years.

Question04: Do you use any technological devices inside the classroom?

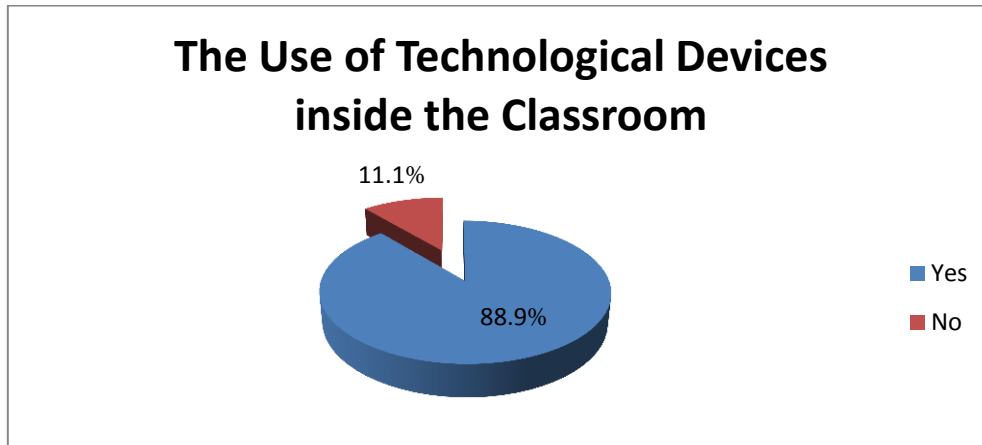


Chart 3. 3.The Use of Technological Devices inside the Classroom

Reading the above result, it is perceived that the majority of teachers tend to use technology while teaching EFL learners. Where 08 teachers (88, 9%) reclaim that they are using the technology inside the classroom, and only one (11, 1%) states that he/she does not use technology while teaching. Thus, technology is highly integrated into the curriculum of our university.

Question05: What are the techniques you use to encourage the learning process in the classroom?

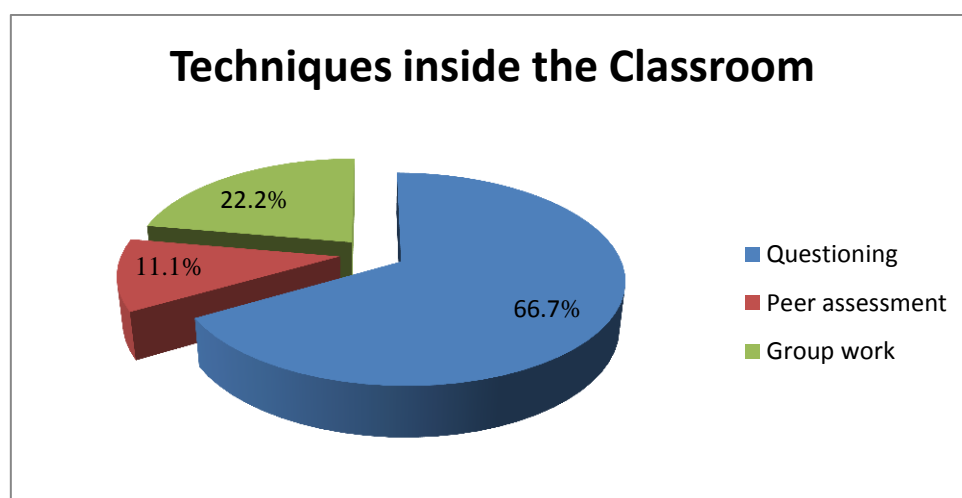


Chart 3. 4.Teacher's Techniques inside the Classroom

In order to know the factors that enhance the learning process, a group of suggested techniques was made for the teachers. The findings reveal that 06 teachers (66,7%) use Questioning to encourage the learning process, 02 teachers (22,2%) use Group work inside the classroom, and the other teacher (11,1%) use peer -assessment as a technique to enhance the learning process. In addition to that, Debate was stated by one teacher as a technique that helps in encouraging the learning process. Thus, using different methods and techniques increases the understanding amount to students as they have different ways of understanding.

Question06: What are the sources you use in preparing the lectures and lessons?

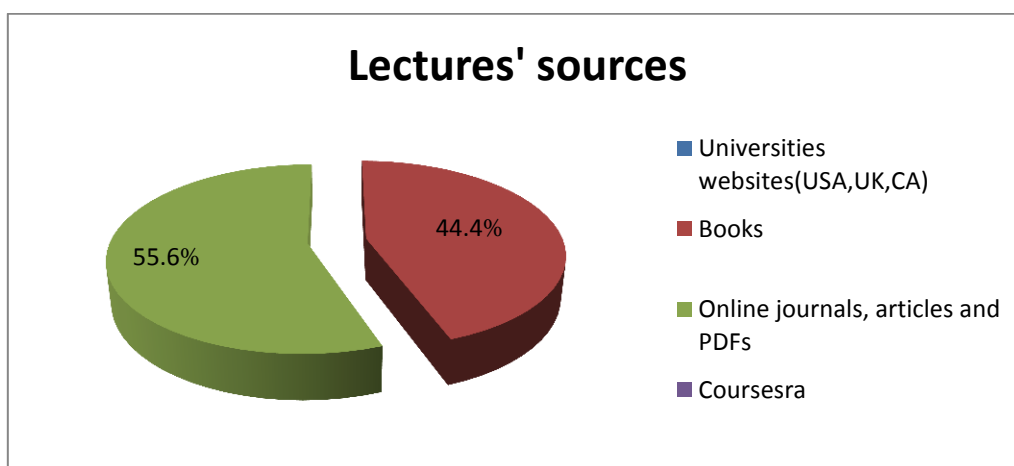


Chart 3. 5.Sources Used in Preparing the Lectures

Since the majority of the teachers use technology inside the classroom, knowing the sources used in preparing the lectures is one of the prominent elements in our investigation. The giving graph shows that 05 teachers (55, 6%) use Online Journals, articles, and PDFs to prepare the lectures, while the other 04 teachers (44, 4%) use books as a means to prepare the lesson. We can notice that teachers could not make a common response towards the integration of technology since the traditional way (Books) and the technological way (online journals, articles, and PDFs) are equal in use.

Question07: The incorporation of MOOC helps to promote teaching and learning EFL in higher education, i.e. to provide the students with good self-directed learning skills. As a university teacher, you are for or against its integration in your teaching?

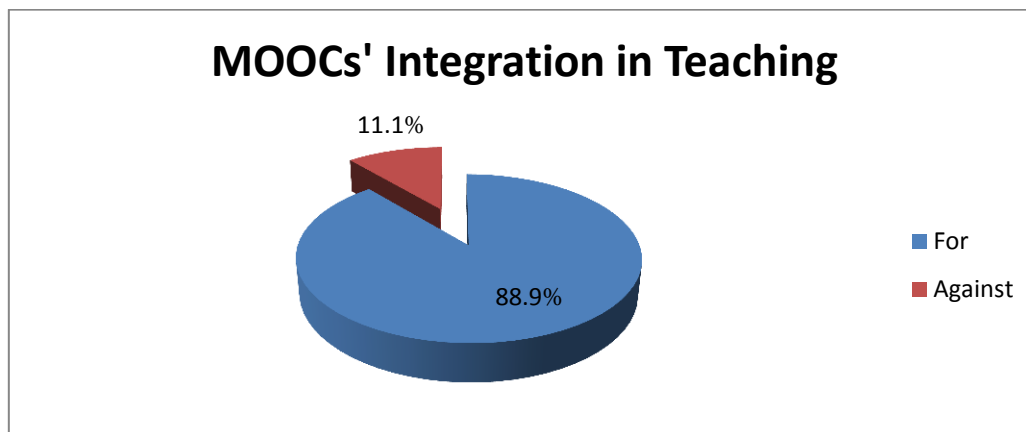


Chart 3. 6. Teacher's Attitudes towards the Incorporation of MOOC in their Teaching

Knowing the teachers' attitudes towards the integration of MOOCs in their teaching are considered as the core of our investigation. As it is illustrated above, the majority of the teachers show a positive attitude towards the integration of MOOCs in their teaching, in which 08 of them (88, 9%) are for the incorporation of MOOCs. Unlike the other one (11, 1) who is against such integration.

Question: Why?

The previous question was justified by the teachers in order to convince the reader. Their comments were cited as follow:

“In higher education, students should no longer act as passive receivers of knowledge, rather they should lead the learning process, and technology, of course, is a good means to provide them with self-directed learning skills.

“As a future instructional reform, MOOCs can be integrated only with the one condition of equipping universities, faculties, departments, and their libraries with full access to high-speed internet.”

“It encourages and cultivates autonomous learning.”

“Integrate MOOCs in traditional classrooms to make courses more constructed and varied, expose students to different ways of teaching, offer learning materials to assure online content available in classrooms, expose students to different types of learning materials.”

“Additional learning tool.”

“Teachers have to be creative and make use of innovations.”

Thus, most of the teachers do encourage the integration of MOOCs as an additional learning tool in their teaching. However, efforts have to be made to supply the classrooms with technological devices to permit both teachers and students to look at some of the best universities’ course contents using massive open online courses.

Question08: According to your experience and understanding, do you find MOOC engaging?

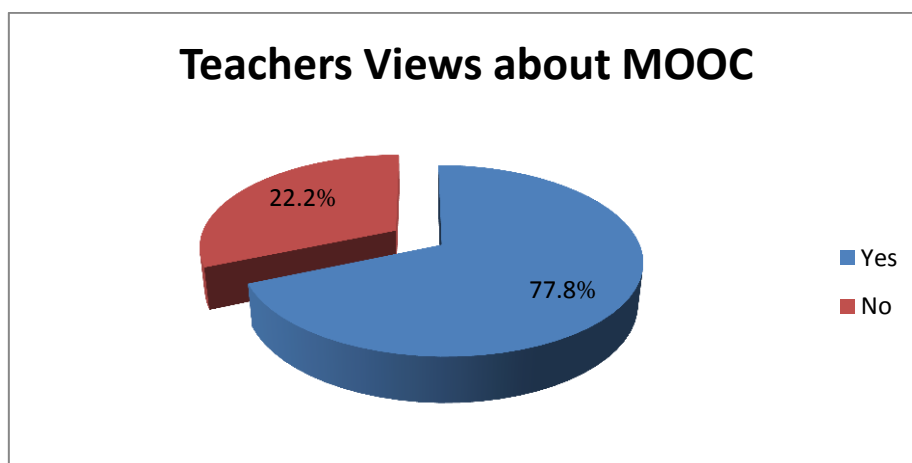


Chart 3. 7. Teachers Views about MOOC

According to the above graph, we can say that MOOC is highly supported by the teachers. In which 07 teachers (77, 8%) find that MOOC is engaging, but the other 02 teachers (22, 2%) do not.

Question09: As a teacher, what are the outcomes which can MOOCs bring to your classroom?

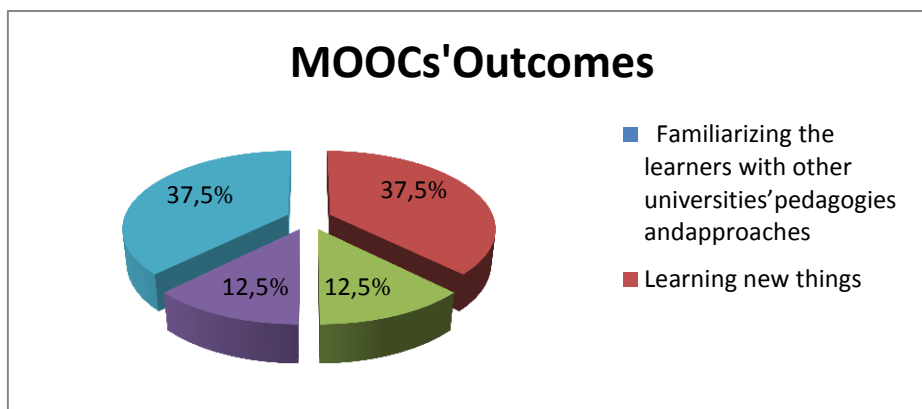


Chart 3. 8. Teachers Views about the Outcomes of MOOCs

The graph presented above specifies that 03 teachers (37, 5%) reckon that MOOCs can help the students to learn new things. However, 03 teachers (37, 5%) suppose that 'Adding a fresh perspective to your current role as a teacher' is one of the outcomes that MOOCs can bring to the classroom, 01 teacher(12, 5%) thinks that MOOCs can expose the students to authentic language, and 01 teacher(12, 5%) states that MOOC stimulate interaction inside the classroom. Thus, the responses were different and positive, which indicates that MOOC is beneficial for the students.

Question10: How would you rate your view towards the incorporation of MOOCs in higher education?

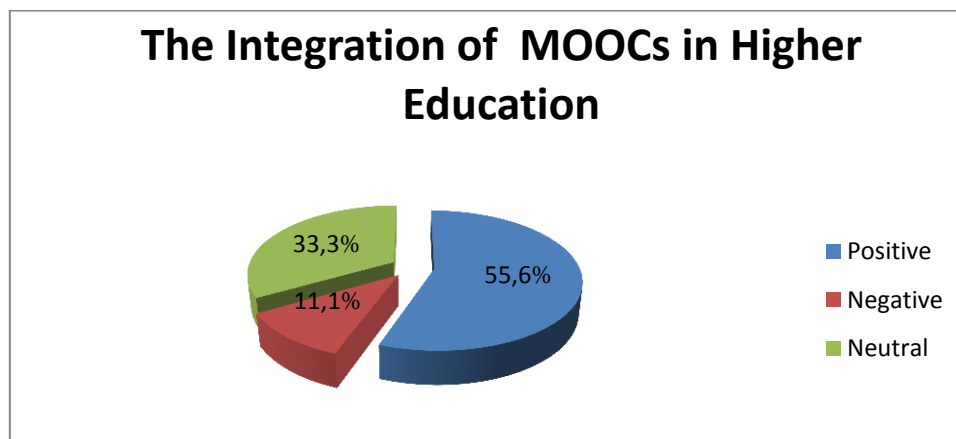


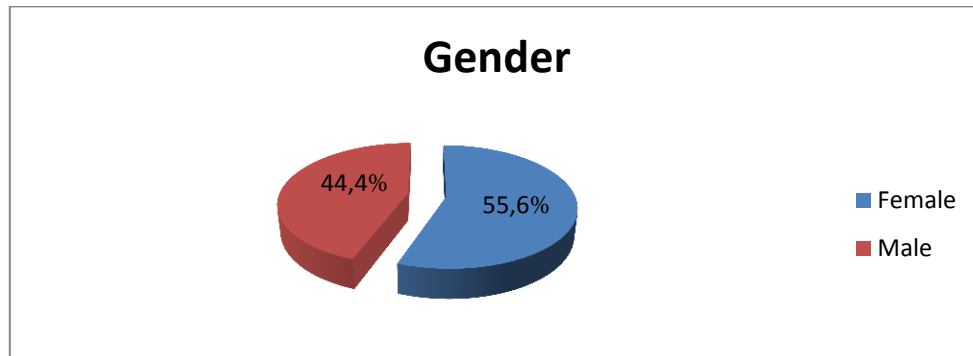
Chart 3. 9. Teachers' Attitudes towards the Integration of MOOCs in Higher Education

Addressing the challenges that higher education face nowadays, MOOC can be used as the best solution to promote the traditional way of teaching and learning. For this reason, teachers' attitudes towards such a decision are very important. Accordingly, the findings reveal that teachers' aspirations are positive. In which 05 teachers (55, 6%) rate their attitudes towards such incorporating as positive. However, 03 teachers (33, 3%) are neutral, and 01 teacher (11, 1%) is against the idea of the incorporation.

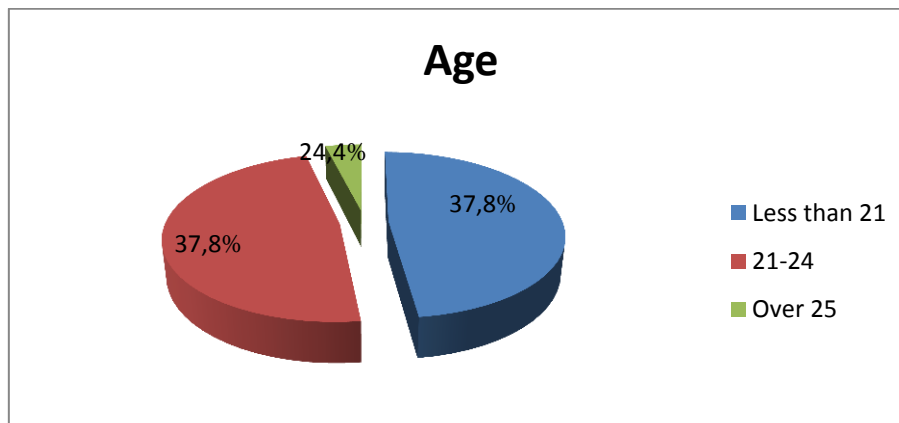
Question11: At last, we would be very grateful if you can provide us with some recommendations.

The teachers 'comments show that using MOOC with EFL learners is helpful as it exposes them to authentic language and its learning materials encourage the students to cope with native speakers. Moreover, MOOC is a new way of learning which especially attracts students' attention since they are high-tech addicts. It also encourages them to be more autonomous as they should listen, concentrate, understand and conclude because their over-reliance on the teacher becomes less in MOOCs' courses. However, one respondent dissent from the majority, stating that the university is not yet ready to adopt such technology as students are not technologically mature.

3.7.2. The Students 'Questionnaire:

Question01: Gender**Chart 3. 10.Students' Gender**

As illustrated above, the participants in the questionnaire are composed of 45 students from the University of Amar Thlidji-Laghouat. We can notice that females are around 25 (55, 6%) whereas males are around 20 (44, 4%).

Question02: Age**Chart 3. 11.Students 'Age**

According to the above chart, the student's ages range between 21-25 years old. 17 students (37, 8 %) are less than 21years old, 17 students (37, 8 %) are between 21-24 years old, and 11 students (24, 4 %) are over 25 years old. The results show that most of the participants are teenagers.

Question03: Do you like literature courses?

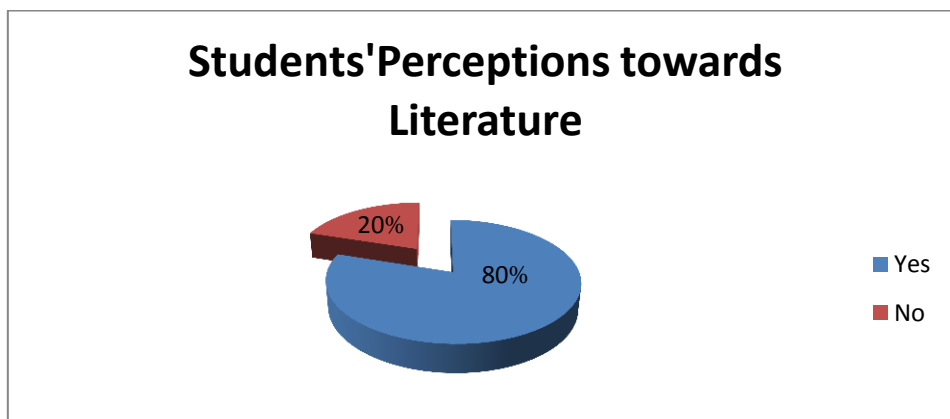


Chart 3. 12. Students' Perceptions towards Literature

In order to know the place of literature among the students, they were asked if they like literature. Accordingly, the majority of them show a positive reaction towards literature. 36 students (80%) respond by yes, and 9 students (20 %) respond by no.

Question04: Do you feel comfortable in your traditional English literature class?

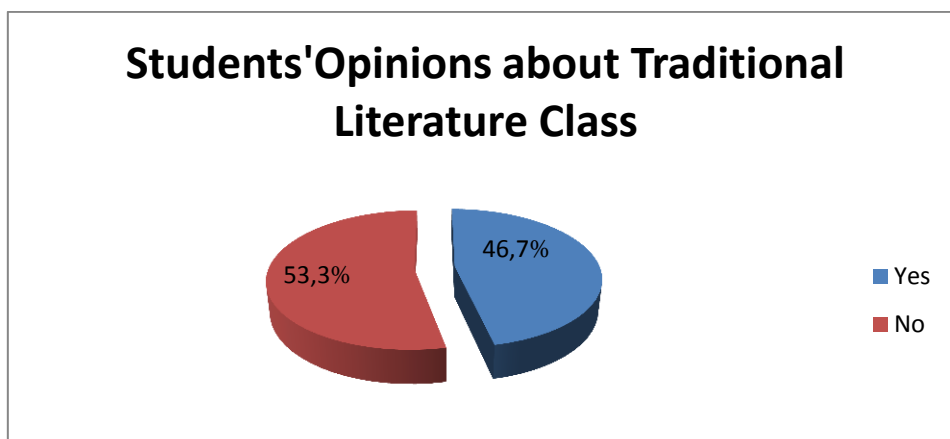


Chart 3. 13. Students 'Opinions about Traditional Literature Class

The result affirms that the majority of the students (24) in the rate of (53, 3%) do not feel comfortable in their traditional English literature class. Unlike 21 students (46, 7%) who feel comfortable in it.

Question 05: Do you face difficulties while studying literature?

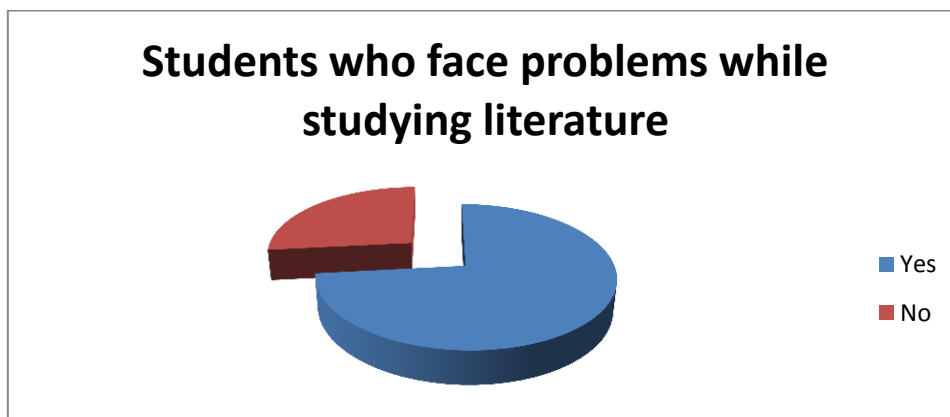


Chart 3. 14. Students who Face Problems while Studying Literature

Reading the above results, it is perceived that most of the students are facing problems while studying literature. In which 33 students (73, 3%) respond by yes, and only 12 students (26, 7%) state that they do not face difficulties while studying literature.

Question06: What kind of struggles you face while studying literature?

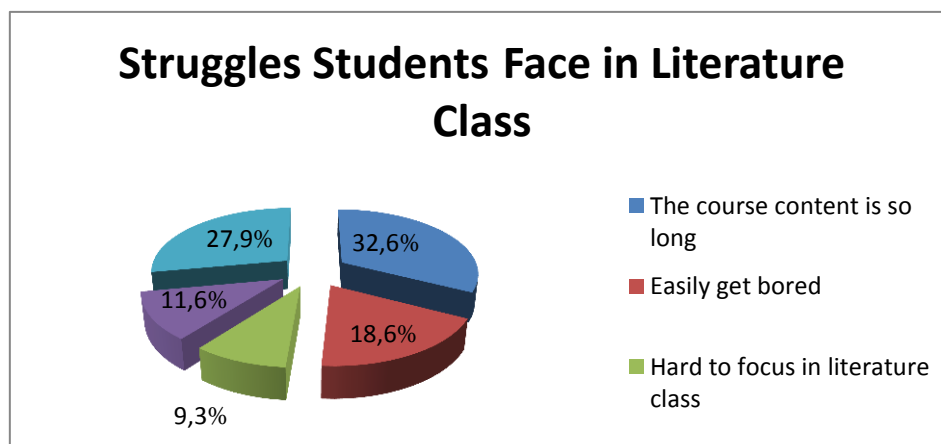


Chart 3. 15. Struggles Students Face in Literature Class

Knowing the challenges that students may face while studying literature is considered to be part of the solution. In that case, the struggles are different and varied for each student. In the opinion of 32,6% of the participants (14), 'The course content is so long' is the reason for being uncomfortable while studying literature, whereas 12 students (27,9%) see that 'Lack of motivation tools' can be also a reason for being uncomfortable. However, 8 students (18,6%) have a different view in which they easily get bored while

studying literature, 5 students (11, 6%) find that the teacher’s methodology is boring, and 4 students (9, 3%) cannot focus in the literature class.

Question07: What do you think of the teacher’s methodology in teaching literature ?

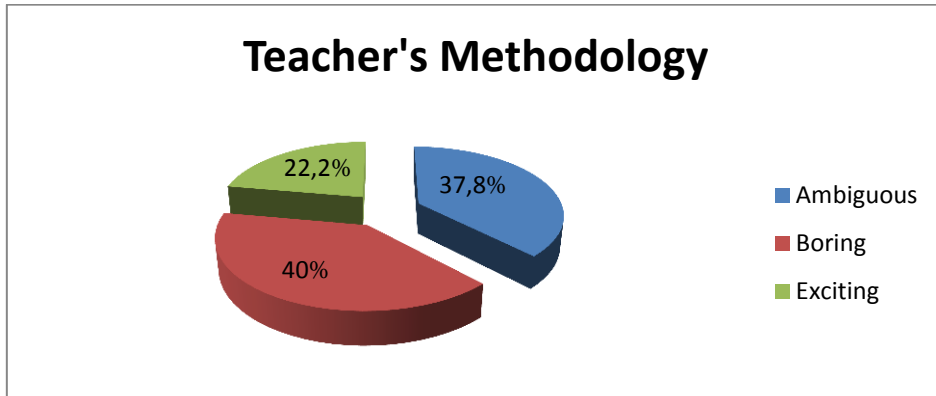


Chart 3. 16.Students Perceptions towards Teacher's Methodology

The giving graph shows that 18 students (40%) see the teachers’ methodology in teaching literature as boring, only 10 students (22, 2%) find the teachers ‘methodology to be exciting. The other 37, 8% of the students (17) consider the teachers ‘methodology to be ambiguous.

Question08: Do you use any application or technological tools to help you in your study?

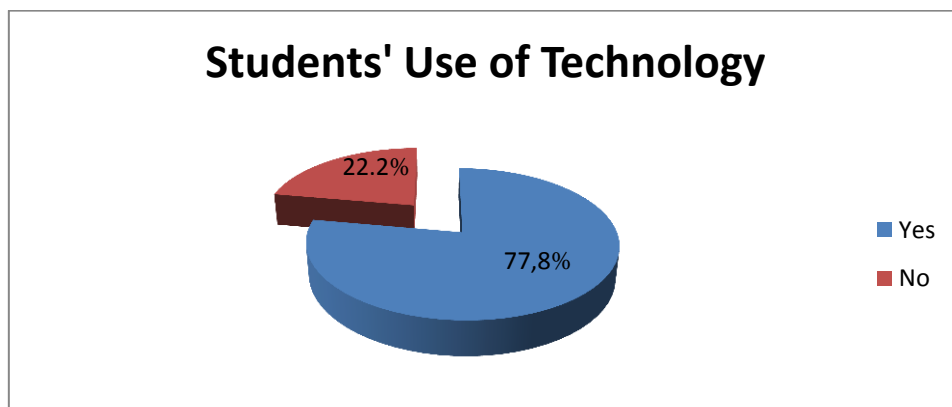


Chart 3. 17.Students ‘Use of Technology

Since our investigation deals with the integration of technology, it is essential to ask the students about their use of technology. Thus, the majority of the students 77, 8% use

technology to facilitate their learning process, and 10 students (22, 2%) do not use any technological device or application to support their learning.

Question: What is it?

The student's students' comments reveal that they are using different applications to help them in their studies including, YouTube, Websites like Shmoop and Spark Notes, E-books, Phones, Google classroom, Electronic-dictionaries and English literature MCQs. Thus, we can notice that most of the students are using technology effectively.

Question09: Do MOOCs motivate you?

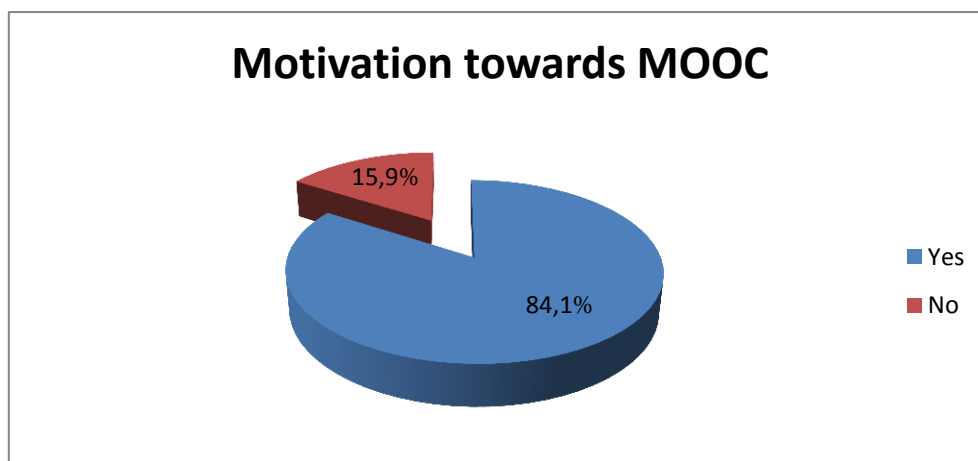


Chart 3. 18. Students Motivation towards the Use of MOOC

After introducing the concept of MOOC, 37 students (84, 1%) acknowledge that they are highly motivated when being taught with MOOCs. Nevertheless, 07 informants (15, 9%) believe that MOOCs are not motivated.

Question: Why?

The previous question was justified by the students to convince the reader. Some of their comments were cited as follow:

“Offers many interesting opportunities and the way of having your courses while you are relaxed at home is great.”

“It motivates me to get to study and to learn more digitally even if we are in this lockdown.”

“We always look for a new methodology to facilitate our study, MOOCs courses easily helps us to get to the content.”

“Because it is available every day and I can repeat what I do not understand. Moreover, I can receive the English language from the natives. ”

“Because it exposes the students to various resources of learning. And it gives them the freedom. To choose the time and the place they want. ”

“MOOC is the alternative when you cannot enter the university. Its courses are done by well-famous teachers in the world. ”

“Because I can choose when I study. In other words, I study when I am ready, not because I have to. ”

“MOOC is helpful, but cannot be the alternative.”

Question10: Do MOOCs go with your expectations such as fostering language inputs and outputs, language productivity, deepening your knowledge, facilitating the course content, etc.?

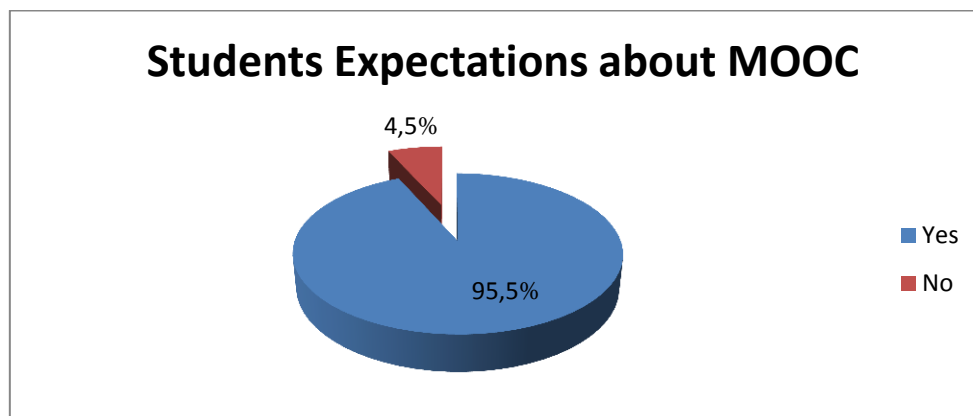


Chart 3. 19.Students Expectations about MOOC

After supposing that MOOCs can foster language inputs and outputs, language productivity, and facilitate the course content, the majority of the students agreed with such expectations; in which 42 students (95, 5%) respond by yes. However, a few students (4, 5%) respond by no. Thus, MOOC is highly accepted by the students.

Question11: According to the previous experiment, would you like MOOCs to be integrated in teaching literature?

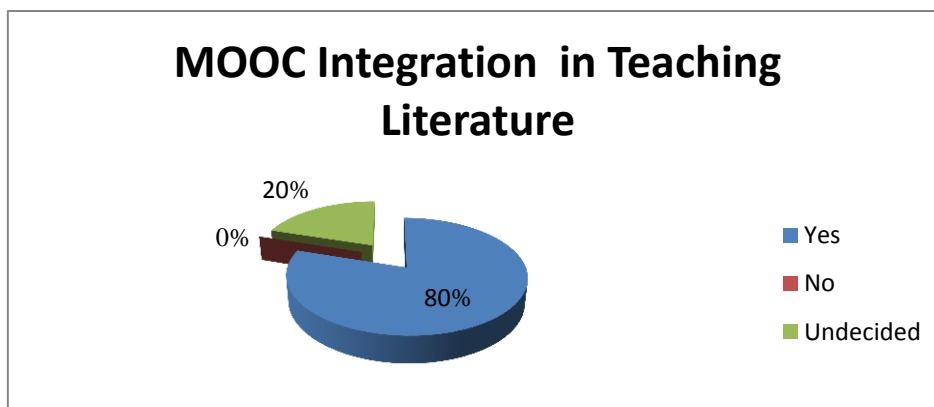


Chart 3. 20.Students' Attitudes towards the Integration of MOOC in Teaching Literature

According to the above graph, most of the students (80%) want MOOC to be integrated in a literature class as they have a course in literature through MOOC, but 09 students (20%) do not decide about the idea of the integration.

Question12: Do you prefer the learning through MOOCs or the traditional method?

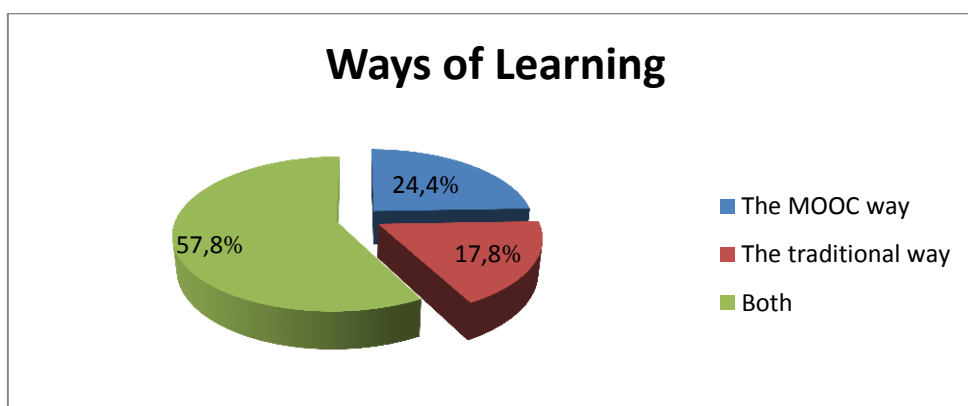


Chart 3. 21.Students Opinions about the Way of Learning

Asking the students about the way they prefer to learn is the cornerstone of our investigation. In which 26 students (57, 8%) prefer to learn using both MOOCs and the traditional way, 11 students (24, 4%) like the MOOC way, and only 08 students (17, 8%)

prefer to learn through the traditional way. Thus, the integration of technology seems to be suitable for the students.

Question 13: What is the skill which MOOCs promote?

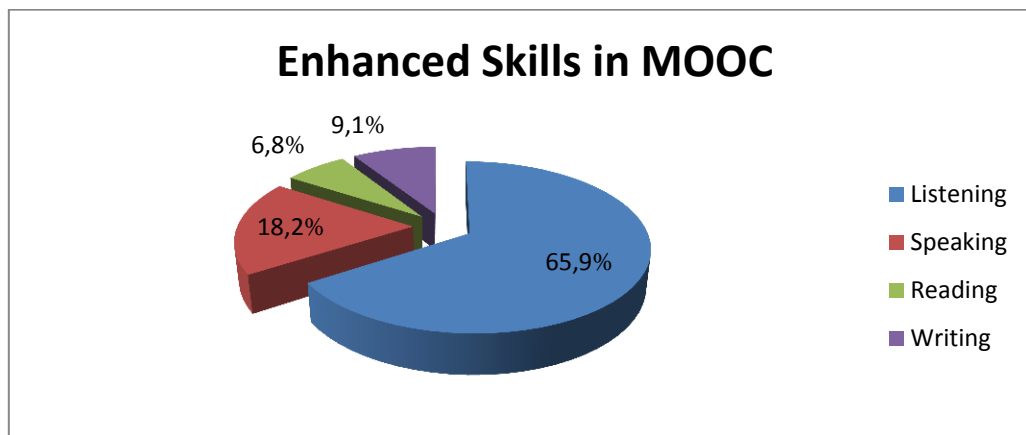


Chart 3. 22.Enhanced Skills in MOOC

The giving graph specifies that 29 students (65, 9%) reckon that listening is primarily enhanced by MOOC, followed by speaking (18, 2%), writing (9, 1%), and reading (6, 8%).

Question 14: Do MOOC expose you to an authentic language? (Real language)

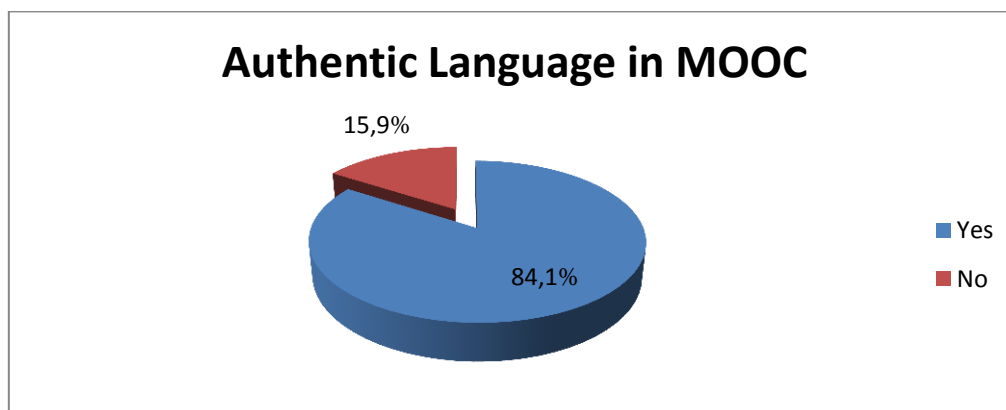


Chart 3. 23.Authentic Language in MOOC

Since MOOCs' courses are delivered by native speakers, most of the students (84, 1%) find that MOOC exposes them to authentic language. Unlike, 07 students (15, 9%) disagree with the idea.

Question 15: What are your suggestions to teachers about MOOCs implementation in classroom?

The last analysis is concerned with the students' suggestions to teachers about MOOCs use in classrooms. From their comments, we have taken some relevant ones. They are as follows:

“It's a good way to study, but we need a good internet to be able to use it well. We students are not used to study in such a way, so teachers need to make students use it from time to time. ”

“I do prefer MOOC and recommend it because I tried a lot of websites and app but unfortunately they didn't work for me or the other students so I will say to keep using it and post some new course tasks.”

“The MOOCs' incorporation in the Algerian university's classrooms will be a revolution in our educational system and a jump to another level of creativity and self- reliability among learners.”

“The integration of technology in the teaching process plays a vital role that impacts both teachers and students. Yet, the use of such a method in the classroom will help students to learn effectively and develop their skills and experiences. ”

“It will good and helpful of course, but not to rely totally and heavily on this method.”

Students have revealed that MOOCs got them to discover a new way of learning; this educational method allows them to be involved and enhance their learning skills like listening and speaking. So, they do encourage the teachers to use MOOCs in classrooms.

3.8. Results Concerning the Hypothesis of the Study:

The results obtained from the questionnaire's interpretation prove the hypotheses of the study. The results of questionnaires show that both teachers and students are quite satisfied with the use of MOOCs which asserts that the integration of MOOCs in teaching literature is

effective in improving the students' performance. Besides, the findings support the second and the third hypotheses of the study that MOOC helps both teachers to integrate online content and activities with face to face teaching, and learners to facilitate and reinforce literature studies. Hence, the findings of the contacted study empower the hypotheses that MOOC, as a new educational tool, is helpful and effective.

Conclusion:

Throughout this chapter, we have deduced through our data collection instruments that teachers and students prefer to harmonize between the traditional way of teaching and the modern way; they showed an optimistic views regarding the integration of MOOC within teaching/learning literature as they could not deny the fact that the traditional way of teaching still matters. Therefore Yet, MOOC, as a teaching tool, can have positive effects on students, and encourage them to develop their achievements in literature classes; and helps the students, too, to reach their teaching goals. All in all, the integration of MOOC provides an opportunity for teachers and students to engage in a virtual learning environment and impact the teaching and learning process effectively.

General Conclusion:

General Conclusion:

This research work seeks to discuss and analyze many points that fundamentally relate to the integration of MOOCs in literature courses, in higher education. Throughout this study, our investigation shows that MOOCs are a group of online courses offered to hundreds of thousands of people for free. These courses go beyond a mere free and openness, they aim at including as many participants as possible to connect with one another in order to make a new knowledge within a given MOOC. Thus, many platforms such as FutureLearn, Coursera, and Edx do provide a wide range of courses that have facilitators and instructors whose role is to establish a framework around a specific topic that takes place in a particular time. Hence, the incorporation of MOOCs in higher education is highly needed in a context where the Algerian university produces poor outcomes in terms of learning EFL. If MOOCs are applied intelligently and effectively, they can provide a unique experience to both teachers and students and will surely help partly in the success of many students' learning.

This study aims at examining the potential which MOOCs provide at the service of EFL teachers and students, more particularly students and teachers of Amar Thelidji University as well as knowing their attitudes and assumptions towards the integration of MOOCs in literature courses that have been the cornerstone of our investigation.

As any academic research, we have applied an appropriate methodology for our scrutiny. A quantitative and qualitative approaches were used as well as a systematic procedure was followed such as an experiment conducted at the level of English department of Amar Thelidji University with Second-year students B3 to introduce and test the effectiveness of MOOC in learning and teaching literature. Moreover, two questionnaires were distributed to both teachers and students to collect their responses towards MOOCs' integration.

The analyses and the results were presented in our last chapter which showed that EFL

General Conclusion:

teachers were optimistic towards the incorporation of MOOC in language teaching because MOOC, as an educational tool, can provide significant and effective learning outcomes as improving the listening skills, offering a credible and reliable material, and being exposed to an authentic language. Nevertheless, the students' responses were slightly similar to the one of the teachers. In other terms, the majority of students were motivated and supported the integration of MOOCs in their learning process especially in literature classes. However, they do not refute the traditional way of learning as they state that it still suits their learning objectives. Thus, the findings have confirmed partly our hypotheses regarding the effectiveness of MOOCs in improving the student's performance in literature and helping the teachers to reach their teaching goals. So, our hypotheses relatively matched the results obtained.

As for future researches, we recommend future researches to experiment with MOOCs for a long period within a course, be it literature or civilization, and at least devote a considerable period to know the real facet of MOOCs. Also, it would be good to invite the students to register for a MOOC in one of the reputable platforms like FutureLearn or Coursera to know whether he/she can self-direct the learning process.

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Appendix:

Appendix 01: Teachers' Questionnaire

Teachers' Attitudes and Perceptions towards the Integration of Massive Open Online Course (MOOC)

Dear teachers :

This questionnaire serves as a data collection tool and it is designed to investigate the teachers' attitudes and perceptions towards the integration of massive open online courses (MOOCs) in teaching EFL students ,particularly Literature classes at Ammar Thelidji University , we would like to ask you to help us by answering the following questions . Your responses will be kept utterly confidential .Your assistance is greatly appreciated .

Please ,put a tick (√) in the appropriate answer or give a full answer .

Section One :

Personal information :

1. Gender :

Male Female

2. Age :

25 → 30

30 → 40

40 → 50

3. How many years have you been teaching at the university :

Section Two : MOOCs in EFL classrooms

The term MOOC is an acronym which refers to Massive Open Online Course. It is a learning model which delivers a wide range of online courses to any person across the world regardless time zone and place . MOOCs' courses are sponsored by prestigious universities in the world .

Appendix:

1. Do you use any technological devices inside the classroom ?

Yes No

2. What are the techniques you use to encourage learning process in the classroom ?

Questioning

Peer assessment

Group work

Others

3. What are the sources you use in preparing the lectures and lessons?

Universities websites(U1SA,UK,CA)

Books

Online Journals,articles and PDFs

Couresera

FutureLearn

Youtube

4. The incorporation of MOOC helps to promote teaching and learning EFL in higher education ,i.e. to provide the students with good self-directed learning skills. As a university teacher ,you are for or against its integration in your teaching ?

For Against

Why?

Appendix:

5. According to your experience and understanding, do you find MOOC engaging?

Yes No

6. As a teacher ,What are the outcomes which can MOOCs bring to your classroom?

Familiarizing the learners with other universities' pedagogies and approaches

Learning new things

Stimulating interactions in the classroom

Exposing students to authentic language

Adding a fresh perspective to your current role as a teacher

Other

7. How would you rate your attitude towards the incorporation of MOOCs in higher education ?

Positive Negative Neutral

Justify

8. At last, we would be very grateful if you can provide us with some recommendations.

Thanks a lot for your help...

Appendix:

Appendix 02: Students ' Questionnaire

Dear students :

After having a look at the learning model MOOC , you are kindly invited to aswer this questionnaire .Thank you in advance for your collaboration .

Please ,put a tick (√) in the appropriate answer or give a full answer .

Personal information :

1. Gender :

Male Female

2. Age :

Less than 20

21-24

Over 25

Section One : .

1. Do you like literature courses ?

Yes No

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

Yes No

Why?

3. Do you face difficulties while studying literature?

Yes No

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

Appendix:

- a- The course content is so long
- b- Easily get bored
- c- Hard to focus in literature class
- d- Teacher's methodology is boring
- e- Lack of motivating tools

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

Ambiguous Boring Exciting

6. Do you use any application or technological tools to help you in your study?

Yes No

What is it?

Section Two:

1. Do MOOCs motivate you?

Yes No

Why?

2. Do MOOCs go with your expectations such as fostering language inputs and outputs , language productivity, deepening your knowledge ,facilitating the course content,etc?

Yes No

3. According to the previous experiment, would you like MOOCs to be integrated in teaching literature?

Yes No Undecided

4. Do you prefer the learning through MOOCs or the traditional method?

The MOOC way The traditional way Both

Appendix:

Justify

5. What is the skills which MOOCs promote?

Listening

Speaking

Reading

Writing

6. Do MOOC expose you to an authentic language ?(real language)

Yes No

7. What are your suggestions to teachers about MOOCs implementation in classroom?

Appendix :

Appendix 03 : The Online Questionnaires

MOOC Massive Open Online Course **thought** learning
open people **special** accessibility **course** discussion **hope** students

An Investigation of The Integration of MOOC in Literature Classrooms

The term MOOC is an acronym which refers to Massive Open Online Course. It is a learning model which delivers a wide range of online courses to any person across the world regardless time zone and place . MOOCs' courses are sponsored by prestigious universities in the world

What is a MOOC?

What is a MOOC?

Gender

Male

Female

Age

Gender

Male

Female

Age

Less than 21

21-24

Over 25

Do you like Literature courses ?

Yes

No

Do you feel comfortable in your traditional literature class ?

Yes

No

Why?

Your response

Do you like Literature courses ?

Yes

No

Do you face difficulties while studying literature?

Do you feel comfortable in your

Figure: The Online Questionnaire

Appendix :

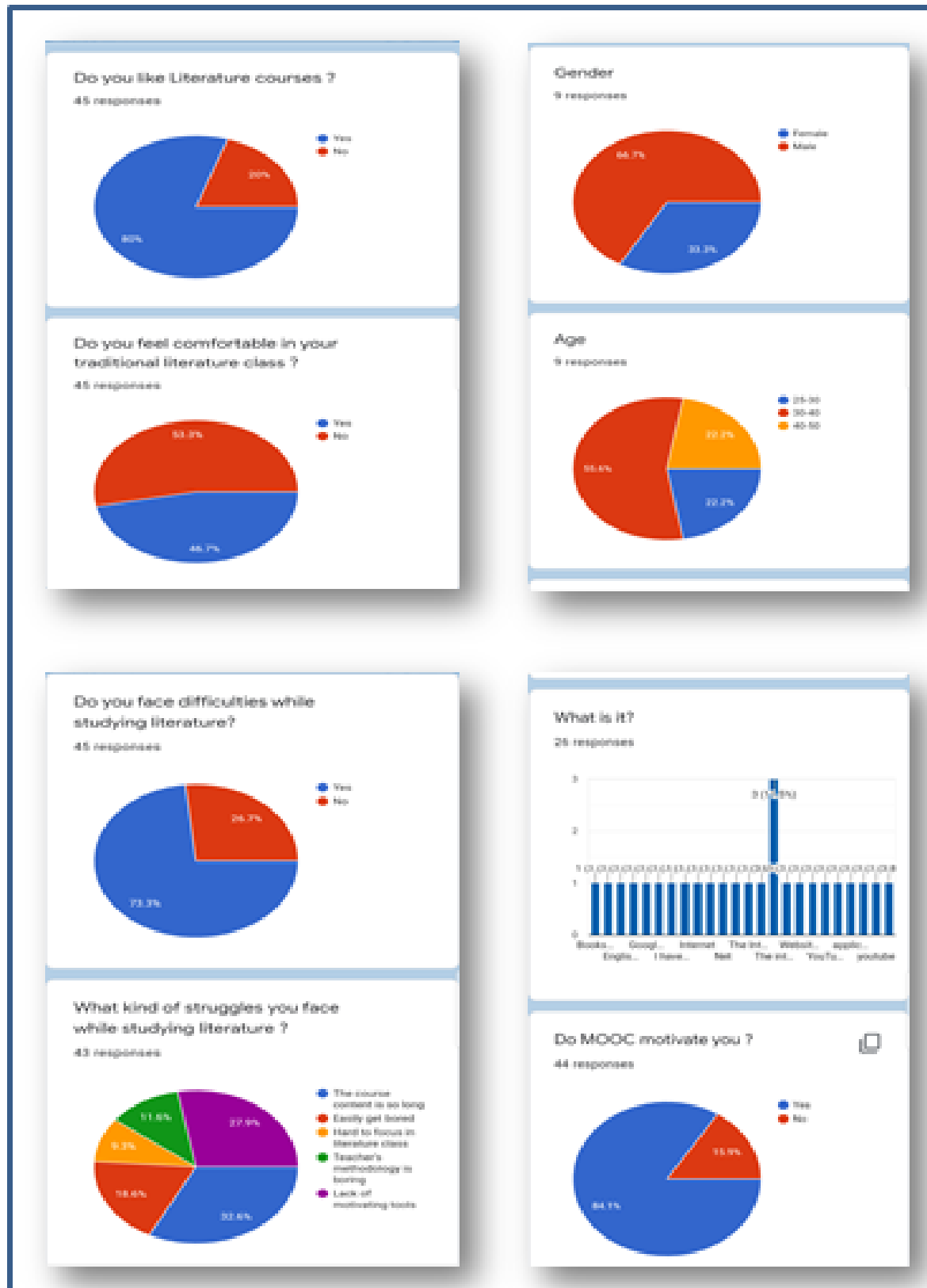


Figure: Some of Students' and Teachers' Responses

Appendix 04: The Course Content of the Experiment

The University of Edinburgh | WK1 PLOT - Introduction

Plot is probably the most basic element of the novel, the aspect we think of first. A friend might ask you, what happened in that novel? Does it have an interesting plot? But, often, when we talk about plot, we're really thinking about story and vice-versa, because there are actually a few differences between the two. Story is simply the chronological order of events. So if we were to relay what happened in a novel from beginning to end, that would be the story. But plot, on the other hand - which we're focusing on here - tends to have more emphasis on causality, on the why rather than the what. Why did a series of events take place? How did one event lead directly onto another?

There's a famous example given by the novelist E.M. Forster to illustrate the difference between these two concepts. The king died and then the queen died would count as a story, a mere sequence of events. But the king died and then the queen died of grief qualifies as a plot. A degree of cause and effect has been added in. One thing has led onto another.

Another key thing to notice when we're talking about plot is the order in which it's conveyed to us, the reader, because whereas a chronological telling of events or story takes us from A to B or 9 to 5 in an orderly manner, a plot very often zigzags backwards and forwards through time in a less predictable way. That's often what we find with novels. Authors like to create confusion or disorder as a way of provoking tension. So you might very well be told something out of sequence. An event that happens at a much later stage in the character's life is revealed to us early on, and the plot itself is concerned with how this came to be. We know the end result, but it's not yet clear how we got there. And then there's the issue of how much time or number of pages it takes the author to tell us about a particular event. Sometimes a number of years is compressed into a few sentences. On the other hand, an author might seem much less rushed with a whole novel devoted to just one single day. This section of the course

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is going to introduce you to some of the strategies and devices authors use when plotting their novels in order to play around with readers' expectations of time.

The University of Edinburgh | WK1 FLASHBACKS AND FLASH-FORWARDS

So let's now focus in on some of those strategies that authors use to interrupt or complicate the smooth organisation of time in their novels.

The first of these is something called flashback, whereby we're told about something that happened before the novel's present time. Flashbacks are something we all experience. Really they are just memories, often triggered by something as innocuous as a smell, a sound, or maybe an old photograph. These memories might go back several years, or only a few days. When it comes to novels, flashbacks usually allow us to gain some information about a character's past that will provide an insight into their motive, to reveal why he or she might be acting in a certain way at the current time.

To take a famous example, Virginia Woolf's 1925 novel, *Mrs. Dalloway*, which takes place over a single day in London in June 1923, opens onto a flashback, as the title character's memory is jolted by the thought of some squeaking doors - there is work going on in the house - which reminds her of a similar sound from her youth. This leads to a cascade of memories from over 30 years ago, when she was aged 18 years old on her father's estate, and had the feeling that something awful might be about to happen. The middle-aged, present time Clarissa Dalloway has some errands to run on this particular morning. She is hosting an important party that evening. But memories from her past continue to interrupt her thoughts as she goes about her business.

These flashbacks have a specific purpose because, although the action of the novel takes place over one day in June, they enable the reader to learn more about Clarissa's girlhood and youth. What events have led her up to this point, made her into the type of

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woman she now is - a member of high society, married to a politician, thoroughly respectable? Because she wasn't always like this. In another flashback, just a few pages later, she recalls a quarrel years back with her former lover, Peter Walsh, when he had made her cry at the future he predicted for her.

"For they might be parted for hundreds of years, she and Peter; she never wrote a letter and his were dry sticks; but suddenly it would come over her, If he were with me now what would he say? - some days, some sights bringing him back to her calmly, without the old bitterness; which perhaps was the reward of having cared for people; they came back in the middle of St. James's Park on a fine morning - indeed they did. But Peter - however beautiful the day might be, and the trees and the grass, and the little girl in pink - Peter never saw a thing of all that. He would put on his spectacles, if she told him to; he would look. It was the state of the world that interested him; Wagner, Pope's poetry, people's characters eternally, and the defects of her own soul. How he scolded her! How they argued! She would marry a Prime Minister and stand at the top of a staircase; the perfect hostess he called her (she had cried over it in the bedroom), she had the makings of the perfect hostess, he said. So she would still find herself arguing in St. James's Park, still making out that she had been right - and she had been too - not to marry him. For in marriage a little licence, a little independence there must be between people living together day in day out in the same house; which Richard gave her, and she him. (Where was he this morning, for instance? Some committee, she never asked what.)" Note in this passage those moments of self-justification, how she defends to herself her decision to marry Richard rather than Peter. But this is a decision that has, perhaps to her irritation, made her become that perfect hostess Peter had predicted all those years ago. She recalls with extraordinary vividness the fierce arguments the two of them used to have. But there's a sense also that turning him down still bothers her. She needs to remind herself that this was the right thing to do, that Richard was the correct

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choice and not one to be regretted. But we also get a feel for the type of young woman Clarissa was and perhaps still is. Her fierce personal urgency is registered with those exclamatory phrases. "How he scolded her! How they argued!" and then, in that final paragraph, the narrative returns to the present, with the reader having journeyed with Clarissa back into the past, now better informed about what makes her tick.

The opposite side of this coin is of course the flash-forward, otherwise known as the prolepsis. Whereby we will jump ahead to something that happens years later in the life of a character. For obvious reasons, this isn't something we can relate to in real life, unless it's in the form of something like a premonition, as it hasn't taken place yet. But in the context of a novel, we as readers are learning something out of sequence, being given too much information for that stage of the plot. A famous example of this is Charles Dickens's *A Christmas Carol*. There, Ebenezer Scrooge is transported into his own future as it currently stands, and this serves as a warning for him to alter his present behaviour, and by extension change his own future for the better while he still has the chance. But other novelists don't allow their characters this opportunity to alter their futures. In Muriel Spark's *The Prime of Miss Jean Brodie*, set in 1930s Edinburgh, we are offered a series of brief flash-forwards outlining the fates of the schoolgirls Miss Brodie teaches. But the effect of this is to remind the reader that the girls' futures are already set in stone, and that the novelist retains godlike control over her characters.

The University of Edinburgh | WK1 PACE

Authors will make other decisions relating to plotting besides the flashback and flash-forward. Obviously the length of time it takes for you to read a book will almost never correspond to the events taking place within its pages. Otherwise novels would be an interminable length. But sometimes a difference between the two will be exaggerated. Several pages of a book might be devoted to a single moment which has the effect of slowing things

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down. So the narrator or character can linger on a precise detail or moment. Almost as though they're working in slow motion, or stopping altogether. Sensory detail can become important here. Although it feels as though nothing is missed. In fact, slowed down time, or deceleration, is a way of pointing to what is most significant to that character. French writer Marcel Proust in the early decades of the 20th century was one of the most famous exponents of this slowed down style. The novel *In Search of Lost Time*, a title translated from the French, recounts the experiences and memories of the narrator, Marcel, but this takes place over several volumes. Let's have a look now at how Proust went about it.

"After waiting a minute, I would go in and kiss her; Françoise would be making her tea; or, if my aunt felt agitated, she would ask instead for her 'tisane,' and it would be my duty to shake out of the chemist's little package on to a plate the amount of lime-blossom required for infusion in boiling water. The drying of the stems had twisted them into a fantastic trellis, in the interlacing of which the pale flowers opened, as though a painter had arranged them there, grouping them in the most decorative poses. The leaves, having lost or altered their original appearance, resembled the most disparate things, the transparent wing of a fly, the blank side of a label, the petal of a rose, which had all been piled together, pounded or interwoven like the materials for a nest.

A thousand trifling little details - a charming prodigality on the part of the chemist - details which would have been eliminated from an artificial preparation, gave me, like a book in which one reads with astonished delight the name of a person one knows, the pleasure of finding that these were sprigs of real lime trees, like those I had seen, when coming from the train, in the Avenue de la Gare, altered indeed, precisely because they were not imitations but themselves, and because they had aged. And as each new character is merely a metamorphosis from something earlier, in these little grey balls I recognised green buds

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plucked before their time; but beyond all else the rosy, lunar, tender gleam that lit up the blossoms among the frail forest of stems from which they hung like little golden roses."

Note there the attention paid to tiny details. The appearance of dried leaves, for example, and the way in which this allows time to practically stand still. What the author is doing is tailoring narrative space to match the intensity of an individual's perception of any given moment. And on the other hand, a long period of time, years even, might be skipped over in a novel and afforded almost no textual space at all. Of course all novels employ summary to some extent, and snatches of dialogue are used to represent conversations rather than presenting us with the entire scene. This has the opposite effect of speeding up the action. Time is compressed very effectively in the middle section of Virginia Woolf's novel *To the Lighthouse*, for instance, where an entire decade takes up less than 20 pages. This contrasts strikingly with the much longer, more measured sections on either side. Each of which are devoted to just one day of a family holiday on the Island of Skye. While the family isn't there in this middle section, the house is left to decay and ruin. But we glance over this relatively quickly, and largely in the absence of a human consciousness that might have served to expand or elongate individual moments.

The aim of this section has been to focus on some of the choices commonly taken by authors when deciding how to structure the plot of their novels in order to achieve a particular dramatic effect. In what order they might reveal certain details about their characters' pasts or futures to the reader for instance. And how they go about slowing down or speeding up the pace of their novels.

Résumé :

L'enseignement de l'anglais en tant que langue étrangère est devenu un défi en raison de la variété des techniques et des méthodes d'enseignement ainsi que de la diversité des motivations, des besoins et des intérêts des apprenants pour l'apprentissage. Par conséquent, les instructeurs doivent réfléchir aux moyens actuels d'incorporer de nouvelles stratégies afin de promouvoir leur processus d'enseignement, d'atteindre leurs objectifs d'enseignement et de le rendre plus efficace. Pour cette raison, l'intégration des TIC, en particulier les MOOC, s'est largement répandue dans de nombreux domaines, notamment l'apprentissage / l'enseignement des langues et plus particulièrement l'enseignement de la littérature. Ce dernier représente que l'utilisation de la technologie ainsi que le MOOC aide à comprendre la plupart des textes littéraires difficiles. Ainsi, la présente étude a été menée pour évaluer l'enseignement basé sur la technologie en utilisant le MOOC comme outil éducatif dans l'apprentissage / l'enseignement de la littérature EFL aux étudiants de deuxième année à l'Université d'Amar Thelidji, les objectifs spécifiques incluent l'évaluation des attitudes des étudiants envers l'incorporation du MOOC dans le processus d'apprentissage, et l'évaluation des résultats d'apprentissage et des besoins dans la littérature d'apprentissage. Pour atteindre l'objectif de l'étude expérimentale, deux instruments de recherche ont été utilisés, une expérience avec des étudiants de deuxième année suivie de deux questionnaires en ligne adressés à 9 enseignants et 45 étudiants de deuxième année. Les résultats de l'étude montrent que l'intégration des MOOC a fait un outil approprié pour promouvoir l'apprentissage de la littérature. Les résultats soutiennent en outre l'argument qui suggère que les apprenants ont profité de l'utilisation des MOOC et qu'ils s'impliquent davantage dans l'expérience. En outre, cet outil permet à la fois aux enseignants d'intégrer du contenu et des activités en ligne avec l'enseignement en face à face et aux apprenants de faciliter et de renforcer les études de littérature. Sur la base de cette étude, l'intégration du MOOC dans la classe de littérature est un point de départ pour de nouvelles recherches sur le mélange du MOOC dans des contextes traditionnels pour parvenir à une mise en œuvre réussie du contenu en ligne de manière à faciliter le processus d'apprentissage / d'enseignement.

Mots clés: littérature, MOOC, intégration, TIC

ملخص الدراسة:

أصبح تدريس اللغة الإنجليزية كلغة أجنبية تحديًا بسبب تنوع تقنيات وأساليب التدريس بالإضافة إلى تنوع و اختلاف دوافع الطلاب واحتياجاتهم واهتماماتهم من ناحية التعلم. لذلك وجب على المدرسين التفكير في طرق جديدة لدمج استراتيجيات حديثة ومختلفة من أجل تعزيز عملية التدريس وتحقيق أهدافهم التعليمية و كذا جعلها أكثر فعالية. نتيجة لذلك أصبح دمج تكنولوجيا المعلومات والاتصالات وخاصة الموك منتشرًا على نطاق واسع في العديد من المجالات بما في ذلك تعلم اللغة و التدريس وخاصة تدريس الأدب. يبين هذا الأخير أن استخدام التكنولوجيا وخاصة الموك يساعد في فهم معظم النصوص الأدبية الصعبة. وهكذا أجريت الدراسة الحالية لتقييم التدريس المعتمد على التكنولوجيا باستخدام الموك كأداة تعليمية في تعلم و تدريس الادب لطلاب السنة الثانية ليسانس في جامعة عمار ثليجي ، وتشمل الأهداف المحددة تقييم وجهات نظر الطلاب تجاه دمج الموك في عملية التعلم ، و كذا تقييم النتائج المتحصل عليها خلال تدريس الادب. تم استخدام أداتين بحثيتين لتحقيق هدف هذه الدراسة التجريبية وهما تجربة مع طلاب السنة الثانية ليسانس متبوعة باستبيانين على الإنترنت موجهين إلى 9 مدرسين و 45 طالبًا في السنة الثانية. تظهر نتائج الدراسة أن دمج الموك كأداة تعليمية نجح في تعزيز تدريس الادب. تدعم النتائج كذلك الحجة التي تشير إلى أن الطلاب قد استفادوا من استخدام الموك وأنهم أصبحوا أكثر مشاركة في التجربة كما تتيح هذه الأداة ايضاً لكل الاساتذة دمج محتوى وانشطة الانترنت مع التدريس المعتمد. استنادًا على هذه الدراسة ، يعد دمج الموك في فئة الأدب نقطة انطلاق لأبحاث جديدة حول دمج الموك في نظام التدريس القديم و ذلك لتحقيق الاستغلال النافع لمحتويات الإنترنت بطريقة تسهل عملية التعلم و التدريس.

الكلمات المفتاحية: الادب, تكنولوجيا المعلومات والاتصال, الموك.