

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



Using Graphic Novel to Teach Literature Case Study of First Year Students at Laghouat University

*A Dissertation Submitted to The Department of English Language in Partial Fulfillment of
The Requirements For a Master's Degree in Literature and Civilisation*

Submitted by: AISSAOUI Mama

Board of Examiners:

- Mrs CHERFAOUI Samia University of Laghouat, Chairman
- Mrs: IBRIR Latifa University of Laghouat, Supervisor
- Mr MHAMDI Nadir University of Laghouat, Examiner

Academic Year: 2019/2020

Dedication

I dedicate my humble effort to the memory of my grandmother who
has been always my greatest support.

To my loving father and mother whose affection, love, encouragement,
and pray day and night make me able to achieve such success.

To my sweet noisy little sister Bouchra and brother Abdou

To my dear husband, my best friend, my biggest comfort and my
strongest motivation Youcef.

Acknowledgments

I thank ALLAH for giving me the strength, the audacity and the endurance to realize this work.

Second, I would like to express my appreciation to my dear supervisor **M r s . I B R I R L a t i f a** for her patience, guidance, encouragements: She really gave me the support i needed, may Allah bless her. A word of thank must go to the members of the jury.

Third, special thanks go to all of the teachers and the administrative staff of our department.

ABSTRACT

The present study aims at indicating the significance of using graphic novels as a tool to teach literature for first year students of English as beginners. The main objective of the present study is to shed light on the effectiveness of graphic novels to teach literature for first year students as English beginner learners, and how it heightens their learning abilities in literature. To carry out this research and test the hypothesis, the quantitative approach was utilized; a questionnaire was used and administered to first year students of English at Amar Theliji of Laghouat as a tool to gather data about the students opinions regarding the usefulness and effectiveness of graphic novels as a technique to teach literature. The researcher findings have shown that the graphic novel is a very effective tool to teach literature for first year EFL students of English. Finally, this study recommends some tips for teachers to guide them use graphic novels effectively to teach literature for first year university students of English.

Key words: Literature, graphic Novel, EFL teaching and learning.

Table of Contents

Dedication	II
Acknowledgments	III
ABSTRACT.....	IV
Table of Contents	V
List of Tables	VI
List of Figures	VII
General Introduction.....	- 1 -
CHAPTER ONE	- 4 -
Introduction	- 5 -
1.1. Literature Definition.....	- 5 -
1.2. Characteristics of Literature.....	- 6 -
1.3. Literary Competence	- 6 -
1.3.1. Improving Literary Competence of EFL Students	- 7 -
1.4. Types of Literature	- 7 -
1.4.1. Drama Type	- 7 -
1.4.2. Poetry	- 8 -
1.4.3. Non-fiction.....	- 8 -
1.4.4. Fiction.....	- 9 -
1.5. Teaching Literature	- 9 -
1.6. Literature Teaching Goals.....	- 9 -
1.7. Literature Teaching Models	- 11 -
1.8. Literary Text Selection.....	- 11 -
1.9. Literature Teaching Approaches	- 11 -
1.9.1. Language Based Approach	- 12 -
1.9.2. Cultural Approach.....	- 12 -
1.9.3. Personal Growth Approach.....	- 12 -
1.10. Characteristics of Literature Language	- 13 -
1.11. The Literary Background of Learners	- 14 -
Conclusion.....	- 15 -
Chapter Two.....	- 16 -
Introduction	- 17 -
2.1. Novels in Literature.....	- 17 -
2.1.1. The Theme	- 17 -
2.1.2. Plot.....	- 18 -

2.1.3.	Characters	- 18 -
2.2.	Graphic Novels.....	- 18 -
2.2.1.	Definition.....	- 19 -
2.2.2.	Historical Background	- 19 -
2.2.3.	Elements of Graphic Novels.....	- 19 -
2.2.4.	Graphic Novels and Foreign Language Learning	- 21 -
2.2.5.	Benefits of Using Graphic Novels as a Tool to Improve Literacy	- 21 -
	Conclusion.....	- 23 -
Chapter Three	- 24 -
3.1.	Research Design and Methods	- 24 -
3.4.2.	The Analysis of the Questionnaire.....	- 25 -
3.5.	Summary of Students' Questionnaire Results.....	- 32 -
	General conclusion.....	- 34 -
	References.....	- 36 -
	Appendices.....	- 40 -
	RÉSUMÉ.....	- 42 -

List of Tables

Table 3. 1 Students' Gender.....	- 26 -
Table 3. 2 Students' Choice to Study English.....	- 26 -
Table 3. 3 Students' Level.....	- 27 -
Table 3. 4 Students Attitudes towards Literature	- 28 -
Table 3. 5 Student Will for Reading Novels.....	- 28 -
Table 3. 6 Students' Preference of Literary Text	- 29 -
Table 3. 7 Student Percentage of Reading Novels.....	- 29 -
Table 3. 8 Students Experience with Graphic Novels.....	- 30 -
Table 3. 9 Students' Opinion on Reading Novels.....	- 31 -
Table 3. 10 Students' Attitudes towards Graphic Novels.....	- 32 -
Table 3. 11 Students' Opinion on Graphic Novels.....	- 32 -

List of Figures

Figure 1.1 Pyramid of Language and Literature Competence.....	- 10 -
Figure 1.2 Types of Graphic Novels.....	-21-
Figure 1.3 Elements of Graphic Novels.....	- 20 -

General Introduction

General Introduction

Teaching literature in EFL classes is widely used and increasingly becoming the trend nowadays. Usually teachers use literature as an approach to help the learners develop the four skills of language as well as providing knowledge of the world. Literary texts can be used as materials and tools to help in the teaching process of literature. Moreover, these literary devices increase the imagination and motivation of the learners and enrich their vocabulary. Among the tools available to the teacher, the graphic novel is one of the most frequently used especially with beginners. The easy and enjoyable form of this this type of novels and the combination of prose and images make it useful effective as a technique to teach literature. However, despite the popularity of graphic novels, many teachers do not include it in their teaching approaches, and students are not even aware of and interested by these novels as they prefer to read other types of novels and other literary genres.

Statement of the Problem

Teaching literature in EFL context is not an easy mission at all, especially that some learners consider the tools and strategies used by the teachers in teaching literature boring, and others find them difficult. Teaching literature to first year university students is one of the most important challenges for EFL teachers which makes them look for easy and useful tools for teaching literature to first year students of English as beginners in order to achieve their challenge. This research sheds light on the use of graphic novels as a tool to teach literature for EFL first year university students. More precisely, this research aims at investigating the effectiveness of graphic novels in teaching literature.

Research Questions

- What is the significance of graphic novels in teaching literature for EFL first year university students?
- To what extent does the use of graphic novels in teaching literature encourage students to learn and understand literature?

Research Hypotheses

The present research study relates to the field of EFL teaching and learning through exploring the role of using graphic novels as a tool in teaching literature to first year students. Thus, encouraging EFL students to read graphic novels may help them improve their abilities of learning literature. Graphic novels can be the best teaching tool because they are easy and enjoyable for first year students of English as beginners to learn literature. Therefore, it is hypothesized that:

- Graphic novels are effective and crucial in teaching literature for EFL first year university students because of their impact on students comprehension.
- Teachers need to use graphic novels as a tool to teach literature in their classrooms. Graphic novels are useful to a considerable extent in teaching literature.

Research Methodology and Design

Based on the nature of the topic, our research study will be conducted using the quantitative descriptive method; it aims at answering the research questions and confirming the research hypotheses by providing information concerning the use of graphic novels to teach literature for EFL first year university students of English. Hence, the researcher chooses a questionnaire as a data collection tool. Therefore, students are given a questionnaire to fill and express their different opinions and attitudes towards the use of graphic novels to teach literature for EFL first year university students.

Structure of the Study

This research study starts with a general introduction that briefly describes the research field and topic. In addition, the study is divided into two main parts: theoretical and practical. The theoretical part is composed of two chapters that revise and synthesize the previous studies about this topic and the research theoretical background. The first chapter, entitled “an overview of literature”, states the nature of literature, definitions and characteristics according to scholars and philosophers and the major types of literature and literary competence. The second chapter, entitled “graphic novels”, covers different definitions of a novel in general, and then it sheds light on the graphic novel in particular as a topic under study; it tackles the history and development of this novel and the main benefits of this literary tool to enhance the learners’ learning ability and language skills. Moreover, the practical part is about the field of research and the analysis that will

include a description of all aspects related to the population under this study. It describes, examines and interprets results obtained from the questionnaire along with a general summary of the findings. Finally, our research study ends up with a general conclusion that states some further recommendations, suggestions, concluding remarks and research limitations.

Significance of the Study

The present study is important for the following reasons. First of all, it provides learners with a general overview of graphic novels and increases readers' understanding of the nature of this learning technique and its role in developing language teaching so that teachers will be able to integrate it to teach different aspects of language especially literature. Moreover, it highlights the importance of this technique in learning and teaching and the different challenges teachers and groups may face when this technique is implemented in the classroom. Consequently, the present study provides instructors and learners with suggested solutions to overcome the difficulties that they may face during the use of this tool, and how they can benefit from the use of graphic novels in the future.

CHAPTER ONE

An Overview About Literature

Introduction

This chapter gives a wide view of literature, then it dives down to illustrate its dimensions. The chapter includes literature definition and characteristics according to scholars and philosophers. After that, it gives a clear point about the major four types of literature and literary competence. After dealing with literature as subject, the researcher tackled teaching literature from the perspective of the teacher and learner passing through literature teaching models and goals. Finally, the researcher also talked about the characteristics of literature language in addition to the needed background of the learners in order to enhance the quality of teaching literature

1.1. Literature Definition

From the lens of the philosopher Winchester, literature is highly interconnected to our lives as it acts as a reflection that represents events and the human being's perceptions that they go through. Winchester points out that the art of literature reads out the inner of human being. He claims that literature:

is a criticism of life or, perhaps better, an expression and interpretation of life And the point to be noticed here is that it is this power over emotion that makes literature an interpreter of life. For life, in the large moral sense in which we use the word, is determined, not principally by outward facts and circumstances, nor yet by thought and speculation, but by its emotions. Emotions are motives, as their name implies; they induce the will; they decide the whole current of life. Character is indicated by them, and must always be educated through them... Literature, therefore, which at once speaks the feelings of the writer and stirs those of the reader, is necessarily the truest and deepest record of human life (Winchester, 1925, quoted in Ranney, 1938).

Literature is a meaning, whether written or spoken; it is used to describe content. Literature is used to describe anything from imaginative art to more analytical or scholarly works in a general context, but the term is more generally used to refer to works of literary imagination, including theater, literature, nonfiction, drama, and poetry.

1.2. Characteristics of Literature

The outcomes of the term literature are very significant in that no two theorists or critics will assign this term a similar meaning; here are some characteristics presented by Collie & Slater Given (2000:1).

1. "Literature is feelings and thoughts in black and white".
2. "Literature is a world of fantasy, horror feelings, visions ...put into words".

Add to that, literature is the use of language to evoke a personal response in the reader or listener. Literature means to meet a lot of people, to know other different points of views, ideas, thoughts, minds to know ourselves better.

Literature is distinguished by its humanistic characteristics. It is the product of man which provides the emotions of man and the cultural concerns of society as it is often distinguished by its fictionality and departure from the proper language norms.

1.3. Literary Competence

The metaphorical or symbolic use of language in the reading of poetry, in particular, may confuse beginner readers of literature. According to Lazar (2000), the reader would certainly not have been exposed to this ambiguity in the various literary language patterns; she notes that:

Effective readers of a literary text possess the literary competence in that they have an implicit understanding of, and familiarity with certain conventions which allow them to take the words on page of a play or other literary work and convert them into literary meaning (Lazar 2000:12).

In the framework of EFL, teaching literature should not only improve the linguistic knowledge of the students, but it should also allow them to learn literature skills. Culler (1975:13) first proposed that the term 'literary competence' should be referred to as the "grammar of literature."

Culler (1975:6) clarifies this idea claiming that “the semiological approach suggests, rather, that the poem be taught of as an utterance that has meaning only with respect to a system of conventions which the reader has assimilated”.

Finally, the mastery of the functions and norms of discourse is the literary competence. It incorporates a variety of conventions for various genres. For example, reading a poem requires the reader's knowledge of rhyme, rhythm, alliteration, images, meter, etc. However, as in the case of a short or novel, the reader 's attention is on understanding the plot, the characters, the theme, the perspective, etc.

1.3.1. Improving Literary Competence of EFL Students

The role of students is to be self-responsible for their education. Many researchers like Brumfit and Carter (1986) assert that those who continuously train intensely will improve their literary skills since they are well acquainted with the literary style and the device and other techniques associated with it. On the other hand, it is the responsibility of teachers to help students to learn the skills required to manage a literary text.

The ability to understand and decode figures of speech, and learning about studies and various literary devices and genres are all belonging to certain qualities that are reasonable to focus on while reading literature. Besides, it is noteworthy to stress that it is important to create some activities and tasks to ensure the effective control of the abovementioned devices and techniques (Lazar,2000).

1.4. Types of Literature

There are three major genres that appear to be distinctive in literature: fiction, drama, and poetry; they have many elements in common.

1.4.1. Drama Type

The term "drama" stems from the Greek word "dran" which means to do, to perform; it is related to the Greek word "drainein" which means to be able to do, and literally it means to perform an activity on the stage. Thus, as Hari Ram Shanka describes drama, drama is the acts that imitate real life in which dialogues and acting are entirely in line with real life. “Drama is the representation by actors put up for show at certain place before spectators in the form of imitations of conditions

and situations in which persons are placed from time to time by certain means, leading to enjoyment of a particular pleasure". (Mishra, 1965).

Drama is the continuation of an event. It is a category of literature that is portrayed by characters and dialogues, it is concerned with fantasy or an imagined plot. It is meant to be played out rather than told; it is a different form of fiction.

Moreover, drama gives us a direct presentation of life's experiences. This is why we conclude that it is a truly representative art. In addition, drama utilizes imagery in the form of a gesture or conversation to convey or re-show an event, and the characters who are being used to tell the story are classified as actors (Iwuchukwu, 2008).

1.4.2. Poetry

The earliest written texts are poems that tell stories of traditional mythologies. Perhaps this writing style was found to help memorize large amounts of data in the days before writing. For societies that do not have a written language, rhythm and rhymes really could make the content quite memorable and thus easier to protect.

It is often regarded, almost beyond recognition, as something enigmatic. However, as one begins to think about research on poetry or attempts to explore our own literary expression, there are other pieces of content that can help us appreciate poetry. Poems are the forecast of an inventive mind, rich in the right moment with the requisite vocabulary.

1.4.3. Non-fiction

Nonfiction literature is opposed to fiction; writing nonfiction should have real people and places. The tales recorded tend to be true for nonfiction plays; here are few examples briefly explained of nonfiction literature. The first is an essay; it is usually the perspective of the authors on some given subjects in a comprehensive manner. In the second position, autobiography or biography is the story of the author's own life.

Non-fiction is a genre in which the transmission of knowledge is central. "It is writing about and from a world that includes the author's life and/or the author's eye on the lives of others. Literary Nonfiction is a form that uses memory, experience, observation, opinion, and all kinds of research." (Borich, 2001). Literary nonfiction is alive in the lives of people.

1.4.4. Fiction

Fiction is a term used to identify anything that, often tales or narratives, is not real. The piece of fiction is an act of vivid imagination, and its pure commitment to the real world. It is also not generally believed by its audiences.

Fiction is a word derived from the Latin word 'fictum'. Fiction does not generally envisage characters who are real people or details that are factually correct. However, characters and events within a piece of fiction can also be totally different from the existing world with their own context, an alternative fictional world (friend, 2017).

Fiction is commonly classified into a number of genres: subsets of fiction; each is characterized by a common centralized tone or style, storytelling technique, and so on. For example, on the basis of an alleged true case or a rewritten biography, historical fictions are partly or deeply reimagined where the author incorporates imaginary characters into specific historical events. Even though the fictional story is based on fact, there may be changes and additions to the real story to make it more exciting. This type includes novels which are our engine of this research.

1.5. Teaching Literature

Teaching literature at university has always been controversial and questionable. For most reasons, the problem seems to be first, in teaching approaches and methods themselves; second, the wide gap between the contents of literature syllabi and the methods or techniques to be used to attain a successful teaching /learning process. With respect to these conditions, it seems to be a very challenging matter to adapt a coherent approach to teach literature at university.

1.6. Literature Teaching Goals

In literature teaching, it is crucial to refer to literature as a creative art through which people produce and evaluate literary works. In fact, literature is conceived as a subject in EFL classes that helps learners acquire linguistic and cultural insights about the language they are studying (Widdowson 1984, Lethbridge & Mildorf, 2003).

This is the point where literary studies actually started receiving literary criticism. There actually four advanced major purposes for including literature in EFL classes. These four competences that most of linguists and applied linguists are calling for are briefly shown in the figure below (Lazar, 2000; Lethbridge, 2003; Spark, 1999; Rosenblatt, 1995):



Figure 1: Pyramid of Language and Literature Competence

In EFL teaching, the ultimate objective of literature should allow learners to improve their analytical and interpretive faculties. The majority of applied linguists and pedagogues emphasize the importance of engaging learners in textual interpretation and enhancing their personal responses to literary works in this regard.

Showalter (2003,p.24) claims that “[literature instructors] are not accustomed to defining our objectives as actions or competencies – what students will be able to do, as well as understand – or as transferable skills”.

Showalter adds that the objective of literature is how to effectively promote the understanding and reasoning of students as well. This implies that it is necessary to decide on the teaching objectives from the perspective of the student rather than the teacher as they assist educators in planning activities and carrying out tests.

In addition to being familiar with specific books or canons, Showalter (2003) and other experts as Robert Scholes (1985) assert that ideal literary pedagogy must be geared towards conceptual

understanding. The essential objective of this modern pedagogy is to help students manage the textual processes.

1.7. Literature Teaching Models

Regarding the specificities of literature and literary texts, tremendous opportunities and advantages can be traced in coping with the multidimensional aspects of the great body of literary texts. Considering literary texts as being original, universal, suggestive, and ambiguous actually will give chance to learners to discussion, interpretations and personal responses (Maley, 1989). These faculties will ultimately ensure students interaction with the text and with each other in a way that will enhance their language learning and personal cultural growth.

However, if these advantages are not properly treated, extreme resistance and contempt to literary texts can arise on the side of students. Instructors of literature therefore have to settle for a solid and reliable approach of teaching literature.

Regarding the technique of literature teaching within the educational institutions, three main models were developed by Carter and Long (1991); each is identified with unique pedagogical activities. These models are either language-based, literature-based or culture-based (Lazar, 1993; Carter & Long, 1991).

1.8. Literary Text Selection

Teaching Literature seeks to elicit a deep interest in students to explore the meaning and benefits of literature. Therefore, the adequacy and appropriateness of the tools to be used in teaching literature tends to be a crucial factor in keeping students interested in literature.

McKay (1982, p.531) strongly contends that “the key to success in using literature in the ESL class seems to me to rest in the literary works that are selected”. Furthermore, McRae (1997, p.4) supposes that “careful text selection is fundamental to the successful use of any kind of representational materials”. Hence, in the EFL scope, texts are undeniably of highest concern and should have a fair share in the design of a program for literature.

1.9. Literature Teaching Approaches

Whatever can be said, literature has the power to increase the linguistic, communicative and cultural abilities of learners, so teachers need to choose suitable activities and adopt powerful

resources to add to the effectiveness of their literature teaching. Technical and didactic thought in this regard expands different methods and forms of teaching literary texts and works from which teachers chose what best meets the learners' needs. Carter and Long (1991) introduce three main approaches to the teaching of literature:

1.9.1. Language Based Approach

Carter and Long (1991) state that “language is the literary medium, that literature is made from language and that the more students can read in and through language the better able they will be to come to terms with a literary text as literature” (p.2). The language based approach is regarded as one of the most popular approaches to teaching literature in the field of foreign languages. This model approaches a text explicitly to highlight its linguistic characteristics, as its name implies. Unlike other models, this model uses a clear literary text to aggregate language skills over literary skills; the primary concern of this model is to improve the general comprehension and retention of English by students.

1.9.2. Cultural Approach

This model is intended to help students become tolerant with various cultures and values visa a visa their own culture. In fact, the traditional experience of most teachers following this model is reflected in their emphasis on teaching historical aspects and literary movements.

Cadorath and Harris (1998) considers this approach as one of the most traditional approaches frequently used in university literature classes. In this approach, the literary text is regarded as a material and a resource of the target cultural knowledge; it explores the social, political and historical context.

Following his approach, students are supposed to explore the past and features of literary movements and genres. Despite its universality, foreign language educators are largely disadvantaged by this strategy in terms of marginalizing all relevant language activities. It is also rejected for being teacher-centered, which means requiring the instructor to transfer knowledge and information to the learners with a broad rich input.

1.9.3. Personal Growth Approach

This approach attempts to establish not only linguistic competence, but literary competence as well. Much focus is devoted to the interaction of learners with the text, so there is no value for the

text alone. For students, it is beneficial since it helps to encourage a high degree of participation and at the same time involves the learner. This approach can also be labeled 'a reader-based approach'.

The ultimate pedagogical value behind this approach is to see that learners can engage mentally, emotionally and aesthetically with the text, not just inside the classroom. In brief, this paradigm can be viewed as a process learning approach in which the interest is focused on how to attach the learner with the text and eventually to the level that it becomes its own. Cadorath and Harris (1998) point out that "text itself has no meaning, it only provides direction for the reader to construct meaning from the reader's own experience"(p. 188).

In a nutshell, all th three approaches appear to have targets and strategies to make literature usable for learners and easily accessible. In contrast, the primary distinction is either the literary text, the reader or the goals behind each model. Therefore, what is worth considering is that teachers in the field should choose an effective approach that can use literature as a powerful source of inspiration and teaching to enrich the cultural context of learners and to increase awareness of language.

1.10. Characteristics of Literature Language

Brumfit and Carter (1986) suggest that the work of literature has a variety of characteristics that differentiate it from the other non-literary text; it is a technical language which can not be studied in the same manner as the specific field language (Lazar, 2000: 6). In order to better understand and interpret literary text, relative to literary texts that should be considered in the literature course, learners need to be helped and supplied with the appropriate data. It is also claimed that:

There are a number of features of literary language which can be isolated. Many of those futures occur in other forms of discourse as well but in many literary texts they combine to form a high unified and consistent effect, which strongly reinforces the message of the text (Brumfit & Carter, 1986, quoted in Lazar, 2000: 8).

Some characteristics usually describe literary texts, but other non-literary ones can be found instead (Samaan, 1987). Metaphors and similes, for example, are found in daily colloquialisms and ordinary social interactions. In publicity jingles, slogans and also in certain ordinary phrases and expressions, assonance and alliteration can be seen.

It is possible to separate linguistic characteristics that differentiate literary texts into two classes. Rhetorical schemes deal with sound, terms and sentence arrangement and structuring, while rhetorical tropes are far beyond the standard meaning of a word or expression (Lethbridge & Mildorf, 2003).

1.11. The Literary Background of Learners

In selecting a literary text, one must not check whether or not the text is easy in terms of the language, but must also know whether students are able to communicate with the text and its literary devices. It is believed that students who have already learned literature in other languages will show literary competence in literary texts in either language as it will allow them to learn those literary skills. In fact, the teacher must consider the learner's literary competence which is as important as linguistic competence (Lazar, 2000).

This means that literary skills enable readers to deal with literary texts on the basis of certain literary conventions and principles. This helps them elevate up to literary meanings from the words of a poem, or the passage of a fiction. Emergence of literary course practices dealing with literary languages such as figurative and rhetorical vocabulary, literary phrases, literary movements and literary styles or genres may strengthen literary skills (Martinez 1991). For a successful assimilation of these literary elements, teachers can not focus on meanings only; they have to opt for other more realistic practices such as balancing the meaning of a metaphor with a metaphor derived from a text or a poem.

Hence, the literary text selection depends on the students' literary capacity. When the students are ready for literature, they will be able to deal with the text not only linguistically but also esthetically and critically.

Conclusion

Literature is a pure subject and an interesting module to teach at the first grades of university. Through this chapter, the reader will have a clear vision about the students' receptivity of literary texts and terms by understanding the literary competence and the methods that a teacher should follow to pick up the right text under the text selection criteria title (2.1.1).

Next chapter will be as a continuation to this one by shedding the light on one of the fundamental basics of literature; it will give a glance on novels narrowed down to the graphic novels passing to further details.

Chapter Two

Graphic Novels

Introduction

This chapter basically tackles graphic novels as an important tool in EFL teaching in general and in teaching literature in particular. The chapter provides firstly an overview about novels in general in order to give a general idea. Then it sheds light on various definitions of graphic novels, its history and development, and its importance in English teaching.

2.1. Novels in Literature

The name comes from its Italian word ‘novella’ which meaning new. Formerly, novels can be letters, biographies and history produced in the area. However, the novel does not only focus on nonfiction, the author of the novel may change according to the required vision with a change in culture and time. The novel is “a story with the prose form in long shape, this long shape means the story including the complex plot, many character and various setting” (Sumardjo, 1998,p. 29).

As a whole, the novel consists of mutually dependent passages connected to each other. In addition to the formal elements of expressions, there are several other kinds of elements in a novel-building that together form a totality. In short, the novel is a literary work that talks about prose with a long-form. The intrinsic elements of the novel are the story, setting, Characterization, perspective and theme.

2.1.1. The Theme

The principal concept conveyed by the writer is the theme. The theme may also be described as the story's underlying essence. A key aspect in literature is the theme which includes the core structure of all narrative forms such as novels, drama and short stories. It represents innocence, knowledge, life, death, truth, destiny, insanity, wellbeing, love, culture, people, etc.

(Hartoko and Rahmanto, 1986: 142). Themes are derived from the patterns used in the related work that decide the presence of events, tensions, and circumstances. The theme has become the base of the whole story's production, so it is animating the whole story. A common theme forms general concepts or broader and abstract generalization.

The general theme is also a general fundamental principle that serves literature, and it means a semantic structure in the text that refers to similarities and distinctions. Themes become the central creation of the whole plot, so the whole section of the novel must be depicted by the theme.

2.1.2. Plot

The serial arrangement of incidents, thoughts, or events is the plot. The plot includes all the events in literature and produces aesthetic enjoyment. The novel's narrative develops through different plots and conflicts. The plot is a story that contains the sequence of events, but each incident is only connected in cause and effect (Stanton,1965).

The plot can be described as the sequence of events of a story, arranged in a chronological order. Furthermore, three main components determine the plot: events, conflict, and climax. According to Forster(1970) and Stanton (1965), the plot is the set of events in a story that has pressure on a causal relationship.

2.1.3. Characters

The characters in a novel are referred to as actors in the story. The reader judges them on the basis of what the writer says about them, and on the basis of what they do and say. Another thing to note is that the characters are part of a larger pattern; they are members of society. Through the portrayal of each character, the narrator represents a distinctive perception of the persons who contribute to society.

A character may be defined in fiction as a verbal depiction of a human being. Authors represent characters who are worth thinking of, cheering for, and even loving by action, voice, explanation, and criticism, and characters whom you can laugh at, disdain, or may even hate.

The main character in a novel are the protagonist and the antagonist which is the character who opposes it. The character is viewed according to the way they react to confrontation. Abram (1981, p.76) states that “the character is the person who appears in narrative prose or novel and it is interpreted by the readers as a person who has the moral quality and certain tendency such as being expressed in what they say and what they do”.

2.2. Graphic Novels

In the literature, there was not a common and unified definition for graphic novels. Scholars have given different definitions for this type of novels, and each one of these scholars has his own opinion and ideas about graphic novels

2.2.1. Definition

. According to Eisner (1985), graphic novels are defined as “a sequential art, the arrangement of pictures or images and world to narrate a story or dramatize an idea” (p. 5). He means that a graphic novel is the use of images and pictures in an orderly, gradual and well-sequenced manner in order to recount a story or to present an idea. In other words, a graphic story can give a clear and explicit story with images only and anybody can understand it without words.

Carter (2007a, p. 1) also defines graphic novels as lengthy books with a sequence of events featuring an anthology-style collected as a comic art in a subtle way. In the same vein, Gorman (2003) defines graphic novels as intents and purposes included in an original book-length story, which means that the graphic novel is like a complete book, either fiction or nonfiction, published in a form of a comic book style.

Many scholars equate graphic novels with particularly comic books for all intents and purposes, and in these definitions, graphic novels vary mainly in terms of their length and completeness from comic books.

2.2.2. Historical Background

The history of the graphic novel is much more tied to comic book history. Since before the 1940s, comics have always been around. The aim of such books is to attract younger readers because most comic books define super heroes and adventures (Callahan, 2009). In fact, illustrated comics first gained attention in 1938 with the appearance of action comics such as the first ever release of superman stories (Tychinski, 2017).

Over time, the comic style became increasingly famous and popular on television. Writers of graphic novels and the comic style appeared glad as the graphic novel raised to the level of other literary works such as poetry and songs (Stein & Thon, 2015).

The graphic novel as a reading genre is increasingly and widely popular today in various places such as libraries and bookstores, and it has been critically analyzed by various newspapers and online journals. Although graphic novels focused mainly on superheroes in the past, they nowadays emphasize topics that address different subjects (Callahan, 2009; Hoover, 2012).

2.2.3. Elements of Graphic Novels

According to (Carla K.Meyer, Laura M.Jimenez, 2017)

Elements of Graphic Novels

Element	Definition
Characters	The physical characteristics and interactions of those involved in the novel
Color and hue	The gradation (hue) and saturation (intensity) of color used to convey/communicate meaning
Frame	The border or edge of a panel: Although typically rectangular, the author may change the shape to convey meaning to the reader.
Graphic weight	How certain images draw the reader's eye more than others
Gutter	The space between the panels, usually white space: The reader imagines the actions that link the two panels.
Line	A basic building block of illustrations: Lines express mood, senses, and/or motion.
Panel	A division of time and/or space, usually indicated by a line
Text	Can include callouts, speech bubbles, and text boxes

Figure 2.1 Elements of Graphic Novels

2.2.4. Graphic Novels and Foreign Language Learning

Graphic novels, considering their different representations, act as visual instruments to motivate readers with images. Graphic novels are often known as a very positive tool for visual learners because they link photos to texts to improve understanding (Hassett and Schiebe, 2007). This means that the graphic novel is so important in the educational field since the learner will read the novel with an explanation, i.e. images. This will in turn make learner understand the story or the event in the novel even if the prose is difficult or complex.

Many scholars in the field of ELT regard the integration of graphic novels into the reading syllabus as among the most applicable scaffolding methods. Krashen's (2004a) Comprehension Hypothesis (CH) gives further insight on the topic of when and how to use the first language of the student in the education of foreign languages (Öz, Efecioglu 2015).

The information provided in the first language, based on the conceptualization of Krashen's CH, will enable images and realia to make feedback understandable and promoting the use of graphic novels for L2 students. Krashen (2004b) also maintains that graphic storytelling materials are an excellent way of reducing the affective distress filters and loss of faith in studying L2 that blocks students' enjoyment (Öz, Efecioglu 2015).

Graphic novels are real effective tools in second language teaching in general. The form of this novel makes the reader feel delightful and free compared to the other genres and types of literary texts, such as long novels or poems that make the reader feel bored and uncomfortable.

2.2.5. Benefits of Using Graphic Novels as a Tool to Improve Literacy

According to (Connelly 2014), the concept of literacy evolved in the 1970s to accept the fact that learners learn from a number of text styles including visual images to create context. Graphic novels are especially helpful in improving reading skills among adolescents, characterized by their strong use of imagery for language. In recent years, graphic novels have enjoyed growing success and are becoming important instruments for classroom teachers and for good cause.

2.2.5.1. Quick Content Encoding

The images that are used alongside text in graphic novels help students to quickly understand the meaning of the text with preserving the aspects of the story which helps students to be self-confident and encourages them to enhance their learning abilities (Connelly 2014).

2.2.5.2. Vocabulary Development

Students who consider developmental disabilities have reported that graphic novels have inspired them to read and helped their awareness. As part of a new report, many students with developmental disabilities were asked to read graphic novels in their spare time over the course of a year at Avon High School in Indianapolis. Of the 20 students in the survey, 16 indicated that they liked and read the books with many stating that the illustrations made them comprehend the message better (Connelly 2014).

2.2.5.3. Pleasure and Enjoyment

The nature of the graphic novel that is full of images and comics makes the reader feel enjoyed when reading it. One of the main problems and struggles that face teachers and learners is when the reader feels bored while reading a literary text, the thing that he will never feel when reading graphic novels.

2.2.5.4. A Tool to Improve Traditional Literacy

Although the prevalence and use of graphic novels as a learning medium has been gradually increasing when it comes to the importance of graphic novels as their own form of literature, there is still a certain degree of "snobbery". Despite the encouragement of many librarians, many teachers have been hesitant to use graphic novels in their curriculum. However, traditional and visual literacies in graphic novels really can help students to learn new points of view about plot, character, theme and the other elements of the story through images that aid understanding.

Conclusion

The aim of this study is to give an overview about novels in general, its definitions and elements, and a detailed explanation of the graphic novel with its features. It also tackles previous research about the effectiveness of the graphic novel in teaching English language in general and in teaching literature in particular.

Chapter Three

Research Methodology and Data Analysis

Introduction

This chapter discusses and describes the adopted methodology that allows answering and examining the research questions and hypothesis. It provides a detailed description of the research method, research population and sample and research tools. Finally, a discussion and analysis of the outcomes of this research will be presented.

3.1. Research Design and Methods

Based on the nature of the topic, our research study will be conducted through the analytical descriptive method, aiming at answering the research questions and confirming the research hypothesis by providing information concerning the use of graphic novels to teach literature for EFL first year university students. Hence, one questionnaire was chosen as a research data collection tool. Therefore, students are given a questionnaire to fill and express their different opinions and attitudes towards the use of graphic novels to teach literature to EFL first year university students.

3.2. Population

Population is the group of people available for study. According to Polit & Hungler (1999), population in a research work is “the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher to whom the research result can be generalized”. In this research study, the population was chosen from the department of English at Laghouat university.

3.3. Sampling

The sample population is the group of people that the researcher chooses to conduct a study. The researcher must choose the sample according to his research study. In this study, the participants are first year students of English at Amar Thlji University-Laghouat. Normally, at least 60 students are concerned with the questionnaire of this study, but due to the quarantine, only 35 answers of the questionnaire were collected. Nineteen girls (19) and sixteen boys (16) aged between 18 and 22 years old. The researcher has chosen first year students of English for the reason that first year students are considered beginners.

In other words, students of this level are still not able to read long novels or poems and understand them effectively to improve their literature analysis abilities. So, the researcher decided to choose the sample to conduct his study on first year level in order to investigate whether using graphic novels as easy and simplified novels in teaching is a good and effective method to teach literature.

3.4 Data Collection Techniques

The research method is the instrument that helps the researcher to gather and collect information in order to conduct his/her study. A questionnaire is the main method of collecting data in the current work. Due to the current circumstances, the researcher could not do a real field work; the researcher planned before to even use a particular graphic novel in class with students and teachers and test its effectiveness in class. However, it was not possible to conduct it as there were no classes, students or teachers available. The researcher also intended to do an interview with teachers to capture the usefulness of this tool and the difficulties in case they faced some.

3.4.1 The Questionnaire

The questionnaire is the most known and common research instrument. It is defined as a list of questions about a certain topic that gathers answers about the study. According to Nunan (1992, p.231), "a questionnaire is an instrument for the collection of data, usually in written form, consisting of open and/or closed questions and other probes requiring a response from the subject".

Due to the quarantine caused by COVID-19, the questionnaire in this study was distributed using Google forms because the researcher could not meet the students involved in this research.

It consists of 11 questions divided into two sections; the first section is about personal information (gender, age ...ect) while the second section is about the questions that are related to the study. Most of the questions are open-ended in order to facilitate the process of answering the questions. The questionnaire of the current study aims to collect the maximum of students' answers about the topic in order to explore the opinions of first year students of English about the use of graphic novels in teaching literature. This research instrument (questionnaire) is the most suitable tool for this research study and almost the easiest especially in the current case of COVID-19.

3.4.2. The Analysis of the Questionnaire

Section one: General Information

Question 1: Students' Gender

Table 1:

Gender	Number of answers	Percentage %
Male	16	45,71
Female	19	54,28
Total	35	100

Table 3. 1 Students' Gender

The first table describes the students' gender. According to the collected data, the difference is not huge between the two genders of students who answered the questions.

Question 2: Students' Age

Student age was between 18 to 22 years old which is probably the normal average of age for first year university students of English.

Section two: English, Literature and Graphic novels

Question 1: Was it your choice to study the English language?

Table 2:

Option	Number of answers	Percentage %
Yes	31	88,57
No	04	11,42
Total	35	100

Table 3. 2 Students' Choice to Study English

According to the table, the majority of students answered ‘yes’ on the question if English language was their choice to study at university. 88,57% of students have chosen English as a field of study at university whereas 11,42 of them English was not their first choice which means that our sample here are motivated to study and learn English language.

Question 2: How would you evaluate your level in English?

Table 3:

Option	Number of answers	Percentage %
Good	23	65,71
Average	09	25,71
Poor	03	08,57
Total	35	100

Table 3. 3 Students' Level

According to the data in the table, the majority of the students answered that their level in English language is good and the percentage was 65.71% whereas a lower number of students answered that their level in English is average (25,71%). Besides, three students answer that their level in English is poor (08,57%). Thus, it is concluded that the majority of students in this study have a good level in the English language.

Question 3: Do you like Literature?

Table 4:

Option	Number of answers	Percentage %
Yes	32	91,42

No	03	08,57
Total	35	100

Table 3. 4 Students' Attitudes towards Literature

The majority of students (91.42%) answered “yes”; this means that they like literature. That is, the majority of first year students have the ability to learn literature and they are ready to develop and enhance their level in it. However, only 08,57% answered that they do not like literature. This may point out that they may find literature hard and difficult to learn. Thus, these students need new effective and useful tools and techniques to encourage them to learn literature and enhance their learning ability.

Question 4: Do you like reading novels?

Table 5:

Option	Number of answers	Percentage %
Yes	30	85,71
No	05	14,28
Total	35	100

Table 3. 5 Students' Will for Reading Novels

The table shows that most of the students like reading novels (85,71%). Only few percentages of students do not like reading novels (14,28%). The data of the table indicates that the majority of first year students like novels and have the ability to read novels. The students who answered ‘No’ may have difficulties in reading novels. They may find novels too long and boring and take too much time to finish a novel. In this case, teachers need to find other techniques to facilitate for their students to read novels.

Question 5: What kind of literary texts do you prefer to read?

Table 6:

Option	Number of answers	Percentage %
---------------	--------------------------	---------------------

Short stories	14	40
Novels	09	25,71
Poems	05	14,28
Songs	07	20
Total	35	100

Table 3. 6 Students' Preference of Literary Text

The table indicates that first year students prefer to read short stories as the best kind of literary texts they like (40%). The novel also is preferred by the students but with lower percentage than short stories with 25,71%. 14,28% like poems, and 20% prefer songs. Hence, it is implied that short stories are more preferred and enjoyed by students to read maybe because this kind of literary text is not long and complex. The novel, however, is less preferred perhaps because teachers do not use helpful and useful techniques to push and encourage their learners to read novels.

Question 6: How often do you read Novels?

Table 7:

Option	Number of answers	Percentage %
Always	15	42,85
Sometimes	07	20
Usually	09	25,71
Never	04	11,42
Total	35	100

Table 3. 7 Students' Percentage of Reading Novels

According to the table, almost half of students of the sample used in the research study responded by “always” for the question if they often read novels (42,85%); 25,71% of the students answered “usually”. 20% opted for “sometimes” and

11,42% for “Never”. This implies that a good percentage of students read novels (almost the half) while the other half read usually, sometimes and never.

Question 7: Have you ever read graphic novels?

Table 8:

Option	Number of answers	Percentage %
Yes	18	51,42
No	17	48,57
Total	35	100

Table 3. 8 Students’ Experience with Graphic Novels

As obtained from students’ answers of this question, half of the students answered “No” while the other half answered “Yes”. The fact that almost the half of students do not read graphic novels shows that this kind of novels does not have the deserved interest and attention from both teachers and students despite the fact that this type of novels is so easy and useful read and learn as a literary work.

Part 2 of question7: If yes, have you benefited from reading it? And how?

For the students who answered that they read graphic novels, here are the answers:

- **11 Students:** I do not know, I just find it easy to understand.
- **03 Students:** Since there are images and pictures, I can understand even if I find difficult words.
- **04 Students:** the combination between prose and images make the story in the novel easy to understand.

According to the answers of the students who read graphic novels, the researcher can see that these students find graphic novels easy to read and understand thanks to the combination between comic images and prose. They said that even if they do not understand the prose in the novel because of the difficult and complex words, they can get the meaning of those words due to the images in the novel that explain the events in the story in the novel.

Question 8: Do you think that novels are good materials to teach literature?

Table 9:

Option	Number of answers	Percentage %
Yes	29	82,85
No	06	17,14
Total	35	100

Table 3. 9 Students' Opinion on Reading Novels

This question was asked to investigate if novels are good materials to teach literature. According to the data in the table, most of the students answered “Yes” (82,85%) for novels as an effective tool to teach literature. Their answers were based on their experience of reading novels as a good instrument to learn literature effectively.

Question 9: Do you like reading graphic novels?

Table 10:

Option	Number of answers	Percentage %
Yes	18	51,42
No	17	48,57

Total	35	100
--------------	-----------	------------

Table 3. 10 Students Attitudes towards Graphic Novels

The answers of this question are the same as the answers of the question ‘**Have you ever read graphic novels?**’. The students who used to read graphic novels answered that they like reading this kind of novels; however, those who answered “No”, they already do not read graphic novels.

Question 10: In your opinion, is the graphic novel a good tool to teach literature?

Table 11:

Option	Number of answers	Percentage %
Yes	20	57,14
No	15	42,85
Total	35	100

Table 3. 11 Students’ Opinion on Graphic Novels

The table shows that 57,14% said “Yes” for graphic novels as a good tool to teach literature due to their experience in reading this kind of novels whereas 42,85% replied that they did not ever try to read a graphic novel.

3.5. Summary of Students' Questionnaire Results

To sum up the students' questionnaire results, students do not feel motivated to read and learn literature because there are no effective methods and tools by some teachers to encourage their learners to learn literature

We can say that most of EFL university students of the first year are aware of the most known literary genres and give great attention to literature. However, some of them do not read some important types of literary texts and novels, such as graphic novels that almost 50% of the students in the study never read graphic novels before, and do not have an idea about this type of novel. Whereas, also 50% of the total number of students like reading novels in general, and graphic novels particularly. They said that this type of novels is so helpful and effective to understand the story in the novel and even the complex and difficult words, especially for beginners like students of the first year, and even for those from other levels who find difficulties in reading and learning literature in general.

In short, students that participated in the study find many difficulties in learning literature. Lack of tools and methods in teaching literature, and motivation leads them to ignore and neglect it. Whereas, students who used to read graphic novels confirm that this kind of novels facilitate to them reading and understanding it thanks to the combination of prose and the pictures that explain clearly the theme of the novel.

Conclusion:

Regarding the main aim of this research study, this practical chapter is the main part of the whole research. It includes all the research methods and tools used in the study; it provides a detailed explanation of the main instruments that are used by the researcher in order to collect the data and the methods that are used to describe and analyze the results. Moreover, the chapter includes the description of the study, the analysis of the data, suggestions and recommendations and also the limitations of the study.

Recommendations and Limitations

The major aim of this study is to basically to investigate the use of graphic novels as a tool to teach literature for first year university students. Unfortunately, due to the quarantine caused by COVID-19, the researcher could not select a particular graphic novel and meet students from first year of English to read it in order to observe the students' aptitude when reading the selected novel.

Depending on the current study, the graphic novel does not receive the necessary attention on the part of both the teachers and students. Although its simplicity of reading and the enjoyment the reader finds when reading it, it is still far from the educational curriculum, especially for students who are beginners in learning English as a foreign language.

One important recommendation is that the graphic novel is really an effective tool to teach literature. Pictures besides the narration make the story or the event clearly understandable, for example when a beginner student reads a normal written novel and the language used in it is difficult or some of the words in it are complex, he will not be able to understand the story while the graphic novel contains pictures beside the written story, which makes him understand the story and even learns new words which means his vocabulary will develop and his ability to learn literature will increase.

General conclusion

General Conclusion

Teaching literature has several methods and approaches and it is never an easy task. Teaching literature by means of graphic novel is really an effective method for indoctrinating literary concepts to English language students in general, and first-year students in particular because teaching literature through the typical and common curricula and methods such as long novels and poetry, which some consider boring, and others find it difficult to read, especially as mentioned before for first-year students, as beginners in learning English, especially literature. So, after this research study, we investigated that the graphic novel is an effective tool to teach literature for first year students. Many learners do not even have an idea about this kind of novels and some do not give the deserved interest by this type of novels.

According to the analysis of the questionnaire answers, 48,57% of the students answered that they never read graphic novels which means that they do not have an idea about this kind of novels. Thus, teachers should include this type of novels in their curricula to encourage their students to read graphic novels. In the other hand, 51,42% of the students confirm that they read graphic novels. According to them, graphic novels are enjoyable and easy to read and understand, since this kind of novels include images next the prose, what makes the novel simple and clear to them as beginners in English learning. In other words even if the learner does not understand the words in the novel, the images included explain the events of the story clearly, which make it easy to the learner to get the theme of the story, and also develop his vocabulary.

As a result, teachers need to present the graphic novel to the students who do not have an idea about the graphic novel, and encourage them to read it, and include it in their curricula as a way to teach literature for first year students of English, because it is really a very effective method to enhance their learning literature abilities.

References

- Allwright, D., Bailey, K.M. (1991). *Focus on the Language Classroom*. Cambridge N.P.
- Alverson, B. (2014). *Teaching with Graphic Novels*, *School Library Journal*. Retrieved from <http://www.slj.com/2014/09/books-media/the-graphic-advantage-teaching-with-graphic-novels/>
- Anderson, R., C., et al. (1985). *Becoming a Nation of Readers, The Report of The commission on Reading*. NIE, Washington D.C: USA.
- Arab, S. A.(1993). Literature Teaching In Maghrebi Universities. *Moubariz*: (I)2: 131-143
- Borch, J., B. (2001). *What is Creative Non-fiction: An Introduction*. <http://barriejeanborich.com/what-is-creative-nonfiction-an-introduction/>
- Bucher, K., & Manning, L. (2004). Bringing graphic novels into a school's curriculum. *The Clearing House*, 78(2), 67-72.
- Bygate, M. "Speaking". In Carter, R., & Nunan. D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. New York: Cambridge University Press.
- Callahan, R. B. (2009). *Perceptions and Use of Graphic Novels in the Classroom* (Unpublished doctoral dissertation). Ohio University.
- Carter, J. B. (2007a). Introduction – Carving a niche: Graphic novels in the English language arts classroom. In J. B. Carter (Ed.), *Building literacy connections with graphic novels: Page by page, panel by panel*. (pp. 1-25). Urbana, IL: National Council of Teachers of English.
- Carter, R., (1996). *Guide to English Literature*. Penguin Books.
- Carter, R., Long, M. (1991). *Teaching Literature*. Longman.
- Chamot, A. U. (2005). Language Learning Strategy Instruction: Current Issues and Research. *Annual Review of Applied Linguistics* (25), 112-130.
- Choeda, C., (2019). The Origin and Development of English Novel: A Descriptive Literature Review. *International Journal of English Literature and Social Sciences*, 4(4), pp.1099-1104.
- Connelly, K., (2020). *Graphic Novels As A Tool To Improve Literacy: 5 Facts | Healthy Teen Network*. [online] Healthy Teen Network. Available at:

- Dante, L. (1991). Ambiguity. In Cuddem, J., A. (1991). *Literary Terms and Literary Theories* 3rd..ed. London: Penguin Books.
- Dewi, L.L., (2019). *The Implementation of Actantial And Funtional Mdel to Analyze the Plot of Novel the Chronicles of Narnia: The Lion, the Witch, and the Wardrobe* [Unpublished master's thesis]. Semarang State University.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.
- Eisner, W. (1985). *Comics and Sequential Art*. Tamarac, FL: Poorhouse Press.
- El iot, R. (1990). 'Encouraging Reader-response to literature in ESL Situations'. *ELT Journal*, 44(3) 191-8.
- Freeman, D., C. (1980). *Linguistics and Literary Style*.4th.ed. New York.: Holt, R.W.INC.
- Freeman, J. (1992). *Teacher Magazine Article, Read Aloud Books: The Best of the Bunch*. Retrieved from:<http://www.educationworld.com>
- Friend, Stacie (2017). "The Real Foundation of Fictional Worlds" (PDF). *Australasian Journal of Philosophy*. 95: 29–42. doi:10.1080/00048402.2016.1149736
- Gorman, M. (2003). *Getting graphic! Using graphic novels to promote literacy with preteens and teens*. Worthington, OH: Linworth.
- Grambs, D. (1995). *The Describer's Dictionary: A Treasure of Terms and Literary Quotations*. American: W.W. Norton Company, Inc.
- Guthrie J. T. & Wigfield, A. (2000). Engagement and Motivation in Reading. In Kamil, M.L., Mosenthal, P.B., Pearson, P. D., & Barr, R. (Eds.), *Handbook of Reading Research (3rd Ed.)*. (3): 403–424). New York: Longman. Retrieved from <https://books.google.dz/books>.
- Harvey, D.(1994). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, (1st ed). Portland, ME. Stenhouse Publishers.
- Hassett, D. D., & Schieble, M. B. (2007). Finding space and time for the visual in K-12 literacy instruction. *The English Journal*, 97(1), 62-68.
- Hoover, S. (2012). The case for graphic novels. *Communications in Information Literacy*, 5 (2), 174-186.

- Kelly, D. (2014). *Difference Between Comic Books And Graphic Novels*. Retrieved from <http://knowledgenuts.com/2014/01/07/difference-between-comic-books-and-graphic-novels/>
- Lazar, G. (1991). *Literature and Language Teaching*. Cambridge: CUP
<http://socyberty.com/education/models-of-teaching-literature>.
- Lazar, G. (1993) *Literature and Language Teaching*. Cambridge: Cambridge University Press.
- Lazar, G. (1994). Using Literature at Lower Levels. *ELT Journal*, 48(2):115-124.
- Lethbridge, S., & Mildorf, J. (2003). *Basics of English studies: An introductory course for students of literary studies in English*. Freiburg University, Freiburg im Breisgau.
- Maley, A. (2001). Literature in the Language Classroom in R. Carter and D.Nunan (eds.) *The Cambridge Guide to TESOL*. Cambridge :Cambridge University Press. *Asian EFL Journal*. (12)4, 180-185.
- Öz, H., & Efecioglu, E. (2015). Graphic novels: An alternative approach to teach English as a foreign language. *Journal of Language and Linguistic Studies*, 11(1), 75-90.
- Qitharho. (n.d.). 34 research population and sample Polit and Hungler. Course Hero. Retrieved from <https://www.coursehero.com/file/p711kk8/34-RESEARCH-POPULATIONANDSAMPLE-Polit-and-Hungler-199943-232-define-a/>
- Schwarz, G. E. (2002). Graphic novels for multiple literacies. *Journal of Adolescent & Adult Literacy*, 46, 262–265.
- Short, M. (1996). *Exploring the Language of Poems, Plays and Prose*. London. Longman.
- Short, M.(1989) *Reading, Analysing & Teaching Literature*. Essex. Longman.
- Smith, J. (2005). *Using Graphic Novels in the Classroom: A Guide for Teachers and Librarians*. New York: Graphix. Retrieved from https://www.scholastic.com/graphix/Scholastic_BoneDiscussion.pdf
- Stein, D., & Thon, J. (2015). *From Comic Strips to Graphic Novels: Contributions to the Theory and History of Graphic Narrative*. Berlin, Germany: De Gruyter.
- Tychinski, S. (2017). A Brief History of the Graphic Novel. Retrieved from <http://www.diamondbookshelf.com/Home/1/1/20/164?articleID=64513>
- Ur, Penny (1996) *A Course in Language Teaching*; Cambridge: Cambridge UP.
- Wenden, A. & Joan R. (1987). *Learner Strategies in Language Learning*. New Jersey: Prentice Hall.

- Weiner,S. (2004). Show Don't Tel : Graphic Novels in the Classroom. *Journal of English*, 114-117. <https://www.healthyeennetwork.org/blog/graphic-novels-tool-improve-literacy-5-facts/>

Appendices

Students Questionnaire

Dear students,

You are kindly requested to answer the following questions by putting a tick on the appropriate box and expressing your comments when necessary. The current study is about using graphic novels as a tool to teach literature for EFL first-year university students”.

Clarification: the graphic novel is an extended comic book that treats nonfictional as well as fictional plots and themes with the depth and subtlety typically associated with traditional novels and extended nonfictional texts (Tabachnick, 2009).

Thanks for your cooperation.

Section One:

1) Gender

Male

Female

2) Age

Section Two:

1) Was it your choice to study the English language?

Yes

No

2) How would you evaluate your level in English?

Good

Average

Poor

3) Do you like Literature? Yes No

4) Do you like reading novels? Yes No

5) What kind of literary texts do you prefer to read? Short stories Novels

Poems Song

6) How often do you read Novels? Always Usually

Sometimes Never

7) Have you ever read a graphic novels? Yes No

If yes, have you benefited from reading it? And how?

.....

8) Do you think that novels are good materials to teach literature? Yes No

9) Do you like reading Graphic Novels? Yes No

10) In your opinion, Is the Graphic Novel a good tool to teach literature ? Yes No

RÉSUMÉ

La présente étude vise à indiquer l'importance de l'utilisation des romans graphiques comme outil d'enseignement de la littérature pour les étudiants de première année d'anglais en tant que débutants. L'objectif principal de la présente étude est de mettre en lumière l'efficacité des romans graphiques pour enseigner la littérature aux étudiants de première année en tant qu'apprenants débutants en anglais, et de les encourager à développer leurs capacités d'apprentissage de la littérature. Pour mener à bien cette étude et étudier l'hypothèse, l'approche quantitative a été menée ; un questionnaire a été utilisé et adressé aux étudiants de première année d'anglais à Amar Thliji de Laghouat comme outil afin de recueillir des données pour recueillir les opinions des étudiants sur la façon dont la bande dessinée est un bon et utile outil ou technique pour enseigner la littérature aux étudiants universitaires de première année d'anglais langue étrangère pendant l'année 2019-2020, et la méthode d'analyse descriptive a été menée pour décrire et analyser les données recueillies. Les résultats des chercheurs ont montré que la bande dessinée est un outil très efficace pour enseigner la littérature aux étudiants de première année d'anglais. Enfin, cette étude a recommandé quelques suggestions aux enseignants afin de les guider dans l'utilisation efficace des bandes dessinées pour enseigner la littérature aux étudiants de première année d'anglais à l'université.