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Teachers' Objectives in Teaching Literature

The Case of Literature Teachers at Foreign Languages Departments

University of Laghouat

A dissertation submitted to the department of English Language in partial fulfillment of the requirements for a Master Degree in Literature and Civilization.

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Academic Year: 2018/2019

Dedication: 01

I dedicate this work to all members of my family, my dear parents who have been guiding, and encouraging me throughout my life to realize my dreams and fulfill my ambitions. I would like to thank you for all your efforts and patience.

Boukens Hanane

Dedication: 02

I dedicate this work to the soul of my father. I want to thank my precious mother who plays the role of a father, a sister, and a brother for her encouragement, patience and unconditional love, on the other hand to my sisters and brothers: Fayza, Samira, Mohamed, Zaki for their pieces of advice and support.

I am thankful also to my best friends Rihab and Ahlem for the joyable moments that we share together.

Laraba Nadia

Acknowledgments

First of all, we would love to thank our dear teacher: Dr. Gasmi Mustapha for his guidance, patience, encouragement, and advice that we really appreciate for the rest of our lives.

Second, a word of thank and appreciation must go to the members of the jury.

Finally, we would like also to thank literature teachers of Ammar Thelidji university of Laghouat who have helped us to answer the research questions and collect the information needed for the practical part of this dissertation.

Abstract

A literature should be taught for many reasons and various objectives at the same time students have their own interests and needs that have to be bearing in mind. This study is an attempt to set aims and objectives of university foreign languages literature teachers and identify the way to make them attainable. The research is based on a questionnaire as an instrument to test the research hypotheses, which was answered by 14 literature teachers of foreign languages. It was described and interpreted through the quantitative and qualitative approaches. Through our own interpretations and data analysis, we have found that students who are motivated by their own desires and wants can do better in learning that is why teachers have to exploit literature to obtain various aims by selecting literary works and adapt their teaching according to students' needs to create a successful class. It is suggested that opening discussions among students and tolerate different interpretations that may be opposed to teachers' opinions will increase creativity and form future researches, as well as, literary texts which cope with the wants of students facilitate learning process.

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General Introduction

General Introduction

Languages are not only means of communication but also the transformation of cultures which are the fundamental part of people's life. Before learning a language, we should understand its importance in our life. Marxism believes that literature is a mean to transform the raw material i.e.: language (Wellek & Warren, 1979), which is why literature should be taught for variety of reasons around the globe.

Literature can take their readers to worlds that they have never seen before. Through literary works, teachers may seek to accomplish various objectives and aims at the end of each educational experience, whereas they are different from each other but they complete one another to create an overall understanding of and appreciation for literature. However, students also have their own different interests, and needs which should be taking into consideration while teaching literature. If students read what attract them and according to their wants, they will respond positively, which is the main point that any teacher should work on. Reading their preferences of works may motivate them to render reading literary texts enjoyable and effective.

The main objectives of the research are: Examining teachers 'objectives in teaching literature which may lead to evaluate the methods that are used to realize their objectives, and figure out whether teachers adapt their teaching of literature depends on students' needs and how.

In order to realize these objectives, the research project will therefore seek to explore and investigate the following questions to achieve the research objectives:

1. What learning points/outcome should a literature teacher aim to achieve from his learners?
2. How can teachers exploit literature to accomplish their objectives?

These questions arose to test the following hypotheses that are proposed as temporary answers:

1. A literature teacher should help learners to develop their linguistics competences in both written and oral, enhance understanding of different cultures to improve their own critical and creative thinking, in addition recognize and appreciate the aesthetic nature of literary genre.

2. Teachers can exploit literature by giving freedom to their learners to select what is interesting and encourage them to express themselves freely that would help to develop students' critical abilities and awareness.

This study provides review of ideas and research on the teacher's objectives in teaching literature to their students. Language and literature are closely related and they go hand on hand, that is why teachers have the possibility to achieve goals of awakening student's desire to read and create a classroom atmosphere that develop tolerance, encourage sharing different perspectives and interpretations. But are these objectives attainable?

Ganakumaran stated that literature is also taught for aesthetic appreciation. Students should be able to discuss about the plot, characters, setting author's point of view and other literary elements found in the text (Ganakumaran, 2003). In addition according to (Vethamani, 2004) is to improve student's skills: reading, writing, listening and speaking through records of literary texts.

Hill believed that the aim behind teaching literature is to inculcate the reading habit in order to enrich students' vocabulary and language content that will definitely develop their thinking skills and cultural understanding; it acts as a stimulus that motivates the readers by involving them on emotional level (Hill, 1986). Ur claimed that teaching literature increases knowledge about the target culture, world knowledge and a heightened awareness of humanity and conflicts (Ur, 1991).

Sarland stated that teaching literature should include social themes such as loss, death, war and love, taking into consideration the criticism of characters, events, and themes, evaluate literary merit. Students should be aware of the use of the language while studying literature (Sarland, 1991).

All the previous studies tackled the exposure of the language to students through literature, but students remain the most powerless group in Objective Based Education reform, because they come from varying family backgrounds, experiences, and interests therefore, literature teachers should adapt their teaching to students' needs.

The present study will be based on a descriptive statistical analysis of data collection that will be summarized, and described in order to draw appropriate conclusions and interpretations through observation. This method is chosen because the participants can be

observed in a natural environment; moreover, it can be helpful in identifying variables that can be tested (Kothari, 2004).

The research requires quantitative and qualitative approaches. It is the suitable one for analyzing data that will be collected to report and measure experiences and attitudes, because it uses a deductive logic. This approach is often perceived as providing stronger empirical evidence than other research approaches (Kumar, 2004). The target group in this research is 14 literature teachers of foreign languages; 7 teachers of English, 5 teachers of French and 2 teachers of Spanish. It will be conducted at Ammar Thlidji university of Laghouat 2018/2019.

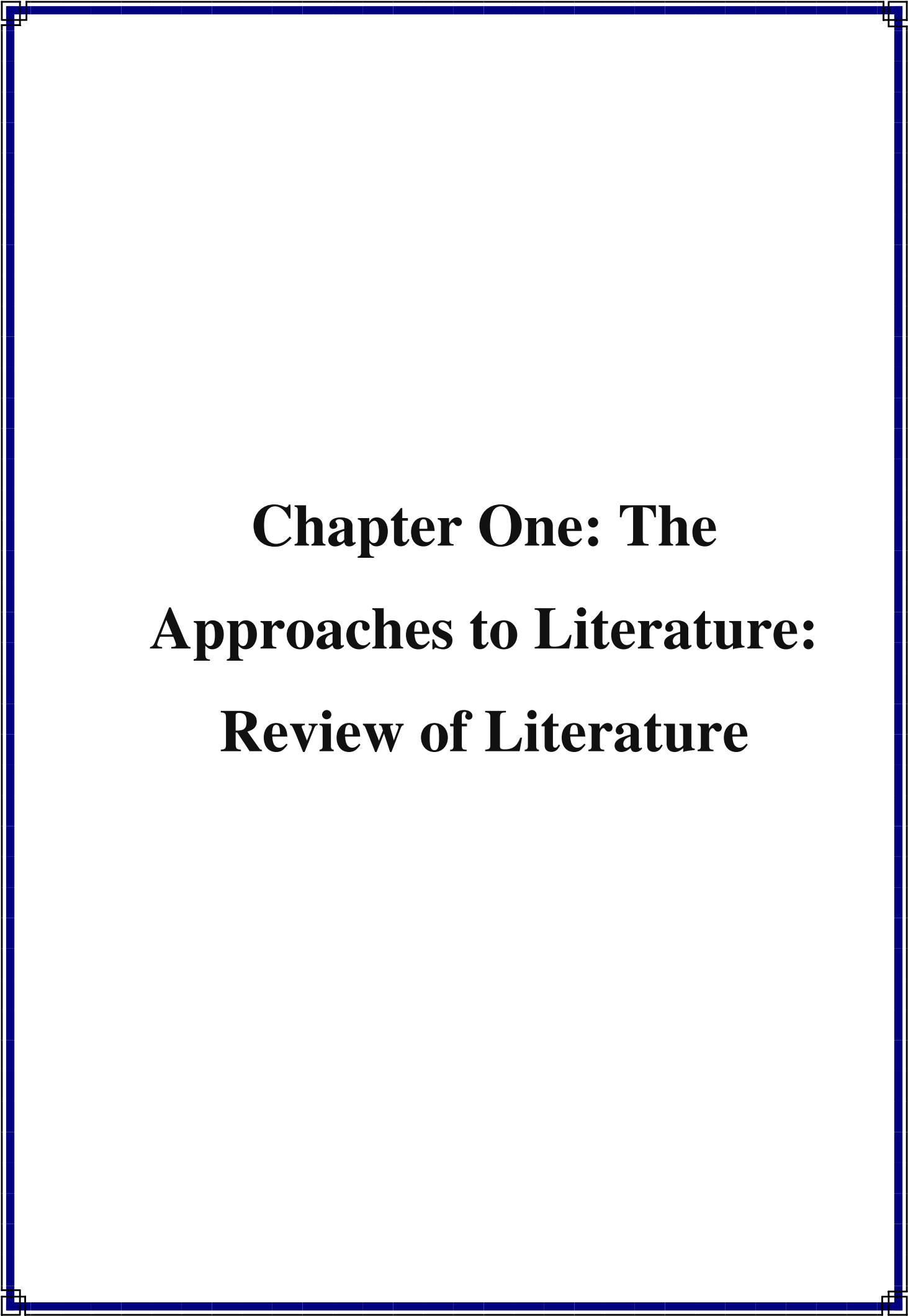
The data collection will be based on a structured questionnaire as a main instrument, because it is more practical that can gather a large amount of information in a short period of time, plus it can be analyzed scientifically and objectively which can formulate a new hypothesis (S. Ackroyd and J. A. Hughes 1981). It will be structured that consist of closed questions (multiple choice options).

This study will clarify so many mysterious points in what and how to teach literature and what is more important it will answer the questions of why, because nothing is acquired in a class or at university for the sake of just gaining knowledge but there are reasons that followed by aims, goals and objectives.

It will also help the teacher to organize the procedure of selecting what should be taught according to the students' concerns and benefits, as they are the heart of the work, without learning there will be no teaching, and without teaching there will be no objective accomplished in literature which is a mixture between culture and language.

Chapter one represents the literature review of our study in which we have defined literature and its importance in our life, how literature should be taught. We have also mentioned the common approaches, methods and techniques that are used to facilitate learning process. We have tackled the approach that is based on objectives as it matches our purpose of the present research. We have dealt with the aims of teaching literature in which we have explained the reasons behind teaching literary works and their benefits. The teacher is the link between learners and literature that is why we have to spot the light on the role of both.

Chapter two is outlined around two parts. The first part envelops what concerns research methodology tools that should be used to conduct our research. We have set the research design, which includes: research questions, hypotheses and objectives, in addition the sample of the study, participants and research instruments. The second part is about data analyses and our own interpretation; on the one hand, it has introduced the quantitative and qualitative analyses of the results drawn from the participants, on the other hand, it has interpreted the data and summarized the main findings.



Chapter One: The Approaches to Literature: Review of Literature

Chapter One: Approaches to literature: Review of Literature

1.0. Introduction

1.1. Definition of Literature

1.1.1 Division of Literature

A. Prose

B. poetry

1.2. The Importance of Literature

1.3. Teaching Literature

1.4. Approaches of Teaching Literature

1.4.1. Objectives Based Teaching Approach

1.5. Teachers' Objectives in Teaching Literature

1.6. The Role of the Teacher

1.7. The Role of the Learner

1.8. Conclusion

1.0. Introduction

This chapter contains the core of the theoretical framework in teachers' objectives in teaching literature. Literature can play a great role to acquire any language; through a competent teacher who should use the appropriate methods and techniques to deliver his/ her objectives.

Teachers should be selective, they have to look for suitable literary texts that motivate students and encourage them to create a new thinking, tolerate different perspectives, and comprehend other worlds, so what is literature?

1.1. Definition of Literature

Literature is an artistic written production that has intellectual values with its specific genres (poetry, drama, essay, fiction, or nonfiction) with some artistic features and devices such as (simile, metaphor, analogy, alliteration, assonance, rhyme, rhythm, etc.). It uses a language as a tool which is different from ordinary one, originally derived from Latin term *littera* which means arts and letters.

The definition of this concept changes over time for example: nowadays, it can also include non-written verbal art forms. It has been defined differently by various writers, for instance according to Holmer *"literature adds to reality, it does not simply describe it, it enriches the necessary competencies that daily life requires and provides and in this respect, it irrigates the deserts that our lives have already become"* (Holmer, 1976: 28).

Henry Van Dyke considers that literature is a mirror of nature and life that is manifested in artistic written works affected by the writers' identity (Henry Van Dyke, 1941).

1.1.1. Divisions of literature

There are two divisions of literature which are "Prose" and "Poetry".

- A. **Prose** is writing that resembles everyday speech. The word prose is derived from the Latin *prosa* which literally means straightforward. Prose is adopted for the discussion of facts and topical reading and does not adhere to any particular formal structures other than simple grammar.
- B. **Poetry** is any writing in verse form. The word poetry is derived from the Greek *poiesis* which literally means creating or creating. Poetry relies heavily on imagery, precise word choice and figures and speech.

1.2. The Importance of Literature in Foreign Languages

Reading is the most important part for many reasons. First of all, if students get used to read even outside of university, they would become proficient readers and the best way to learn to read is by reading, Day and Bamford expressed this in the following way: *“The primary activity of a reading lesson should be learners reading texts – not listening to the teacher”* (Day & Bamford, 2002: 136).

Milliani said that we have to bear in mind that reading is the effective way to achieve literature, but this skill becomes rarely utilized by the educational system and the learner himself (Miliani, 2003).

According to Collie and Slater, one of the main reasons teachers use literature in the classroom is language enrichment. Students use literary texts not only for information, they interpret them, decode their meaning and thus literature becomes effective means of teaching language. Literature provides a language model for those who hear and read it. By using literary texts, students learn new words, syntax, discourse functions and they learn correct sentence patterns, standard story structures. They develop their writing skills.

Literature plays an important role for learners in forming the reading skills but also in forming a reading habit. It is generally acknowledged that reading has become, for the present generations, a challenge which is rarely overcome (Collie and Slater, 1990).

Involving students to read literature will facilitate their learning process through comprehension that may lead to production. When students are asked to give their interpretation, they are pushed to reproduce from the given literary texts by written or spoken in a target language which helps to develop their accuracy, fluency and improve their linguistic proficiency. Swain argued that students need to practise using a language to learn it and as we know that teaching of literature involves different activities in which students use the language to transmit their message (swain, 2000).

Literature adds values through reading stories; when students put themselves in the character's situation and experience the story, they will learn many lessons. Stories are the link between readers and literary texts that can live for a long time in readers' minds.

The study of literature encourages emotional aspects such as empathy, tolerance for diversity, imagination of the readers themselves and toward the others too. A piece of literature acts on the students' emotions and interests, which remains in their memories

because it represents the particular voice of the writer among the many voices of his/her community and thus to appeal to the particular to the reader (Kramsch, 2010).

Literature provides pleasure to listeners and readers. It is a relaxing escape from daily problems by living in another world that can be just in your dreams, and it fills leisure moments, making time for recreational reading and using high-quality literature help to develop enthusiastic readers and improve achievement. According to Rosenblatt *“The power of literature to offer entertainment and recreation is . . . still its prime reason for survival”* (Rosenblatt, 1995: 175). Developing a love of literature as a recreational activity is possibly the most important outcome of a literature program.

Literature creates curiosity within the learners about events that stimulate their imagination and make them want to discover more and think out of the box, what is important than what to think is how to think. It helps learners to improve themselves to be creative and having their own different opinions that strengthen their personalities to become decision makers and have voice in society not like subaltern people who follow the others as they are presented in the majority of the third world works for example in “Changes: A Love Story” by Ama Ata Aidoo and “The god of Small Things by “Arundhati Roy”. So overall, literature becomes the best media of teaching and learning language.

1.3. Teaching Literature

Literature is considered as one of the powerful tools to teach languages and its skills that’s why is used as a basic subject in language acquisition, in the other hand, languages are the building blocks of literature. Therefore, teachers must comprehend this relationship.

Literature as a mirror of the society, human being’s imagination, nature can be used as the internet that can connect between individuals who have been living in different continents and periods of time, through literature teachers cannot only teach languages and literature, but also civilization, history, religions and so many international themes, students can use their imagination and travel to distinct places and era.

Teachers must follow the modern techniques such as audio visual materials and technology to help them becoming more familiar with other different cultures; because of the use of internet would enrich both teachers and students as well to make teaching and learning more interesting. While teaching literature, teachers have to determine the aim that would be achieved through setting activities, techniques and methods then design an appropriate

curriculum that suits students. The best way to do this is to turn to the main characters who are students by selecting texts that meet the students' preferences, ages, sex and interests.

Teaching literature is motivating; individuals can discover other's cultures that they may never meet through involving in the stories. Literature should be taught in all levels for many linguistic and cultural reasons. The question that is rising: How to teach literature?

1.4. The Approaches of Teaching Literature

The way of teaching literature affects both the learners' interests and their language learning. Some of the times, we can have knowledgeable teachers who know a lot about what should be taught and deliver to their students, in parallel there are students who have the readiness to acquire and learn all what is new, but the great issue is how to transmit that certain knowledge from the educator to the learner, how to create an appropriate situation to realize the teachers' objectives.

The approaches, methods and techniques that are used by teachers to pave the way to students to acquire the giving data, interpret it and reproduce new ones to be creators, even strategies that should be utilized by learners help to achieve successful educational learning of language in general and literature in specific.

By comparing results of two classes that have different types of literature instruction before and after teaching had taken place, Yang found that teachers' approach has an impact of learning process. In the first class where teacher centered took place because it was based on lecturing only, Statistics recorded unsatisfactory results, whereas the second class that was based on learner centered, the results revealed a significant improvement and a positive attitude to the literature used in the class (paran, 2008).

Long pointed out: *"The teaching of literature is an arid business unless there is a response, and even negative responses can create an interesting classroom situation"* (Long, 1986: 42). Long is clearly pointing out at a reader response approach that focuses on giving freedom to the reader to interpret freely without any pressure from the teacher.

Rosenblatt maintained that transaction is an aesthetic reading through which the reader engages in reading texts relying on his own experiences (Rosenblatt, 1985). Students should be encouraged to express themselves freely about the literary text. Teaching literature should not be controlled by the teacher, but he should play the role of the facilitator in order to make the learning instruction more enjoyable and motivate students for selecting works that they

can respond emotionally. This approach stresses on developing students' critical abilities and awareness to become critical readers who can evaluate and create rather than being passive recipients.

On the whole, according to the proponents of reader-response approach, Rosenblatt, Long and Carter believed that learner centered approach is the best pedagogical approach to teach literature. Teachers should aim at leaving the choice to students for responding towards literary texts depend on their own previous experiences and their expectations by guiding them, not dictating what should be said, and bringing enjoyment and appreciation. This would develop students' language (Long and Carter, 1991) and (Rosenblatt, 1985).

1.4.1. Objectives Based Teaching Approach

This approach is based on goals. By the end of any educational experience, students should achieve certain objectives which are drawn by teachers themselves. There is no one style of teaching or assessment but all of them should focus on reaching specific outcomes where the teacher ought to adapt distinct roles such as: trainer, facilitator, assessor, mentor and instructor (Spady, 1994).

It focuses on clarifying in which the teachers have to know what they are supposed to teach and explain to their learners to make them understand what is expected from them to do. Both of them should have a clear understanding what should be accomplished at the end of each course which allows students to progress. Teachers must determine skills and knowledge that will be required to reach the outcome.

The objective based teaching approach does not specify one method but leaves the educators to choose what is suitable for their students' needs. Various teaching and assessment techniques will be used according to the diversity and individual differences among students. It is considered as a learner-centered approach because the teacher plays the role of the guider to promote the learning process (Tam, 2014).

Students' involvement in the classroom is the main objective of the approach. They encourage the learners to do their learning by themselves with the teachers' guidance of course; this procedure helps them to be decision-makers who can solve their problems not only in class but they will be also prepared for life after university (Malan, 2000). Benjamin Franklin said: *"Tell me and I'll forget. Show me and I may remember. Involve and I learn"* the teacher should show students how to do things and let them do by themselves.

1.5. Teachers' Objectives in Teaching Literature

Why literature? There are so many reasons that let teachers and educators use literature as an important subject at school and especially at university to realize various objectives depends on teachers themselves. It stimulates the learners for communication, after reading a particular work, they would have a desire to respond and react to a particular language that would help to make them ameliorate the target language and evolve communicative competence which increase within the individual his/her self-esteem, because the one who can communicate better, can express more. Teachers use literature to progress language's skills through reading texts, as it enriches their linguistics input; strengthens students' language and their abilities, as stated by (Vethamani, 2004).

In the opinion of Hill, the main concern of teachers is the exposure of the language as much as they can, to make their students enhance it; in a matter of vocabulary, grammar rules and phrases, in order to make them accurate users. In addition language content will definitely develop their thinking skills and cultural understanding (Hill, 1986).

Reading literature is not just learning about the works themselves, but also learning about the world how it works. It puts students in a real life situation, so when readers put themselves in characters' shoes, they practise their creativity and imagination by trying to solve their problems, which produce decision makers and responsible of their own choices. The good teacher is the one who teaches them how to think not just what to think, and uses it as a therapy.

In studying literature, there are two forms which are literature from current popular fiction and from the literary canon. Literary canon is all the classics that often evoke connotations of all which is good, true and right. Students have to expose to literature from literary canon to know the literary background and heritage of culture. Terry Eagleton commented on literature in his book *Literary Theory*: "*An Introduction, and reminds us of the constructiveness of what is considered good literature and how views change over time and how people may even change their minds about the grounds they use for judging what is valuable and what is not*" (Eagleton, 1996: 10).

Läroplan and U.R also stated that the curriculum's aim is to improve student's abilities in reading, understanding, tolerating other cultures and having their own interpretations. Through literature, students can experience a new perspective which encourages critical thinking and increases knowledge about target language culture that makes learners open

mindful researchers. Through literature, readers can immerse in different cultures that would open their vision about different behaviors and become sensitive towards others. When people figure out that the world is different and people have distinct circumstances that force them to do certain things, learners begin to accept others' mentalities, respect their way of thinking and reduce making judgments (Läroplan, 2002) and (UR, 1991).

Sarland argued that the aim of teachers in teaching literature should concentrate on the use of fostering values and morals in order to develop the awareness of the reader towards humanity and nature (Sarland, 1991).

The American theorist Louise Rosenblatt also used the word "Foster", teachers can exploit literature to encourage and foster ideas about moral attitudes (Louise Rosenblatt, 1995). Many teachers believe that by exposing their students to good literature will create a better society for instance in the novel of "The old Man and the Sea" by Ernest Hemingway, readers learn how to be patient and never give up. Ralph Ellison criticized racism in his novel "Invisible Man" because we are all human beings and we have the same rights and duties regardless of our race.

Empathy as well can be developed by engaging students in the discussion that helps to improve their communicative competence. Teachers can provoke students' emotional aspects by selecting appropriate stories that can be related to students' own experiences, which help them to defend their opinions and develop their sensitivity towards others. Teachers have to leave a space to students to express their emotions and feelings freely without telling them what is right or wrong.

Variety of texts which are given to the learner in a form of short stories and poems become very interesting, because students will not get bored, but interested in learning more. Diversity in literature would turn on their motivation which inspires them to be good users of that particular language. This variation that can meet students' needs and learners' style would make them also enjoy and appreciate what they are reading.

Ganakumaran maintained that teachers should teach literature in order to enjoy written works by helping students develop a better understanding, because it gives teachers an opportunity to introduce to their students genres, and forms of writing. In addition, students ought to be able to discuss about the plot, characters, setting, author's point of view and other literary elements found in the text that would improve their skills such as writing and speaking (Ganakumaran, 2003).

Literature also opens the door to teachers to present universal themes such as: peace and wars that have happened in all over the world which can clarify many views. For instance in the novel of “Atonement” by “Ian McEwan” in 2001 that covered some events of World War two in his writing, slavery was also tackled in “Heart of Darkness” by Joseph Conrad as well as imperialism.

Literature examination is mainly used for testing students’ ability on recalling information from written texts that they have already read for applying them to structure coherent essays which help them to formulate future authors.

Teachers aim at making a link between literature and the past through historical texts that make readers aware of their own cultural aspects; religion, traditions, customs that differentiate it from the others in order to identify their belonging.

1.6. The Role of the Teacher

The teacher is the link between students and knowledge. Teachers should play the role of facilitators to enable their learners increase their own independent learning capacities, to enjoy and appreciate literary texts that would develop their critical thinking and creativity. Teachers have to adapt teaching through students responses to enhance quality interaction that lead to quality feedback. Teachers should be aware of the objectives of teaching literature and provide that to their students to better comprehend what they are supposed to acquire.

McRae supposes: *“The teacher’s role is as intermediary between author, literary work and receiver in order to open up a multi-directional sphere of interaction”* (McRae, 1991:97). The role of the teacher is a mediator to help students interact with the texts as well as enhance their language skills and cultural awareness of the target language.

Purves divided the role of the teacher of literature into the following series of objectives:

- The teacher must make students work as much as they can by giving them different tasks.
- The teacher must support their students to respond freely to works.
- The teacher must explain to learners his/ her respond to make them comprehend.
- The teacher must encourage the student to reply to as many works as possible.
- The teacher must encourage the student to accept other responses and tolerate different opinions.

- The teacher must encourage students to explore their areas of agreement and disagreement (Purves, 1972).

Students' achievement in class is dependent on the way of teaching and his/her use of methods. He/ she should make a balance in which he/ she gives new information and interactive lessons that encourage students participate and divides discussions in which students express themselves. Teacher must train learners to dive in the world of the writer and characters to better understand the literary text; by putting themselves in others' shoes and experiencing the situation, discussing, questioning, expecting, tolerating, arguing, debating as well as defending their opinions, it would increase their ability of critical and aesthetic perception.

Figuratively speaking, the teacher is the main character in the story, he / she is the one who creates an atmosphere to learn and motivate students to improve themselves, by using the correct methods to create a suitable curriculum and meet students' needs in order to fulfill his/her own objectives from teaching literature.

1.7. The Role of the Learner

Students who are considered as recipients can play an active role by reading and exploring the world through literature, by choosing the most interesting texts for them, cultivate themselves about the most known theories; apply them in order to formulate their own interpretation, and make evaluation to the work that lead them to be future researchers, and creators which is the major objective of the educators.

First of all students have to understand the main objectives of the target course in order to have a clear image. Students should not be passive learners who accept any delivering thoughts or ideas by their own teachers, but interact with each other to increase their critical minds. As long as students are active participants, it will facilitate the learning process.

Keeping oneself motivated is the prime responsibility of a student. The thinking faculty of the brain has been tickled alive in this way; they can associate practical aspects while learning new ideas or concepts.

Competency based approach is focused on learner- centered in which the learner should be a monitor task while the teacher is a just a guide, to fulfill this goal; students have to play the role of ideas' collectors depend on their level of interests.

Students are supposed to apply what they have learned from literary works in their lives for instance in "Great Gatsby" by Scott Fitzgerald, the author presented how corrupted people

can lose everything because of the illegal ways, which was manifested in the tragic ending. It gives the reader a life lesson of values. Literature teaches readers how to be creative that is why they have to learn how to comprehend and interpret rather than memorize summaries and analysis of the others.

Abraham Maslow who developed the theory of basic human needs, Maslow said that students are motivated by their own desires, he found that those who are satisfied, are more effective learners because they do what they want, not what they must do (Maslow, 1954).

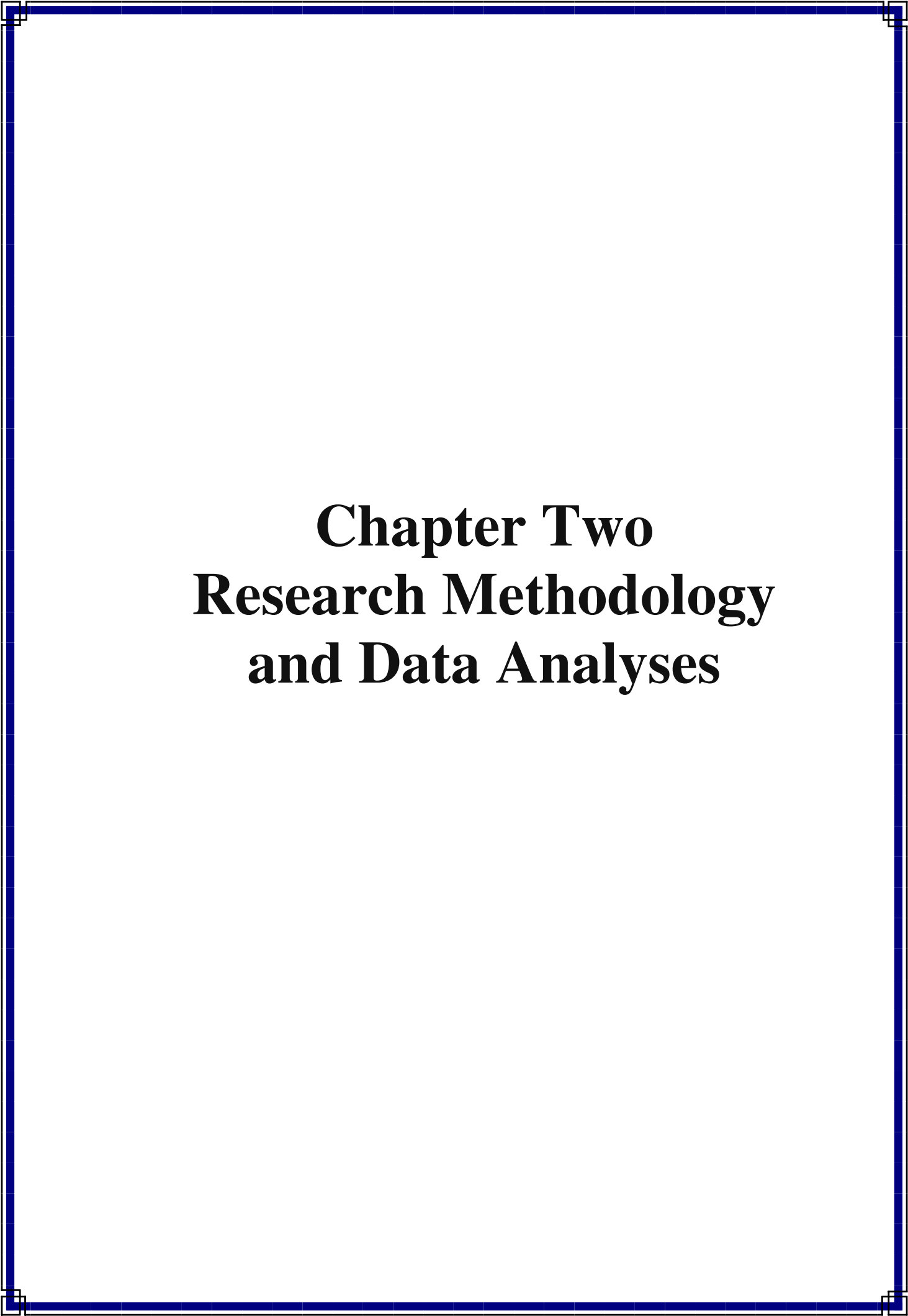
Victor Frankl Maslow agreed that linking the fulfillment of real – life needs with learning for meaning is a fundamental component of contextual learning.

Learning for the sake of learning can last for a long time and information can be hold for a long-term outcome than being obliged for passing a test or an exam. Therefore, students should adapt this strategy to increase their knowledge and capabilities to acquire more easily and effectively in the future.

1.8. Conclusion

Literature is important and necessary, because it reflects our real life society of all goods that should be implanted and ills which have to be cured and shed the light on. It provides growth, strengthens our minds and gives us the ability to think outside the box. That is why it should be used as a subject to acquire languages and their cultures.

It is important that teachers maintain a balance between teaching the text and allowing the students to give their own meaning during a suitable method and a good preparation that smooth the way to attain the target.



Chapter Two

Research Methodology and Data Analyses

Chapter Two: Research Methodology and Data Analyses

2.0. Introduction

2.1. Research Design

2.1. 1. Research Questions

2.1.2. Research Hypotheses

2.1.3. Research Objectives

2.2. Context of the Study

2.3. Participants

2.4. Research Instruments

2.5. Questionnaire

2.6. Data Analyses

2.7. Discussion of the Questionnaire Results

2.8. Conclusion

2.0. Introduction

This chapter will tackle the methodology section that shows how data is collected and analyzed the findings of the study. Questionnaire is used as an instrument to collect data in quantitative and qualitative approaches.

The investigation starts by presenting data in tables and figures, describing, then analyzing, and interpreting the questionnaire results in order to provide the final findings of this research.

2.1. Research Design

Leedy defined research design as a plan about what you will do to answer research questions, providing the overall framework for collecting data (Leedy, 1997). MacMillan and Schumacher further indicated that the goal of a sound research design is to provide results that are judged to be credible (MacMillan and Schumacher, 2001). For Durrheim, research design is considered as a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy (Durrheim, 2004).

2.1. 1. Research Questions

Numbers of questions have been raised to find solutions to the problematic of the current study that is based on teachers' objectives in teaching literature:

1. What learning points/outcome should a literature teacher aim to achieve from his learners?
2. How can teachers exploit literature to accomplish their objectives?

2.1. 2. Research Hypotheses

We have proposed the following hypothesis to answer the research questions that are formulated to achieve the study's aims:

1. Foreign languages teachers of literature should help learners to improve their linguistics' competences, increase knowledge about the other cultures and appreciate the aesthetic nature of literary genre.

2. Teachers can exploit literature through giving freedom to students to express themselves freely and select literary texts according to their preferences in order to develop students' critical abilities.

2.1. 3. Research Objectives

Our work aims to achieve the following objectives that will answer the wondering students about the reasons behind teaching literature:

- Examining the objectives of foreign languages literature teachers in teaching literature.
- Evaluating the approaches that should be used to teach literature.

2.2. Context of the Study

The study is conducted at Ammar Thlidji university of Laghouat that offers courses and programs of higher education degrees, on May 2019 in three departments of foreign languages which are English department that consists of twenty eight teachers; seven of them teach literature: American, British and third world literature, French department that contains 28 teachers; 6 of them specialized in literature, Spanish department that has just 7 teachers among them 3 teaches literature this year.

2.3. Participants

The target sample of the current study is teachers of literature who teach foreign languages in the following departments: English, French, and Spanish during the second semester at university of Ammar Thlidji Laghouat 2018/2019. There are 28 teachers in both departments English and French, among them: 7 who teach literature in English, 6 in French but only 3 in Spanish department this year.

2. 4. Research Instruments

This study will use a descriptive method. According to Kothari, it includes surveys and fact- finding inquires of different kinds, for him the main characteristic of this method is that the researcher has no control over the variables; he can only report what has happened or what is happening (Kothari, 2004). Another method that will be used in this study after gathering data and describing them, is analyzing the findings in order to make the final conclusions. It is a specific type of research that involves critical thinking skills and the evaluation of facts and

information related to the research being conducted (Kothari, 2004), in addition, primary resources was based on a questionnaire which is considered as a supportive instrument to the current study.

The suitable approaches for the descriptive analysis method are quantitative and qualitative. The first one focuses on quantity of things, takes a form of numbers, and their analyses involves counting to draw results. This approach helps to discover the characteristics. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena. The second one is based on investigation to find answers to the questions, and collect evidence to produce findings. Researchers use these approaches to confirm or disconfirm the hypotheses tested and identify variables related to facts. They deal with results using scientific method (Kothari, 2004).

2.5. Questionnaire

Participants are supposed to answer a questionnaire which is a basic instrument for gathering data. Structured questionnaire that consists of 27 closed questions is chosen for teachers of literature (Table1), it consists of multiple choice options from which the respondent selects the answer closer to their own opinion (Table 2). These questions are based on research questions to test the given suggested answers, or hypotheses that help us to find out the last findings and solve the problematic of this study, questionnaire is chosen for many reasons: first of all, it is more practical in gathering a large amount of information in a short period of time from a large number of people in an effective way. Second Researchers or any number of people can carry it out with limited effect to its validity and reliability, third it can be analyzed more 'scientifically' and objectively than other forms of research. Finally, the results will be compared and measured which may create new theories.

Questionnaire is a suitable tool for gaining a quantitative data. Using it enables us to organize data and receive answers without even talk to the respondent. As a method of data collection, questionnaire is very flexible, there is no personal influence of the researcher, and embarrassing questions can be asked with a fair chance of getting a true reply (S. Ackroyd and J. A. Hughes, 1981).

Sections	Type of Questions	Number of Question
Section One	Personal Information	3 Questions
Section Two	Objectives of Teaching Lit	5 Questions
Section Three	The Way to Accomplish Teacher's Aims	5 Questions
Section Four	The Role of the Teacher	10 Questions
Section Five	Teacher's Response about Literary Texts and Reading lit	4 Questions

Table 2.1: The Distribution of Questions in the Questionnaire

- As it is presented in the (Table 2.1) the distribution of questions in the questionnaire which consists of five sections. The first section contains three questions about personal information, then five questions dealing with objectives of teaching literature in the second section, next another five questions relating to the way to accomplish teacher's aims in the third one, after that 10 questions in the fourth section regarding the role of the teacher, finally four questions concerning teacher's response relevant to literary texts and reading literature.

1. Do you think that literature helps to implant moral values?	Yes ☐	No ☐
2. Do you give freedom to your learners to respond to the literary text?	Yes ☐	No ☐
3. Do you welcome an opposed interpretations?	Yes ☐	No ☐
4. In your experience, do your students respond positively to books?	Yes ☐	No ☐

Table 2.2: Sample of Multiple Choice Types

- As it is designated in (Table 2.2) sample of multiple choice types which present the closed questions that are answered by literature teachers of foreign languages at university of laghouat.

2.6. Data Analyses

The aim of this questionnaire is to collect the needed information to answer the research questions that would solve the research problematic.

The quantitative tools are used to analyze the present questionnaire in order to quantify participants' answers and represent it in statistical data which is summarized in the following tables and figures.

1. Section One: Personal Information

participant's Degree	Magister	PHD
Percentage	71%	29%

Table 2.3: Participants' Degree

- The number of participants who hold magister degree is more than those who have PHD, as it is presented in the previous (Table 2.3) 71% hold magister whereas 29% have doctorate.

Q2: How many years have you been teaching at university?

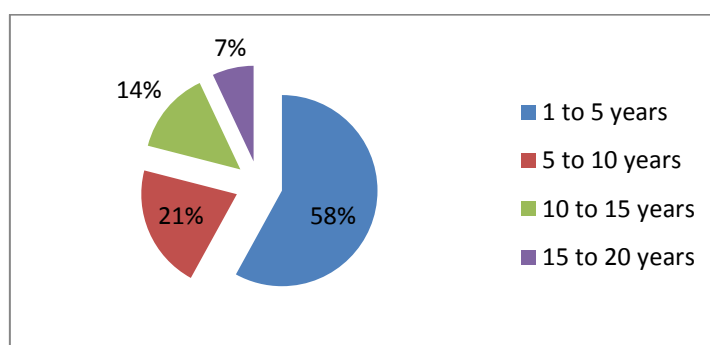


Figure 2.1: Participants' Experience at University

- The results showed that more than half of members have been teaching at university for less than 6 years, 21% between 5 to 10 years while 14% between 10 to 15 years and just one member who teaches at university for more than 14 years (figure2.1).

Q3: How many years have you been teaching literature at university?

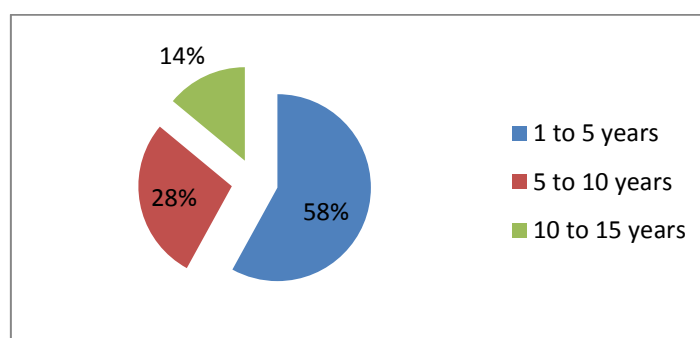


Figure 2.2: Participants' Experience in Teaching Lit

- The data provided that 58% of candidates are novice who have been teaching less than 5 years of experience, 28% have more experience between 5 to 10 years and the rest percentage of 14% have more than 10 years' experience in teaching Lit (Figure 2.2).

2. Section Two: The Objectives of Teaching Literature

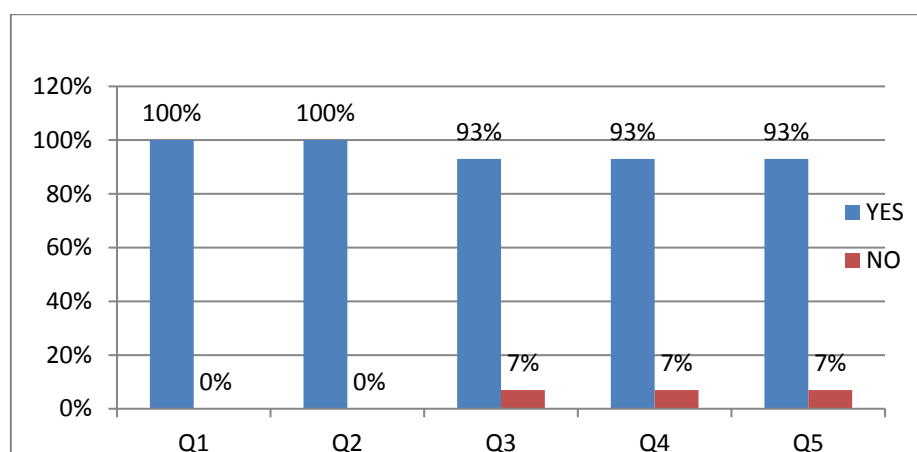


Figure 2. 3 (1, 2, 3, 4, and 5): The Participants 'Aims of Teaching Lit

Q1: Do you think that literature helps to develop students' linguistics skills?

Q2: Does literature help students to improve their critical thinking and creativity?

Q3: Do you believe that literature helps to implant moral values?

Q4: Do you highlight the aesthetic nature of literary genre while teaching lit?

Q5: Do you exploit literature to introduce other cultures?

- The first two questions got the agreement of all contributors who believe that literature helps to improve student's linguistics skills, through reading; students can gain new vocabularies, phrases and structures, it progresses writing skills. They also believe that literature grows imagination, creativity and critical thinking that would help them to be independent interpreters (Figure 2.3).
- As indicated in the diagram, most of them about 93% state that literature is able to implant moral values by giving lessons to the reader through others' experiences about the real life, but just one who does not think so; furthermore, the same percentage spots a light on the aesthetic nature of literary genre while teaching lit and exploit it in order to introduce other cultures; which leads people to open their minds and accept differences, but just 7% who does not believe in (Figure 2.3).

Part Three: The Way to Accomplish Teacher's Objectives

- In the first question, It is wanted to know whether participants give freedom to their learners to respond freely to literary texts, all of them replied by yes, so we asked for the reason, they agreed that will improve their capacities.
- We have asked them about the approach that they use in their classes, more than half of them have chosen reader- response teaching approach, because in their opinions students, of foreign languages at university, should know not only how to use the language but also learn beyond it, 14% have chosen objective based teaching and reader- response approach; however, 14% have insisted on the language based approach; they think that university students who study foreign languages should be accurate and fluent speakers of the target language, 21% use all the approaches that we have mentioned which are: reader- response, language based approach and objective based teaching. According to them, each teacher has an objective that should be accomplished by the students' feedback with taking into consideration the correctness of the language.
- When we asked them, whether they adapt their teaching according to student's interests; 85% have answered with yes, because motivated students can do better than the others, but 7% said sometimes and another 7% replied with no. the following question was whether literary works are selected depends on students' needs, 64% accepted the idea; they believe that wanted texts are more successful to achieve, while the rest of 36% refused it completely.

Part Four: The Role of the Teacher in Teaching Literature

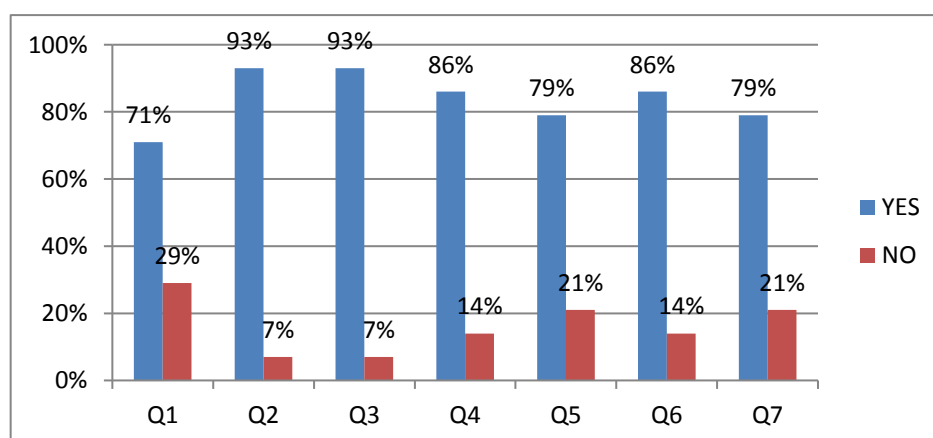


Figure 2. 4 (1, 2, 3, 4, 5, 6, and 7): The Role of the participants in Teaching Lit

Q1: Do you follow the syllabus as it is?

- As it is indicated in the table; 71% of the candidates, which is a big percentage, prefer to follow the syllabus that is recommended by the ministry whereas the rest of 29% replied by no, in their opinion it does not suit their objectives (Figure 2.4).

Q2: Do you leave your students a space to discuss among them?

- Most of the contributors agree on leaving their students a space to discuss among them because they believe that will create within them strong relationships, tolerance, open their minds to other ideas and competition. Only one refused the idea and justified his answer by the conflicts that may confront because of the individual differences and the absence of the awareness (Figure 2.4).

Q3: Do you participate in the discussion?

- 93% of participants in (Figure 2.4) prefer to participate in the discussion as a guide, in which they organize the class by giving equal opportunities, motivate shy learners to express themselves, give their opinion with arguments to create a useful debate.

Q4: Do you welcome an opposed interpretation?

- 86% of them in (Figure 2.4) accepted an opposed opinion by their students, in condition they have to give convinced arguments, because they believe in variation of interpretations to things. We do not have the same vision which is dependent on people's experiences and their way of thinking, while 14% of them rejected it.

Q5: Do you encourage students to read texts from their own choice?

- 79% of participants, as it is indicated in (Figure 2.4), see that students have to read literary texts from their own choice. According to them, it is important to feed their desire to learn and raise reading habit. If students do what they want, they will be creative so reading with pleasure will entertain the learner and motivate him/her to acquire knowledge, but the rest refused the idea.

Q6: Do you support your weak learners to read the simplified versions?

- 86 % of the participants supported their students to read simplified versions to better understand hard literary works, especially literature from the literary canon such as Shakespeare's works which obtain difficult words and vocabularies that have different meaning; however 14% responds with no (Figure 2.4).

Q7: Do you ask your learners to work in groups?

- Most of them motivate their learners to work in groups which helps shy learners to speak, ask questions about things that are ambiguous because it happens that students cannot understand from the way the teacher explains but can comprehend from his/her classmate. 21% prefer their students to work independently to figure out their real level (Figure 2.4).

Q8: Do you evaluate your students through test, participation or both?

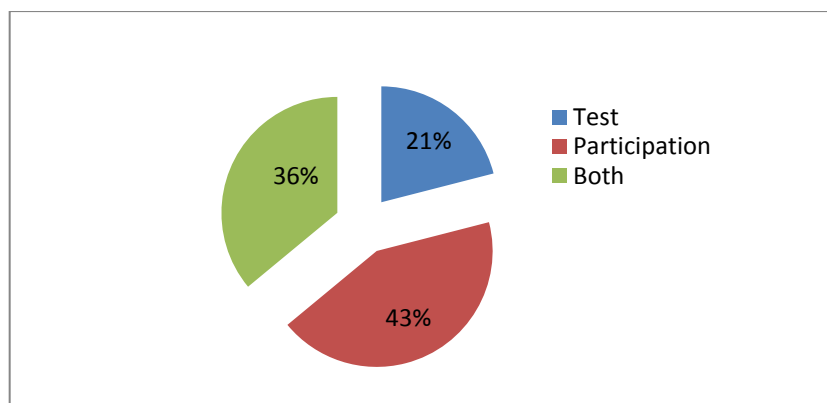


Figure 2.5: Testing/ Participation / Both

- Generally, 43% of participants evaluate their learners through participation as it is mentioned in the previous (Figure 2.5), whilst 36% have chosen both, because participation is oral and with technology people can speak easily but written which is also very important can be found out in tests, for them not everyone can speak, is able to write correctly, but only 21% have selected tests.

Q9: Should a teacher of literature be a coach or a resource?

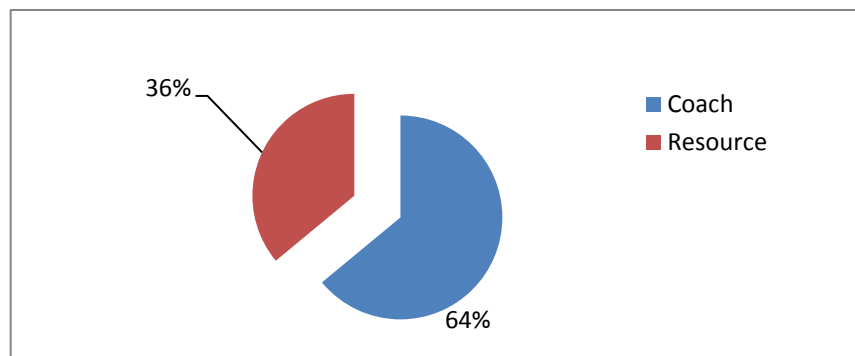


Figure 2.6: A Coach vs. a Resource

- Candidates prefer to play the role of a coach that is reported in (Figure 2.6) by 64% rather than a resource which is just 36%. They think that university students are considered as researches that should rely on themselves to develop their capacities and skills. In addition, the current approach that should be applied at universities is competency based approach which is based on learner centered not teacher centered.

Q10: Do you care more about accuracy or fluency?

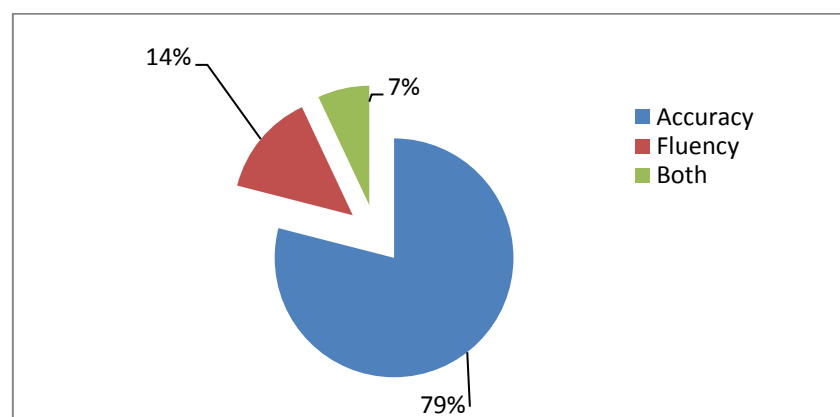


Figure 2.7: Accuracy vs. Fluency

- The majority of the participants think that the student of university should be a fluent speaker that is why they focus on accuracy; students who selected foreign languages are supposed to speak the target language fluently which is a must in the field. 14% still care about fluency, but just one teacher has selected both of them (Figure 2.7).

Part Five: Teachers' Respond about Reading Literature

Q1: Are you satisfied with the literary texts that are available in the syllabus?

- 43% of the participants said that they are satisfied with the literary texts, and more than half which is about 57% are not, because not all of them suit their objectives and their students' needs (Figure 2.8).

Q2: Do you think it is important that your students are exposed to literature from current popular fiction?

- 79% think that it is necessary to expose their students to current popular fiction whereas 14% do not think that is important because they support literature from the literary canon in order to know the heritage of the culture and its background; however 7% did not reply (Figure 2.8).

Q3: In your opinion, are the students in your class aware of the objectives of reading literature?

- Apparently, 64% in (Figure 2.8) which is more than half of participants who said that their learners should be familiar with the objectives, because they think that they have to know what they are supposed to learn to facilitate the educational experience for both of them; teachers and learners, but 36% disagreed.

Q4: In your experience, do your students respond positively to books?

- 71% of participants agreed that students respond positively to books, they commented that sharing good books with their students is good for both of them to enjoy reading and it will make them excited to finish till the end. While 29% see that their students like working with practical skills rather than reading books (Figure 2.8).

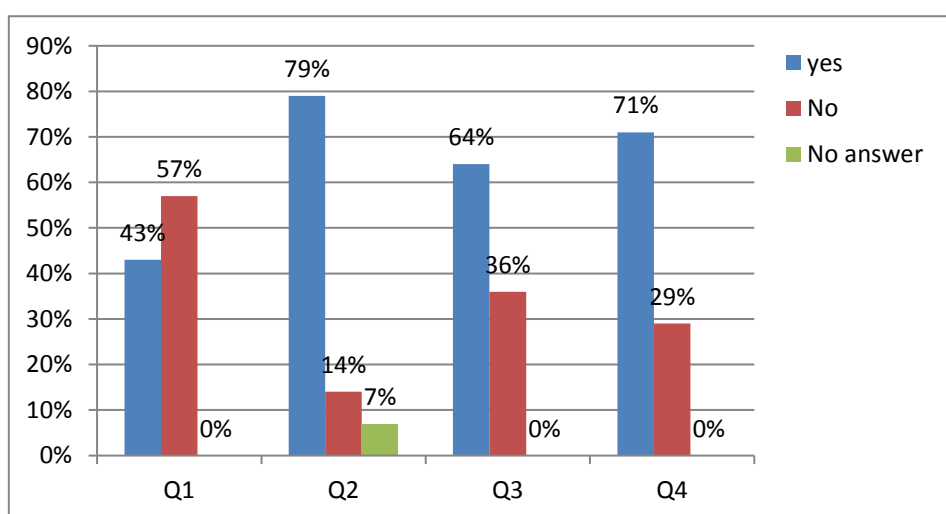


Figure 2. 8 (1, 2, 3, 4): Participants' Response about Reading Literature

2.7. Discussion of the Questionnaire Results

This questionnaire is used to find answers to the research questions and test the research hypotheses. The main findings of participants' objectives in teaching literature, their way and role to accomplish their aims are represented in the following.

A. Section One: personal Information

Q1, Q2 and Q3: In conducting a research, it is important to know participants' degrees and their experience in teaching literature at university because it can tell a lot of things. So we have found that the majority of them carry magister degree and the rest has PHD, between novice and expertise.

B. Section Two: The Objectives of Teaching Literature

Q1, Q2, Q3, Q4, and Q5: All of them try their best to accomplish aims while teaching literature to make their learners improve themselves in matters of linguistics, critical thinking creativity and introducing other cultures which has confirmed the first hypothesis to answer the first research question.

C. Section Three: The Way to Accomplish Teacher's Objectives

The third section of the questionnaire is related to the way that literature teachers use to reach the objectives which they set before each educational experience, so it is found that all of the participants this year 2018/2019 who teach foreign languages in Ammar Thlidji university of Laghouat agreed that is necessary to give freedom to learners to respond freely to the literary texts, because they believe that will help them to improve their abilities, skills and increase their awareness about what is happening in life through literature, that confirm the proposed answer to the second research question.

D. Section four: The Role of the Teacher in Teaching Literature

In the fourth section, this study tries to figure out teacher's role while teaching literature. The majority of the participants agreed on being coach to guide their learners and show them the right way to learn in order to be independent and solve their problems in and outside of university for being decision- makers in the future rather than passive people, by leaving a

space for discussion, tolerating the different ideas and opinions, listening to each other's arguments.

They believe that working in groups also develops the self-esteem; participants can interrupt their students to correct mistakes or errors, because most of them focused on accuracy.

The majority encourages their learners to read literary texts from their own choice to create the reading habit that may be vanished with the development of the technology, and if they could not understand the original texts like the novella of "Heart of darkness", they can read the simplified version.

More than half of them have chosen to evaluate their students through participation which is based on learner-centered. Participants are trying to follow the new techniques and methods that help learners to learn, which realized the third hypothesis that answered the third research question.

E. Section Five: Teacher's Response about Reading Literature

The fifth section is about the participants' respond to the literary texts that are available in the syllabus, more than half are not satisfied. They think that they are not interesting; some of them are boring which do not create curiosity in students' minds to figure out the book.

They also responded positively to the importance of students being exposed to literature from current popular fiction because they see it valuable from the language point of view and gaining the knowledge about society. Two of them rejected the idea because they still support exposing to literature from literary canon to know the history of literature.

More than half, which is a good amount, said that their students are aware of the objectives of reading literature and reading in general, in matters of being well cultivated in everything, knowledgeable, developing skills which are common among university' students.

Additionally, they felt that learners respond positively to books, which is noticed through discussions in class, but four participants who said no, justified their answer by the difficulty that they confront in motivating their learners to read. They think it is not an easy task can do to make students read books.

2.8. Conclusion

This chapter represents the heart of the work, in which the research design, context of the study, participants are presented and all the tools needed to identify and analyze information about the topic.

Questionnaire results pointed on the participants' awareness about the importance of teaching literature and trying to exploit it for developing students 'competencies by involving and giving them freedom to express their own interpretations in an effective way.

General Conclusion

General Conclusion

University students wonder about the reasons behind studying literature, which is considered as a difficult module that is why we have chosen this humble work, which has tried to figure out literature teachers' aims and how they reach them.

This research consists of two chapters. The first chapter, which is the core of the theoretical part contains the literature review, we have tried to give an idea about the importance of teaching literature, approaches and its objectives; it sheds the light also on the role of both: The teacher and students. While, the second chapter is divided into two parts; part one, which is theoretical, provides a descriptive outline on the context of this study that helps to choose the suitable methodology to carry out this study, and the appropriate instruments to collect and interpret data, whereas part two that is practical, is about the discussion and analyses of teachers' questionnaire.

Reading about the target language culture will increase their knowledge about other places that may not visit. Participants agreed that literature helps them to inculcate ethics through stories that may effect on the readers and teach them lessons over others' experiences that have been asserted and confirmed the first hypothesis.

Students especially freshman cannot understand the objectives of teachers from teaching literature that may provoke an obstacle in accomplishing the needed aims, for these reasons learners have to be aware of the objective before any educational experience to facilitate the learning process and giving freedom to students to respond freely will develop their abilities. Educators try to adapt their teaching according to their learners' needs which can play an important role to create a successful classroom. Teachers should drive the session according to their learners, the best teacher is the one who helps his/her students learn how to do, not force them to do things that they do not know, just imitate for the sake of imitation. Participants agreed that educational experience is based on the students' respond; it is the feedback that clarifies for the educators whether they succeeded in transmitting their message which is assumed in the second hypothesis.

Finally, motivating them to read by choosing literary texts that come with their wants is necessary task because generations are changing over time that is why teachers have to be up to date as well as coach who guides, organizes the discussions, asks learners to work in groups, and tolerates different interpretations. Educator should be open- minded to accept

opposed opinions that followed by arguments because in literature there is no absolute truth; there are many different realities that can be believed. Since reading for pleasure can do better than being forced, teachers should encourage learners to read what they want as it is showed in the questionnaire results.

In this study, the participants recommended the role of the students' interests for effective methods and approaches to achieve university teachers 'objectives in teaching foreign literature and learners' needs in selecting literary texts and adapting appropriate techniques that suit new generations. Although everything has developed and taken another image except teaching stays as it used to be by giving lectures in which the teacher stands and give courses whereas, students are recipients, at the end of each semester there is an exam that evaluates the students' level by giving grades which is not the appropriate measure for literature.

It is supposed from teachers to get knowledge about the target session and choose the approach that helps to fulfill the course; figure out what suits their learners as a literary text and how to attract them to achieve certain aim from it.

To sum up, the present study tries to answer different questions related to what and how university teachers of foreign languages set and obtain their target. This research project will help novice teachers to have an overall view of strategies that can be implemented in classroom successfully. It cannot be denied that each competent teacher can be ready to present a lesson, in matters of having an objective, knowledge, approaches, methods and techniques, but not all of them succeed in transmitting the objective from teaching literature to all learners who are completely different in the way of thinking and interests that is why this study will help teachers to evaluate their teaching of literature and pave the way to other researchers to find out other strategies and methods to turn reading books and novels from boring to enjoyable and pleasant, because whether we like or not, literature is a broad world that should be discovered and exploited to attain many different goals and purposes.

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Appendices

Teachers' Questionnaire in English

Questionnaire

Dear teacher, you are kindly requested to answer the following questions which are purposely focused on teacher's objectives in teaching literature that consist of multiple choice options which would help us to achieve the purpose of this research. Thank you in advance.

Section One: Personal Information

1. Diploma:

2. How many years have you been teaching?

1 to 5 years ☐ 5 to 10 years ☐ 10 to 15 years ☐ 15 to 20 years ☐ more than 20 ☐

3. How many years have you been teaching literature?

1 to 5 years ☐ 5 to 10 years ☐ 10 to 15 years ☐ 15 to 20 years ☐ more than 20 ☐

Section Two: Objectives of Teaching Literature

1. Do you think that literature helps to develop students' linguistics skills?

Yes ☐ No ☐

2. Does literature help students to improve their critical thinking and creativity?

Yes ☐ No ☐

3. Do you believe that literature helps to implant moral values?

Yes ☐ No ☐

4. Do you highlight the aesthetic nature of literary genre while teaching lit?

Yes ☐ No ☐

5. Do you exploit literature to introduce other cultures? Yes ☐ No ☐

Section Three: The Way to Accomplish Teachers' Aims

1. Do you give freedom to your learners to respond to the literary text?

Yes ☐ No ☐

2. Do you think that giving freedom to learners will improve their capacities?

Yes ☐ No ☐

3. Do you give your students an opportunity to select literary works according to their needs? Yes ☐ No ☐

4. Which approach do you use to accomplish your objectives?

- Language based approach ☐
- Reader- response approach ☐
- Objective based teaching approach ☐
- Others:

5. Do you adapt your teaching of literature according to your students' interests?

Yes ☐ No ☐

Section Four: The Role of the Teacher in Teaching Literature

1. Do you follow the syllabus as it is?

Yes ☐ No ☐

2. Should a teacher of literature be?

A Resource ☐ A coach ☐

3. Do you ask your learners to work in groups?

Yes ☐ No ☐

3. Do you leave your students a space to discuss among them? Yes ☐ No ☐

4. Do you participate in the discussion? Yes ☐ No ☐

5. Do you evaluate your students through?

Only testing ☐ participation ☐

6. Do you welcome opposed interpretations? Yes ☐ No ☐

7. Do you care more about:

Accuracy ☐ Fluency ☐

8. Do you support your weak learners to read the simplified versions?

Yes ☐ No ☐

9. Do you encourage students to read texts from their own choice? Yes ☐ No ☐

Section Five: Teacher's Respond about Reading Literature

1. Are you satisfied with the literary texts that are available in the syllabus?

Yes ☐ No ☐

2. Do you think it is important that your students are exposed to literature from current popular fiction?

Yes ☐ No ☐

3. In your opinion, are the students in your class aware of the objectives of reading literature?

Yes ☐ No ☐

4. In your experience, do your students respond positively to books?

Yes ☐ No ☐

Thank you so much for giving us the information that we need and some of your time to answer the questionnaire honestly.

Teachers' Questionnaire in French

Questionnaire

Cher (e) enseignant, nous avons l'immense plaisir et l'honneur de vous prier de bien vouloir répondre à ce questionnaire dont le contenu a trait à l'enseignement de la littérature. Votre apport nous aidera à mieux concevoir et confectionner notre mémoire. Nous vous remercions par avance.

1. Diplôme :

2. vous êtes enseignant (e) depuis combien d'années ?

De 1 à 5 ans ☐ de 5 à 10 ans ☐ de 10 à 15 ans ☐ de 15 ans à 20 ans ☐ plus que 20 ans ☐

3. Vous êtes enseignant (e) de littérature depuis combien d'années ?

4. Pensez- vous que la littérature contribue à développer les habiletés linguistiques de l'apprenant ? Oui ☐ Non ☐

5. pensez- vous que la littérature développe la créativité et l'esprit critique ? Oui ☐ Non ☐

6. d'après votre expérience, est- ce que vous êtes convaincu(e) que l'enseignement de la littérature inculque les valeurs morales ? Oui ☐ Non ☐

7. dans notre enseignement, est- ce que vous focalisez sur l'aspect esthétique ?

Oui ☐ Non ☐

8. la dimension interculturelle est-elle présente dans votre enseignement de la littérature ?

Oui ☐ Non ☐

9. Donnez- vous assez de liberté à vos étudiants pour interagir au moment de l'étude du texte littéraire ? Oui ☐ Non ☐

10. cette liberté contribue-t-elle à développer les aptitudes de vos étudiants ? Oui ☐ Non ☐

11. donnez – vous l'opportunité à vos étudiants de faire des propositions en matière de choix des textes à étudier? Oui ☐ Non ☐

12. suivez- vous le programme à la lettre ? Oui ☐ Non ☐

13. pensez- vous que l'enseignant de littérature à un rôle de meneur ou bien c'est lui qui dispense la totalité du savoir ? Oui ☐ Non ☐

14. Pour atteindre votre objectif, quelle approche privilégiez- vous ? Oui ☐ Non ☐

- L'apprentissage de la langue ☐
- L'interaction ☐
- D'autres

15. demandez- vous à vos apprenants de faire le travail en groupe ? Oui ☐ Non ☐

16. Vous mettez- vous en retrait pour favoriser l'interaction apprenant- apprenant ? Oui ☐ Non ☐

17. participez- vous votre enseignement de la littérature en fonction des besoins de vos apprenants ? Oui ☐ Non ☐

18. adoptez- vous votre enseignement de la littérature en fonction des besoins de vos apprenants ? Oui ☐ Non ☐

19. votre évaluation se fait- elle en soumettant vos apprenants a des tests ou bien à travers leur participation ? Oui ☐ Non ☐

20. acceptez-vous les opinions des apprenants qui s'opposent aux vôtres ? Oui ☐ Non ☐

21. Donnez- vous de l'importance à la perfection dans l'usage de la langue chez les apprenants ? Oui ☐ Non ☐

22. êtes- vous satisfait (e) des textes proposes dans le programme ? Oui ☐ Non ☐

23. encouragez- vous vos apprenants à lire tout le temps, selon leur choix ? Oui ☐ Non ☐

24. encouragez- vous vos apprenants en difficultés à lire une version simplifiée des textes proposes ? Oui ☐ Non ☐

25. pensez- vous qu'il est plus judicieux de proposer des textes de fiction de la littérature populaire actuelle ? Oui ☐ Non ☐

26. A votre avis, est- ce qu'il est nécessaire que vos apprenants soient au courant des objectifs de la séance ? Oui ☐ Non ☐

27. pensez-vous que vos étudiants interagissent avec les textes proposes ? Oui ☐ Non ☐

Abstract

A literature should be taught for many reasons and various objectives at the same time students have their own interests and needs that have to be bearing in mind. This study is an attempt to set aims and objectives of university foreign languages literature teachers and identify the way to make them attainable. The research is based on a questionnaire as an instrument to test the research hypotheses which was answered by 14 literature teachers of foreign languages. It was described and interpreted through the quantitative and qualitative approaches. Through our own interpretations and data analysis, we have found that students who are motivated by their own desires and wants can do better in learning that is why teachers have to exploit literature to obtain various aims by selecting literary works and adapt their teaching according to students' needs to create a successful class. It is suggested that opening discussions among students and tolerate different interpretations that may be opposed to teachers' opinions will increase creativity and form future researches, as well as, literary texts which cope with the wants of students facilitate learning process.

Résumé

L'enseignement de la littérature vise plusieurs objectifs. En même temps, les apprenants font valoir leur besoins qui ne doivent pas échapper à l'enseignant. Ce travail de recherche est une tentative de précision des objectifs que doivent se fixer les enseignants en charge de l'enseignement des langues étrangères. Comme il est question de montrer comment ces objectifs devaient être atteints. Comme outil de vérification des hypothèses l'instrument le plus fiable s'avère être le questionnaire. Ce dernier a été adressé à 14 enseignants de littérature et langues étrangères. Il a été décrit et interprété suivant des critères de qualité et de quantité. Les premiers résultats montrent que les apprenants qui font valoir leurs besoins peuvent réaliser de bons résultats en matière d'apprentissage. C'est la raison pour laquelle les enseignants doivent se servir de la littérature pour viser les objectifs diversifiés à travers un bon choix de textes littérature et l'adaptation de leur enseignement en fonction des besoins pour arriver à fonder une classe performante. Ainsi, il a été suggéré des séances interactives dans lesquelles l'avis contradictoire doit être toléré. Les enseignants devraient accepter que les avis des apprenants soient différents des leurs. Ceci a pour conséquence directe de développer l'esprit créatif chez les apprenants et leur ouvrir la voie de la recherche.

تلخيص

يطرح هذا البحث إشكالية تنوع واختلاف أهداف تدريس مقياس الأدب دون إغفال احتياجات وميول الطلبة ومنه تهدف هذه الدراسة إلى تحديد أهداف أساتذة مقياس الأدب للغات الأجنبية لجامعة عمار تليجي بالأغواط وطرق تحقيقها. تركزت هذه الدراسة على استبيان لقياس فرضيات البحث، التي تم الإجابة عليها من طرف 14 أستاذ مقياس الأدب للغات الأجنبية. وقد تم وصف وتحليل الاستبيان عن طريق مقارنة عددية ونوعية، وأظهرت هذه التحقيقات تنوع الأهداف التي يمكن استغلالها من تدريس الأدب. ولا يتحقق ذلك إلا إذا وضع الأساتذة نصب أعينهم انشغالات الطلبة وميولهم. وعليه يجب حسن اختيار الأعمال الأدبية وتشجيعهم، حتى تتم عملية التجاوب. ومنه اقترحنا فتح نقاشات فيما بين الطلبة، بحيث تحترم وجهات النظر المختلفة، حتى وإن كانت تخالف آراء الأساتذة، مما يسمح بتنمية قدرات الطلبة وإبداعاتهم، فتعطينا جيلا من الباحثين، كما أن حسن اختيار النصوص الأدبية وفق رغبات الطلبة من شأنه تسهيل عملية التعلم.