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The Use of Literary Texts to Develop Language Skills and Cultural Awareness

Case Study: First Year Secondary School Textbooks in Messaad, Djelfa.

Dissertation Submitted as a Partial Fulfilment for a Master Degree in Civilisation and
Literature

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Dedication

This work is dedicated:

to my late father, may Allah have mercy on his soul;

to my beloved mother;

to my brothers and sisters;

and to all my friends.

G. Messaoud

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I would like to express my gratitude to my supervisor Mr Ben Redda Djamel for his guidance and patience throughout the process of conducting this research.

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Abstract

The present research is an attempt to examine the use of literary texts to develop language skills and cultural awareness of first-year secondary school teachers, pupils and textbook, of English, 'At the Crossroad'. This study provides an analysis of the literary texts used in the textbook, as well as an investigation of teachers' awareness of the importance of using literary texts in the ELT (English Language Teaching) classroom through a questionnaire. The findings of this research demonstrate, on the one hand, a lack of positive exploitation of the benefits that literary texts can provide, and on the other hand, a lack of understanding among teachers of how to put literary texts to good use. Although the majority of secondary school teachers show a significant amount of awareness of the importance of using authentic literary texts, many of them require training in terms of picking the right literary texts and applying the right techniques to use them in the classrooms.

المُلخَص

هذا البحث هو محاولة لدراسة وضع النصوص الأدبية في مقرّر تعليم اللغة الإنجليزية في التعليم الثانوي بالجزائر وكيفية استعمالها لتطوير مهارات اللغة الإنجليزية والوعي بثقافتها. تقدّم هذه الدراسة تحليلاً للنصوص الأدبية المستعملة في كتاب الإنجليزية للسنة الأولى من التعليم الثانوي "At the Crossroad"، بالإضافة إلى دراسة تم إنجازها عن طريق استبيان موجّه لأساتذة المادة حول وعيهم بأهمية استعمال النصوص الأدبية في دروس اللغة الإنجليزية. تُظهر نتائج البحث عدم استغلال ما توفره النصوص الأدبية من فوائد بالشكل الكافي من جهة، ومن جهة أخرى افتقار أغلب أساتذة المادة إلى طرق وتقنيات توظيف النصوص الأدبية بالشكل الأمثل. تظهر الدراسة كذلك أنه وبالرغم من أن أغلب أساتذة الثانوية يدركون مدى أهمية استعمال النصوص الأدبية خلال عملية التدريس إلا أنهم بحاجة إلى تدريب حول طرق اختيار النصوص الملائمة حسب أهداف كل درس إضافة إلى تقنيات استعمال تلك النصوص.

List of Abbreviations

BA: Bachelor of Art

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

MA: Master of Art

Q: Question

SL: Second Language

T: Teacher

TEFL: Teaching English as a Foreign Language

TESL: Teaching English as a Second Language

TFL: Teaching Foreign Languages

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GENERAL INTRODUCTION

Background of the Study

Globalisation and the spread of technology have made the world a smaller place in which members of different societies are seeking to learn each other's languages in order to get access to all sorts of information. As a result, language teaching practice is witnessing a huge progress in both theory and practice. One of the practices that are on the rise is the use of literature as an authentic source of reflecting culture in language teaching. Literature embodies aspects of the culture of its origin, and it is a valuable source of cultural knowledge, mainly because it presents a personal interpretation of the author's experience in life and the values his literary work brings about.

Thus, many curriculum designers began to integrate literary texts in EFL (English as a Foreign Language) courses and textbooks. Textbook are an important instrument in the learning/teaching process, that is why analysing them to measure the effect of using literary texts is of significance to this study. However, textbooks are not the only essential piece of the puzzle, many linguists argue that teachers share the same degree of importance when it comes to the applications in EFL classrooms, hence the need for a teachers' questionnaire.

Statement of the Purpose

The purpose of this study is to examine the role of literary texts in developing language skills and cultural awareness of EFL learners. The focus will be on the textbook of first-year secondary school and the teachers using it. In order to accomplish its purpose, two procedures are followed throughout the study: a description and an evaluation of 'At the Crossroad', and an analysis of a questionnaire designed for secondary school teachers about the state of literary texts in EFL textbooks.

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The Aim of the Study

This study aims at examining the type of literary texts used in secondary school first-year textbook, 'At the Crossroad'. It also examines the relevance of the literary texts involved in the textbook and how much cultural information they convey. In addition, the present research aims at collecting data on teachers who use the textbook in order to put their awareness of the importance of teaching cultural information through literary texts on the test, and eventually get a sense of what teachers think about the obstacles in the way of benefiting from literary texts in the ELT (English Language Teaching) courses.

Literature Review

The use of literature in the ELT classroom is witnessing an unprecedented spread nowadays. Literature has always been present in the traditional language teaching approaches. However, it became less popular when the focus of language teaching shifted to the functional use of language. In the last few decades, ELT teachers and professionals began to consider literature as an important tool of teaching and learning English. Numerous authors have argued that literary texts as a rich linguistic input, effective stimuli for students to express themselves in other languages and a potential source of learner motivation in the modern ELT classroom (see Duff & Maley 2007, Brumfit & Ronald 1986).

Since English is not Algeria's second language, students begin their first English class at a late age compared to French, which is the second language. Therefore a great part of their contact with the English language is inside the classroom. In the ELT classroom, textbooks hold a great deal of significance due to the fact that they contain the majority of the input, thus designing, or choosing, the suitable textbook is an essential part of the teaching and learning process. ELT textbooks contain various type

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of literary texts, yet not all of them fit the requirement of the course objective and the learners.

Choosing the right literary texts for an ELT course or a lesson is a topic of debate which various EFL teachers and professionals have weighed in. According to Collie & Slater (1990), when picking the appropriate literary texts, EFL teachers should take into consideration the needs, motivation, interests, cultural background, language level of the students, and most importantly, the ability of a literary work to arouse the learners' interest and elicit strong and positive reactions from them and therefore reveal their personal involvement. Also, literary texts should be relevant to learners' real-life experiences, dreams or emotions. Measuring the language difficulty of literary texts is necessary as well. If the language of the literary work is simple, learners would find it easy to comprehend the content, and therefore ensure a smooth learning process.

Research Questions

The present study addresses the following questions in order to realize its objectives:

- How does literature reflect culture?
- Does 'At the Crossroad' contain sufficient authentic literary texts?
- What are the criteria for selecting literary texts for language teaching?
- Do secondary school teachers attach enough importance to teaching cultural skills through literary texts?

Research Hypotheses

In an attempt to offer insight into the issue of using developing cultural and language skills using literary texts, it is hypothesised that:

- Literature is a rich source of cultural information, therefore it is part of the culture it represents.

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- The textbook of secondary school first-year, 'At the Crossroad', neither provides an adequate amount of literary texts, nor relevant up-to-date ones that contain the necessary cultural and language input.
- Literary texts should contain language functions that fit the learning objectives of the lesson, as well as an adequate and suitable amount of cultural elements of the target language.
- Many secondary school teachers are not fully aware of the significance of using literary texts in the EFL classroom.

Research Methodology and Techniques

Using both the quantitative and qualitative research methods in the same study is a common approach used by researchers because it provides support for one set of findings by one methodology with another different method. Therefore, in this study in particular, a descriptive analytical approach is essential to carry out this research because it would allow for utilizing elements of both quantitative and qualitative methods within the same study.

The textbook, 'At the Crossroad', will be analysed and evaluated from a literature point of view to check if teachers are given the right tools. Whereas the questionnaire's objective is to examine the current situation of teaching cultural skills through literary texts in EFL classrooms, as well as testing teachers' awareness of the importance of using literary texts in order to develop their students' cultural and language skills.

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The Structure of the Study

This study comprises a theoretical and an empirical sections. The first section is concerned with the interrelated relationships of culture, language, and literature. It also examines the history of integrating cultural teaching in the ELT field, and the use of literary texts as instruments that carry cultural information. Then, it highlights the importance of using literary texts to develop the four basic language skills. Lastly, this chapter discusses the use of different literary genres, such as poetry, short story and drama, in EFL classrooms.

The second section of the present study is the practical part, and it consists of two chapters. *Chapter Two* and *Chapter Three*. Chapter Two lays out the design of the methods used throughout the research, and a detail of the means of data collection. The latter involves an overview of the types of textbook evaluation available to researchers, and the rationale behind choosing post-use evaluation in this particular study. Then, it provides a general description of the content and design of 'At the Crossroad' as well as a description of the second instrument of data collection, which is teachers' questionnaire.

The third, and last, chapter presents the results of the study. First, it conducts an evaluation of the literary texts in 'At the Crossroad'. Second, it provides an analysis of the results of the questionnaire, followed by a discussion about the findings of the analysis.

Chapter One:

**Developing Cultural and Language skills
through Literature**

1 Introduction

For centuries, human beings have felt the urge to express their thoughts and opinions on the events and occurrences that are happening to them, or taking place around them. This need led to the process of documenting these events in various shapes and forms such as literature, which proved to be one of the most vital tools to reflect the human experience. Literature is considered a mirror for culture and society. Therefore, EFL (English as a Foreign Language) experts concluded that using literature to develop cultural awareness among language learners is a necessity. However, agreement upon definitions of some fundamental concepts like language, culture and literature is important for researches to move forward. This chapter deals with a wide range of substantial concepts that are very essential to the debate about language, culture and literature.

2 Language and Culture in ELT

2.1 Culture

Culture is one of the most complex and amorphous concepts to define. Anthropology is the first field of study to deal with culture in a rather broad fashion. With the course of time, other behavioural sciences continued to thoroughly deal with culture and cross-cultural studies. In applied linguistics, in particular, culture is the main focus of several studies that seek to develop foreign language learning and teaching. The place of culture in the foreign language teaching classes has been receiving a growing attention over the past few decades. Several definitions and redefinitions have been brought to the table in order to point out the major value of culture as well as the strong interrelation it has with language education.

Tylor (1871) radically turned the focus of anthropology towards cultural studies. He defined culture as a complex whole due to the numerous facets it includes. Knowledge, belief, art, law, morals, custom as well as all other habits and abilities that individuals in any society acquire are what make culture as complex and ambiguous as it is. To him, culture is that set of behaviour patterns and perceptions that humans wittily learn. Nonetheless, the evolution of defining culture did not stop there. According to Boas (1911) culture is an umbrella term that embraces all different aspects of society's social behaviour. It also includes both mental and physical activities and reactions of members of a society. In his opinion, those activities and reactions are not only affected by the habits of the community but determined by them.

Lévi-Strauss (1969) puts culture in a slightly different position. He defines culture by demonstrating the relation it has with life itself. According to him, culture can serve as a substitute for life; because it is made up of rules of behaviour that people do not understand but obey none the less. In another way, culture uses and, sometimes, changes life in order to compose a new order of living.

Professor Patil (2002) uses an interesting analogy when defining culture. He compares culture to a banana flower or onion in the sense that it exists in layers. The only way we can understand it is by peeling it layer by layer. However, the layers are not the same. The outer layer is easier to perceive because it consists of tangible manifestations such as food, architecture, language and art. The middle layer consists of values and norms. While the inner layer is the hardest to unfold because it consists of deeper ideas like birth, life, death, happiness, and so on.

2.2 Language

Over the past few decades, Language has been thoroughly studied; and yet there is still no agreement upon what language really is. Anthropologists, linguists,

sociologists and even psychologists seem to agree that language is a highly complicated and ambiguous system of communication. It is also the centre of many studies and surveys conducted by many scholar and intellectuals.

As noted by Sapir (1921), language is a non-instinctive method of communication by which human beings transmit their ideas, emotions and desires using a system of voluntarily produced symbols. The reason he defines speech as a non-instinctive act is a comparison he makes between how a child learns to walk and how he acquires speech. The result is that although, on the surface, both acts seem natural, the big difference lies in the biological heredity that is responsible for walking in the sense that the normal human being is predestined to walk, while talking is an acquired cultural function.

A language is a finite and an infinite set of sentences, each sentence is finite in length and formed out of a limited set of elements (Chomsky, 1965). As broad as it seems, this definition of language is a purely linguistic view of the written form of a language. For Chomsky (1965), there is no limit to the amount of sentences that speakers of a language can construct out of the limited set of phonemes (or letters) available in any natural language.

According to Saussure (1916), language is a system of signs, a sign consists of a signifier, which is the sound-image or the written shape, and a signified, which is the concept. They, are inseparably linked to each other; and they never part with each other. He goes further as to compare language and thought with a sheet of paper. He assumes that thought is the front part and sound is the back part of the paper. That way, the separation of sound and thought is as impossible as splitting the front and back parts of a sheet of paper.

A more recent definition of language has been provided by Rice-Johnston (2015). He believes that "Language is the process or set of processes used to ensure there is agreement between the sender and receiver for meanings assigned to the symbols and the schema for combining them used for each communication". He highlights the effects natural languages have on both interpersonal and inter-group communications. Rice-Johnston (2015)'s mathematician background influences his logical approach to defining language, and his use of terms like 'process' and 'set of processes' to define language implies how much logic is put in his definition.

2.3 The Relationship between Culture and Language

Comprehension of the relationship between language and culture is highly important to teachers, learners and even speakers of a second or foreign language. Language educators need to understand and appreciate the differences in opinion concerning the relationship between language and culture. The Sapir-Whorf Hypothesis was arguably the earliest work to shed the light on this relationship. They concluded that it is impossible to understand one without knowledge of the other (Wardhaugh, 2002).

There are three claims on the interrelationship of language and culture. The first of these claims is widely associated with Sapir and Whorf, and is the basis of many researches in this respect. It says that the way language is structured to defines how speakers of a language view the world, or at the very least, predisposes them to embrace their world-view. The second claim opposes Sapir and Whorf's, it proclaims that language reflects the culture of people. That is to say, people's use of language reflects the things they do and value the most. Herein thoughts of culture are reflected in language as opposed to Sapir and Whorf's notion that language determines thought. Whereas the third claim is somewhat radical. It says that there is little, if any relation at

all between language and culture. It is referred to by as the "neutral claim", and is the subject of many debates. Some claim, rightfully so, that language can be analysed with no regard to culture, and vice versa (Wardhaugh, 2002).

According to Byram (2008), culture is the "shared beliefs, values and behaviours of a social group" where a social group can be a family at a micro level and a nation at a macro level. While Kramsch (2002) believes that "language is used not just as a tool for the exchange of information, but as a symbolic system with the power to create and shape symbolic realities, such as values, perceptions, identities through discourse".

The relationship between language and culture can be looked at from three different perspectives: sociological, psychological and linguistic. From the sociological perspective, language and culture can be separable, due to the possibility for a language to express or generate meaning. However, language and culture are inseparable from a psychological perspective because the individual carries all the linguistic and cultural experience within oneself. Whereas the linguistic perspective is only valid in the practice of linguistics, where language is analysed outside of its cultural context. (Risager, 2006)

3 Literature and Culture in ELT

The emergence of Direct Method as new foreign languages teaching method in the mid-nineties resulted in the gradual disappearance of literature in TFL (Teaching Foreign Languages) courses. However, in the last three decades, it gradually managed to pave its way back to TFL classrooms through drama, short stories, song lyrics, and other forms of literature. It has mainly been used to reinforce language skills and complement the process of teaching (Erkaya, 2005). Since literature is a valuable source of cultural knowledge, and is strongly embedded in peoples' everyday language, it is

impossible to separate literature and culture in the learning/teaching context (Hanauer, 2001).

3.1 Linguoculture Teaching

3.1.1 The Term Linguoculture

The term 'linguoculture' was first used by Kostomarov & Vereshchagin (1983) who referred to the unity of language and "information relating to the national culture" in the language learning process as "linguoculture teaching". The term has been used later by many researchers and language teachers to refer to the process of teaching or learning language and culture. Several years later, Agar (1994) used a similar term to refer to the inseparability of language and culture in foreign language teaching. He referred to it as 'languaculture'. It indicates the importance of learning the cultural information behind the language. His idea was that language includes more than elements such as grammar and vocabulary, but also past knowledge, local and cultural information, habits and behaviours. Krasner (1999) believes that communication occurs in a certain sociocultural context, and that is the very reason knowledge of grammatical structure of a language, and mastery of a wide range of basic vocabulary, is not sufficient to generate a successful communication.

In the applied linguistics world nowadays, there seems to be agreement on considering culture as an essential component of language education. Languaculture teaching refers to one single teaching process that involves the acquisition of both grammatical and cultural competence (Agar, 1994). In real life, situations that require languaculture learning are plenty. For example, ways to address people differ from a culture to another. Though one might be linguistically competent, without the awareness of culturally appropriate ways to address people, make requests or show agreement or disagreement with someone, communication problems are to occur. As

noted by Krasner (1999) , language learners need to realize that language use must be associated with other culturally appropriate behaviours so that successful communication take place.

3.1.2 The Evolution of Linguoculture Teaching

In applied linguistics, culture gained a great deal of attention with the progress of TFL in the second half of the twentieth century. At a time when theories of language acquisition did not get past Chomsky (1965)'s Language Acquisition Device (LAD) which assumes that the human mind contains a hypothetical module that enables children to acquire and produce language, Seelye (1976) claims that the process of learning a language in isolation of its cultural roots stands between learners and being accustomed to the contextual use of the target language. The ultimate goal of language learners is to be able to communicate in the target language in different situations. That, according to Seelye (1976), is not possible without learning the language in its cultural context. Knowledge of grammar and vocabulary is not enough to give learners a clear understanding of the political, social, religious, or economic system.

Several years later, researches on the subject of redefining culture in the light of applied-linguistics theories of teaching foreign languages continued to emerge. Until Rivers (1981) added a kind of new dimension to Seelye (1976)'s definition of culture. She explains the importance of appropriate activities that enable students to assimilate the cultural content, and therefore, to fully function when encountered with real life situations in the target culture. Activities are important to encourage students to go beyond just the mastery of vocabulary and grammar structure. Instead, Rivers insisted on trying to lead learners in the direction of being as fluent as native speakers.

While according Kramersch (1993), target culture is close in meaning to something she calls 'the third place'. The third place refers the virtual place between the

learner's culture and the target culture. In other words, the learner's understanding of the native speaker's cultural characteristics. Kramsch (1993) insists that language learners are in a quest for seeking to arrive to that third place whether they are conscious of it or not.

3.1.3 Students' Role in Linguoculture Teaching

Students everywhere want to feel cared for and to be treated well by their teachers. Most instructors and educators agree that positive relationship between teachers and their students is a key factor towards a healthy learning situation. That is to say, teachers and students alike need to be aware of their roles in the TFL classroom, and most importantly, take on the responsibilities that are expected from them. In modern day TFL classrooms where linguoculture teaching is a priority, teachers and students assume unconventional roles. Such new roles ought to help build a positive relationship between learners and their teacher by turning the focus to communication and understanding rather than just imitation.

In modern linguoculture teaching classrooms, learners had to take part in classroom activities that are based on a collaborative rather than individualistic approach to learning. Students also had to stop relying on the teacher for a model, instead, they had to become comfortable with listening to their peers in group work or pair work tasks. They were expected to take on a greater degree of responsibility for their own learning (Brumfit & Ronald, 1986).

3.1.4 Teachers' Role in Linguoculture Teaching

There is no doubt that teachers, under all teaching methods, hold a great deal of power over their students during the teaching process, and that is due to the daily interaction between teachers and students, the time spent in classroom, and the big role teachers play in the success of students' future careers. Teachers used to assume the role

of a model to correct speech and writing, as well as holding the primary responsibility of making students produce as much error-free sentences as they can. Now they have to act more like a facilitator and monitor. They had to develop a different view of learners' errors and of her/his own role in facilitating language teaching (Richards & Rodgers , 2001).

Boynton & Boynton (2006) assert that when students feel that their teacher values and cares for them as individuals, they are more willing to comply with his/her instructions. They believe that the learning situation can be compared to other work situations where the ordinary worker is more apt to go out of his way to please his boss who he feels values him as an individual and treats him with dignity and respect, rather than a boss who communicates a lack of respect.

3.1.5 Classroom Management in Linguoculture Teaching

Many teachers find it rather easy to obtain materials that set out activities for teaching communication and culture alongside language. But how to manage a TFL classroom in order to achieve teaching goals is one of the main tasks that teachers struggle with. Jones & Jones (2012) state that efficient teaching and learning can only take place in well managed classrooms. Therefore, effective teaching and learning are the result of effective classroom management strategies that support and facilitate the learning process. They believe that an effective classroom management is generally based on the principle of establishing a positive classroom environment that includes effective teacher-student relationships. For Brophy (2006), classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning". Their definition focuses mainly on the responsibility of the teacher and demonstrates the link between learning goals of students and the use of classroom management strategies.

3.2 Literature

3.2.1 The Concept of Literature

It has always been a challenge to understand what literature exactly is and come up with a definition that everyone agrees on. Throughout recent history, it has been the job of scholars and critics to decide whether a piece of work is considered literature or not. Nonetheless, the concept of literature has seen some changes in the past from generation of scholars to another.

In the eighteenth century, literature was viewed as "well-written books of an imaginative or creative kind" (Williams, 1976). More advanced scholars defined literature as a body of written or oral works, such as novels, poetry, or drama that use words to stimulate the imagination and confront the reader with a unique vision of life. The underlying assumption here is that a work of literature is a creative, universal form of expression that addresses the emotional, spiritual, or intellectual concerns of humanity. However, this idea about literature is similar to fourteenth century idea that literature is writing. Good literature has the power to demonstrate craft and artistry and able to raise questions, provide unconventional points of view, expand the understanding of the individual and the world around, stimulate the imagination, and renew the spirit. Literature is any creative, factual and imaginative work about people and what they have done, believe, and have created or are willing to create. "Literature is a multitude of works; written in books, journals, newspapers and magazines; spoken; acted; sung; filmed; drawn as cartoons or shown on television" (Milner, 1996).

In one of his essays, Hirsch (1978) states that literature "includes any text worthy to be taught to students by teachers of literature". Examples of the literary texts that can be taught to students are poetry, short story, plays, novels, journals, newspaper and magazines. Literature can be experienced through a variety of media, mainly oral,

audio and audio-visual. It is considered an expression of culture because it documents human experiences, beliefs and knowledge.

The broadest and most relevant definition of literature has arguably been provided by John McRae (1994) who makes a distinction between literature with a capital 'L' and literature with a small 'l'. According to him, the first refers to the classical literary works such as William Shakespeare and Mark Twain, while the latter includes the modern forms of literary texts such as popular fiction, short stories and song lyrics. Literature with a small 'l' represents the form that ELT teachers prefer due to its versatility which allows them to choose a literary text according to their students' needs and abilities.

3.2.2 The Relationship between Culture and Literature

Throughout history, people have always felt the need to demonstrate their opinions and thoughts about the events they experience. As a result of that need, people presented various means to document both the events and their reflections on the individuals and society as a whole. This is where literature plays a big role in reflecting people's culture. Tew (2007) concludes that "novels both rationalize and engage dialectically with our historical presence, playing their part, however provisionally at times, in our understanding of and reflection upon our lives".

Literature is seen as a reflection of culture and society due to the fact that it portrays people's ideas and dreams at a certain period of time and under certain circumstances in the most creative and aesthetic way. It is widely considered as an authentic source of the cultural representation of its home community. Moreover, not only does it depict social changes, it also inspires them. Literature is a credible source of cultural knowledge because it presents a personal interpretation of the author's life.

So, literature enables people to develop new ethical standards and serves as a source of inspiration to them (Hanauer, 2001).

Most scholars argue that the first literary work that carries cultural context about people's life was the well-known epic poem Beowulf. It was written in Old English and is considered a cornerstone of Anglo-Saxon literature. Thus, literature and culture are deeply interrelated because literature have continued to embody culture for centuries.

Following the Old English era, plenty of changes occurred to the English language and formed what is known as the Old English varieties of language. Literature written at that period of time reflects accurately the changes that occurred particularly in the middle and low class level. The upper class mostly used French as a mean of communication, therefore the books they read or listened to were in French. During that period, a significant Middle English writer named Geoffrey Chaucer contributed profusely to the extent that many call him the Father of English literature, and considered him the greatest English poet of the middle ages. He wrote a collection of stories in the late 14th century called 'The Canterbury Tales'. In 'The Canterbury Tales', Geoffrey Chaucer reflects the diverse views of the church in England. Following the Great Plague, people started questioning and defying the Church of England. Due to the religious feature of the English society at that time, many characters in the Canterbury Tales were religious figures, which is a reflection of the reality and cultural context of England.

In the Early modern period of English, literature have taken a step forward by writers such as William Shakespeare. The influence of Shakespeare's work surpassed all limits. His plays brilliantly depicted the political sphere at that time, and conveyed many political messages about the events that were taking place in Europe at that era. Hamlet, for instance, illustrated a political issue in an aesthetic and unprecedented way,

and that was another example of the strong relationship between culture and literature. Therefore, literature can serve as the ideal tool to allow learners of the English language to discover the English culture.

4 Integrating Literary Texts in EFL Classrooms

There seems to be an agreement among most language teachers on the significance of incorporating literary texts in the foreign language curriculum. However, questions about how and when to use literature in the EFL classroom are still asked on a daily basis by teachers. Before answering those questions, it is important for language teachers to know the reasons for teaching literature and how it helps in the language learning process.

4.1 Reasons for Teaching Literature

Numerous scholars have emphasized the role of literature in language teaching/learning. On the importance of including literature in the language learning process, Lazar (1993) argues that literature "provides meaningful and memorable contexts for processing and interpreting new language".

Using literature for teaching language has three benefits. The first benefit is the contextualization of language. Learners get familiar with the application of language in different circumstances whenever reading a literary work. Second, using literature in language teaching considers the social factors that are embedded in various genres of literature. Third, it also considers the natural and meaningful application of language that are achieved through illustrations as well as the use of descriptive language in literature (Hadaway, 2002).

According to Obediat (1997), literature can help learners in many ways including enhancement of competence in the target language, accuracy in speaking, gaining fluency and creative abilities in the target language, and learning how to use

idiomatic expressions in their right context. Moreover, it allows learners to criticize, investigate and ask all sort of questions freely. In addition, it presents learners with a rich resource of authentic material that, if applied correctly, will allow them to internalize the language at a high level (Elliot, 1990).

4.2 Using Literature in EFL Classrooms

As noted by Collie & Slater (1990), there are at least four major motives for curriculum designers and language teachers to include literary texts in the TFL courses. These motives are genuine material, language enhancement, personal participation and, most importantly, cultural enhancement. Other reasons to use literary material are universality, non-triviality, diversity and creativity.

There are three main reasons literature is used as a means of foreign or second language teaching. Firstly, the linguistic factor which demonstrates that literature is useful in language teaching because it provides real samples of language applications. Language-teaching experts agree that it is of great significance for foreign language learners to be exposed to different genres and styles of literature of the target language. Secondly, the methodological aspect of literature is important as well. Literary texts can have different interpretations, which leads to triggering the creative side of learners. Also, it increases interaction with the text, the learners and the teacher. The third reason is motivation. The literary texts represent the genuine emotions of their authors, which generates a strong motivation for learners. Students gain the ability to access the writer's individual experience and relate what they read to the world around them (Duff & Maley, 1990).

4.3 Criteria of the Appropriate Literary Texts

It is the job of language teachers and curriculum designers to decide which literary texts fit their learning objectives. There are some factors that should be taken into consideration when choosing a literary text for a foreign language class.

Collie & Slater (1990) suggest several criteria for selecting suitable literary texts for EFL classrooms. They say language teachers should take into account the needs, motivation, interests, cultural background and language level of the students. However, they single out one major factor which is the ability of a literary work to arouse the learners' interest and elicit strong and positive reactions from them, and therefore reveal their personal involvement. Also, it is very important to choose literary works that are relevant to learners' real-life experiences, dreams or emotions. Another criteria is 'language difficulty'. If the language of the literary work is simple, learners would find it easy to comprehend the content, and therefore ensure a smooth learning process. For Collie & Slater (1990), reading a literary text "is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing."

Lazar (1993) proposes a checklist that includes different criteria when selecting a literary text. These criteria are represented in the following table:

Table 1. Checklist for Choosing Literary Texts (Lazar, 1993)

Checklist for choosing a literary text		
Type of Course	Type of Students	Other Text-Related Factor
- Level of students	- Age	- Availability of texts
- Students reasons for learning English	- Intellectual maturity	- Length of text
- Kind of English required	- Emotional understanding	- Exploitability
- Length/intensity of the course	- Interests/hobbies	- Fit with syllabus
	- Cultural background	
	- Linguistic proficiency	
	- Literary background	

4.4 Literary Texts and the Four Language Skills

In most modern day EFL classrooms, literature plays a big role in enhancing both receptive and productive skills. One of the positive notes that language educators take when using literature in the teaching process is that it integrates all four language skills (speaking, listening, reading and writing) in a smooth way for learners. Povey (1972) argues that "literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax". However, the four skills are not affected in the same way. Each skill is affected by literary texts in a certain way, and to a certain degree.

4.4.1 Literary Texts and Reading

Reading comprehension is, according to Ness (2009), one of the main important elements in English language learning for all students because it provides the basis for a substantial amount of learning in education. He believes that reading comprehension is important "in all levels of education as it enables learners who are struggling with their academic and literary tasks to overcome their challenges". Literary texts are an important source of authentic material that helps teachers form a variety of reading

comprehension activities. Integrating literary works in the reading comprehension class facilitates students' ability to create new interpretations and inferences from the text. To deal with a literary text in a reading comprehension lesson, teachers must stick to the student-centred learning in order to achieve the best result.

4.4.2 Literary Texts and Writing

Despite many viewpoints that oppose using literary texts in the writing class, many scholars argue that literary texts have a positive effect as the most authentic material that can be used in EFL class. Ur (1996) argues that one of the most important benefits of using literature in writing classes is increasing students' word power and linguistic input. Literature provides learners with a model which provokes them to copy its structure, content, theme, style and organization.

4.4.3 Literary Texts and Speaking and Listening

Speaking is the main objective for most language learners since it allows them to express themselves and communicate. Literature is considered a pretty effective stimuli for learners to express themselves in the target language. In EFL classrooms, listening and speaking are usually taught in an interrelated manner whereas speaking follows listening. Recently, technology enabled literary works in the form of audio such as songs and poems to be accessible to language learners. Moreover, literature of the target language has proven to be a valuable source of learner motivation.

4.5 The Use of Different Literary Genres

4.5.1 Poetry in Language Teaching

Choosing the right piece of literary work can be a big challenge for teachers. The challenge becomes even bigger when dealing with poetry, because it requires more concentration and attention than prose. Cubukcu (2001) claims that poetry is an interesting exercise of rhythmical elements of speech, and it conveys love and

appreciation for the sound and power of language. As a result, learners become familiar with various aspects of speech such as stress, pitch, juncture, and intonation. However, language instructors should first consider both the level of language and their learners when selecting a poem for their class.

4.5.2 Short Story in Language Teaching

According to Abrams (1970), a short story is "a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to a certain unique or single effect, to which every detail is subordinate". The small length of short stories makes them an excellent choice for TFL teachers to use in class. If selected appropriately, short stories can provide quality text content that enhances EFL courses (Ariogul, 2001).

For Ariogul (2001), there are many benefits and reasons for using short story in the EFL course:

- a) Facilitating the learners' reading task because of being short and simple in comparison with other literary genres.
- b) Promoting the learners' attitudes and knowledge on different cultures.
- c) Offering a world of wonders and mystery.
- d) Developing critical thinking ability.
- e) Making the learners feel comfortable and free.

4.5.3 Drama in Language Teaching

There is no doubt that drama is a key practice in learning the application of language due to its ability to raise learners' awareness towards the target language and culture in a close and profound way. Many argue that the most significant addition that drama brings to the language teaching process is developing good understanding of

both the verbal and non-verbal features of the target language. Lenore (1993) states the following benefits of using drama in a language class:

- a) Stimulating the imagination and promoting creative thinking.
- b) Developing critical thinking ability.
- c) Heightening influential listening skills.
- d) Increasing the learners' empathy and awareness.
- e) Reinforcing positive self-concept.
- f) Providing the instructors with a fresh perspective on teaching.
- g) Developing creativity, originality, sensitivity, flexibility, cooperation and communicative skills.
- h) Helping the learners develop their level of competence with respect to their receptive and productive skills.
- i) Helping the learners develop new opinions and thoughts.

5 Conclusion

Previous studies about literature and culture have agreed that literature is a mirror of culture, and an accurate indicator of the direction culture is headed in the future. The interrelationship of literature and culture makes it difficult to argue against the need to incorporate literary texts in the language learning process. Thus, the field of ELT is witnessing a clear shift towards the use of literature in the TFL classrooms, as opposed to traditional language teaching approaches that focused on the functional use of language while ignoring the role of literature as a rich linguistic input and a potential source of student motivation. Literary texts help language educators present the target language in its real cultural context. In the EFL courses, literature can serve as a source of authentic material which exposes language learners to both the aesthetic and functional side of the language. However, integrating literature in the TFL

classroom can be tricky and must follow certain guides in order to be effective in improving language skills and developing cultural awareness of the target language.

Chapter Two:

Research Methodology

1 Introduction

This chapter deals with the methodology that is applied in this research. It attempts to lay out the tools used in the analysis of 'At the Crossroad'. The chapter begins with a description of the most reliable evaluation methods to date. Then, it sets out a rationale for using both the qualitative and quantitative approaches. The second part of the chapter is devoted to the two instruments of data collection used in this study. The first instrument is the textbook itself. This part provides a presentation of the layout and design of 'At the Crossroad', followed by an analysis of the content and structure of the book. The second instrument of data collection is the teachers' questionnaire. A full description of the objectives, population and sample of the questionnaire is included. Lastly, this chapter covers the limitation of the study.

2 Research Methods

The present study is done in a couple of stages. First, the process of analysing the content of secondary school first-year textbook of English, named 'At the Crossroad'. Second, collecting information using a questionnaire designed for teachers who have either used or are still using the textbook in question. In order to achieve that, one has to choose a research paradigm that will carry out this case study. The most well-known research approaches in education sciences are the quantitative and qualitative approaches.

According to Creswell (1994), a quantitative study is "an inquiry into social or human problems, based on testing a theory composed of variables, measured with numbers, and analysed with statistical procedures, in order to determine whether the predictive generalisations of the theory hold true". The quantitative approach is a perfect fit for our study because it takes into consideration the data collection

procedures in a numerical nature, and then analysing the given data based on a rather objective measurement. However, the quantitative approach does not seem to be enough to conduct a thorough textbook evaluation. The reason for this assumption is that this study involves a small number of teachers who are asked to give their opinions about a textbook. This makes it impossible to apply the quantitative approach alone because one cannot deal with something as complex as human beings only through numbers and statistics. Not to mention the nature of the first part of the study, which is analysing the textbook. Thus, there is a need to incorporate another approach that takes into account the natural diversity in thoughts and opinions of the sample on which we chose to conduct the survey.

According to a definition provided by Gay (1987), a qualitative research is "the collection of extensive data on many variables over an extended period of time, in a naturalistic setting in order to gain insights not possible using other types of research". The qualitative approach applies a word-based description of data, and that provides us with a much richer source of information than a bunch of numbers that might not be enough to exhaustively evaluate the textbook. Therefore, this study will be conducted through a mixture of the two approaches.

3 Means of Data Collection

In the framework of this study, the descriptive analytic approach is applied to ensure a thorough analysis and an answer to our general question. To do so, this study presents a general descriptive information of 'At the Crossroad', with more focus put on evaluating the literary texts in the book. In addition, a teachers' questionnaire, which asks secondary school teachers questions about the literary texts in 'At the Crossroad', has been set up as the most significant element of data collection.

3.1 Types of Textbook Evaluation

Nowadays, ELT textbooks and language learning materials are witnessing an unprecedented production rate among TEFL/TESL public and private institutions. As noted by Littlejohn & Hicks (1996), these materials are characterised by two features. First, they became widely spread due to people's growing need to learn the English language. Second, they evolved into much more complex publications. Thus, it becomes important to develop a framework that allows TFL experts to evaluate the language learning materials in a comprehensive manner. According to Hutchinson & Waters (1987), FL/SL materials evaluation "plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/learning situation". As a result, several evaluation frameworks appeared and were used by TFL experts depending on the type of textbook and the learning stage. Applied linguists conclude three types of evaluation: pre-use evaluation, in-use evaluation and post-use evaluation (Tomlinson, 2001).

3.1.1 Pre-Use Evaluation

The first type of materials evaluation is the one that is done before using the textbook. It requires making predictions about the potential value of the learning materials on the group of students who use them. This type of evaluation is often subjective because the teacher simply scans the textbook to get an impression about its significance (Tomlinson, 2001). However, pre-use evaluation, also called predictive evaluation, can be important in the process of materials selection. ELT teachers use this type of evaluation prior to the teaching process in order to decide whether a textbook is suitable for their students. Pre-use evaluation is applied to determine if textbooks are

adequate for use. That is to say, predictive evaluation is useful in the materials selection process (McGrath, 2002).

3.1.2 In-Use Evaluation

In-use evaluation is a good tool to measure the value of the materials while using them. Tomlinson (2001) argues that this type of evaluation is more reliable than pre-use evaluation due to the fact that it makes use of measurement, as opposed to pre-use evaluation which is carried out as a means of prediction. He believes that in-use evaluation takes advantage of observing the performance of learners on activities during the learning process, therefore; it measures the effectiveness of materials while they are in use, which makes it a sort of retrospective evaluation. Retrospective evaluation is the re-evaluation of materials while they are in-use in order to determine the efficiency of the materials (Ellis, 1997). This type of evaluation is important because it provides experts and ELT educators with the data that allows them to determine the validation of the used materials. Ellis (1997) states that in-use evaluation helps teachers "determine whether it is worthwhile using the materials again, which activities work and which do not, and how to modify the materials to make them more effective for future use".

3.1.3 Post-Use Evaluation

The third type of evaluation is the one teachers, or applied linguists, carry out after using the textbooks. It is arguably the most important and valuable type of evaluation because it measures the actual effects of textbooks on the students and provides reliable information about the materials (Tomlinson, 2001).

Tomlinson (2001) implies that on the one hand, post-use evaluation can measure short-term impact such as motivation, instant learning and learner response. On the other hand, it can measure long-term effects such as durable learning and application. This

type of evaluation is of great significance because it is conducted after using the materials for a reasonable time which gives learners room for in-depth interaction with the learning materials. Post-use evaluation provides experts in the field of FL/SL with valid and reliable data that is able to eventually help them develop textbooks. Cunningsworth (1995) assumes that this type of evaluation is helpful for identifying the strengths and weaknesses that appear after a period of using the course books.

3.2 General Descriptive Information of "At the Crossroad"

Before analysing the content of secondary school first-year English textbook, named 'At the Crossroad', it is important to go through the content and structure of the book. This section provides a general layout of the textbook's design, then an overview of its content and structure.

3.2.1 General Layout and Design

This study deals with the 'revised edition' of 'At the Crossroad'. The initial publication of the textbook was in 2005. This book is the official textbook designed by the Ministry of Education for secondary school first-year students. It was designed by a group of authors and inspectors. The authors are:

- ◆ S. A. Arab
- ◆ H. Hami
- ◆ B. Riche
- ◆ H. Ameziane
- ◆ K. Louadj

The book is 175 pages long. It opens up with the *Contents* page. The next four pages (3-7) are dedicated to the *Book Map*. It lays out detailed tables of the Units and Sequences of the book. The tables consist of four major columns, each one is dedicated to a category of learning objectives (skills, functions, language forms and phonology).

Also, it includes the final projects of each Unit of the book. This section of the book is directed to both the teacher and the students, it helps them appropriately use the book. The next two pages (8-9) are entitled *To the Teacher*. They are a detailed general layout that gives teachers a clear idea of the textbook design. Pages 10 and 11 are entitled *To the Student*. This two-page layout of how each unit is designed helps students use the book with so little help from the teacher. The following couple of pages (12-13) are dedicated to *Phonetic Symbols*. This section serves as a reference of phonetic symbols and pronunciation rules for students. Then, pages from 14 to 167 comprise the body of the textbook, which includes the five teaching units. This part is what this study will be concerned with. The last section of the book (168-175) consists of the *Listening Scripts* of all the listening tasks in the book, followed by a table of the most used irregular verbs.

Since 'At the Crossroad' is a textbook for secondary school first-year students, it assumes that these students have completed the four years of English according to the new Middle School EFL syllabus, which is based on a learner-centred approach that complies to a competency-based teaching method. However, this revised version of 'At the Crossroad' takes a moderate approach towards grammar where the student is given the rules beforehand, as opposed to the previous method where the student was expected to work out the rule by himself. The preface section of the book makes it clear for teachers that 'At the Crossroad' is meant to be 'taught from' rather than 'taught'. That is to say, teachers have a relatively wide freedom to alter the content as long as the objectives are kept, and eventually met.

3.2.2 Textbook Content and Structure

'At the Crossroad' follows a unique pattern which is different from the previous version. It has five units:

- ▶ Unit ONE: Getting Through
- ▶ Unit TWO: Once Upon a Time
- ▶ Unit THREE: Our Findings Show
- ▶ Unit FOUR: Eureka
- ▶ Unit Five: Back to Nature

Each of the five units contains four sequences. The first two sequences are similar in pattern and deal with the four language skills. They are *Listening and Speaking* and *Reading and Writing*. They follow a communicative approach of activities where students are encouraged to anticipate before the listening or reading part. Then, they check out their predictions, do a series of language functions activities that involve pronunciation practice. In the end, they produce a piece of oral and written discourse. The third sequence, entitled *Developing Skills*, aims to put students in a problem-solving situation, and get them to solve it by combining the four basic language skills. The fourth sequence is called *Consolidation and Extension* and consists of two parts. The first one is *Write it out*, while the second is called *Work It out*. Its aim is to elaborate on the previously acquired functions, language skills and social skills.

Besides the four sequences, each unit has three separate sections. The first one is a language reference section called *Stop and Consider*. It is positioned between the third and fourth sequences. The second section is called *Project Workshop*. It contains the guidelines that help students get the unit project done. Lastly, a section which comprises a series of activities that cover all the objectives of the unit. It is named *Check Your Progress*. The last two sections are positioned at the end of each unit. *Figure 1* below demonstrates the unit structure of 'At the Crossroad':

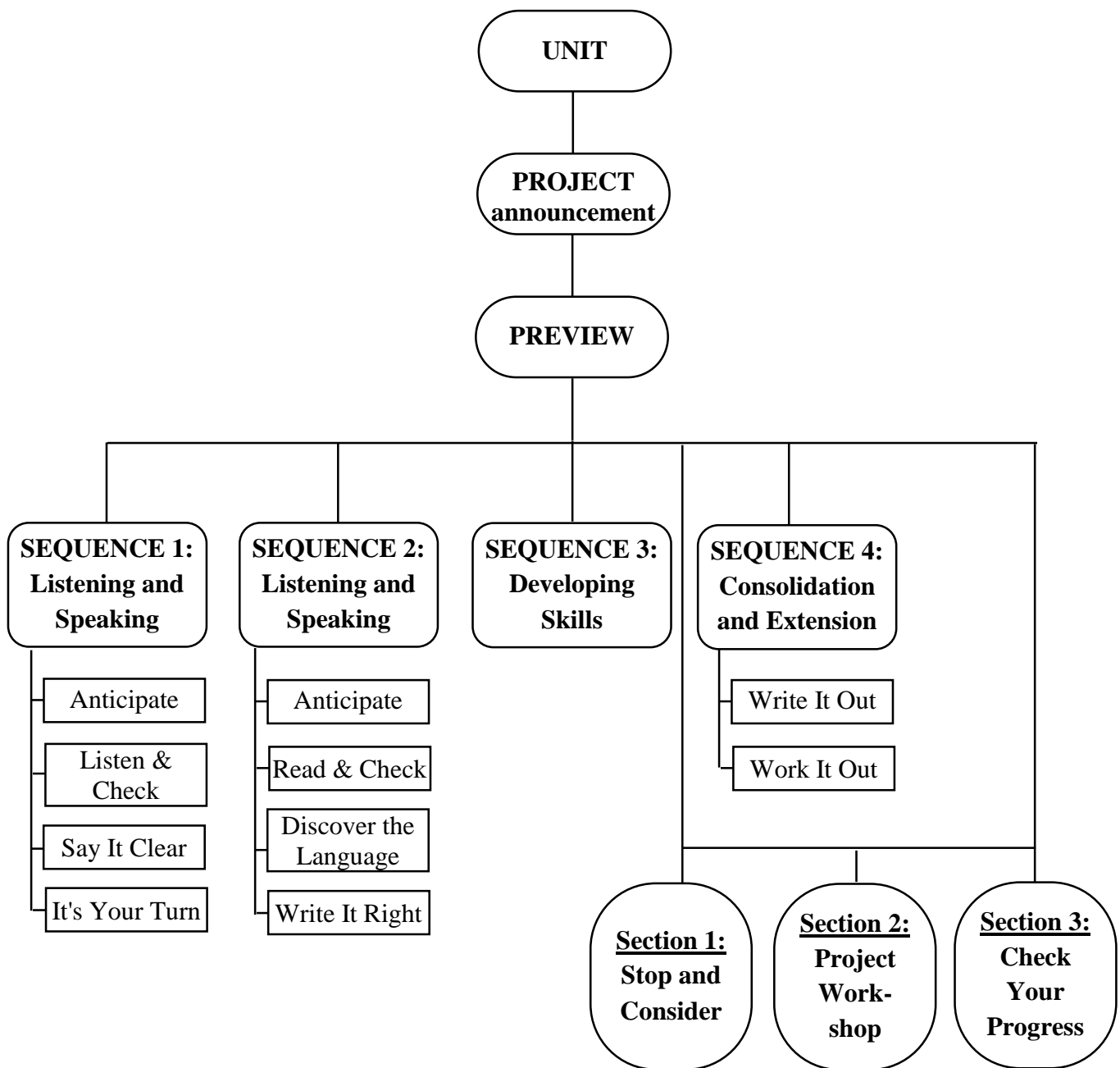


Figure 1. Unit structure in 'At the Crossroad'

3.3 Teachers' Questionnaire

A questionnaire is a well-established tool for acquiring information on participants' social characteristics, behaviour, attitude, beliefs or reasons for action with respect to the topic under study (Bulmer, 2004). According to (Cohen, Manion, & Morrison, 2004), there are three types of questionnaires: structured questionnaires, where the questions are closed and the data can be quantitatively analysed, unstructured questionnaires, where the questions are open allowing for freedom to answer in the respondents own words and therefore to provide qualification in their response, and a third type that takes a mixed approach of the two. The latter is what this study applies in order to get a well-comprehensive data which will be later analysed using both the qualitative and quantitative approaches.

3.3.1 Objective of the Questionnaire

The questionnaire used in this research aims at collecting information about the use of literary texts as a means of developing cultural understanding in secondary school textbooks, particularly first-year textbook 'At the Crossroad'. The questionnaire gathers specific data on secondary school teachers' opinions about literature in the current ELT course book, as well as their thoughts on the significance of implementing literary texts to enhance learners' language competency and skills.

3.3.2 Description of the Questionnaire

As previously mentioned, this questionnaire is a mix of the structured and unstructured types, allowing for a variety of data that is analysed both qualitatively and quantitatively. The questionnaire contains two open questions (Q5 and Q12), where teachers are expected to elaborate, and 10 closed questions where they are given multiple choices to choose from. For more arrangement, the questionnaire is divided into three separate sections.

The first section is dedicated to information about the sample of respondents, secondary school EFL teachers. Questions in this part of the questionnaire have to do with teachers' level of education and experience in the field of ELT. In addition, it collects information about teachers' connection with English literature throughout their studying careers. The reason for such inquiry is to determine if having a literary background results in a teacher who is more willing to include literary texts in their teaching process.

The second section consists of six questions (Q5-Q10). It comprises the most important part of the questionnaire because it collects data about using literary texts in ELT classrooms, and most importantly, get a sense of how teachers view the importance of integrating literature in the English language courses. Also, it gives teachers the chance to determine the difficulties that stand in the way of increasing the use of authentic literary texts to develop their students' cultural and language competencies.

Finally, the last section of the questionnaire is only concerned with 'At the Crossroad'. The first question it asks is about teachers' opinion on the adequacy of the literary texts used in the current secondary school first-year textbook. Then, teachers are requested to suggest ideas and solutions to the lack of utilising relevant authentic literary texts in the ELT textbook.

3.3.3 Study Population and Sample

McLeod (2014) defines the study population, also referred to as target population, as "the total group of individuals from which the sample might be drawn", in this case secondary school first-year teachers. Since it is nearly impossible to study every single person in a target population, a sample or sub-group of the population is selected as a representative of the target population.

The sample that is selected to participate in this study is a total of twelve (12) secondary school EFL teachers from five (5) different secondary schools in Messaad, Djelfa. In order to make the study credible and valuable, the participants were picked out in a random way regardless of their gender or age.

4 Study Limitations

In order to show the credibility and ingenuity of a research paper, it is essential for the researcher to acknowledge the factors that place restrictions on the methodology of the study or its conclusions. Usually, these factors, which are referred to as study limitations, are expected prior to conducting the research. However, there are times when such shortcomings show up during the course of the study. In this study, we can identify the following limitations:

- ▶ This study is only concerned with teacher of secondary school first-year level in a relatively small geographical area, which is the town of Messaad, Djelfa while it can be applied in a nation-wide study in order to get more accurate and exhaustive results.
- ▶ It does not include all EFL textbooks of the education system in Algerial. It focuses solely on the textbook of first-year secondary school.

The reasons for acknowledging the limitations of the study is to point out the need for further research in this subject. In other words, they can be treated as incentives for new challenges in the topic of using literature to develop cultural and language skills.

5 Conclusion

To evaluate a textbook is to provide useful information that allow teachers to alter/develop the content in a reliable approach. This chapter of the present research is an attempt to cover the methodology which carries out the evaluation. Also, it lays out the means of data collection (textbook evaluation and teachers' questionnaire) and details each of them. Moreover, this part of the study serves as a preface for the third chapter where the collected data is analysed.

Chapter Three:

Results of the Study

1 Introduction

This study would not be complete without an actual evaluation of the findings of this research. Therefore an empirical part is essential for the eligibility and validation of the study. This chapter consists of two (02) sections: description and evaluation of secondary school first-year English textbook 'At the Crossroad', and a thorough analysis of the results of teachers' questionnaire.

2 Evaluation of the Literary Texts in At the Crossroad

2.1 Unit One: Getting Through

2.1.1 Description of Unit One

The first sequence of this unit, *Listening and Speaking*, begins with an activity of anticipation which builds up students' attention to how an e-mail is received using a computer connected to the internet. The objective of this sequence is to listen to, respond to and give instructions using sequencers and properly express a point of view. In order to meet these objectives, students listen to a dialogue between two young girls talking about the technical side of creating and using e-mails on a computer. This dialogue is the first long discourse students deal with.

The second sequence of *Unit One* carries on with the same theme, communication using technology, in order to develop the reading and writing skills. Its main objective is to read and respond to an e-mail describing a place or someone's regular activities. Page (21) contains an e-mail which is supposed to be from a Finnish girl named Kirsi to an Algerian girl. It details information about life in Finland, thus it provides a load of cultural data. However, despite serving as a tool to practise language forms such as frequency and degree adverbs, reflexive pronouns and prepositions of

place, Kirsi's e-mail is not considered a literary text since it does not comply with the characteristics of literary texts.

The next sequence, *Sequence Three*, involves another form of messaging, telephone messages. Also, it deals with writing a letter of inquiry. In order to meet its objectives, this sequence does not use long passages or literary texts. Instead, it includes direct questions and short passages. *Sequence Four*, however, contains a letter of application which is used to fill in a curriculum vitae.

2.1.2 Discussion of Unit One

Although e-mails and letters are not considered a literary text, they are seen as instruments that contain elements of the target culture. According to Milner (1996), Literature is a "multitude of works; written in books, journals, newspapers and magazines; spoken; acted; sung; filmed; drawn as cartoons or shown on television". Newspapers and magazines are viewed by most ELT teachers as an essential authentic material which can provide learners with rich linguistic input. After examining the objectives and content of *At the Crossroad's Unit One*, one realizes that despite the proven versatility of using literature in EFL teaching, the only form of literary texts which should have been integrated in the courses of *Unit One* is excerpts from journals and magazines, yet this textbook contains none. The rationale behind favouring such form of literature is, on the one hand, it is easy for teachers to pick excerpts that suit their students' level, and on the other hand, the accessibility of magazines and the easiness of choosing articles that contain the language forms and functions of the first unit. In the end, it is fair to say that *Unit One* shows a severe lack of literary texts that could facilitate the teaching/learning process and improve students' both language skills and cultural awareness.

2.2 Unit Two: Once Upon a Time

2.2.1 Description of Unit Two

In terms of the relevance to the present study, this unit is the most pertinent due to general theme. *Unit Two* is called *Once Upon a Time*, which is a famous phrase used in a literary context when referring to something that happened in the past. The first page, page (46), shows the title of the unit as well as five (05) pictures of five different books. The pictures are small-sized covers of mostly English classic novels. The first cover is Mark Twain's *Adventures of Huckleberry Finn*. It is the only American literary work in this page. The other four covers are Charles Dickens' *Oliver Twist*, Shakespeare's *First Folio*, Lewis Carroll's *Alice's Adventures in Wonderland*, and *Arabian Nights*. The latter is a collection of Middle Eastern folk tales originally compiled in Arabic in the Islamic Golden Age, whereas the other three literary works are considered classics of the English literature.

The first sequence of *Unit Two* aims primarily at improving students' ability to listen and respond to a tale as well as their ability to express likes and dislikes about a literary work. They get to listen to a two-part passage adapted from the story of Sinbad in *Arabian Nights*. The benefits of such practices vary from serving as effective stimuli for students, to providing a rich linguistic input and a source of learner motivation. *Sequence Two* presents students with another classic of English language literature, Chinua Achebe's *Things Fall Apart*. The *Reading and Writing* section mainly focuses on developing learners' interpretation capacity. Students are asked to interpret a blurb (page 52) of *Things Fall Apart*. Next, the second activity of *Read and Check* (page 53) uses an adopted excerpt which talks about two main characters from the novel, *Okonkwo* and *Unoka*, in order to teach students how to describe one's physical appearance, personality, likes and dislikes.

Sequence Three of the second unit focuses on storytelling and responding to short narrative. Students are presented with an excerpt from a Charles Dickens' classic titled *Hard Times*. Students use the excerpt to practice reading comprehension (activities 3, 4 and 5 page 58), then as a model to write a short description of a town. The latter is one of the most important aspects of using literary texts in EFL courses. They serve as models in which authentic English is assured.

Literature is used again in activity 2 of *Developing Skills* section (page 59). Textbook designers adapted a passage from one of the most well-known books in the English literature, *Alice's Adventures in Wonderland*. Besides practicing reading skills, students use the passage to practice grammar, particularly the use of *Simple Past*, *Past Continuous* and *Conjunctions*.

The next use of a literary text appears in *Sequence Four* of *Unit Two* named *Consolidation and Extension*. Page (68) contains a couple of folktales adapted from *Jean de La Fontaine's Fables*. The main objective of this activity is to get students to think of a famous folktale from their own culture and write it down using the passage from *Fables* as a model. The *Project Workshop* consists of a guide for students to write a book review, a writers' sketch book, a family history project or a story book.

2.2.2 Discussion of Unit Two

After examining the literary texts in *Unit Two* of *At the Crossroad*, one easily notices the abundance of literary texts from different sources. The choices of the literary works are convenient since they are all adapted to meet the objectives of each lesson. In addition, the literary texts include aspects of the target culture which increases students' cultural awareness as well as encouraging them to be critical thinkers and positive communicators. The literary texts were also used to convey language function and grammatical aspects throughout *Unit Two*. Many ELT teachers fail to see the

benefits of using literary texts in a grammar lesson whilst it can provide meaningful input which includes grammatical structures that are easy to for students to grasp. However, if there is one criticism to make concerning the use of literary texts in *Unit Two*, it would be the lack of diversity. All the literary works are classics that are nearly form the same literary period. The second shortcoming is the lack of what McRae (1994) refers to as literature with a small 'l', which includes popular fiction, short stories and song lyrics.

2.3 Unit Three: Our Findings Show

2.3.1 Description of Unit Three

The third unit begins with two pictures of a secretary in an office and a reporter. These two pictures represent two people whose jobs are finding information and later sharing it. Hence the title of the unit: *Our Findings Show*. Throughout the sequences and sections of *Unit Three*, the only form of literary texts used is reports and articles from newspapers or magazines. In the beginning of *Sequence One*, Students get to know different journal jargon (such as adverts, magazines, news-stand, etc.). After a series of activities that aim at practicing how to listen and respond to an interview, students read the horoscope and report what the stars say about each of them. This type of activity hold a cultural value that provides learners with a chance to communicate, analyse and interpret.

Next, students read a report from *The Times* and answer questions about it (page 83). The objectives of this part of *Unit Two* are mainly related to reading comprehension. Students practice how to read and interpret a graphic display from a newspaper and how to report questions. *Sequence Three* also contains an adapted article from a magazine called *Reader's Digest*. The main purpose of this passage is to further practice direct and reported speeches. The next use of a newspaper passage is an *Advice*

Column, on page (91), from what appears to be a local newspaper, which cannot be considered a literary text since it was not originally written in the target language.

2.3.2 Discussion of Unit Three

Since newspapers and magazines are considered literary texts, it is fair to claim that *Unit Three* did not lack the use of literature. However, one can argue that using a small number of articles and reports in a whole unit, which is distributed on the basis of 20 hours' teaching load, is not enough to ensure a quality learning experience. For instance, excerpts from short stories could be used as a tool of teaching some of the objectives of this unit such as direct and reported speeches, summarizing techniques, and adverbs of manner.

2.4 Unit Four: Eureka

2.4.1 Description of Unit Four

The title of *Unit Four* is *Eureka*, which is an exclamation used to express pleasure at finding or discovering something. The first page of this unit shows a picture of a futuristic village, another one of a man working with a machine, and a third one showing a couple of robots. Thus, the theme of this unit is 'science technology'. The objectives of *Unit Four* revolve around invention, discoveries and telecommunication.

The first use of a passage appears in the *Listen and Check* part of *Sequence One* (page 111). Students listen to a script about how washing machines were invented. The source of the script is not mentioned, yet it does not seem to be taken from an authentic source written initially in the English language, therefore it does not qualify as a literary work. In the end of the first sequence, students deal with four (04) scientists and their invention and discoveries, which is considered cultural information that could be presented in the context of a literary text such as magazine reports.

In *Sequence Two*, which focuses on the reading and writing skills, students read and answer questions about an adapted text from *Hutchinson Encyclopedia*. The text demonstrates how telephones came into existence, and how they evolved into their today's form. The text offers different cultural information, language functions and rich vocabulary. Activity (4) on page (120) contains a *Letter to the editor* arguing the importance of technology in people's lives nowadays. The letter is well-written and since it is part of the newspapers and magazines environment, it can be viewed as a literary text of the literature with a small 'l'.

Page (123) has two small passages that are used for the sole objective of practicing definite and indefinite articles. This type of using small literary texts to teach language functions is common among modern EFL/ESL teachers. On pages (126) and (127), students read and answer questions about a text about the lives of a number of famous scientists. The text is entitled 'The Making of a Scientist'. It tells the stories of several scientists and how they became famous and had big impact on their communities and on humanity as a whole. The questions mostly focus on reading comprehension skills. However, questions (2), (3) and (4) on page (126) notably stimulate students' critical thinking and problem-solving skills. In addition, question (8) aims at developing students' summarizing techniques.

Sequence Four contains another passage about science. On page (129), students read and answer questions about 'Cloning', then discuss the advantages and disadvantages of cloning and genetically modified food through writing a letter of opinion. Next, as part of the *Check Your Progress* section, students deal with a text about 'astronomy'. The aim is to practice reading comprehension as well as expressing concession using 'however', 'although', etc.

2.4.2 Discussion of Unit Four

Overall, *Unit Four* comprises a good deal of literary texts that cover most language skills and function. However, similar to the previous unit, this unit lacks diversity in term of literary works. Most of the texts are adapted from newspapers or magazines. Also, various cultural information are presented in isolation while they could have easily been presented in the context of literary texts. For instance, activity (01) on page (113) could include excerpts from biographies about Einstein, Pasteur, etc.

2.5 Unit Five: Back to Nature

2.5.1 Description of Unit Five

The last unit in *At the Crossroad is Back to Nature*. As the title suggests, this unit's theme is the environment. In the first sequence, students listen to a radio interview between two American men about climate change. Then, they answer a series of questions about the script and eventually attempt to write an SOS message about pollution. *Sequence Two* begins with a report entitled *Chemicals at War against Men*, adapted from *Popular Science* magazine (page 145). The text contains various information about different types of pollution as well as linguistic input that allows students to practice 'cause and effect'. The next text is an advert about a cleaning product on page (150). The objective of the advert is to practice respond to and write an advertisement.

On page (156), students read and answer questions about a text about 'renewable energy'. The text demonstrates the difference between renewable and non-renewable energy. Although it provides insight to students about the topic, the text does not seem to be a literary text taken from a newspaper or a book. The next text is from the same sequence, *Sequence Four*, and it is about the R's of the environment. It details the ways people should deal with waste. This text is useful for students but it also appears

improvised, as opposed to an authentic text adapted from a literary source such as magazines, books, etc. The last text in this unit is entitled *The Worldwide Energy Pie*. It is a relatively long text which contains various data and statistics about energy resources in the world. However, its source is unknown, therefore it is not considered a literary text.

2.5.2 Discussion of Unit Five

Authentic literary texts have numerous benefits, among which is encouraging teachers to recognise how learners respond emotionally to authentic material, as well as suggesting practical ideas to maintain learners' motivation and help them achieve measurable, noticeable progress. When students realize that the texts they are dealing with are authentic literary texts written by the finest native speakers authors, their self-confidence towards the English language will surely be built from the start. Thus, all texts in *Unit Five*, except *Chemicals at War against Men* (page 145), did not take this aspect into consideration. The theme of this unit is one of the most relevant and mainstream topics nowadays, therefore it would have been an easy task to include excerpts and articles from various books and journals about environment, pollution, energy, etc.

3 Analysis of Teachers' Questionnaire

The second instrument used to collect data in this research is teachers' questionnaire. It is considered vital to the study due to the fact that teachers are responsible for the application of the content of the textbook, and therefore their opinions are of great significance. This section is divided into two parts: a description and a discussion of the results. The first part is concerned with an overview of the results of the questionnaire, while the second part is an analysis of those results.

3.1 Description of the Results

3.1.1 Section One: Teachers' information

- Q1. What is your qualification?
 - BA
 - MA
 - Other Degree

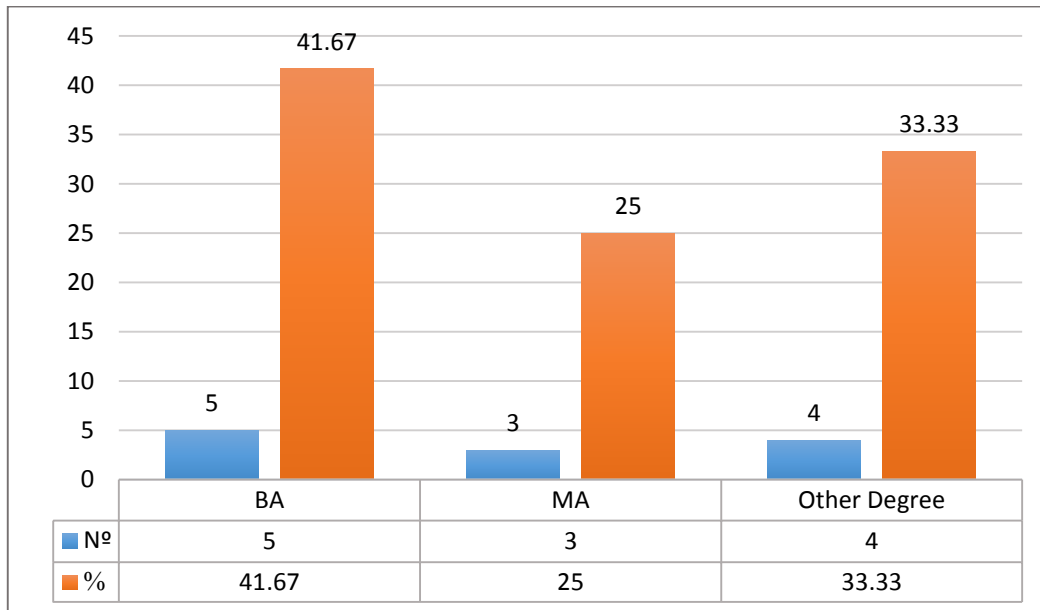


Figure 2. Teachers' qualifications

As shown in *Figure 2*, five teachers (41.67%) have got a bachelor's degree in English language, three teachers (25%) have a master's degree, whereas one third of the teachers who have taken the questionnaire have other degrees such as ENS (École Nationale Supérieur) diploma. This shows that all of the involved teachers studied English for at least three years. However, it begs the question of whether they have attended literature classes.

- Q2. How long have you been teaching English?
 - Less than 5 years
 - Between 5 and 10 years
 - More than 10 years

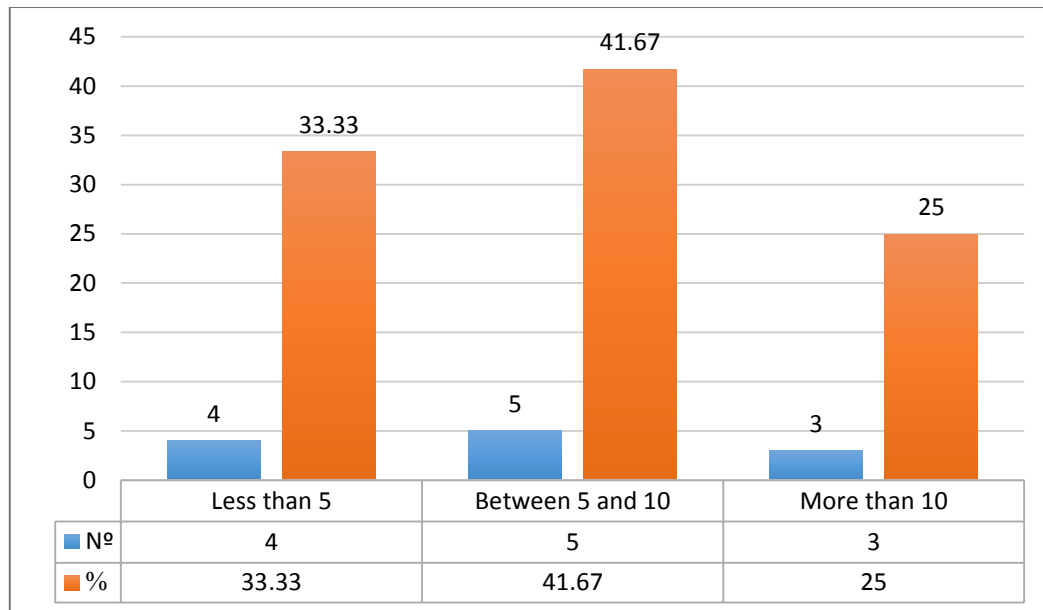


Figure 3. Teachers' teaching experience

Figure 3 shows that the majority of teachers in the present study (41.67%) have taught for a period of time that ranges between 5 and 10 years, which is a relatively long enough period for a teacher to gain the needed experience to deal with different learning situations in the classroom. Teachers with less than 5 years' experience make one third (4 teachers) of the sample of teachers. Whereas three teachers (25%) have taught for more than 10 years. This shows that the group of teachers who took the survey is diverse in terms of the teaching experience.

- Q3. Have you attended literature classes at university?
 - Yes
 - No

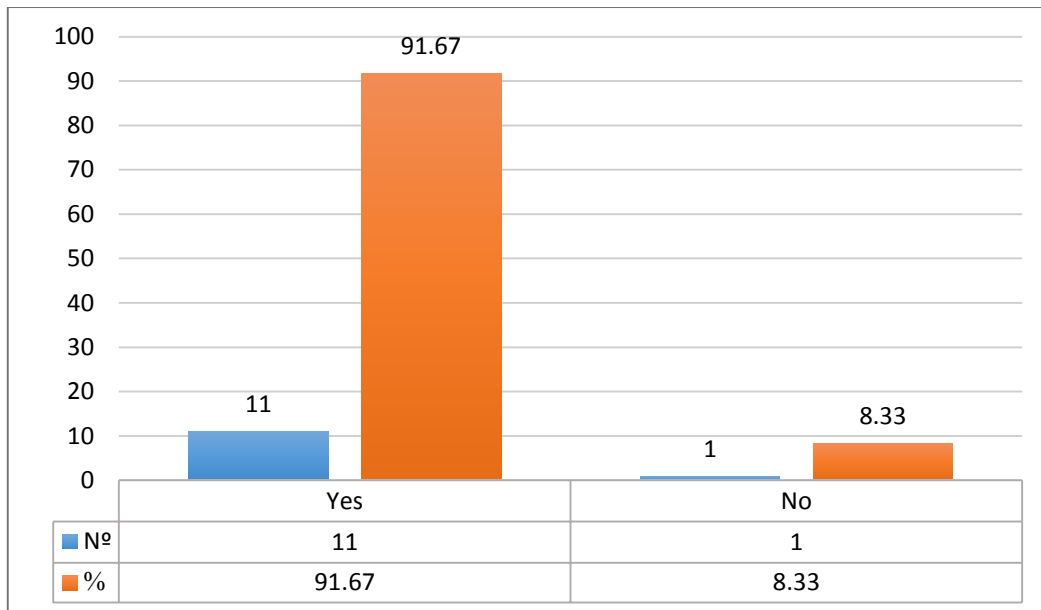


Figure 4. Teachers' attendance of literature classes

Figure 4 demonstrates the huge gap between the number of teachers who attended literature classes at university and the number of those who did not. Eleven (11) out of twelve (12) teachers, which makes up 91.67%, have studied literature when they were students. However, literature is diverse and each English speaking community has its own. Based on the English literature curricula followed in Algerian universities, three categories of literature can be distinguished: American, British and African. So the question that needs to be answered now is which literature class(es) teachers have attended.

- Q4. If yes, what literature class(es) have you attended?
 - a. American
 - b. British
 - c. African

Table 2. Literature classes attended by teachers

	American Lit.	British Lit.	African Lit.
Teacher 01	✓	✓	
Teacher 02	✓		
Teacher 03	✓	✓	✓
Teacher 04	✓	✓	✓
Teacher 05			
Teacher 06	✓	✓	✓
Teacher 07	✓	✓	
Teacher 08	✓	✓	✓
Teacher 09	✓	✓	
Teacher 10	✓	✓	✓
Teacher 11		✓	
Teacher 12	✓	✓	

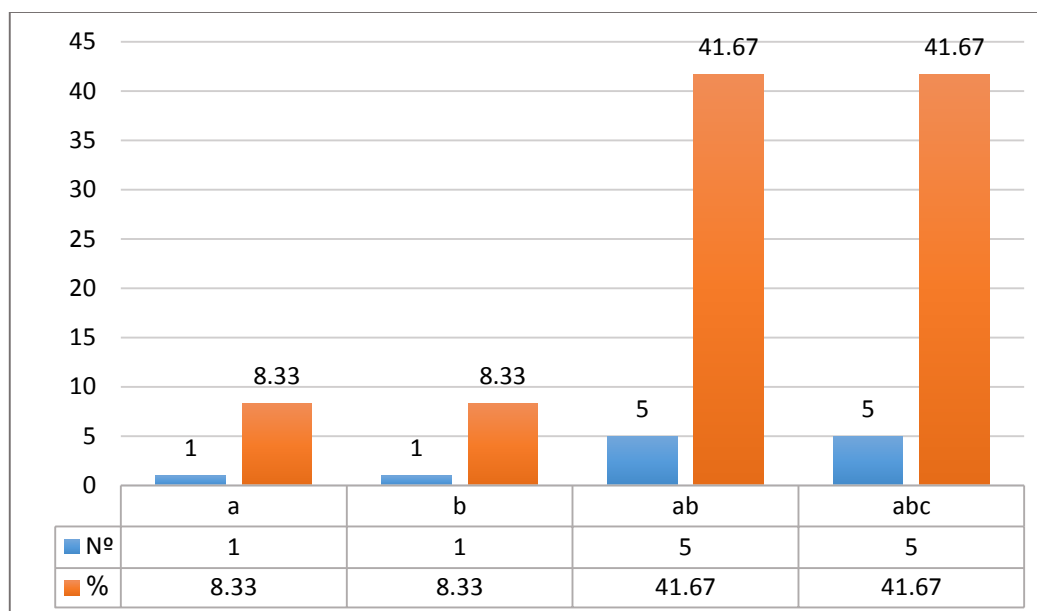


Figure 5. Literature classes attended by teachers

Table 2 and Figure 5 lay out the details of literature classes attended by teachers.

Most teachers attended either American and British literature classes, or all three available literature classes (41.67% each). Only one teacher (8.33%) attended American literature class only, same goes for British literature.

3.1.2 Section Two: Use of Literary Texts

- Q5. What is your idea of authentic literary texts that can be used ELT classrooms?

Since there is a consensus on the importance of including cultural information in the EFL/ESL course, and since literature is a big component of culture, teachers need to realize the role of using literary texts in the ELT classroom. The first step towards the inclusion of literary texts in ELT classroom is knowing what a literary text is.

Five (05) teachers, 41.67%, did not provide answers to this question, while seven (07) teachers, 58.33%, provided various definitions of authentic literary texts that can be grouped as *Table 3* below shows.

Table 3. Teachers' ideas of authentic literary texts

	Teachers' idea of authentic literary texts
Group 1 (4 Ts)	Texts that are taken from books or short stories.
Group 2 (2 Ts)	Poems, plays, etc.
Group 3 (1 Ts)	Magazine and newspaper articles.

- Q6. How important do you believe using literary texts in ELT classroom is?

(Please rate from 1-5. 1= Not important 5= Very important)

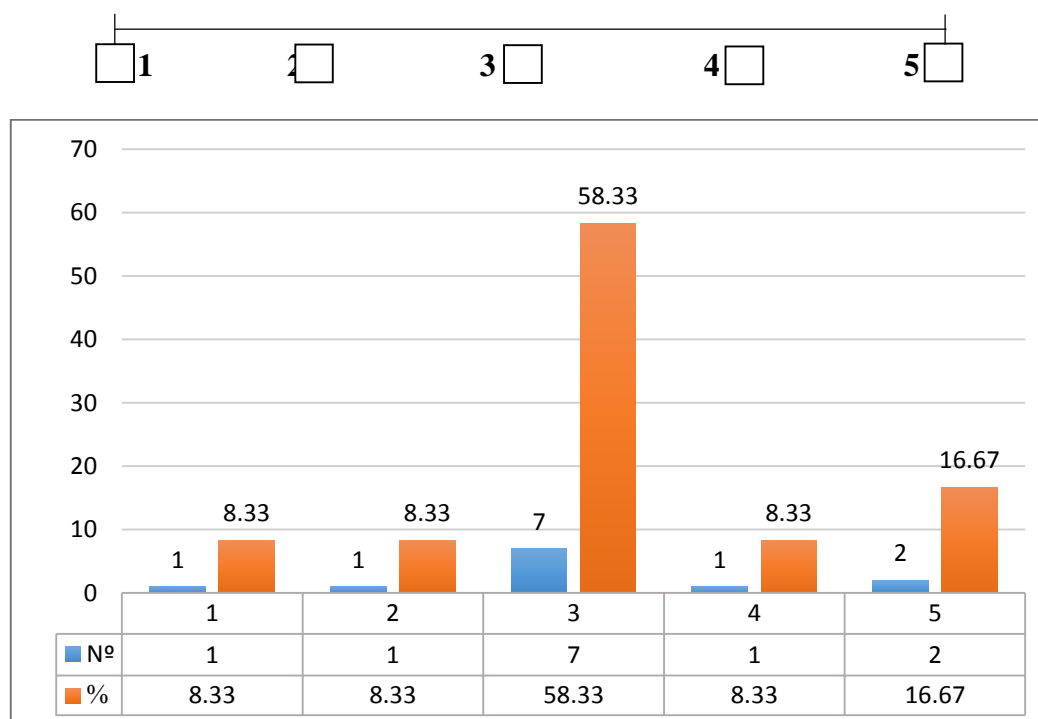


Figure 6. The importance of using literary texts in ELT classrooms

As shown in *Figure 6*, on a scale of one to five, where one (01) means 'not important' and five (05) means 'very important', seven (07) teachers (58.33%) rated the

importance of using literary texts in ELT classrooms at 3. However, two (02) teachers believe that using literary texts is very important. One (01) teacher thinks it is not important, and rated it at 1, while two (02) teachers went for 2, and one (01) teacher chose 4 on the scale.

▪ **Teachers' Justification:**

Five (05) teachers (41.67%) included a justification to Q6 in their questionnaires, whereas the other seven (07) teachers (58.33%) refused to give any justifications to their answers. Teachers' justifications can be grouped as *Table 4* demonstrates.

Table 4. Teachers' justification

	Answer	Teachers' justification
Group 1 (1 Ts)	1	Because literary texts do not suit secondary school first-year students' level of English
Group 2 (2 Ts)	3	Because literary texts facilitate the teaching process, especially reading comprehension
Group 3 (2 Ts)	5	Because studies have proven that using literary texts in EFL classrooms is essential

- Q7. How often do you use literary texts in your classroom?
- Frequently
 - Sometimes
 - Rarely

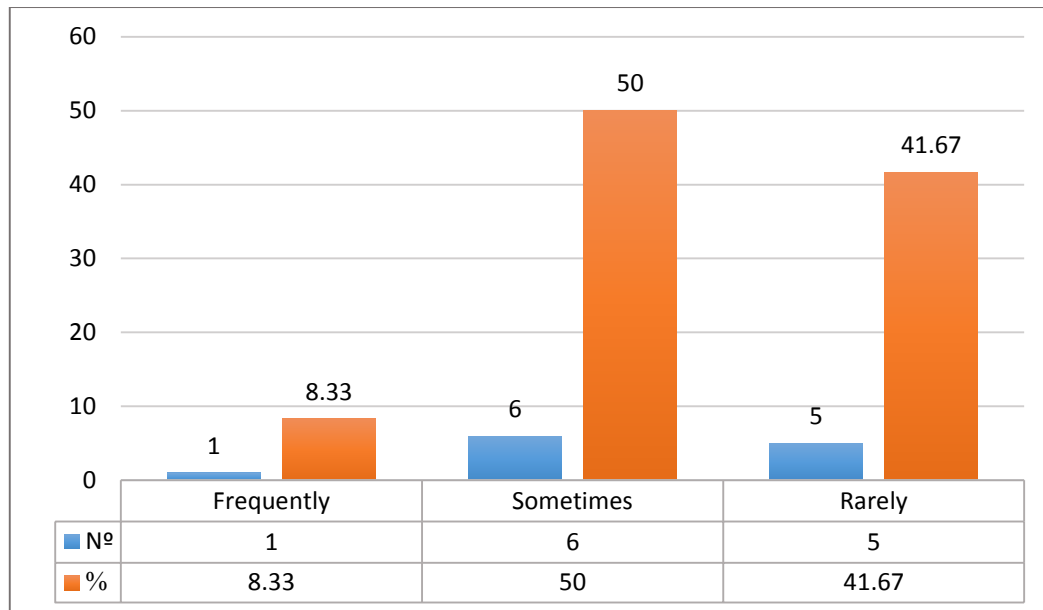


Figure 7. Teachers' use of literary texts

The answers shown in *Figure 7* are affected by the results of Q5 because teachers showed a lack of understanding of what a literary text exactly is. Therefore it is quite likely that their answers to this question (Q7) are based on an inaccurate definition of literary texts. The results show that half of the sample (6 teachers) sometimes use literary texts, five (05) teachers, 41.67%, rarely use literary texts, while only one (01) teacher, 8.33%, use them frequently.

- Q8. Do your students get excited more when using authentic literary texts?
 - Yes
 - No

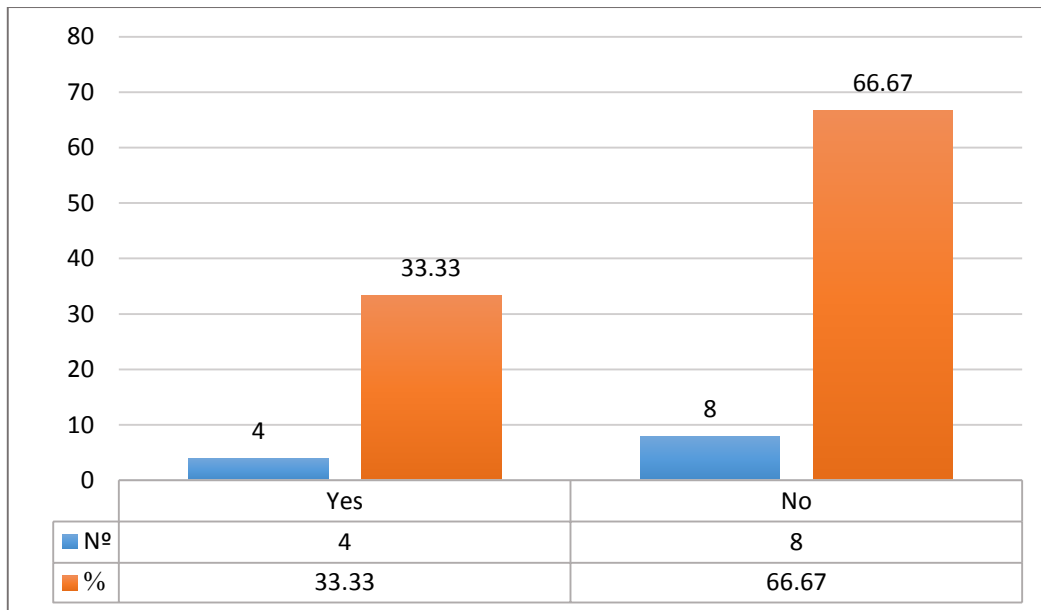


Figure 8. Students' reaction towards using literary texts in the ELT classrooms

As shown in *Figure 8*, eight (08) teachers, 66.67%, think their students do not get excited when using literary texts in the ELT classroom. The remaining four (04) teachers, who represent 33.33% of the sample, believe that their students react positively towards using literary texts in the classroom.

- Q9. What are the difficulties you face when using authentic literary texts?
 - a. They contain unfamiliar language that learners cannot understand.
 - b. They are too long to include in one lesson.
 - c. They are not accessible to me.
 - d. Students interact more with non-literary texts.

Other difficulties, specify:

Table 5. Difficulties teachers face when using authentic literary texts

	a	b	c	d
Teacher 01	✓			
Teacher 02	✓	✓		
Teacher 03	✓		✓	
Teacher 04	✓	✓		✓
Teacher 05	✓	✓		✓
Teacher 06	✓			
Teacher 07	✓			
Teacher 08	✓	✓	✓	
Teacher 09	✓			✓
Teacher 10	✓			
Teacher 11	✓			✓
Teacher 12	✓			✓

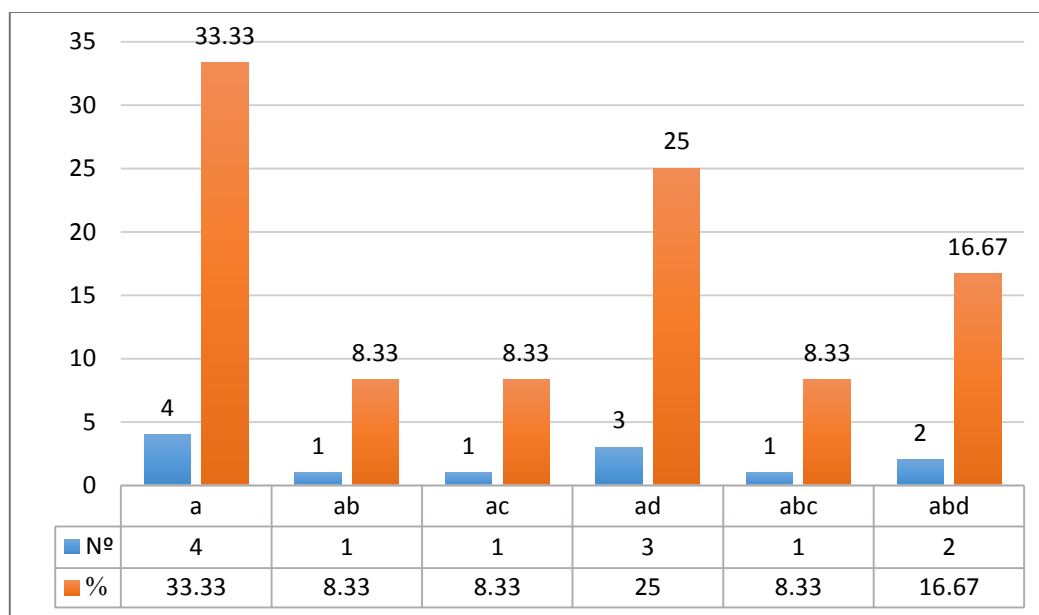


Figure 9. Difficulties teachers face when using authentic literary texts

Table 5 and Figure 9 detail the difficulties faced by EFL teachers when using authentic literary texts in the ELT course. There is an overwhelming agreement on the first suggested answer, which blames the lack of using literary texts on the unfamiliar, difficult language that they contain. Five (05) teachers, 41.67%, believe that students interact more with non-literary texts. Four (04) teachers, 33.33%, blame the difficulty on the length of most literary texts, while only a couple of teachers (16.67%) say that literary texts are not accessible to them.

- Q10. How often do you use external sources for literary texts (other than the textbook)?
 - Frequently
 - Sometimes
 - Rarely
 - Never

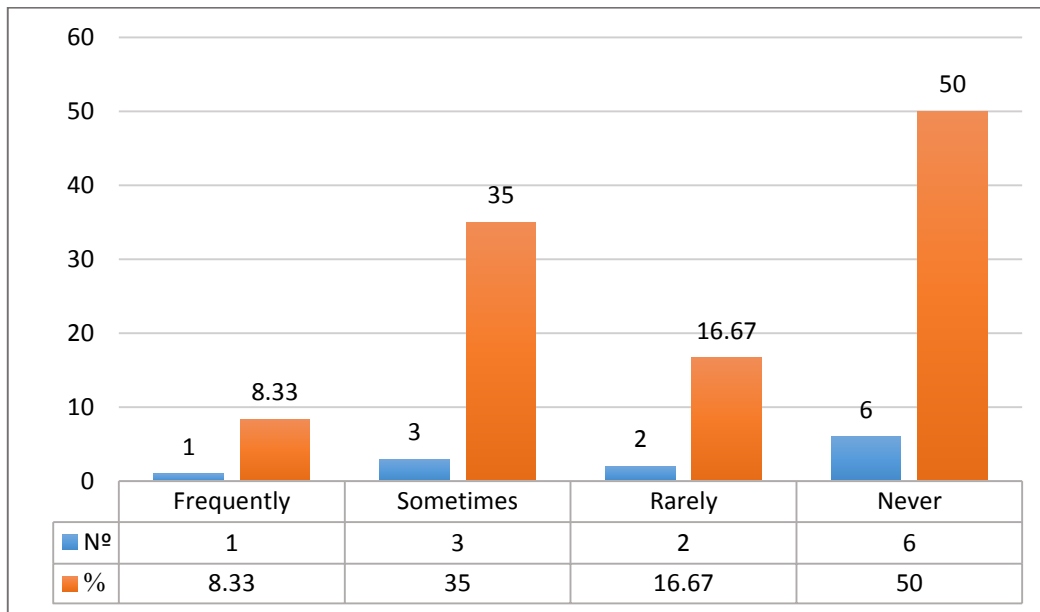


Figure 10. Teachers' use external sources for literary texts

Figure 10 shows that half of the teachers never use external sources of literary texts. A quarter of the total number of teachers in this study (25%) sometimes use literary text. Two (02) teachers (16.67%) claim they rarely use literature text in their classes, while only one (01) teacher says they use them frequently.

3.1.3 Section Three: The Textbook

- Q11. Is the amount of authentic literary texts in 'At the Crossroad' sufficient to meet the benefits of using literature in ELT classrooms?
 - Yes, very sufficient
 - Yes, sufficient
 - No, insufficient

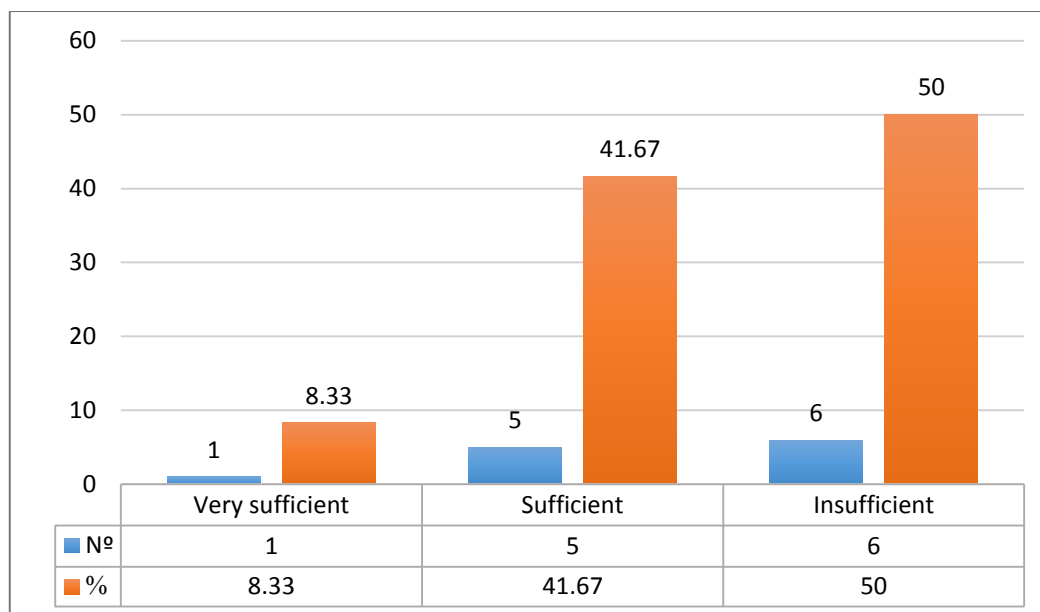


Figure 11. Teachers' opinion about the sufficiency of literary texts in 'At the Crossroad'

Figure 11 displays teachers' opinions toward the adequacy of literary texts in secondary school first-year English textbook. Six (06) teacher think the literary textbooks in 'At the Crossroad' are insufficient, whereas only one (01) teacher believes they are very sufficient. The remaining for think the literary texts are sufficient, but there is room for adding some.

- **Q12.** In your opinion, what could secondary school first-year teacher do to improve their students' language and cultural skills through authentic literary texts?

Five teachers (41.67 %) did not answer this question, while the rest of the sample, which makes a total of seven teachers (58.33 %) gave different suggestions to other teachers in order to improve their students' language and cultural skills using literary texts. The given suggestions can be grouped as shown in Table 6 below:

Table 6. Teachers' suggestions to improve students' skills using literary texts

	Teachers' suggestions
Group 1 (3 Ts)	Dedicating a lot of time to pre-reading activities during which the teacher introduces the topic or theme of the text and pre-teach essential vocabulary items.
Group 2 (2 Ts)	Using modern ways in the classroom to introduce literature, such as projection of videos/movies, song lyrics, and audio scripts.
Group 3 (2 Ts)	Focusing on motivating students and having a good relationship with them, then the teacher's task becomes easier and students engage with whatever literary text he/she presents.

3.2 Discussion of the results

The analysis of the results provided by teachers' questionnaire reveal that the vast majority of secondary school English teachers are well aware of the importance of literary texts as a tool to develop cultural and language skills. However, awareness of this fact is not enough to actually guarantee the proper use of literature in the ELT classrooms. Teachers need to identify the obstacles they face when using literary texts. The results of this questionnaire are vital towards identifying the obstacles, and hopefully overcome them.

The first section of the questionnaire is dedicated to collecting information about teachers' background and experience. Question one (01) shows that all of the teachers involved in this study have studied English at university for at least three (03) years. The second question in this section aims at teachers' experience in the field of ELT. According to the results of this question, the vast majority of teachers (66.67 %) have been teaching for more than five (05) years at secondary school. This shows that the sample of teachers who took the survey are experienced enough to discuss the issue of using literary texts in classrooms. None the less, the question whether teachers attended literature classes at university is important to realize if teachers acquire the

minimum literary information that allows them to pick literary texts for the teaching purposes at ease. The results of question three (03) assures that all teachers, except one, attended some form of literature class when they were university students. The next questions shows that the attended literature classes differ from teacher to teacher, yet that still means they have introduced to literature.

Section two (02) gathers information about teachers' opinions about the use of literary texts to develop cultural and language skills. The results of the first question in this section (Q5) manifests a lack of understanding among teachers of what a literary text is. Although all the provided ideas are correct, but none of them is a full definition of literary texts. The results of the next question (Q6) show that most teachers chose a middle ground when describing the importance of using literary texts. Most of them believe it is important but not very important. The results of question (Q7) demonstrate a clear shortage of using literary texts in EFL classrooms. Most teachers do not use literary texts so often, despite the proven positive effect of including them in the language teaching process. Question eight (08) reveals a shocking revelation. The majority of teachers think their students do not get more excited when using literary texts, as opposed to using other types of texts. Next, teachers attempted to identify the difficulties they face when using authentic literary texts. There is an agreement on the idea that literary texts contain unfamiliar and difficult language that students do not understand. However, half of the teachers (6 teachers) never use external sources of literary texts, instead, they use what the textbook, 'At the Crossroad', offers.

The last section contains the most important question of the survey. It asks teachers to suggest ways for teachers to improve their students' language and cultural skills. The majority of teachers who answered this question provided a solid suggestion that is the core of the solution to the problem. They believe that teachers should dedicate

plenty of time to pre-reading activities, which is what all modern teaching methodologies agree on to ensure a smooth reading comprehension lesson. This shows that teachers do not lack the theoretical information about techniques of implementing literary texts in ELT courses. However, they face problems with the application of those techniques and methods.

4 Conclusion

This chapter represents the empirical part of this study. It provides an analysis of secondary school first-year textbook of English, 'At the Crossroad'. The analysis focuses on the literary texts used in the book. In addition, chapter three (03) displays the results of the questionnaire, which was the second instrument of data collection. Then, an analysis of the questionnaire's results is laid out. After analysing and discussing both the textbook and the questionnaire, we come to a couple of conclusions. The first is that most teachers realize the importance of using literary texts yet they face problems when picking and using them.

GENERAL CONCLUSION

This research argues that the use of literary texts, as an effective device for enhancing language skills and reflecting culture in the English Language Teaching environment, is highly significant and therefore teachers and course designers should act accordingly. Foreign language learning is comprised of several components, including grammatical competence, communicative competence and language proficiency. In order to accomplish these objectives, several tools are required by language teachers. One of the most important tools used in ELT is literary texts. For the last few decades, literary texts have been viewed as a necessity due to their ability to develop reading and writing skills, language use, and cultural understanding. Although there is an agreement among ELT teachers about the need to include literary texts in the teaching/learning process, both teachers and textbooks still lack either the adequate amount of literary texts or the necessary methods and techniques to appropriately benefit from the literary texts. Based on this assumption, this study investigates the use of literary texts to develop language and cultural skills in Algerian secondary school, particularly, first-year level.

The study uses a case-study approach to gather then analyse information from the field. The first stage of the study is concerned with the textbook 'At the Crossroad'. Since evaluating a textbook requires exploration, the qualitative approach is preliminary throughout this stage. The research question which is pertaining to the textbook is whether the literary texts in 'At the Crossroad' are sufficient or not. Using the appropriate approach, this stage of the study answers the question and comes to the conclusion that although the textbook contains literature, it does not rise to the modern expectations of modern foreign language textbook requirements. On the one hand, 'At the Crossroad' does not provide an adequate amount of literary texts that allow teachers

GENERAL CONCLUSION

to convey the necessary skills. On the other hand, the included literary texts are not relevant to the present day culture and to students' age.

The second stage of this study is concerned with a questionnaire which was filled in by a group of secondary school teacher who are either using 'At the Crossroad' or have used it in the past. The results are analysed through a descriptive analytical approach which allows for a comprehensive statistical analysis. The research question which is pertaining to the teachers is whether they attach enough importance to teaching cultural and language skills through literary texts. This stage of the study comes to the conclusion that, overall, teachers attach less importance to the use of literary texts than necessary. The reasons for this lack of attention to literature among teachers are various, and unfortunately, this study did not go so far as to cover all of them due to lack of resources. However, the most significant reasons according to the questionnaire are, first, teachers' unawareness of the necessary techniques and methods to utilise the available literary texts, and second, their inability to pick the right texts that meet the learning objectives.

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APPENDICES

Appendix One: Teachers' Questionnaire

Thank you for agreeing to take part in this questionnaire about the use of literary texts to develop cultural competence in secondary school first-year English textbook, 'At the Crossroad'. This questionnaire has been developed to gather information regarding the impact of literature in the ELT classroom and an evaluation of the current situation of literary texts in secondary school first-year textbook. We value your honest and detailed responses. This questionnaire should take approximately 20 minutes. Your responses are completely anonymous.

SECTION ONE: Teacher's Information

Q1. What is your qualification?

- BA
- MA
- Other Degree

Q2. How long have you been teaching English?

- Less than 5 years
- Between 5 and 10 years
- More than 10 years

Q3. Have you attended literature classes at university?

Yes No

Q4. If yes, what literature class(es) have you attended? (Please mark all that apply)

- American
- British
- African

SECTION TWO: Use of Literary Texts

Q5. What is your idea of authentic literary texts that can be used ELT classrooms?

.....
.....

APPENDICES

Q6. How important do you believe using literary texts in ELT classroom is?

(Please rate from 1-5. 1= Not important 5= Very important)

1 2 3 4 5

Justify.

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

Q7. How often do you use literary texts in your classroom?

- Frequently
- Sometimes
- Rarely

Q8. Do your students get excited more when using authentic literary texts?

Yes No

Q9. What are the difficulties you face when using authentic literary texts? (Please mark all that apply)

- They contain unfamiliar language that learners can't understand.
- They are too long to include in one lesson.
- They are not accessible to me.
- Students interact more with non-literary texts.
- Literary texts often contain inappropriate content.

Other difficulties, specify:

.....

.....

APPENDICES

Q10. How often do you use external sources for literary texts (other than the textbook)?

- Frequently
- Sometimes
- Rarely
- Never

SECTION THREE: The Textbook

Q11. Is the amount of authentic literary texts in "At the Crossroad" sufficient to meet the benefits of using literature in ELT classrooms?

- Yes, very sufficient
- Yes, sufficient
- No, insufficient

Q12. In your opinion, what could secondary school first-year teacher do to improve their students' language and cultural skills through authentic literary texts?

.....

.....

.....

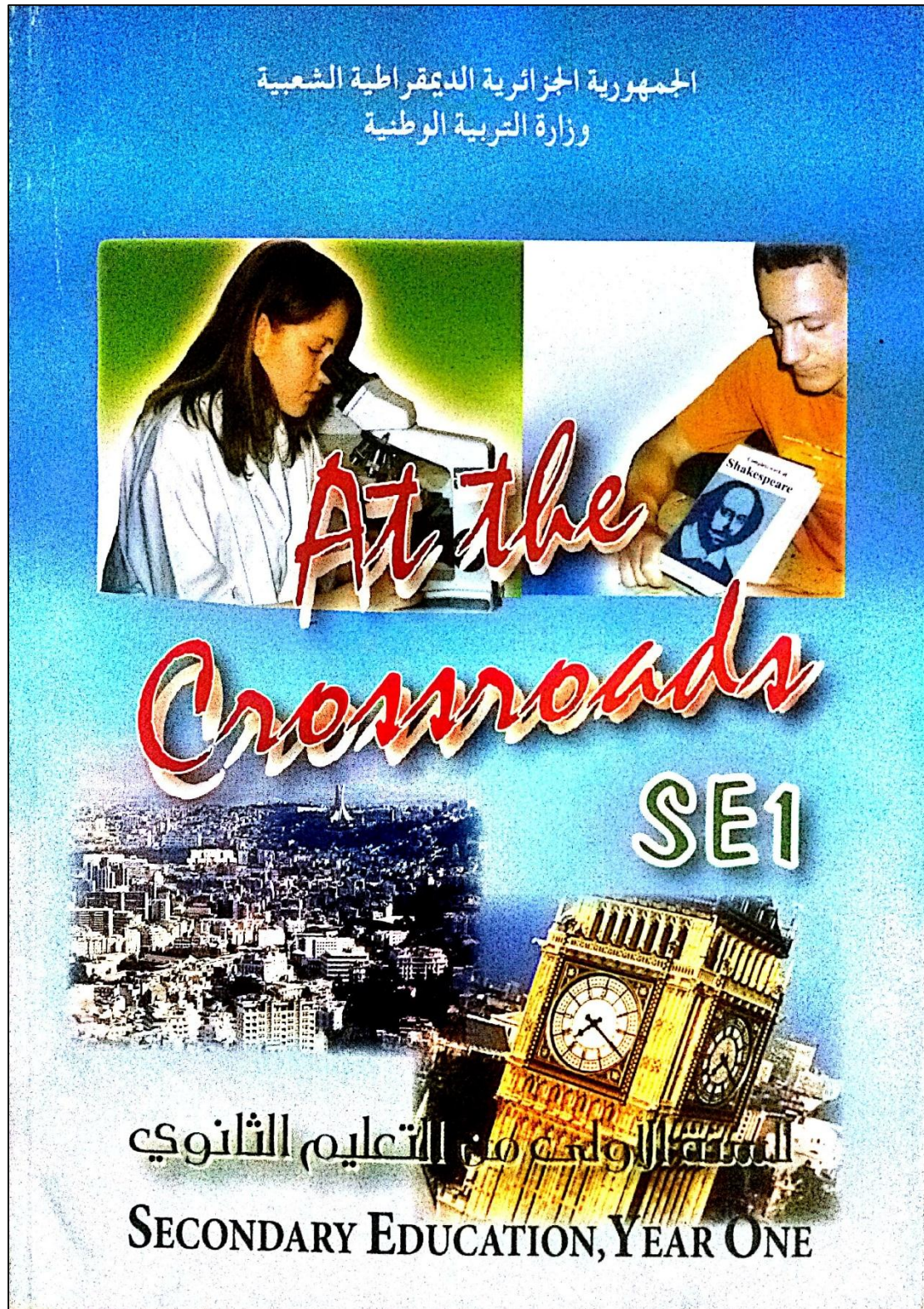
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APPENDICES

Appendix Two: The Textbook

The following is an extract from 'At the Crossroad':



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

**AT THE
CROSSROADS**

SECONDARY EDUCATION, YEAR ONE

B. RICHE

S.A.ARAB

H. HAMI

H. AMEZIANE

K. LOUADJ

REVISED EDITION

الديوان الوطني للمطبوعات المدرسية

CONSOLIDATION AND EXTENSION

WRITE IT OUT

1 Read the information in the box below. Then ask and answer questions about William Shakespeare. Use the question words: 'who', 'when' and 'where'.

- 1564 - Born in Stratford-upon-Avon
Father - a wealthy glove maker
- 1582 - Married Anne Hathaway
- 1583 - Birth of Susanna, his first child
- 1585 - Birth of twins

- 1589 - Wrote his first play *Henry VI*
- 1594 - Went to London/became an actor
- 1599 - Built his own theatre, **The Globe**

- 1612 - Returned to Stratford-upon-Avon
- 1613 - **The Globe** burnt down
- 1616 - Died in Stratford-upon-Avon.



UNIT 2 : SEQUENCE 4

2 Use the information in the **box above** and the items in the **box below** to fill in the blanks in Shakespeare's biography that follows.

at first at the age when later in on after

William Shakespeare was born _____(1) April 23rd, 1564 _____(2), a town in the centre of England. His father was _____(3). _____(4) of eighteen he married _____(5). Their first child, _____(6), was born _____(7). Two years _____(8) his wife gave birth to twins. _____(9) Shakespeare wanted to become only a playwright. He wrote his first play *Henry VI* in (10)____. _____(11) he moved to London in _____(12), he also became an actor. With an associate, he built his own theatre, _____(13), in Southwark, on the south bank of the Thames.

Shakespeare returned to his hometown _____(14). One year _____(15), his theatre burnt down. _____(16)his death in 1616, Shakespeare became famous. Strangely, we know very little about his life today.

DEVELOPING SKILLS

1 Conjugate the verbs in the box below into the simple past.

be find have see get feel think understand take go

2 Read the story below and check your answers to exercise 1 above.

It was spring, and Alice was sitting in the garden. She had nothing to do. Her sister was reading while her cat Dinah was mewing. But Alice did not find the book interesting. "How stupid!" she thought, "a book with no pictures or conversation in it." §1

The weather was very hot, and Alice felt she was going to sleep. She was just considering what to do when suddenly a white rabbit passed near her. §2

That was not very extraordinary, and Alice did not think it was very strange when she heard the rabbit say to itself, "Oh dear! Oh dear! I shall be too late." She understood later that it was not real; it was just a bizarre dream. But then the rabbit took a watch out of its pocket and looked at it. She was very surprised and curious. She got up and hurried after it. "Rabbits don't have pocket watches!", she told herself. §3

She went after the rabbit into its hole, running very fast. Before she could stop, she found herself falling, falling, falling. But how strange! There were cupboards and bookshelves, pictures and maps, all down the sides of the hole. She was looking at all the objects when she saw a little bottle on one of the shelves. It was marked 'DRINK ME'. §4

(Adapted from Lewis Carroll's *Alice's Adventures in Wonderland*)

3 Read paragraphs 1 and 2 of the story above and complete the table below.

Who are the characters?	What were the characters doing?	Where and when did the action take place?	What was the weather like?



READING AND WRITING



READ AND CHECK

- 1 Read the text below and check your answers to exercises 2 and 3 on the previous page.

From **the time of primitive man**, humans have wanted to communicate through space. **Centuries ago**, men used drums to send and receive messages. In Ghana, for example, this means of communication is called 'talking drums'. §1

However, communication through drums and other means was not satisfactory over very long distances. Long-distance voice communication became possible only in **1876** when Alexander Graham Bell invented the telephone. Twenty-three years later, Italian inventor Guglielmo Marconi used Heinrich Hertz's discoveries about electromagnetic waves to invent another means of telecommunications. It was the 'wireless' telegraph, and it was the ancestor of the radio. It allowed communication between England and France in **1899**. §2

There was still a problem with long-distance voice communication via micro-wave radio transmission. The transmissions followed a straight line from tower to tower. So the system was impracticable over the sea. In **1945**, science fiction writer, Arthur C. Clarke, suggested a solution. He proposed a system of communications satellites in an orbit, 35,900 km above the equator. The satellites would circle the Earth in exactly 24 hours. §3

Today, it is possible to communicate internationally by satellite. The latest satellites can carry over 100,000 simultaneous conversations. By the year **2050**, electronic information technology will have transformed world business, schools and family life. §4

Adapted from *Hutchinson Encyclopaedia*

- 2 Read the information in bold type in the text above and tick (✓) the most suitable title for the text. Justify your answer.

- A. Telecommunications and satellites
- B. Graham Bell's invention
- C. Telecommunications: Past, Present and Future

- 3 Read the text again and answer the questions below.

- A. What invention was the ancestor of the radio?
- B. What was the problem with long-distance voice communication?
- C. What was the solution to the problem?