

EFL TEACHERS' ATTITUDES TOWARDS THE LITERATURE COURSES TAUGHT AT THE ENGLISH LANGUAGE DEPARTMENT OF KASDI MERBAH UNIVERSITY- OUARGLA

Halima Benzoukh

Pr Said Keskes

Mohamed Lamine Debaghine Sétif 2 University

Abstract

A number of studies were carried out to investigate the impact of using literature in English language teaching. These studies reached some significant findings that can be used to deal with the possible impact of literature. In the Algerian context of EFL, teachers have got their worries about teaching literature. Among these worries were whether Algerian students are equipped to handle literature and whether EFL teachers are capable of managing such a course. The present paper comes to shed light on EFL teachers' attitudes towards literature and their perception of the used strategies. Most teachers at Algerian universities were optimistic about the effort put forward by the Ministry of Higher Education and Scientific Research, and were willing to contribute towards the success of the new LMD curriculum. To continue the efforts made so far, this study is seen as a vital step to revisit and evaluate the situation of the literature courses taught at the English Language Department of Kasdi Merbah University. This is an important effort as a follow-up to see how teachers are currently adapting to the literature courses after the new LMD syllabi of literature were first introduced. Through a twenty-five item questionnaire designed by the two researchers and in the light of the data gathered from the respondents, the Department's teachers support the use of literature in the EFL curriculum and emphasize that literature has a great role in enhancing the teaching learning process. As the findings of the questionnaire suggest, teachers of literature at the English Language Department have showed their willingness to help their students in understanding and interpreting literary texts. The questionnaire has also revealed that some aspects in the new syllabi of the literature courses could be reconsidered and reviewed in order to introduce new teaching approaches.

Key Words: literature, EFL, teaching, attitudes, LMD syllabi.

Résumé

Un certain nombre d'études ont été réalisées pour étudier l'impact de l'utilisation de la littérature dans l'enseignement de l'anglais. Ces études ont atteint des résultats significatifs qui peuvent être utilisés pour faire face à l'impact possible de la littérature. Dans le contexte algérien où l'anglais est considéré en tant que langue étrangère (EFL), les enseignants sont préoccupés au sujet de l'enseignement de la littérature. Parmi ces préoccupations, se pose le problème de savoir si les étudiants algériens possèdent les compétences nécessaires pour l'étude de la littérature, et si les enseignants d'anglais sont capables d'assurer un tel cours. Le présent article vise à connaître les attitudes des enseignants d'anglais (EFL) vis-à-vis de la littérature et leur perception des stratégies utilisées. La plupart des enseignants dans les universités algériennes étaient optimistes quant à l'effort mis en avant par le Ministère de l'Enseignement Supérieur et de la Recherche Scientifique, et étaient prêts à contribuer à la réussite du nouveau programme LMD. Pour poursuivre les efforts déployés à ce jour, cette étude est considérée comme une étape essentielle pour revoir et évaluer la situation des cours de littérature enseignés au département d'anglais de l'université Kasdi Merbah. Ceci nous semble un effort important car réalisé en vue de voir comment les enseignants adaptent actuellement les cours de littérature après que les nouveaux programmes LMD de la littérature ont été introduits. Grâce à un questionnaire de vingt-cinq questions conçu par les deux chercheurs, et à la lumière des données recueillies auprès des répondants, les enseignants approuvent l'utilisation de la littérature

dans le curriculum EFL et soulignent que la littérature a un grand rôle dans l'amélioration du processus d'enseignement/apprentissage. Comme les résultats du questionnaire le suggèrent, les enseignants de la littérature au département de langue anglaise ont montré leur volonté d'aider leurs étudiants à comprendre et à interpréter des textes littéraires. Le questionnaire a également révélé que certains aspects dans les nouveaux programmes des cours de littérature pourraient être reconsidérés et révisés afin d'introduire de nouvelles méthodes d'enseignement.

Mots Clés: littérature, anglais langue étrangère (EFL), enseignement, attitudes, programmes LMD.

ملخص

تم إجراء عدد من الدراسات لمعرفة أثر استخدام الأدب في تعليم اللغة الإنجليزية. وقد توصلت هذه الدراسات إلى بعض النتائج الهامة التي يمكن استخدامها للتعامل مع النتائج المحتملة لتدريس الأدب. وفي السياق الجزائري للغة الإنجليزية كلغة أجنبية، قد عبر المعلمون مراراً على قلقهم حول كيفية تدريس الأدب. ومن بين هذه المخاوف كانت سواء كان الطلبة الجزائريون على استعداد للتعامل مع الأدب وسواء كان معلمو اللغة الإنجليزية كلغة أجنبية قادرين على إدارة مثل هذا المسار. وتأتي هذه الورقة لتسليط الضوء على مواقف معلمي الإنجليزية تجاه الأدب وتصورهم للاستراتيجيات المستخدمة. وقد كان معظم الأساتذة في الجامعات الجزائرية متفائلين بشأن الجهود التي بذلت من قبل وزارة التعليم العالي والبحث العلمي، وكانوا على استعداد للمساهمة في نجاح مناهج الل.م.د الجديدة. و مواصلة للجهود المبذولة حتى الآن، تعتبر هذه الدراسة بمثابة خطوة هامة لإعادة النظر ولتقييم وضع برامج مقاييس الأدب التي تدرس بقسم اللغة الإنجليزية في جامعة قاصدي مرباح. ولهذا العمل أهمية في متابعة كيفية تكيف المعلمين حالياً مع برامج مقاييس الأدب. و من خلال الاستبيان المكون من خمس وعشرين بنداً و الذي صممه الباحثان وفي ضوء البيانات التي تم جمعها، يدعم الأساتذة استخدام الأدب في مناهج اللغة الإنجليزية كلغة أجنبية و قد أكدوا على أن للأدب دور كبير في تعزيز العملية التعليمية. و كما تشير نتائج الاستبيان، فقد أظهر أساتذة الأدب في قسم اللغة الإنجليزية استعدادهم لمساعدة الطلاب في فهم وتفسير النصوص الأدبية. و كشف الاستبيان أيضاً أن بعض الجوانب في المناهج الحالية للأدب يمكن إعادة النظر فيها ومراجعتها من أجل إدراج مناهج تعليمية جديدة.

الكلمات المفتاحية: الأدب، اللغة الإنجليزية كلغة أجنبية، التدريس، المواقف، مناهج الل.م.د.

Introduction

This paper describes the teachers' questionnaire conducted at University of Ouargla. It includes the background of the respondents, the description of the instrument used in the study, and the description of how the data are collected and analysed. This study is based on the survey carried out via a teachers' questionnaire that was distributed to teachers of literature in the English language and literature Department at Kasdi Merbah University of Ouargla. The questionnaire aims at shedding light on the present teaching situation of literature in the Department.

1. Background of the Respondents

There are altogether ten teachers from the Department of English at Kasdi Merbah University-Ouargla who participated in the research. The background of these teachers ranges from experienced teachers to fresh ones.

The participants selected for this research work come from one group of teachers who teach literature to university students. Since the sample size was rather small and only covered Kasdi Merbah University of Ouargla, the researchers had very little room to seek possibilities of comparing or contrasting other factors that may influence the results of the study such as their duration of service in teaching literature.

2. Description of the Questionnaire

The research instrument used in this study is a questionnaire for the English Language Department's teachers at Kasdi Merbah University of Ouargla. The questionnaire designed for the teachers consists of Yes-No and list type of questions. These two types of questions are appropriate since the teachers would be able to complete the survey form easily and quickly. In fact, the Yes/No questions are regarded as the most suitable since they seek straightforward answers from the respondents (Wallace, 1998).

The questionnaire consists of 25 questions that are put to investigate teachers' attitudes and approaches to using literature in EFL classes. The questions address their views towards the role of literature course for the development of EFL students, the impact of this course on the development of their language skills, the content of this course, the type of texts for this course, the cultural and the historical-biographical knowledge and the need for authentic materials to help teachers in teaching literature.

The questionnaire was conducted during the first semester of the academic year 2014-2015, specifically during the first week of the last month in the teaching practice period of the surveyed teachers. For the aim of data collection, a teachers' questionnaire was designed as an instrument to collect the necessary data for the study.

A pilot study was conducted through a questionnaire distributed to five teachers of literature in the Department of English at Kasdi Merbah University of Ouargla. It aimed at testing a number of questions as to their clarity and ability to elicit information from the respondents and to assess the usefulness and the pertinence of the questions which rise. The pilot study showed that the teachers were more willing to tick boxes than to discuss their experience and opinions in open questions. This led to reducing the number of open questions though the latter would have been more informational. A final version of the questionnaire was designed in order to gather data from the teachers of literature. The questionnaire consists of structured questions as well as open-ended questions. According to Wallace (1998), structured questions are practical in enhancing the consistency of responses across the involved teachers. By providing options to the answer for each question, respondents would find it simple to complete the questionnaire form. Munn and Drever (1993) also maintain that by determining the possible range of responses for the respondents to select from, the researchers would later have an easier time to analyse the data gathered. A number of open-ended questions are stated in the questionnaire to allow room for the respondents to express their opinions about matters related to the research focus. The researchers may sometimes find the answers to open ended questions more useful as they exactly reflect what the respondents would like to state (Bloomer, 2010).

The questionnaire is divided into two different sections. Section One consists of questions on the profile of the respondents. Section Two; on the other hand, contains Yes-No questions on teachers' own attitudes towards literature and the possible methodologies and approaches to be used in teaching literature in EFL classes, perceptions of the teaching of literature, classroom activities that teachers have carried out to teach literature, views on the benefits of using literature in EFL classrooms and the problems they face in their classes.

In Section Two, some open-ended questions were also designed to seek the opinions from the respondents about the selection of literary texts to be used in the EFL classroom and to allow room for respondents to express their viewpoints and to share their personal practices dealing with literature in order to elicit qualitative data for the study.

3. Questionnaire Validity and Reliability

Before distributing the questionnaire, the two researchers asked for the consultation of three lecturers of literature in the Department of English Language and literature at University of Ouargla for the purpose of ensuring questionnaire validity. To ensure questionnaire reliability, five teachers (50% of the whole sample size) were selected randomly during the piloting period, and were asked to

fill in the questionnaire. The pilot teachers' questionnaire aimed at testing out the clarity of the questions, reviewing their wording and their redundancy to get the needed feedback to revisit the general structure and the content of the questionnaire. Thus, the two researchers came across some inconveniences. They re-examined the wording of some questions in Section Two to ease the response process, and reviewed the questions which probe the same issue on the use of stylistics. The overall goal of the pilot questionnaire is to reinforce the validity and reliability of the obtained results.

4. Data Analysis Procedure

The data collected via the teachers' questionnaire are quantified and analysed to obtain the necessary information to organise and keep a record of all the gathered data. The data are then introduced in the form of frequency tabulation and are specifically arranged. The data, which are in the form of tables, are then described and discussed in details.

In this questionnaire, the two researchers try to map which kind of literary texts teachers use in their classes and what reasons they have and their teaching approaches, and to compare and contrast the responses. They had recourse to two ways of distributing the questionnaire. The first way was via e-mail, but the researchers were aware of a low return as long as teachers get a lot of emails every week and thus they do not pay attention to answering them. The other way of distribution was to meet the targeted teachers personally in the Department.

5. Analysis of the Teachers' Questionnaire

After gathering the responses of the teachers, the two researchers conduct the process of analysing and interpreting the results to cast light on the status of literature teaching in the Department of English language and literature. Herein are the results and their interpretation:

5.1 Professional Background of the Participants

Section One of the questionnaire is about the Department teachers' professional profiles. It consists of four questions which are ordered as follows:

Question One: What is your degree?

a- MA postgraduate in literature

b- PhD

	Participants (NB)	Percentage (%)
a	8	80 %
b	2	20 %

Table 1: The Teachers' Degrees

This table shows that (80%) of the Department's teachers of literature out of the (10) chosen teachers are MA postgraduates, and the rest (20%) of them hold a PhD degree in literature. The (10) teachers represent (70%) of the whole population in the Department and this is a reliable rate to take into consideration as a representative percentage of the total population (Cohen et al, 2007). All the subjects are specialised in literature.

Question Two: How long have you been teaching literature?

Years	Participants	Percentage
a) 1-2	0	/
b) 2-5	2	20 %
c) 5+	8	80 %

Table 2: Teachers' Experience in Teaching Literature

The table above reveals that all subjects of the questionnaire (100%) are not novices. (20%) of the teachers have been teaching literature for 2-5 years, whereas (80%) of them have got an experience of more than (5) years. This fact will support the task of teaching and will make it more effective and

successful (Harmer, 2009). Working as a teacher for many years may sometimes lead to burn-out; however, when carrying out some small discussions with students, they showed their satisfaction with the performance and the qualification of their teachers. This sort of feedback raises the reliability and credibility of data. Experience in foreign language teaching is always recommended since it reflects effectiveness in methodology and ways of assessment (ibid.).

In the field of education, experienced teachers are considered as the main factor behind the success of the learner, for they have been teaching for a long time. They ought to have seen a variety of teaching and learning situations. Therefore, they can directly move from “what-to-do” to “how-to-do” knowledge through regular class work (Mornie-Dersheimer et al, 1992). Experienced teachers have often got good schemata for any teaching situation and thus they are able to make links between the taught module and the techniques of teaching (Richards & Bohlke, 2011). They also possess the ability to make good and effective lesson plans and know how to implement them successfully (ibid.). They are in addition more flexible and they can usually meet their learners’ needs and thus they help in learners’ personal and academic development (ibid.).

Question Three: Are you a member of a research unit/laboratory?

	Participants	Percentage
Yes	6	60 %
No	4	40 %

Table 3: Teachers’ Membership of a Research Unit/Laboratory

Table 3 shows that (40%) of the subjects are not members of any research unit or laboratory. The main reason behind that is that the Faculty of Letters and Languages at University of Ouargla lacks research units and laboratories, especially in the domain of foreign languages. However, (60%) of the teachers stated that they are members of research laboratories and units. Being a member in a research unit or laboratory is good for the professional development of teachers in service since this opportunity can broaden their horizons in both research and teaching.

Question Four: Have you received any in-service training to teach literature?

	Participants	Percentage
Yes	3	30 %
No	7	70 %

Table 4: Teachers’ Training

This table reveals that most of the teachers (70%) are not subjected to any in-service training after their graduation. While, (30%) of them have been involved in some in-service training organised by World Learning Algeria and the Ministry of Higher Education. Teachers’ training is beneficial for the teacher and the learner since it can enhance the former’s skills and knowledge (Lazar, 2007). Such training is a chance for teachers to have their say and to discuss all the challenges they face in the classroom so that they can find out some solutions and strategies to overcome the difficulties they face when teaching. It is also said that teachers’ training will help teachers who have been working for a long time to break the ice and to get rid of any burn-out they may encounter in their career. Most of the teachers have never been involved in any kind of training on the teaching of literature. Most of them teach the way they were taught, but they sometimes try to have recourse to some methods and techniques they have read about.

5.2 The New LMD Syllabus of Literature and Teachers’ Approaches and Techniques

Section Two of the questionnaire is about the Department teachers’ perceptions and attitudes towards the new LMD syllabus of literature and the approaches and the techniques they use in their classes. This section is composed of the following questions:

Question Five: Does the new LMD syllabus of literature fulfil your teaching objectives? Why?

	Participants	Percentage
Yes	6	60 %
No	4	40 %

Table 5: The New LMD Syllabus of Literature and the Teachers' Objectives

The majority of the subjects (60%) claimed that the new LMD syllabus of literature fulfils their teaching objectives since it has brought some changes that add a lot to their teaching: Having tutorial sessions in the new course of literature reduces the problems of class size and the new syllabus also helps in making a good classification of the main literary genres (prose, poetry and drama). Large classes hinder teaching in EFL classrooms (Harmer, 2009). Therefore, having a small class will help in creating a good atmosphere for teaching EFL (ibid.). (60%) of the teachers maintained that after 'Le Socle Commun' (the new LMD system 2013), things for them have changed since they teach a small number of students as they have tutorials. In this case, it is for them to grab the attention of the students who will be then able to enhance their interpretation of literary texts.

However, (40%) of them maintained that the new syllabus does not fulfil their teaching objectives since they feel lost in choosing whether from British or American or African literatures they select the literary text to be analysed in the classroom. The main reason is that unlike the previous syllabus, the new syllabus does not consider the country of origin of the chosen writers.

Question Six: Does the new LMD syllabus of literature satisfy your students' needs? Why?

	Participants	Percentage
Yes	7	70 %
No	3	30 %

Table 6: The New LMD Syllabus of Literature and Students' Needs

Most of the teachers (70%) stated that the new LMD syllabus meets their students' needs, whereas (30%) of them saw that it does not. The former admitted that students need to know about the main features of each genre and they should be given an opportunity to discover about the beauty of the language of the various literary genres, but the latter claimed that their students still face the same problems inside the classroom before and even after introducing the new LMD syllabus. The new LMD curriculum of foreign languages (Le Socle Commun) introduces the session of literature as a ninety minute tutorial. This means that teachers of literature will be able to address the different questions their students may have during the session since their number will be so limited.

Question Seven: Do you think that having tutorials in the literature course helps your students' understanding? Why?

	Participants	Percentage
Yes	10	100 %
No	/	/

Table 7: Tutorials in the Literature Course and Students' Understanding

All the respondents (100%) admitted that they really need to have such tutorials so that they can have more time to read and analyse features of the selected literary texts. Having tutorials may help in increasing students' talk in EFL classes of literature since teachers will be able to make a balance between the lesson content and the number of activities to be used in the class. Taking into account the ambiguities and the mysteries literature always questions, EFL teachers will have time to use any

literary text as a springboard to get more ideas to create a debate among students to raise their comprehension.

The teachers agreed that having a tutorial for literature courses is useful. They claimed that tutorials would help them to make their classes more interactive and this would involve a great number of students in the discussion. (TD) sessions facilitate students' understanding of literary texts. Teachers found it difficult to design a variety of activities in large classes. Having (TD) sessions, teachers feel free to manage their classrooms so that their students can work in groups.

Question Eight: Do you think that literature as a module is sufficient to enhance students' critical thinking skills to be able to make a good literary analysis? Why?

	Participants	Percentage
Yes	5	50 %
No	5	50 %

Table 8: Literature and Students' Critical Thinking Skills

(50%) of the subjects maintained that literature as a module is sufficient to enhance their students' critical thinking skills to be able to make a good literary analysis. However, (50%) of the teachers answered with 'No' since they think that students need to have other modules in addition to literature in order to improve their critical thinking. It is important to note that the first (50%) of the respondents believed that through literature students would be able to enhance their language proficiency skills and expand their interest in reading in the English language. These teachers also believed that literature provides motivating materials, gives access to other cultures, expands students' language awareness, develops their interpretative abilities, develops emotional awareness, offers varied authentic language examples, enhances language proficiency, and improves reading habits. In this case, students can improve their critical thinking skills.

Question Nine: What does your course syllabus of literature contain? (Teachers can have more than one choice.)

- a- Lexical choices in literary texts
- b- Semantic choices in literary texts
- c- Figurative language and literary devices
- d- Text analysis
- e- Literary criticism
- f- Other elements?

	Participants	Percentage
a	4	40%
b	5	50%
c	9	90%
d	8	80%
e	10	100%
f	6	60%

Table 9: The Content of the Literature Course Syllabus

The table above shows that the majority of teachers use figurative language, literary devices and literary criticism. This reveals the fact that the Department's teachers try to do their best to add variety to their classes, taking into account the cultural and the linguistic values of the selected texts. The other proposed choices are also included in EFL classes of literature. Other elements suggested by the subjects include history of literature, reading passages taken from novels, the graphology of literary texts and watching movies.

In the new syllabus of literature 2013, students are given the opportunity to practice intensive activities whether in pairs or in groups guided by the teacher. The new syllabus has come to reflect the willingness of teachers of literature to enhance students' understanding of literary texts since the traditional lectures proved to be ineffective (Arab, 2011). This will also help teachers to choose the suitable approach for their classes to interpret literary texts.

Question Ten: What are the main difficulties you face when selecting appropriate literary texts for your class? (Teachers can have more than one choice.)

- a- The time needed for the preparation of the text selection
- b- The time needed for teaching the selected text
- c- The lacking knowledge of the language and the poor vocabulary of students
- d- The lack of students' interest
- e- Others?

	Participants	Percentage
a	7	70 %
b	7	70 %
c	5	50 %
d	6	60 %
e	5	50 %

Table 10: Difficulties in Selecting Appropriate Literary Texts

A number of teachers (70%) found as an obstacle the time needed for the preparation of the text selection and also for teaching such a text. Some teachers (50%) maintained that the lacking knowledge of the language and the poor vocabulary of students could be considered as some of the main difficulties. Some other teachers (60%) found it very demanding to select a literary text which would be interesting for their students and which would be motivating for creating a debate inside the classroom. Therefore, using texts in EFL classes ought to be reviewed to get students' attention and to motivate them to read literature. EFL teachers should thus know about their students' interests and abilities, and this knowledge helps them with the selection of the appropriate text. However, (50%) of the respondents mentioned other difficulties which are as follows:

- Some texts are difficult for learners to grasp due to some cultural differences.
- The language level of the literary texts selected by the teacher is difficult for students to comprehend.
- Time management in terms of the teaching hours to teach literature
- Time management in terms of preparing suitable materials and lesson plans
- Time management in terms of reading and understanding the content of literary texts
- Time management in terms of assessing different types of students' responses
- Lack of confidence to teach the literature course in EFL
- Lack of knowledge in the area of literature
- Students' motivation toward learning literary elements
- Students' motivation/attitudes towards EFL

Question Eleven: Do you use different genres of literary texts in your class of literature? Why?

	Participants	Percentage
Yes	4	40 %
No	6	60 %

Table 11: The Literary Genres Used by the Teachers

(40%) of the respondents agreed on a number of reasons which make EFL teachers use a variety of literary genres in their classes. Some of these reasons are making the lecture more interesting for their students and creating variety in the classroom. Nonetheless, (60%) of the respondents answered with 'No' since it is often difficult for them to use all the genres in their classes; they claimed that poetry and drama are the least used genres, and this is alarming since poems and plays are a great source to start any class discussion. The genre of the selected literary text is important (Lazar, 2007). Students being exposed to different literary genres can connect the information they get from each genre and make their own visions about literature.

Question Twelve: What are the sources you rely on to select literary texts for your students?

All the subjects maintained that the sources of selected literary texts are various. They stated that they usually use the following sources:

- Original versions of texts of literature
- Websites devoted to literature
- Online newspapers
- Online magazines
- Simplified versions of literary works

Question Thirteen: Do you prepare your lesson plans before coming to your class? Why?

	Participants	Percentage
Yes	3	30 %
No	7	70 %

Table 12: Lesson Planning

The table above shows that (30%) of the teachers prepare their lesson plans before coming to the classroom, and (70%) of them do not and they stated that they use some handouts directly without caring about the activities that should be given a certain allotted time. Lesson planning is necessary in the EFL classroom since it defines the framework of the whole session and divides the talk between the teacher and the learner (Harmer, 2009).

(30%) of the teachers considered a good lesson plan as a key to holding a good lecture. The reason why (70%) of the teachers do not plan their lessons is that they get used to lectures in the form of speaker-listener. These teachers just explain the information included in the documents given to students and they try to answer any questions raised by their students by the end of the session.

Question Fourteen: Do you ask your students to read literary texts inside the classroom? Why?

	Participants	Percentage
Yes	4	40 %
No	6	60 %

Table 13: Reading Literary Texts inside the Classroom

(40%) of the teachers maintained that they ask their students to read, whereas (60%) of the teachers admitted that they do not. The (40%) of the subjects believed that assigning literary texts for reading whether inside the classroom or outside it is beneficial for their students since they have a limited number of learners in each class; they added that they often ask their students to read and to analyse any given literary text taking into consideration its length. Nevertheless, the (60%) of the teachers claimed that due to the loaded (lengthy) syllabus and the duration of the session (an hour and a half per week), they find it difficult to assign any text for reading inside the classroom; however,

they may assign some texts for reading outside the classroom providing their students with questions on the elements of the given literary texts.

As for the (40%) of the teachers, they saw that intensive reading improves their learners' interpretive abilities through a number of focused and selective activities. As for the (60%) of the teachers, they saw that intensive reading requires time and hard work. Most teachers admitted that they often find themselves teaching about literature and the main literary genres, but not literature. However, teaching about literature is not enough to enhance the learner's cultural and literary competences which are always included in any literature course syllabus (Lazar, 2007).

Question Fifteen: Do you ask your students to prepare their own notes on the literary texts taught in the class?

	Participants	Percentage
Yes	8	80 %
No	2	20 %

Table 14: Students' Notes on the Selected Literary Texts

Most of the subjects (80%) agreed that they usually ask their students to prepare notes on the target text before coming to the classroom. However, (20%) of them do not ask their students to do so. When those (80%) teachers were asked why they ask their students to prepare their reading notes on any tackled literary text, they all had the same answer that there is not enough time in the lecture to do something like that. They maintained that they have enough to do in the session. In addition to this, other reasons stated by the respondents are creating students' interest in the given literary piece and urging them to work on supplementary materials outside the classroom. However, the (20%) of the teachers do not ask their students to prepare their notes since they think that students are unable to gather any relevant materials related to the target literary text.

Question Sixteen: Do you assign questions with the literary texts you suggest for analysis? Why?

	Participants	Percentage
Yes	6	60 %
No	0	/
Sometimes	4	40 %

Table 15: Assigning Questions with Literary Texts

The table above shows that most of teachers (60%) give questions on any reading texts in the classroom, and (40%) of the subjects do the same thing, but sometimes and no one of the respondents ignores such kind of questions. Reading texts in the EFL classroom of literature should always be followed by questions which guide students and help them to enhance their understanding and comprehension of the content and the stylistic features of the text (Lazar, 2007; Hedge, 2000). Therefore, if learners are given questions with any assigned text, they can know about the objectives put by the teacher when choosing this text rather than another one.

Question Seventeen: Do you give your students enough time to answer the questions about the literary texts to be analysed? Why?

	Participants	Percentage
Yes	5	50 %
No	0	/
Sometimes	5	50 %

Table 16: The Time Given to Students to Answer Questions with Literary Texts

The table reveals that (50%) of the respondents give their students enough time to answer any comprehension questions after reading, and (50%) of them maintained that they sometimes feel that

they devote much time to answer these questions and sometimes do not because of the limited allotted time for each session; however, no one of the respondents answered with 'No'.

To promote active learning instruction, teachers should allow their students to work on their own, and in pairs and in groups. All the respondents agreed on the fact that promoting learning in their classes is required, but this can be possible if they are given more allotted time for their literature course per week.

Question Eighteen: What are the most frequently used questions with the literary texts you suggest for analysis?

The frequently used questions with the literary texts the Department's teachers suggest for analysis are as follows:

- a- What does the text suggest to you?
- b- How could the writer convey his message in the text?
- c- Identify the setting, characters and the mood of the text.
- d- What is the tone of the text?
- e- Make the literary analysis of the text.
- f- Explain the use of figurative language in the text.
- g- How do these figures of speech influence the meaning and the form of the text?
- h- What are the frequently used literary devices in the text?
- j- What are the lexical semantic features of the text?
- k- What are the syntactic features of the text?
- l- What are the phonological features of the text?

Most teachers admitted that the most frequently used question about the text's style in their quizzes and exams is about the use of figures of speech as stylistic devices. Nonetheless, a few teachers maintained that they might consider the grammar of the text in their exams.

In fact, most previously stated questions need a careful and close reading of the selected text. They deal with the language of the text, figurative language, characters and themes. Those questions are raised in quizzes, exams and practices in the classroom.

Question Nineteen: In teaching a literary text, do you stress on its meaning and significance rather than on the use of language in it?

	Participants	Percentage
Yes	7	70 %
No	3	30 %

Table 17: Text's Meaning vs. Text's Language

Most teachers (70%) admitted that they focus on the meanings of the text rather than its language. Their main reason is that during lectures they cannot find enough time to go deeply into the text and to analyse its linguistic and stylistic devices. Whereas, (30%) of the teachers maintained that they do their best to give their students a general idea on the use of language in the target text since they believed that literature is rich in linguistic deviations which need to be explored and compared to the common language norms and this is good for language learners.

Question Twenty: When faced with the interpretation of a literary text, do you generally give your students the standard interpretation of the text made by literary critics?

	Participants	Percentage
Yes	6	60 %
No	4	40 %

Table 18: Literary Texts' Interpretation

(40%) of the subjects maintained that they do not provide their students with any kind of a ready-made interpretation and they always like to give them a chance to have their own say and to give their own explanations on any given text discussed in the classroom, whereas (60%) of the teachers supply their students with a ready-made interpretation. For the first group (40%), having a limited number in their tutorial sessions (after introducing the new LMD syllabus) makes the task of giving that chance to their learners easy; however, for the second group (60%), this task is challenging since the session lasts ninety minutes, and they cannot cover the rich and the long course content and thus they do not give more opportunities for their students to share the discussion. (60%) of the subjects agreed on the need for scheduling more than one session per week and for having pedagogic support.

Question Twenty-one: What are the sources you rely on to get the explanation of the selected literary texts?

- a- Guide books
- b- Doing the explanation by yourself
- a & b

	Participants	Percentage
A	2	20 %
B	/	/
a & b	8	80 %

Table 19: Sources for the Explanation of Literary Texts

As presented in Table 19, (20%) of the teachers rely on guide books to explain any reading text in the classroom, while (80%) of the teachers, in addition to having recourse to these books, rely on themselves to make text explanation, and no one of the subjects does such an explanation by himself/herself. All that leads the researchers to the conclusion that all the teachers involved are not autonomous since they always use books to explain texts. Both active learning and teaching happen if there is discovery learning (Mayer, 2004). The researchers hence raise the question of how teachers of literature can transmit good practices of understanding and interpreting literary texts to their learners.

Question Twenty-two: Is the active participation of students in your class of literature (by way of prior preparation and offering suggestions) poor? Why?

	Participants	Percentage
Yes	7	70 %
No	3	30 %

Table 20: Students' Participation in Literature Classes

The table reveals that (70%) of the teachers claimed that the active participation of students in their classes is poor though they often try to give them some guidelines and some suggestions as prior preparation. They added that they could not feel that their students are fairly involved in the activities selected in the class and thus their talk is often less than what is expected. However, (30%) of the teachers maintained the opposite and they stated that they are satisfied with their students' work and participation inside the classroom.

Question Twenty-three: Do you follow any particular teaching approach to analyse literary texts in your literature course? If yes! What is it?

	NB	%
Yes	4	40 %
No	6	60 %

Table 21: Teaching Approaches in the Course of Literature

As presented in Table 21, most teachers (60%) have no approach to follow in their teaching, whereas (40%) of the respondents do have. This leads the researchers to reach the fact that just (40%) of the Department's teachers of literature care about developing their teaching goals and materials and therefore they opt for a certain approach in their classrooms. Herein are the teaching approaches used by some of the (40%) teachers:

- Reader-response Approach
- Language-based Approach
- Stylistic Approach
- New Criticism Approach
- Structuralism Approach
- Critical Literacy Approach

Since not all the teachers have the 'Yes' answer, it is clear that they disregard choosing a specific approach in their teaching. Teachers of EFL should however have a clear idea about the variety of approaches they can have recourse to in teaching literature.

Question Twenty-four: Do you think that the use of authentic materials in the classroom helps students get over their difficulties in understanding literary texts? Why?

	Participants	Percentage
Yes	8	80 %
No	2	20 %

Table 22: The Use of Authentic Materials in Literature Classes

Most respondents (80%) agreed that literature ought to be taught having recourse to a variety of authentic materials that can help students to understand and interpret any literary text; however, a few respondents (20%) did not agree on that. For example, using media like YouTube videos can give a hand to teachers to make the teaching of long texts like novels accessible. Also, teachers may use graphic novels, having recourse to some key chunks from the original hard copies.

The results shown in Table 22 reveal that most Department's teachers support any kind of assistance that enhances the use of literature in the EFL classroom and they like to have more in class teaching materials such as task sheets, an accompanied detailed guide to the teacher that shows the level of activities and the approaches that might be used for each activity, self-access worksheets for students to work on, and a web page designed for the literature course for both teachers and students.

Question Twenty-five: Would you add any further comments or suggestions regarding your experience in teaching literary texts?

The questionnaire subjects stated the following suggestions for improving their teaching, their students' abilities and skills in analysing literary texts and the course of literature in general:

- Teachers should work on designing good lesson plans for their literature classes.
- Teachers should boost their students' abilities in reading, comprehending and analysing literary texts.
- Teachers should update their activities and their approaches in teaching literature.
- Teachers have to follow the official course syllabus of literature so that they can collaborate with each other to design class activities and select appropriate literary texts.
- Teachers should have recourse to media and technological means to promote interest in the literary materials.
- Teachers should create web-pages and blogs for the teaching of literature in the EFL classroom.
- Teachers should have an opportunity to be involved in training programs and short-term in service courses.

6. Findings of the Questionnaire

Literature is used to know about the other's cultures. The mismatch between the writer's culture and the students' is common in EFL classes. Therefore, teachers should do their best to create variety in their classroom. Literature gives teachers a golden opportunity to enhance their learners' critical thinking skills. In this case, students will be able to make a bridge between different cultures and will get the tools that help them to destroy all walls to see what is exactly behind the literary scene and explore new insights. Hence, teachers should be selective in using literary texts in the EFL classroom. They ought to take into account their learners' cultural beliefs. They should avoid creating any culture shock. EFL teachers should motivate their students to read literary works.

Most of the Department teachers claimed that their students face a number of challenges when reading literature due to a number of factors. Unsatisfactory vocabulary was seen as the main reason behind that. One way to motivate learners can be giving them an opportunity to choose what to read. The teacher can make it in two ways either providing students with several texts from which they can choose or giving them the freedom to look for a specific text they are interested in. Though both ways are challenging because the teacher has to assess the reading materials, students will be surely more motivated and engaged in reading and in discussing the target text in the EFL class of literature.

After conducting the teachers' questionnaire, the two researchers reach the following conclusions:

- Most of the Department's teachers have not been involved in any training on teaching literature.
- Most of the Department's teachers face some difficulties in their classes of literature, including the time spent on the choice of the literary text and on teaching it inside the class, the lack of students' interest and the learners' insufficient knowledge of the language.
- Most of the Department's teachers are not aware of which teaching strategy they are using in analysing literary texts.
- Most of the Department's teachers lack knowledge on the teaching approaches of literature.

Therefore, most of the involved teachers agreed on the necessity to introduce new approaches and activities in their classes of literature.

7. Recommendations

Literature in the language classroom is not a new discipline. In fact, it has evolved and has undergone several transformations before it is now recognized in many language programs to be a valuable resource in enhancing not just the language proficiency level of students, but also other personal development skills. In the future, more extensive research could be conducted to seek evidence of the relationship between literature and language learning or literature and other personal development skills.

In fact, a nationwide research on the practices of teachers of literature in EFL classrooms at university could also be carried out. This is important to ensure that these teachers would be able to address various issues related to literature. This in turn would help in the overall development of the English language curriculum at university.

It is important to note that the new syllabus of literature in the EFL curriculum bears fruitful responses. This is because the findings of the questionnaire encompass a positive reaction from the target teachers. However, the focus should now be given to developing the potentials in literature to enhance and draw out the aesthetic and critical thinking skills in students besides using it as a tool to enrich cultural knowledge and boost language learning. In other words, in enabling EFL teachers to become proactive in using literature, it is important to emphasize the aesthetic requirements. This would help teachers to face challenges and problems in addressing the new national curriculum at university (Le Socle Commun).

Conclusion

In the light of the data gathered from the respondents, the Department's teachers support the use of literature in the EFL curriculum and emphasize that literature has a great role in enhancing the teaching learning process of any foreign language. This paper tried to shed light on the teachers' attitudes and feelings toward literature and their perception of the used strategies. As the findings of the questionnaire suggest, teachers of literature in the Department of English at Kasdi Merbah University- Ouargla have revealed their willingness to help their students in understanding and interpreting literary texts. The questionnaire has also revealed that some aspects in the new syllabi of the literature courses could be reviewed in order to present new teaching approaches and techniques.

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