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An Investigation into the Integration of the EFL Literary Component in Algerian Secondary School Education: Realities and Perspectives

Thesis Submitted to the Department of English for the Fulfilment & the Requirement of the
Degree of Doctorate in Didactics of Literary Texts

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Authorship Statement

I, the undersigned, hereby declare that the doctoral thesis entitled "*An Investigation into the Integration of EFL Literature in the Algerian Secondary School Education: Realities and Perspectives*" and supervised by Dr. CHAAL Houaria is the fruit of my own research and composition, and that this latter abides by the fundamental rules and standards of responsible referencing.

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A handwritten signature in blue ink, consisting of several fluid, connected strokes. The signature is positioned to the right of the author's name.

Dedications

To my mother!

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I would like to express my gratitude to Allah the Almighty for granting me the inspiration and perseverance to undertake this thesis.

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Abstract

Literature is widely recognized as a rich source of authentic material that can be used by language teachers at all learning levels and for several intents. Despite its potential, this resource is still relegated to oblivion in some educational settings, mainly in English as Foreign Language (henceforth, EFL) secondary school classrooms. Many researchers attribute the marginalization of the literary component in language classrooms to the scarcity of studies on its effectiveness. Accordingly, the present study seeks to investigate the incorporation of the literary component of the English language in the Algerian Secondary School education. More precisely, it aims to assess both the quantity and the quality of the literary texts within the secondary school English textbooks and to determine the theoretical orientations of the tasks accompanying these texts. Moreover, it seeks to gauge stakeholders' perspectives towards integrating literature in the secondary school education. The study adopts the interpretive research paradigm, using three distinct research instruments, namely: textbooks analysis, questionnaires and interviews. For the analysis of results, a mixed methods approach was employed.

The findings indicate that the literary component is underutilized in the secondary school education. This is evident from the limited number of the literary texts present in the three English textbooks, which feature outdated topics, restricted objectives, and stagnant language that do not align with the learners' language aptitudes. Moreover, the majority of secondary school educators and inspectors hold positive perspectives towards the integration of the EFL literary component, signaling a consensus that supports moving forward with incorporating more literature. The study; therefore, suggests incorporating suitable literature into the curriculum, balanced with cognitive and affective learning goals, as a strategic bridge to more complex literary works at the university level.

Keywords: Algeria, EFL classroom, the literary component, perspectives, secondary education

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List of Acronyms & Abbreviations

AEF: Algerian English Framework.

ALM: Audio Lingual Method.

CBA: Competency Based Approach.

CLT: Communicative Language Teaching.

CEFR: Common European Framework of Reference.

DR: Dramatic Reading.

DM: Direct Method.

EFL: English as Foreign Language.

ELT: English Language Teaching.

ESL: English as a Second Language.

ER: Extensive Reading.

FL: Foreign Language.

ICT: Information and Communication Technology.

GTM: Grammar Translation Method.

L1: First Language.

L2: Second Language.

MNE: Ministry of National Education.

R: Respondent.

RQ: Research Question.

RT: Readers' Theatre.

SE1: First Year Secondary Education.

SE2: Second Year Secondary Education.

SE3: Third Year Secondary Education.

TEFL: Teaching English as a Foreign Language.

YAL: Young Adult Literature.

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“Literature is a luxury; fiction is a necessity.”

G.K. Chesterton

General Introduction

Literature, recognized as a valuable resource for language learning and a significant didactic tool, began to stir anew welcomed in EFL classroom starting from the mid of the 1980's. The revalorisation and revitalisation of the role of literature in EFL classroom corresponded with the basic tenets and fundamental principles of the Communicative Approach (henceforth, CA), which began to see literary texts as the ideal way to achieve its core objectives. By the year 1990, interest in literature increased more than ever before, with many scholars such as; Lazar (1990), Carter and Long (1991), Parkinson and Thomas (2000), Duff and Maley (2007), Collie and Slater (2009) heralding its return to the EFL classroom. Hence, literary texts began to be considered as valuable authentic illustrations of language use. Despite advocating for the benefits of literature, many instructors and curriculum designers regrettably still ostracize this resource, especially with beginner-level learners. Moreover, many textbooks do include a wide range of authentic texts and short realia items such as news reports, commercials, newspaper articles, interviews, but not literature. Literature is very often excluded or rather reserved for advanced levels of proficiency.

In some secondary education systems, such as those in Saudi Arabia and China, literature is often overlooked or rarely included in the textbooks. This is primarily due to a strong emphasis on standardized testing and limited classroom time. This idea has been brought into play by Pellicer Ortín et al. (2020) who contend that “in spite of the growing interest in literature as a powerful tool for the development of communicative and cultural competence in the English language, there is still some reticence to introduce this resource in the secondary school EFL classroom” (p. 9). Championing this idea, Kassem (2020), argues that Saudi secondary school curricula only include oversimplified and unrepresentative works of native male writers in pre-university schools. Thus, students initiate their university education with almost no idea about English literature.

The researcher of the present study, as a secondary school teacher, initially perceived the existence of a problem with the use of the EFL literary component in the Algerian secondary school curricula. Upon browsing the literature, she has confirmed that there is a notable dearth of studies in this area. A great portion of the investigations have instead been conducted at the university level. This is probably due to the fact that emphasis at the secondary school level is predominantly placed on teaching English as a foreign language to achieve communicative competence. Literature, accordingly, is exclusively taught at university for those who choose to major in English language. Within this framework, Belal et al. (2021) argue that Algerian EFL students encounter significant challenges when engaging with literature for the first time at the university level. A key issue is that their initial exposure to literary texts is primarily through complex and archaic works, which often lead to disengagement and a negative perception of literature as a whole. This is reflected in the program of the first year (see appendix 1), demonstrating a discernible lack of continuity in literature between the secondary school and university.

The scarcity of research on teaching EFL literature in secondary schools has been highlighted internationally by several researchers and scholars, such as Paran (2008), Peasani (2011), Bobkina and Dominiguez (2014) and Bloemert et al. (2016).

The present study, therefore, aims to investigate the presence of the EFL literary component in the Algerian secondary education system as well as assess its suitability and alignment with the learners' linguistic level and interest. It further seeks to gather perspectives of stakeholders (inspectors and teachers) regarding its inclusion at this educational stage.

At its core, the study aims to address the following research questions:

- 1) What status does the literary component of the English language hold in the Algerian secondary school education?

2) To what extent do the literary oriented texts on the current syllabus meet the students' language aptitudes and interests?

3) What are the learning objectives of the tasks accompanying the literary texts on the textbooks?

4) What perspectives do EFL teachers hold towards the integration of the EFL literary component in secondary school education?

5) How do EFL inspectors perceive the integration of the EFL literary component in the secondary school?

On the grounds of the above questions, it was hypothesized that:

a- The EFL literary component is insufficiently incorporated into the Algerian secondary school curriculum and is given adequate attention from policy makers, syllabus designers and teachers. This, in turn, results in a lack of skills and knowledge in English literature among students. This deficiency persists even at the post-secondary school stage (at university).

b- The literary oriented texts in the current textbooks are not always effective in meeting students' interests and proficiency level due to factors such as difficult language, outdated or unfamiliar topics, and variations in students reading abilities and tastes.

c- The learning objectives of the tasks accompanying the literary texts are mainly cognitive, aiming at answering comprehension questions or doing language activities.

d- English teachers have mixed views and different perspectives towards incorporating the literary component. Stated differently, teachers are divided into two distinct camps: "the optimistic group", who acknowledges the significance of this resource, and "the pessimistic group", who expresses skepticism about literature practicality and relevance in secondary education for a number of reasons.

e- Inspectors as well have positive and negative perspectives towards the integration of the EFL literary component in the secondary school.

In an attempt to validate these hypotheses, the researcher employed three distinct methodologies: textbook content analysis (both quantitative and qualitative), the administration of an online questionnaire, and the conduction of both online and in-person interviews.

During the data analysis process, the researcher adopted the interpretive research paradigm. In this context, both quantitative and qualitative analyses were employed to examine the literary content within the textbooks. The findings from the questionnaire were analyzed using descriptive statistics and content analysis, while thematic analysis was selected as the strategy for analyzing the interviews.

The thesis is structured into four chapters. The first chapter provides a brief summary of prior research related to the teaching of literature in EFL settings, with a particular focus on the key variables involved in the study. A critical review and analysis of the literature related to the topic is an important step for identifying a significant knowledge gap. The second chapter is devoted to the data collection procedures. It is in fact a theoretical part that justifies opting for the interpretive research paradigm and the selected research tools. The third chapter discusses and analyzes the findings following a mixed methods approach. The researcher aims through this analysis to answer the main research question of the study, which relates to the status and the suitability of the literary component in the current syllabi. At a later stage, the researcher comes across the perceptions and perspectives of 200 EFL teachers and ten inspectors regarding the use EFL literature in the Algerian secondary education. Throughout the last chapter, the researcher seeks to provide working strategies and recommendations to help decision makers and secondary school teachers in utilize the literary component effectively.

Chapter One

Literature within EFL

Classroom

1.1 Introduction

There is no disagreement that the teaching of literature can be approached in two dissimilar contexts: literature classes and language classes. In the former, emphasis is directed to studying and analyzing literature for its own sake. In the latter, literature is utilized as an authentic resource. This chapter provides a comprehensive examination of the role of literature as an authentic resource and as a language means. Moreover, it aims to contextualize the study and synthesize existing knowledge about the use of literature in an EFL context. In this particular scenario, Creswell (2003) contends that the analysis of existing literature enables researchers to synthesize established and well- defined knowledge pertaining to the research inquiry and its associated problem.”

To elaborate, the chapter is initiated by exploring various definitions of literature, including the distinction between literature with capital “L” and literature with small “l”. This is followed by a discussion on the relationship between the two allies - language and literature- moving towards tracing the historical trajectory that marked the use of literature in EFL classrooms. Subsequently, a number of benefits associated with the incorporation of EFL literature in language learning environments have been outlined. Critiques and challenges related to the use of literature in EFL settings have also been addressed, thereby facilitating a discussion on the key criteria for selecting appropriate literary texts. Finally, the inclusion of EFL literature in textbooks was addressed, along with instructors’ perspectives toward literature.

1.2 Conceptualizing Literature

One of the most challenging aspects of discussing literature is establishing a precise definition of the term itself. Therefore, seeking to encapsulate its essence in a single comprehensive definition proves nearly impossible, resulting in a multitude of divergent interpretations.

The difficulty in defining literature stems from the fact that researchers tend to view and define the term based on their own perspectives and specific contexts. Commenting on this, Williams (1976) wrote, “literature is a difficult word, in part because its conventional contemporary meaning appears, at first sight, so simple” (p. 186). Meyer (1997) emphasized this claim by stating, “understanding exactly what is literature has always been a challenge, pinning down a definition has proven to be quite difficult” (p. 1). Eagleton (1996) on his part commented on the potentially misleading meaning of the term “literature” noting that, “some kinds of fiction are literature and some are not; some literature is fictional and some is not; some literature is verbally self-regarding, while some highly-wrought rhetoric is not literature” (p. 9).

Hence, literature is viewed from multiple perspectives. In its broader sense, Moody (1971) explained that “literature is like an umbrella term giving information on every business” (p. 1). Moody’s definition marks literature as a broad, overarching concept that encompasses a wide range of written works, providing insights and information on various subjects, including business.

Conversely, some scholars such as Burgess, Baharuddin and Arafah consider literature as a subject or a discipline and, therefore, define it more restrictively. For them, a work of literature is an “art form”, whether written or oral, that holds imaginative and intellectual value. Burgess (1995), for example, regards literature as “an edutainment art” that exploits language for two main purposes, namely teaching important lessons and entertainment.

Similarly, Baharuddin & Arafah (2021) define literature as an imaginative writing art that seeks to portray the author's social and political circumstances. From this perspective, one can conclude that any work may be regarded as literature if it primarily deals with human emotions and thoughts. Conversely, writings from other fields- such as Physics, mathematics, law, geography, ethics, and similar disciplines- cannot be deemed literature. Other definitions draw a clear relationship between language and literature. Baird (1969) went even so far when describing literature as the use of language effectively in suitable conditions.

Burges (2008) asserted that, "literature is an art which exploits language" (p. 9). The language utilized in literary texts is unique and distinctive, markedly different from the language that people tend to use in their daily interactions.

Showalter (2003) elaborated on the ongoing debate about formulating a single definition for literature, noting that, regrettably, numerous educators persistently struggle with the daunting challenge of defining literature and become entangled in semantic debates. Kheladi (2017) suggests the need to let go of these controversies and instead focus on the role of literature, particularly in foreign language education.

However, in a context where the term "literature" becomes more mysterious and with multiple interpretations, it becomes necessary to know what literature is and accurately define its type before incorporating it into the sacred realm of ELT. The wise and discerning instructor must first embark upon a profound quest to search for the meaning of literature and it is from here that the journey would begin for a purposeful and a true use of literature.

It is undeniable that a significant number of EFL teachers today still consider all sorts of literature as literature with a capital "L" and even fail to select a literary piece for their teaching. Therefore, it becomes crucial to define literature and delineate its genre in such cases.

Similarly, the researcher of the current study finds it imperative to define the term “literature”, as this will undoubtedly enhance instructors and serve the teaching/learning process in general. Therefore, she adopts Lazar’s definition of literature (1993), “it includes novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to language which is rich and multi-layered” (p. 4).

1.2.1 Literature with Capital “L”

John McRae was adept at distinguishing and elaborating on two distinct types of literature. McRae (1994) puts that literature with a capital “L” (sometimes referred to as canonical literature, literary classics or great literature) represents the classical texts, e.g. Marlow, Shakespeare, Charles Dickens, Shaw and the like. Ainy (2022) on her part states that due to its capacity to transcend the constraints of time, literature with a capital “L” is deemed as a timeless masterpiece and a literary canon for all times. Maley (2001) adds that literature with a large or big “L” can be considered as a collection of esteemed works that represent the most significant classical writings produced within a particular language or society. These works, recognized by authoritative figures, are considered suitable for academic study and serve as benchmarks of literary excellence. It is important to note that when literature becomes the subject of study or when it is approached as an art form, greater emphasis is placed on its literariness rather than its language or style. Engaging with texts in this manner cultivates students’ literary competence and enhances their critical thinking abilities. Similarly, Lazar (1993) puts that the study of literature makes literature the content of a language course.

Edmondson (1997) makes an important point regarding the language in literature with capital “L”, acknowledging, “literature (with capital L) is commonly written with high structural complexity and lack of conformity to standard grammatical rules which brings linguistic difficulty to learners who need to learn grammar” (p. 26). Since grammar serves as the backbone of language and the cornerstone of the teaching and learning process in many

schools today, it is noteworthy that some EFL teachers express apprehension about using literature and often avoid it entirely. Arafah (2018) adds that this difficulty of language in literature with capital “L” makes many teachers reluctant to benefit from it. During their elaboration about the problems in teaching literature, Parkinson and Thomas (2000) mention that literary texts can be extremely challenging, unconventional or different in multiple aspects often leading to a lack of understanding among students or even requiring extensive use of dictionaries, which can be time-consuming and tiresome.

On the other side, Hall et al. (2001) and Zyngier (1994) highlight the inherent quality of language in literature, emphasizing its naturalness and easiness just as the language of everyday communication and that it just becomes poetic through the literary context. Arafah (2018) suggests to use this type of literature with high intermediate and advanced level students.

1.2.2 Literature with Small “l”

Literature with small “l” stands in opposite direction to literature with big “L”. McRae (1994) proposed that “literature” with a small “l” represents a diverse collection of accessible, widely consumed texts, encompassing popular fiction, fables, and song lyrics that can be used by teachers with beginner or intermediate language learners. In this context, literature becomes a means to teach language learners. Chalikendy (2015) puts that in language teaching worlds, literature most often becomes a means or a learning material to enhance the language skills and systems just like any other language teaching tool.

Conversely, Avara (2021) argues that literature stands as one of the best sources of the social context, with its endless examples of language use for communicative purposes. In a similar vein with Chalikendy, Lazar (1993) calls this “the use” of literature wherein literary texts become a source to be used for promoting language activities. Nowadays many language teachers make use of a plethora of these popular and contemporary texts, short stories, young adult novels or any other accessible literary works. Arafah (2018) contends that, “the literature

suggested to be used in ELT nowadays is no longer restricted to “Literature”, but “literature” which includes the works of many writers from different background of countries and cultures using different forms of English such as short stories, poems, novels, plays as well as songs” (p. 26)

McRae makes another distinction between referential and representational texts where he mentions literature with a small “l”. For him, referential language focuses solely on conveying information or handling social situations, while representational language (as the language of literature) taps into different aspects of the mind, including emotion and imagination.

1.3 The Relationship Between Language and Literature

It is undeniable that literature and language are two human assets that go hand in hand. Many scholars, therefore, emphasize the profound interdependence between these two aspects. Brumfit and Carter (1986) put forth that literature is considered an ally of language. By the same token, Judan (1994) states, “literature is the nail that sticks the language categories together and gives language the real beauty.” (as cited in Areen, 2023, p. 201). Lazar (1993) adds that language and literature demonstrate a reciprocal dependence, acting as integral components of a single, cohesive entity. Other scholars went even far as to describe literature as language in discourse. McKay (1982) puts that “literature presents language in discourse.” (p. 530).

Most of these scholars’ definitions of the term “literature” have included the word “language” within them, and made explicit mention of the intricate relationship between language and literature. Seldon (1989) confirms that, “literature is a special use of language which achieves its distinctiveness by deviating from and distorting practical language which is used for acts of communication.” (as cited in Kitanovska et al.,2021, p. 9-10). Language in this becomes the raw material tool and the medium through which literature describes life.

It is perhaps the ongoing debate surrounding the inclusion of literature in language teaching classrooms that has created the notion that literature and language are two opposite entities. This resulted in an emphasis on either pure language learning or studying literature solely. However, there is no sharp line of demarcation between literature and language but a continuum.

Basnett & Grundy (1993) put that:

We have encountered language teachers who think literature is irrelevant, who argue that what students need are texts that are ‘practical’ and rooted in everyday experience, not work of art and we have encountered literature teachers who look down on “mere language” work, as though literary texts were made from some ethereal matter and constructed out of language at all. (p. 1)

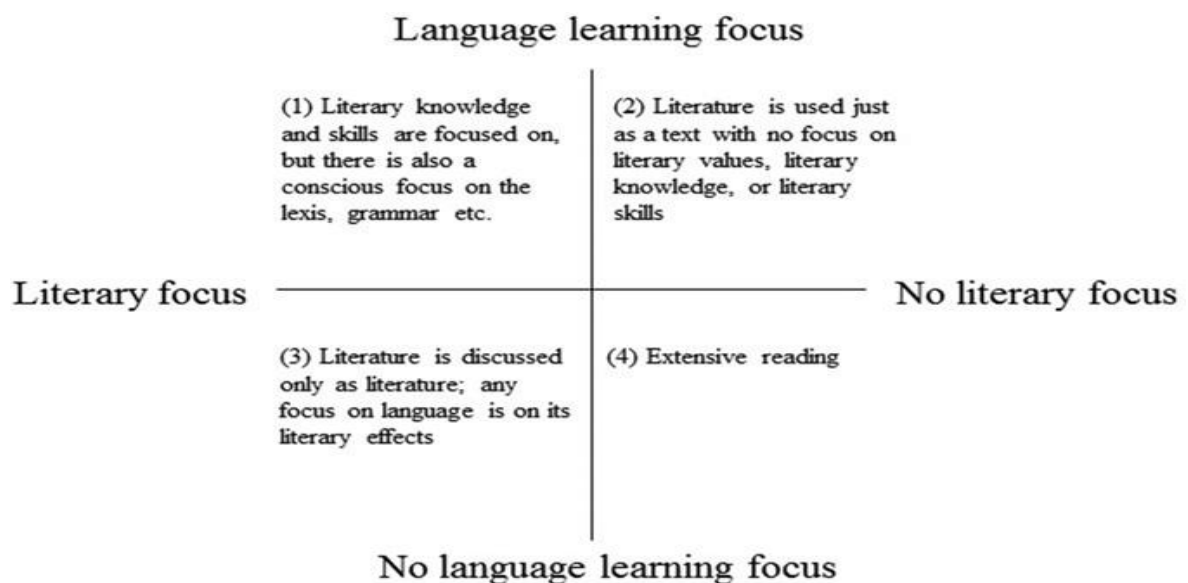
Conversely, Smith (1972) states, “No teacher of literature ignores linguistic problems and no language teacher really wants to leave his students speaking a sterile impoverished version of the language” (p. 275). Hence, it is important to acknowledge that this dichotomy does not exist. Carter and Long (1991), went so far as to describe language competence and literary competence as inseparable. According to these scholars, one must first consider the difficulties of the language used in a text in order to grasp its underlying significance. Stated differently, one can never experience or enjoy the richness and depth of a literary piece or appreciate it without having a deeper understanding of its language system first.

Among the scholars who laid a red carpet for this union and highlighted the possibilities for this integration are Tomlinson and Carter. Butler (2006) mentions that it is through two insightful articles under the shared heading of “*language through literature*” and “*literature through language*” that the two scholars have explained how these two dissimilar approaches work together. The current debates no longer focus on whether literature should be included in foreign language teaching, but rather on how these two components should be combined.

Paran (2008) introduced a visual presentation (see figure 1.1 below) that illustrates the confluence of literature and language teaching. Paran's diagram contains two axes (literature as a subject and literature as a resource) that sum up the relationship between language and literature in four groups. In the first group, literary texts are used to enhance both literary knowledge and language learning. The second group involves using literary texts solely as resources for language learning, without any focus on literary value. The third group puts much focus on discussing the literary value of texts, with no intention on language learning. Group four involves the practice of extensive reading in a relaxed, tension-free environment, without specifically targeting literary value or language learning methodologies. (as cited in Bloemert et al.,2019).

Figure 1.1

Paran 's (2008, p. 7) quadrant of the intersection of literature and language teaching.



Note. The quadrant categorizes the intersection of literature and language teaching based on the presence or absence of literary and language learning focus.

Tomlinson (1985) argues in favour of using literature as a resource in the teaching of a language (language through literature). He claims, “poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students.” (p. 9).

Puspitasari (2016) on his part adds that literature- based approach is a real presentation to prove that literature and language are two connected entities. In its core, this approach uses literary works as poetry, novel, play and short story as its main tool to develop students’ language, their cognitive abilities as well as their emotional and affective skills. Carter and Long (1991), Lazar (1996), Maley and Duff (2007) contributed several works to promote this integration through including linguistic, cultural, and personal enrichment models.

Literature, in this context, becomes a source for providing authentic texts that make the task of learning language easier and even fun (Bloemert et al., 2019). Violetta-Irene (2015) posits that the utilization of literary texts can significantly enhance the dynamisms and motivational quality of language instruction. Similarly, Krishna and Sandhya (2015) assert, “Short stories make the task easier for students to engage themselves in different activities such as group discussion, role play, criticism, and interpretation.” (p. 50).

In another insightful article titled “*Teaching English through Literature*”, Hismanoglu (2005) expresses a similar view where he emphasizes the efficacy of using literature as a popular technique for enhancing language skills (listening, speaking, reading and writing) and strengthening language areas (grammar, vocabulary, pronunciation) of students who are learning English as a foreign language.

Similarly, Carter (2007) argues that stylistic approach to literature, as explained by Widdowson (1975), focuses on the use of language in a literary text and therefore it is effective for teaching literature to non-native English-speaking undergraduate students. Through stylistic

approach, students will get into the depths of a certain literary passage by analyzing its discourse, grammar, pronunciation and vocabulary. Carter confidently concludes that students' response to literature is influenced by their sensitivity to language use. Literature through language activities may include jigsaw puzzles, multiple-choice questions, cloze exercises and the like. Considering the full picture, there is a consensus that integrating language and literature has a positive impact on the teaching and learning of both components.

When one delves into the intricate relationship between language and literature, s/he cannot help but be compelled to consider, in a deliberate manner, the broader perspective of the ever-changing role of literature throughout the different historical language teaching approaches and methodologies.

1.4 Literature in the EFL Classroom: Historical Phases

The examination of the relationship between language and literature requires a comprehension overview that takes into account the shifting dynamics and impacts of literature on language learning approaches over time. Doing so would undoubtedly enable us gain invaluable insights into the way language learning has been influenced and shaped over time through the incorporation of literature in educational practices. Hall (2005) put that the Kramshes (2000) discussed the whole functions of literature throughout the century. According to the Kramshes, the role of literature has evolved and has not remained static. Back to the 1910s, literature was used with very small groups of individuals mainly for aesthetic education. In the 1920s, much emphasis was put on moral and vocational development among quite larger audience. From 1930s to 1940s, literature started to be used for theoretical purposes. Later in 1950s, its focus shifted towards content related to humanism. During 1960s-1970s, literature was deemed as an authentic material that could be exploited in a language-teaching classroom. Ultimately, from the 1980s onwards, it became highly valued as authentic material for teaching languages.

Durant (1995) divided the phases that have marked the use of literature in foreign language classrooms into three distinct phases:

1.4.1 First Phase: The Power of Literature

This belongs to the traditional approaches according to Durant (1995), spanning from the 1840s to the 1940s. Within the traditional approaches, the study of literature was of utmost importance and literary texts dominated the field of education as essential vehicles of moral education. For many scholars, this period is considered the golden age for literature. The Kramshes (2000) for instance posited that “the study of language in those days meant the study of literature.” (p. 554). Furthermore, Howatt (1984) noted that “The core of the classical standpoint was accuracy.” (134). This view is in line with the Grammar Translation Method (henceforth GTM), first known as the “Prussian Method” (Richards & Rodgers 2001, p.5). GTM was the first method of teaching foreign language that lasted for the longest period of time in the history of language teaching. It dominated European as well as foreign language teaching during the period between 1840s and 1940s. Much emphasis was put on grammar teaching and vocabulary acquisition at that time. Historically, grammar was previously emphasized as the key to reading canonical texts of eminent renowned Greek and Latin writers. Students used to translate elevated samples of language in literary texts into their mother tongue to learn about syntax and style. Hall (2005) put that the main objective of the GTM was “to enable the students to read successfully the classic literature of language” (p.48).

During the eighteenth century, modern languages like English, French and Italian started to replace Latin as a result of some political changes that took place in Europe. These languages adopted the same dominant teaching methods that were previously used for Greek and Latin instruction. Textbooks contained classical literary texts for translation, grammar rules and a wide range of vocabulary lists. Much emphasis was directed to reading and writing while listening and speaking were given little to no attention at all. Speaking was reduced to an

absolute minimum, even limited to students reading aloud the translated sentences that had no connection with the language used in genuine communications. (Richards & Rodgers, 2001). As for writing, it was not done in the foreign language but was rather restricted to translating the mother tongue language to the target language following the teacher's instruction. Students in that became vessels to be filled with knowledge, blocks of clay waiting to be molded into unique sculptures. Stated differently, teachers were the only source of knowledge whilst students turned to be passive receivers and consumers of that knowledge. By the mid of the 20th century, GTM was called into question for its inability to develop language skills and communicative competence and thus it fell in disuse. Duff and Maley (1990) claim that GTM prioritized the acquisition of grammatical structures and vocabulary , often neglecting the literary, aesthetic, and substantive dimensions of textual materials.

1.4.2 Second Phase: The Exile of Literature

Within the second phase (known as functionalism, sometimes called the Prague School), spanning from the 1940s to the 1980s, “literature was downplayed and ergo discarded” (Khatib et al.,2011, p.201). Unlike GTM, functionalism put much focus on the semantic aspect of the language. This latter was treated and studied in a scientific manner, where the elements of a text (its lexis, semantics, phonology, morphology and syntax) were analyzed in details.

Carter (2007) states that during the mid- 20th century, specifically from the 1940s to the 1960s, literature experienced a period of significant marginalization within language learning curricula. Widdowson (1982) puts that “this is how linguistics became the focal point of the language programs” (as cited in Bobkina & Dominguez,2014, p.249). The teaching approaches during this time considered literary language to be distinct from practical, everyday language. In Seldon's words (1989), he explains:

The formalists' technical focus led them to treat literature as a special use of language which achieves its distinctiveness by deviating from and distorting practical language.

Practical language is used for acts of communication, while literary language has no practical functional at all and simply makes us see differently. (p. 9-10).

Lazar (2009) echoes this view and adds, “practical language was used for acts of communication, while literary language had no practical function at all” (p. 2).

Since functionalists focused on the practical aspect of language, literature was relegated to oblivion, losing by that its previously esteemed status in language learning classrooms. This in turn marked the beginning of a shameful era for literature. The new focus on spoken language and functional communication rather than closed structures was prevailing during that time, undermining by that the unquestioned significance of literature.

In the words of Cook (1999), “traditional views of literature as providing the language learner with access to the best language, to high culture, and to profound and accurate observations of life have been challenged in a number of ways this century” (p.205).

New emphasis on spoken language and functional communication, together with a broader view of culture, have combined to detract from literature its unquestioned centrality. Gilroy and Parkinson (1996) remained skeptical to this assertion. For them, literature as a language tool had always been present and never went away from language teaching classrooms.

1.4.3 Third Phase: The Resurrection of Literature

This third phase belongs to the discourse Stylistics Approach following Durant’s division, where language and literature are considered as two sides of the same coin. Commencing from the mid-1980s onwards, literature was resurrected again in the ELT classrooms. Kramsch (1985) has brought this idea into play by arguing that “In spite of the doubts about literature because of its notorious connection with Grammar Translation Method, literary works began to make a welcome comeback within a communication-oriented methodology”. (p.365). Scholars attributed this revival of interest in literature after a long period of exile to a welter of reasons.

Collie and Slater (1987) for instance believed that there was a feeling of discomfort that arose from excluding literature from the syllabus. Hall (2005) put that the resurgence of this thought can be linked to the merging of two key influences: literary criticism and communicative language teaching. Silvia (2020) on her part contended that “already in the mid-1980s, the reintegration of literature in EFL classrooms started to be considered as a result of the lack of basic content knowledge and skills that students of languages showed” (p. 13). According to these scholars, literature serves as an ideal source for authentic texts that can be an opportunity for language acquisition, the development of language proficiency and the training of critical thinking and problem solving.

Kramersch and Kramersch called this the “proficiency movement”. It is undeniable that proficiency is a key core element for smooth communication and interaction among students. Literary texts are rich and multi-layered and thus can help students achieve language proficiency and enhance communicative competence. Maley (1987) put that “literature is language in use and can therefore be exploited for language learning purposes” (as cited in Bobkina & Dominguez, 2014, p. 249).

Other researchers have extensively delved into the matter and have boldly claimed that the assertion that language in literature tends to be deviant is often incorrect. Nash (1990) and Zyngier (1994) for instance believe that communicative language and literary language have no real difference. Endorsing this idea, Brumfit, Carter (1986) and Lazar (1993) think that the notion of deviant literary language is dismissed and argue that the language of literary texts is essentially a common shared language. For them, this language is only with heightened concentration of linguistic features. These features, however, are not exclusive to literary language as many proverbs, advertisement slogans, nursery rhymes may contain simile, metaphor and the like.

By the same token, Vural (2013) notes that Carter (1999) and Hall (2001) ascertain that “literary language is often surprisingly ordinary, as ordinary language is often surprisingly poetic” (p. 17). Hence, the Communicative Language Teaching (CLT) paved the way for the resurgence of literature in the teaching context again. Though, in its early years, this approach prioritized the use of dialogues and conversations that mimicked the real-world situations, its advocates felt the need to incorporate other alternatives, including literature in later stages. Widdowson (1983) described the situation as follows:

It is not easy to see how learners at any level can get interested in and therefore motivated by a dialogue about buying stamps at a post office. There is no plot, no mystery, there is no character, everything proceeds as if communication never created a problem. There is no misunderstanding, there is no possibility of any kind of interaction. What happens is that learners simply mouth the sentence of their parts, and you do not get them interested in what they are doing. (as cited in Daskalovska et al., 2012).

Literature created suspense in language teaching and increased motivation, and thus it needed to be resurrected.

Along with the development of the communicative approach, a re-evaluation of the role of literature in language teaching classrooms has been prompted and the need for incorporating both representational and referential texts has been highlighted. Based on this re-evaluation, the use of literature as an authentic material has been approached in diverse ways. Some educational settings tend to give literature a fair share within its curricula, while others tend to consider it as a supplementary material for entertaining purposes. In the words of Nazife (2013), he puts, “since then literature has commonly been considered to be a way of having access to authentic materials although the ways and frequency of using literature have shown a great range of variety. Some people view literature as supplementary material for entertainment and

motivation, some as central material.” (p. 36).

These diverse ways of approaching literature have also been described by Parkinson and Thomas (2000). In their book entitled, *“Teaching Literature in Second Language”* as they argued, “the final reason for teaching literature is convenience. This can be a good reason or a bad reason. It is a very bad reason indeed in some countries, where the EFL textbook consists only of extracts from classical literature, with no vocabulary or grammar, no exercises, no questions, nothing else at all” (p.11). While it may be a good reason if learners’ needs, objectives and methodology were respected. This implies that what matters is not only the inclusion of literature randomly, but rather taking the time to carefully select literary pieces, determining the appropriate methodology for analyzing the text, and above all, establishing the specific purposes for using it. Maley (1989) puts that “literature is back, but wearing different clothes”. (p. 59), this novelty is reflected in the ways literature is exploited by language teachers today. Pardede (2011) thinks that present day instructors no longer use literature for translation exercises but rather they have remolded it for the sake of enhancing students’ communicative skills.

On his part Bretz (1990) considers that literary texts function as a catalyst for the cultivation of critical thinking and the enhancement of aesthetic appreciation. (as cited in Abilasha, 2018). Amidst all these fluctuations and changes, numerous endeavors and efforts have emerged among researchers in an attempt to reintegrate literature.

Widdowson (1975), as one of the first pioneers in this field considered the fusion between language and literature to be a gain and succeeded in making a significant contribution to the use of literature in language teaching classes. The researcher stressed the necessity of treating literature as a separate school subject with its unique educational objectives, and refuted all the claims that were in support for literary criticism or theoretical knowledge related to the literature history. What was worth studying, according to him, was the role of linguistic

elements in creating meaning and conveying messages in literary texts. This was later the key core principle of the “Stylistics Approach”. Following in the footsteps of Widdowson, many other researchers examined the merits of using literature in EFL classrooms. Some of these scholars have even developed new strategies and methods, and created models for incorporating literature in the language class. (section 1.5 and 1.6 deal with these theories and models of teaching literature in EFL settings).

Louis Rosenblatt (1982) on her part distinguished between two distinct ways to reading literature. These approaches are known as “efferent reading” and “aesthetic reading”. The former was concerned with extraction of knowledge of the plot, characters or literary devices in the text. The latter, was mainly focused on the reader’s personal engagement with what he or she read. This personal engagement in reading literature came later to be known as the “Reader Response Theory.” Within this approach, the reader is placed in the center. Modern approaches to FLT are in line with the Reader Response Approach since they have also foregrounded active methodologies and prioritized the role of the learner as an active participant during the teaching/ learning process. Hismanoglo (2005), Lazar (1993) and Sivasubramanian (2006) believe that literature facilitates learner agency in language acquisition, fostering individualized engagement and promoting self-directed learning. Following the same drift, Brumfit and Carter (1986) see that literary texts exemplify the comprehensive utilization of linguistic resources, positioning the reader in a dynamic, interactive capacity that necessitates engagement with and interpretation of the language employed.

1.5 Theories of Teaching EFL Literature

In the book, “*Teaching Literature to Adolescents*”, Beach et al. (2011) assert that teaching in itself is a theoretical action, and that the theories we hold, whether consciously or subconsciously, have a significant impact on our actions, methods, and criteria for success. When exploring different theories of learning literature, it is beneficial to examine three theories

of learning. Beach et al. (2011) therefore advocate three main theories of literature teaching. These are, respectively, the “Transmission Theory”, the “Student-centered Theory”, and the “Socio-cultural Theory”.

1.5.1 Transmission Theory

As the name suggests, transmission theory considers teaching as being transformative. Therefore, it mainly focuses on the teacher as the main authority. Students in that become empty vessels and passive recipients and containers to be filled with information. Ferire (1973) described this as the “banking model of education”. Carter and Long (1991) in their models of teaching literature refer to the transmissive model as the “cultural approach” within which the instructor is believed to provide the students, through means of lecturing, with knowledge about literary movements, social, historical and political background of the texts. Similarly, Lazar (1993) refers to this model of teaching as “literature as content”; an approach which lies much emphasis on a “knowing that” aspect of learning literature. Stated differently, content-based approach focuses on coverage of different literary periods, historical backgrounds, and biographical information about writers.

One of the limitations of the previously mentioned models is the passivity it creates inside classrooms, where the instructor takes a center stage as the primary and unique source of information, while the learner assumes the role of a passive recipient.

1.5.2 Student- centered Theory

As opposed to the transmission theory, student-centered theory gives the learners a voice and a free choice to decide upon the text they will learn. Obviously enough, if students are allowed to make their own choices, they will be more motivated and engaged. According to Carter and Long (1991), the personal-growth model paves the way for students to share their own experiences with others at class. Lazar (1993) believes that for more involvement of students, literature for personal enrichment approach is the best choice the instructor can make.

This approach places the learner in an active role where he can share his feelings, thoughts, and personal experiences with his peers at class.

Therefore, the learner becomes emotionally and intellectually involved in learning English. Beach et al. (2011) opine that among the limitations of this theory is the total responsibility put on the shoulders of students. Teachers should be aware that learning is as well a social and participatory activity.

1.5.3 Socio-cultural Theory

According to the socio-cultural theory, learning is primarily a social act. Considering this background, Lev Vygotsky (1978) argues that we develop proficiency in the application of specific practices and instruments that fulfill designated functions within social collectives or communities. Literature teachers can foster a sense of belonging and interconnectedness among learners by creating a shared space dedicated to the exploration and appreciation of literature. To capture this idea, Beach et al. (2011) write, “as a literature teacher, you are socializing students into what could be called a literary community of practice reflected in the practices of a highly engaged literary book club” (p. 8). Most secondary school students are not familiar with this shared space of learning, adds Beach et al., (2011). Students therefore need to be given the opportunity to engage in group learning.

1.6 Models of Teaching Literature

Undoubtedly, any teaching practice is supported by a theoretical framework or a structure aimed at achieving well-defined goals. In the context of teaching literature, Lazar (1993) writes that “pinpointing possible approaches can help us to select and design materials for classroom use, as well as to assess the suitability of published materials”. (p. 22). Accordingly, three prominent methods of teaching literature have been introduced by Carter and Long (1991); the Language-based Model, the Personal growth Model, and the Cultural Model.

1.6.1 The Language-based Model

Essentially, this model aims to strengthen students' language skills and proficiency in English. The literary text is then considered as any other type of texts used for language study. Lazar (1993) writes that "literary texts are thus seen as a resource-one among many different types of texts -which provide stimulating language activities" (p.27). What distinguishes a literary text as unique according to Duff and Maley (1990) is its ability to provide a wide range of registers and styles, and its capacity to engage students with motivating and interesting topics to them. Teachers should therefore consider engaging students when using literary texts for language learning purposes. Otherwise, these texts would lose their distinctiveness, becoming similar to other types of texts and without contributing any unique value.

1.6.2 The Personal Growth Model

The primary aim of this model is to engage students with literary texts and to encourage them to draw on their personal experiences, feelings and emotions. In this context, Lazar (1993) reports that within the personal growth model, literature helps students to "become more actively involved both intellectually and emotionally in learning English, and hence aids acquisition" (p.24).

Instead of viewing the text merely as an object of interest for linguistic purposes, this model positions literature as directly relevant to the students' real-life worlds.

In essence, the personal growth model seeks to maximize the personal enjoyment students derive from engaging with literature, promoting meaningful and active interaction with the text.

1.6.3 The Cultural Model

Basically, this model is deemed the most conventional method for teaching literature. As outlined by Lazar (1993), "this is the most traditional approach, frequently used in tertiary education." (p. 24).

A strong emphasis is then put on the social, historical and political contexts of the literary text which gives the teacher more authority through lecturing. Similarly, Carter and Long (1991) opine that this model is marked by its teacher-centric nature, positioning him as the primary source of knowledge.

1.7 Claims for Value of Literature

The revival of literature in EFL classroom is primarily due to its numerous benefits and contributions to the development of the learner's linguistic, emotional, motivational and cultural skills. Hence, the value of literature as a means for and a source of language learning has been emphasized by many scholars. Lazar (1993), for instance, posits that literature serves a holistic educational function, encompassing the individual's multifaceted development. In the following discussion, the researcher strives to uncover the multifaceted benefits that literature bestows upon learners.

1.7.1 Authentic Material

It is common knowledge that teaching the grammatical rules of a certain language and training the learners to use that language appropriately in the multiple contexts of real life are quite dissimilar. Very often teachers struggle to make the classroom environment identical to what students face outside. Figuratively speaking, there is a gap between the theoretical knowledge of the language and the ability to use that language naturally and spontaneously. Textbooks are often written with classroom dialogue practices that are artificial and contrived, far from real life conversations. Gilmore (2007) posits that the textbook materials designed for language acquisition frequently impede the development of learner's communicative competence. This is attributed to their reliance on a predetermined syllabus that sequences lexico-grammatical features based on an assumed hierarchy of difficulty. One possible way to help learners to bridge this gap and get them prepared for real life communication is to make use of authentic materials in class (Tamo, 2009). Ur (1996) attributes the students' inability to

cope with texts outside classroom setting to the quality of the reading materials students use inside the class. She further puts that “we want our learners to be able to cope with the same kinds of reading that are encountered by native speakers of the target language” (p.150).

Gilmore (2007) declares that the concept of authenticity has become slippery and increasingly difficult to define as understanding of language and learning has greatly evolved. He considers Morrow’s definition (1997) as aligned with his own definition. Both researchers agree that “an authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (Gilmore, 2007). This implies that authentic texts are genuine texts designed not for language students or pedagogical purposes, but originally for real -life use. Joy (2011) considers that, “the original context of authentic materials no more remains the same when it is used in a classroom because the text is recontextualized as a teaching text” (p.10) (as cited in Orooq et al., 2023). Therefore, achieving complete authenticity in classrooms seems highly challenging, if not impossible.

The use of authentic materials in foreign language classroom is not novel but rather has storied history of use. Herrington et al. (2014) see that authentic material as a pedagogical approach used for language learning “situates learning tasks in the context of real-life situations, and in so doing, provides opportunities for learning by allowing students to experience the same problem -solving challenge in the curriculum as they do in their daily endeavors”.

Oguz et al. (as cited in Juraeva & Abdukadirova, 2020) recognize that authentic materials can be grouped into four categories: listening and watching (like movies, cartoons, music, documentary films and quiz shows), visual (like pictures, photos, postcards, posters), real materials that can be used in a language class (as dolls, puppets, masks and the like). This third type fits to Cook’s claim (2000), who argues that the term “authentic” is often applied superficially, merely as a synonym for the word “real” and further suggests that examples which have once occurred in real life settings are often called authentic in educational contexts. The

last type is reading authentic materials.

Literature, in its different genres (novel, short story, play or poem), comes to play a major role in classes that utilize reading authentic materials as an alternative approach. Parkinson and Thomas (2000) put that literary texts have a special quality as they deal with matters that deeply interested the author enough to write about them. They further explain that literary texts maintain an authentic and genuine feel, a quality that is hard to be found elsewhere especially in other forms of language inputs, which often simplify experiences for the service of pedagogy. Additionally, authentic literary texts can serve as a powerful motivator for students when the themes are easily relatable to their personal lives and experiences.

Chalikendy (2015) explains that literature is “authentic” because it is not created for teaching purposes but for enjoyment and entertainment. Regardless of the real purpose of an authentic material outside educational settings, actually, it serves as a true support and an effective means for language learning. Sell (2005) contends that learners’ engagement with authentic linguistic resources is conducive to the facilitation of natural language acquisition processes. Brumfit & Carter (1991) and Paran (2008) add, “as an authentic material in relation to language teaching, literary work can be exploited as a material in EFL classroom” (as cited in Nanda & Susanto, 2020, p. 1058). As for Collie and Slater (1987),

Literature is a valuable complement to such materials, especially once the initial survival level has been passed. In reading literary texts, students have also to cope with language intended for native speakers and thus they gain additional familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration and so on. And it may not be confined within a specific social network in the same way that abuse ticket or an advertisement might be, literature can nonetheless incorporate a great deal of cultural information. (p. 6).

Both Collie and Slater acknowledge that using literature with beginners and low-level learners may initially seem challenging; however, they do not completely oppose this idea. They actively encourage teachers to explore activities involving literature at all levels instead, and argue that introducing literature early in the learning journey will cultivate a love for reading. In their exact words, they write, “we whole heartedly encourage teachers to try them. In our view, the sooner learners can start to enjoy literature in their new language, the better”. (Collie & Slater, 1987, p. 5).

Following the same drift, Widdowson (1990) perceives no harm in using authentic materials with all students regardless of their language proficiency. In this context he states, “it has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic” (p .67).

Maxim (2002) on his part writes, “the students’ limited linguistic competence did not short circuit their ability to read authentic text in class with the support of their classmates and instructor” (p.29). Nevertheless, it should be noted that the teacher’s help should be at minimum level, acting merely as a facilitator, otherwise students will turn to be passive listeners waiting for their teacher to provide assistance at every occasion. In other words, support should be at minimum but effective. Other scholars propose that literature is highly motivational and engaging for learners because it is authentic. Ghosn (2002) and Van (2009) argue that “literary texts are motivational for learners due to their authenticity and the meaningful context they provide.” (as cited in Shirzadi & Moheimany., 2018, p. 76).

1.7.2 Motivational Material

Authenticity in literature makes it a powerful motivational material. Ghosn (2002) and Van (2009) have brought this idea into play by arguing that literary texts are highly motivating due to their authenticity and the significant contextual frameworks they offer.

Motivation is undoubtedly a very crucial ingredient that can greatly benefit the whole language learning process. In the absence of motivation, the linguistic journey from unfamiliarity to fluency becomes a laborious trail, tangled with discouragement. With motivation, on the other hand, the classroom transforms into a dynamic fabric where every single learner is actively engaged in the learning process. Literature, with its authentic texts, can easily spark the students' motivation and engage them at a higher level.

Lazar (1993) posits that literary texts introduce students to intricate thematic explorations and novel linguistic applications. The compelling nature of well-crafted narratives, such as novels and short stories, can particularly engage students through the cognitive processes involved in deciphering plot developments. This active engagement may prove to be a more captivating experience for learners compared to the often artificial narrative structures prevalent in textbooks.

Daskalosa and Ling (2006) report that Swedish students experience greater excitement while engaging with novels and believe they were gaining knowledge beyond just language skills. Krashen (1982) believes that in reading exciting literary texts, students focus on the message rather than the form. In his exact words he writes, "they even forget that the message is encoded in a foreign language" (p. 66), especially if the text is related to their personal experiences. This is also in line with Rew and Moon (2013) who confirm that literary materials are invaluable tools that can inspire students to engage in classroom discussions and connect the text to real life situations (as cited in Barzani et al.,2021).

Collie and Slater (1987) described this as "*personal involvement*" with literature and on their part, they state, "engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system." (p. 7).

As for motivation through short stories, Vural (2013) experimental study demonstrated that the experimental group who used short stories achieved better results in final exams and

overall performances compared to the control group who used unabridged simplified texts. Concluding that the use of short stories enhances learning and serves as a highly motivational tool in second/ foreign language. For the same reason, Pratiwi et al. (2020) explored the role of short stories in enhancing motivation and contended that short stories were a good media to motivate students and improve their reading abilities. The results of the research indicated that the students' motivation and scores improved after using short stories in class.

In the Algerian context, Boureguig (2020) suggests using short stories in secondary education because they are engaging, concise and can be highly motivational for students. However, it is important to note that not all short stories are necessarily easy to understand. Hammadi et al. (2023) report that not all Algerian secondary school EFL teachers consider literary texts to be motivational tools and advocated for the use appropriate literary texts and methodologies to make the learning experience more exciting and motivational.

In the same vein, Yunus (2013) investigated EFL teachers' perspectives regarding the efficiency of visual aids as a motivational tool to enhance students' interest in reading literature. The researcher found out that visual aids (graphics, pictures, audio, video, illustrations and the like) are a less time-consuming strategy that increases students' motivation. Endorsing this idea, Sharma et al. (2021) contended that by utilizing nonverbal methods such as audiovisual aids like Power Point presentation with visual representations, teachers can engage students, facilitate their learning, and increase their motivation.

In his study, Kasami (2021) confirmed that the digital storytelling assignment provided a supportive environment for students with limited English proficiency and confidence, fostering a sense of ease.

A recent study by Rustia et al. (2023) echoes this, confirming again that English and literature educators demonstrate a high level of motivation in incorporating digital storytelling as a pedagogical approach within the context of teaching literature. This integration aims to

stimulate students' engagement in learning, while also enhancing their literary aptitude and proficiency in educational technology.

Other researchers explored the effectiveness of some teaching/learning strategies through the incorporation of literature. Avci (2019) and Rikha et al. (2021) proposed that literary circles as a strategy increase students' motivation and are worth trying. Collie and Slater (1987) proposed to use predictive writing as another strategy to motivate students after reading or listening to literary passage. For them, a teacher may request that students create a story, dialogue or letter based on the situation described in the first passage. The researchers further added that for students who are not as skilled, writing tasks should be simplified.

1.7.3 Linguistic Tool: Language Skills Through Literature

Engaging with EFL literature can significantly enhance students' language skills in listening, speaking, reading and writing. In this particular scenario, Povey (1972) claims that literary engagement is posited to foster comprehensive linguistic development across all skill domains. This enhancement stems from literature's capacity to augment learners' linguistic repertoire through exposure to a wide range of nuanced vocabulary application and intricate, precise syntactic structures.

Championing this idea, Brumfit and Carter (1986), Lazar (1993), and Babaeel and Yahya (2014) contends that by emphasizing grammar, vocabulary, and pronunciation, literature can aid in the development of reading, writing, listening and speaking skills.

In a similar line of inquiry, Khatib et al. (2011) persuasively assert that literature, for many scholars, is suitable for the development of the four macro skills because it is rich with numerous authentic samples of language. In order to generate much more praiseworthy outcomes and achieve communicative competence, these complementary skills should be integrated.

The exploration of different literary genres helps EFL students to develop a strong foundation in the four essential language skills, infusing their language learning journey with creativity, motivation, and a deeper appreciation for the English language. The following sections explain how literature helps in the development of four primary language skills, which are respectively: reading, writing, listening, and speaking.

1.7.3.1 Literature and Reading

Reading is undoubtedly one of those essential skills for learners to perform effectively in any academic context. In line with this, Babayan (2019) confirms that any language can be learnt by reading which in turn helps students to become proficient in all facets of the English language (as cited in Ali et al., 2022).

Correspondingly, Nutall (1996) believes that the most effective way to learn a language is whether to pay a visit to the foreign country and get in touch with its native speakers or to read that language extensively (cited in Ali et al., 2022). Generally, the second option is the most common among EFL learners. Bakla (2020) identifies intensive reading (henceforth IR) and extensive reading (hereafter ER) as two main strategies used by a substantial number of teachers to develop the reading proficiency.

Renandya (2016) believes that both strategies are equally effective for raising students' reading proficiency. However, most second language teachers prioritize IR in their teaching. To the best of the researcher's knowledge, for an IR lesson to run smoothly, the teachers should carefully consider the type of the text being used. Khatib et al. (2011) ascertain that literature is beneficial for both extensive and intensive reading.

1.7.3.1.1 Literature and Intensive Reading

Literary texts, when used for an intensive reading program, can generate praiseworthy outcomes. Before delving deeply to provide more insights about the benefits of EFL literature for an intensive reading program, it is safer to explain first what is meant by intensive reading.

As the name suggests, this type of reading involves carefully and thoroughly reading short texts in order to gain a deeper understanding. Bell (2001) clarifies that the main purpose of an intensive reading lesson is “to recycle and reinforce language items through intensive micro-linguistic analysis of the text” (p. 3). Brown (2000) calls this type of reading “narrow reading”. Several studies revealed that the benefits of using EFL literature for IR are plentiful. Rahimi (2014) for instance believes that short stories and poems are good opportunities for practicing IR with EFL students. Equally, Shazu (2014) consider poetry as a worth trying literary genre for IR and ER. In his exact words, he writes “poetry can provide good opportunities for extensive and intensive reading.” (p. 32).

IR is mainly devoted for language points and thus can be considered as a language lesson rather than a reading lesson. Khatib et al. (2011) through an insightful article under the title “*Why and Why not Literature: A Task-Based Approach to Teaching Literature*” demystified thoroughly how a task-based approach can be put into play by a teacher. These procedures are meant to achieve completely literary engagement and fit to be used in an intensive lesson.

Since IR is comprehensive in nature, it is widely used to promote reading comprehension skill. Students can practice skimming and scanning strategies while reading the literary text for comprehension. They identify themes, examine the characters’ motivations, evaluate the author’s attention and make connections with real-world situations. All these advantages make EFL literature a valuable resource for instructors if the students’ needs are taken into account. Brown (1989) explains that the current IR materials exhibit a misalignment with the requisite need and abilities of the students, thereby engendering pedagogical challenges. (as cited in Pratnyawati et al., 2022).

1.7.3.1.2 Literature and Extensive Reading

Extensive reading is based on the idea that reading is the most appropriate strategy for people who aim to develop their reading skill. Krashen in his book “*The Power of Reading*” puts that extensive reading falls under the category of Free Voluntary Reading (FVR) approaches, which are characterized by independent and voluntary reading. He further adds that Sustained Silent Reading (SSR) and Self-Selected Reading (SSR) are other examples of FVR.

A comprehensive definition of ER has also been suggested by Davis (1995) who wrote:

An extensive reading program is a supplementary class library scheme, attached to an English course, in which pupils are given the time, encouragement and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or marks. Thus, pupils are competing only against themselves, and it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. The watch words are quantity and variety, rather than quality, so that books are selected for their attractiveness and relevance to the pupils’ lives rather than for literary merit. (p. 329).

Bamford (2004) outline several key characteristics for a successful extensive reading program. These characteristics include:

- Utilizing reading material that is at an appropriate difficulty level;
- Providing a wide range of topics to choose from, allowing students to choose what they want to read as much as they can;
- Fostering a faster reading speed rather than a slower one;
- Emphasizing the purpose of reading for pleasure, information and general understanding;
- Facilitating individual and silent reading;
- Promoting reading as a rewarding activity in itself;

- Guiding and orienting learners through the reading process, and serving as a role model of a reader. (cited in Trung 2014).

Daskalovska et al. (2012) believe that “reading authentic literary texts outside the classroom is highly desirable for foreign language learners.” (1185). EFL literature can serve as one of the best authentic materials for an extensive reading program. Ghiabi (2014) examined the perceptions of 50 EFL Iranian college students on the use of novels for extensive reading. The findings indicated that there was a remarkable improvement in the learners’ confidence, attitudes and interest after reading the novel genre. Giving students a free hand to choose among a long list of short stories or novel titles will certainly empower them to take ownership of their learning process. This student-centered approach to literature not only enhances engagement but also promotes students’ autonomy and self-directed learning. Still teachers can offer guidance.

In line with this, Sinclair (1996) believes that pedagogical function of the teacher involves the progressive facilitation of students’ autonomy in the selection of English textual materials aligned with their individual preferences and intellectual curiosity. This role further encompasses the development of students’ competence in navigating and comprehending the linguistic features, discourse structures, stylistic nuances, formal conventions, and contextual frameworks inherent within these self- selected texts. (as cited in Daskalovska et al., 2012). On the other hand, students learn to cooperate with their peers if they take part in literary circles or engage in class discussions.

Choosing an appealing and an engaging literary work for extensive reading provides many opportunities for students to expand their vocabulary. Pigada and Schmitt (2006), in their case study on vocabulary acquisition through extensive reading, found out that reading extensively in the target language not only improves grammar and spelling, but also enhances

understanding of vocabulary meaning.

Abdu Hameed et al. (2023), in a recent experimental study with EFL students who have been studying English for at least six years, discovered out that the use of Children Literature as an extra-curricular and supplementary extensive reading material was highly motivational and effective which in turn led students to voice positive attitudes towards Children Literature.

Khatib et al. (2011) are on the same page and add that extensive engagement with reading materials is posited to yield a dual benefit for students: an accelerated rate of reading and the cultivation of inferential skills for deducing meaning within textual contexts.

Despite the reported benefits, very few learners seem to engage in ER today. The lack of practice in reading is a reality that teachers of literature must confront. Day et al. (1998) argue that ER is still a less travelled area due to a specific set of persistent challenges. (as cited in Ali et al., 2022). Similarly, the present study strives to uncover realities surrounding the use of EFL literature for extensive reading in the Algerian context.

Some of the ER challenges according to Brown (2009) are the financial implications associated with acquiring a substantial collection of reading materials, the temporal constraints faced by both teachers and students in dedicating sufficient time to reading, the complexities involved in systematically monitoring students' reading progress and comprehension, the logistical demands of organizing and maintain a diverse library of books, and the persistent difficulty of cultivating and sustaining student engagement with reading tasks. (as cited in Ali et al., 2022). By addressing these challenges, teachers can harness the potential of ER to promote language learning outcomes and foster a lifelong love for reading among EFL students. To bridge the gap, the researcher in the current study supports the claim that blended IR and ER approach is very effective in EFL classrooms. An ideal reading program would combine both approaches.

1.7.3.2 Literature and Writing

In most schools, the students' performance is assessed via writing tasks. Algeria also employs a written assessment method to evaluate students' performance. Writing thus becomes an essential skill for students. The first approach for effective writing is to have a plethora of words. Without vocabulary, students will be unable to express themselves or develop a good writing style. In fact, good readers are good writers. Thus, the more students read, the better their writings will be. Incorporating literature into EFL classrooms can be a valuable approach for enhancing writing abilities. Stern (2001) believes that literature can be a rich and inspiring source for writing.

In the same vein, Hismanoglo (2005) maintains, "literature can be a powerful and motivating source for writing in EFL/ESL, both as a model and a subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization and/or style." (p. 57).

Although some instructors may oppose the use of literature to enhance the students' writing skill, most of them acknowledge that engaging in reading literary works (poems, novels, short stories or plays) helps to increase vocabulary acquisition, gain a deeper understanding of different writing styles, expressions, sentence structure and punctuation. Learners with high linguistic intelligence can easily internalize the rules and imitate the writing style of literary works to produce writings that are more creative. In this context, Nation (2009) suggests that in order for a teacher to promote his students' writing skills, he "has to get them to work on writing tasks that will take them beyond their present level of proficiency." (p.95). This is in line with Krashen's (1981) Input Theory which states that acquisition or learning occurs when the learners understand language slightly beyond their current level of knowledge or competence.

In her study, Kounj (2014) explored the way poems promote language learners' creative writing. The findings demonstrated that three stage writing model (presentation, exploration and follow up) is very effective to promote students' creative writing of personal poems. This implies that writing necessitates a well-structured technique of presenting concepts in an orderly and planned manner (Hosseini et al., 2013 cited in Firman, 2022).

In a similar fashion, Oster (1989) states that literature helps students to write more creatively. Maley (2009) outlines the various advantages associated with creative writing and suggests that creative writing contributes to the development of language skills across different aspects, including grammar, vocabulary, phonology and discourse (cited in Bouzar, 2021). Murdoch (2002) and Pardede (2011) on their part contend that short story is so beneficial in teaching and learning different activities including writing.

According to Hassab et al. (2021), Sudanese secondary school teachers value the significance of enhancing creative writing skills and recommend to expose students to literature to develop a creative writing skill. (cited in Saeed Adam, 2015).

Indeed, short stories are suitable pedagogical tools that can be used for writing tasks as the task of rewriting another end to a particular story.

Hismanoglo (2005) differentiated between three distinctive types of writing based on literature as a model.

- a) Controlled Writing: as rewriting passages or practicing some grammatical structures.
- b) Guided Writing: as its name suggests, through this type of writing, students are guided and assisted with questions to be able to write.
- c) Reproducing the Model: In this type of writing, students can paraphrase, summarize or adapt the literary text.

1.7.3.3 Literature and Listening

Listening to bedtime stories is a timeless tradition that has shaped individuals' listening skills from a young age. As children, they would eagerly gather around their parents skillfully weaved tales of adventure and wonder. Not only did this practice encourage imagination to flourish, but it also honed the ability to actively listen and absorb the details of the story. Indeed, literature can be a valuable tool for enhancing the students' listening skill. This is because literary texts often contain a rich variety of vocabulary and grammar. When students listen to literary texts, they do not only improve their listening comprehension but they enhance their overall language proficiency as well. Mckay (2014) states that when students actively listen to their teacher reading literary texts aloud or utilizing audio recordings on digital platforms, they have the opportunity to enhance their listening skills. (as cited in Okyar 2021).

Integrating the realms of literature and technology, by using audiobooks will certainly generate praiseworthy outcomes if the literary work meets the students' level and needs. According to Hismanoglo (2005), utilizing ICT to have students engage in shared reading aloud of literature in the classroom is beneficial for enhancing their listening skills. Okyar (2021) believes that when students listen to audio recordings of a literary text, they can focus on various aspects such as pronunciation, intonation, linking, stress and emotional tone.

In a more confident tone, Hoag (1996) argues that engaging with literature cultivates in students an enhanced sensitivity to the aesthetic qualities of language, encompassing its rhythmic and sonic dimensions. Furthermore, the act of listening to literature fosters the capacity for mental imagery, enabling students to construct vivid representations of characters, settings, affective states, and narrative contexts.

1.7.3.4 Literature and Speaking

Speaking proficiency, despite its significance, is often undervalued in many EFL/ESL classrooms. Bygate (1987) explains that speaking is the vehicle ‘par excellence’ of social solidarity, of social making, of professional achievement and of business. “Yet, speaking is in many ways an undervalued skill” (p. 3) which deserves attention.

Incorporating EFL literature can serve as a valuable tool for stimulating speaking. Indeed, authentic novels or short stories that explore captivating themes and subjects have the potential to enhance students’ speaking abilities. Considering this perspective, Collie and Slater (1987) reported that literary texts constitute a salient stimulus for oral discourse, owing to their inherent semantic density which engenders a multiplicity of interpretive possibilities through imaginative engagement and dialogic exchange. (cited in Rabb Khan, 2018).

Similarly, Lazar (1993) states that the use of literary texts for classroom discussions and group work can easily foster students’ speaking skill. Following the same drift, Maley and Moulding (1985) contend that a judicious selection of poetic texts holds the potential to unveil universally resonant themes, transcending cultural specificities. Consequently, such texts can serve as a potent catalyst for students’ introspective processes, thereby fostering more sophisticated and productive dialogic exchange within group settings. Naji et al. (2019) in this regard, proposes to use two types of speaking activities which are: “Reading aloud” (sometimes called “choral speaking”) and “digital remixing” which mixes music or images with the literary text to motivate students. (cited in Okyar, 2021).

In like manner, Sage (1987) believes that literary texts pave the way for students to share thoughts, express their opinions, judgements and beliefs regarding the text and thus they improve their speaking abilities. (Okyar, 2021). In the same vein, Sheikheldin et al. (2016) throughout their study on “*The role of teaching literature in developing the oral skills of secondary school students*” in Sudan contend that literature plays a vital role in enhancing the

students' speaking skill. However, one should admit that the study lacks compelling evidence, substantive proof as well as statistical data. On the other hand, Ompusunggu (2018) study on the effectiveness of short story use on students' speaking skill development was meticulously detailed, encompassing a comprehensive analysis that yielded robust evidence. The researcher made use of pre-test and post-test experimental design and SPSS to check reliability and thus, the data obtained regarding speaking skills can be deemed highly reliable.

1.7.4 Literature and Language Areas

The inclusion of EFL literature in language learning classrooms brings numerous benefits to learners in terms of language areas (vocabulary, grammar and pronunciation). Povey (1972) opines that one of the most prominent reasons for incorporating literature in the EFL classroom is undoubtedly its contribution to expanding and enriching the learners' knowledge of vocabulary and syntax. By the same token, Abbas Hussein et al. (2022) argue that the utilization of literary texts presents a significant avenue for the enhancement of students' lexical competence. The more students read, the more words they will encounter and learn. As they come across new words in different contexts, their vocabulary repertoire will expand and their grammar knowledge will be reinforced. Students with high level of linguistic intelligence will be able to internalize grammar rules more naturally as they encounter them in the literature they read. Literature makes grammar in context and thus helps teachers to deal with grammar points in meaningful contexts, not in isolated sentences. In this context, Littlewood (1984) states that while the primary pedagogical value of such texts has historically been associated with the cultivation of reading proficiency, their potential extends to the facilitation of explicit grammatical instruction and the illustration of diverse linguistic registers.

Other scholars believe that literature can refine students' pronunciation. Robertson (2009) argues that reading poetry aloud is a great way for learners to practice pronunciation and fluency. Similarly, Reilly (2012) highlights the impact of implementing poetry on

pronunciation in second language teaching.

1.7.5 Literature and Critical Thinking

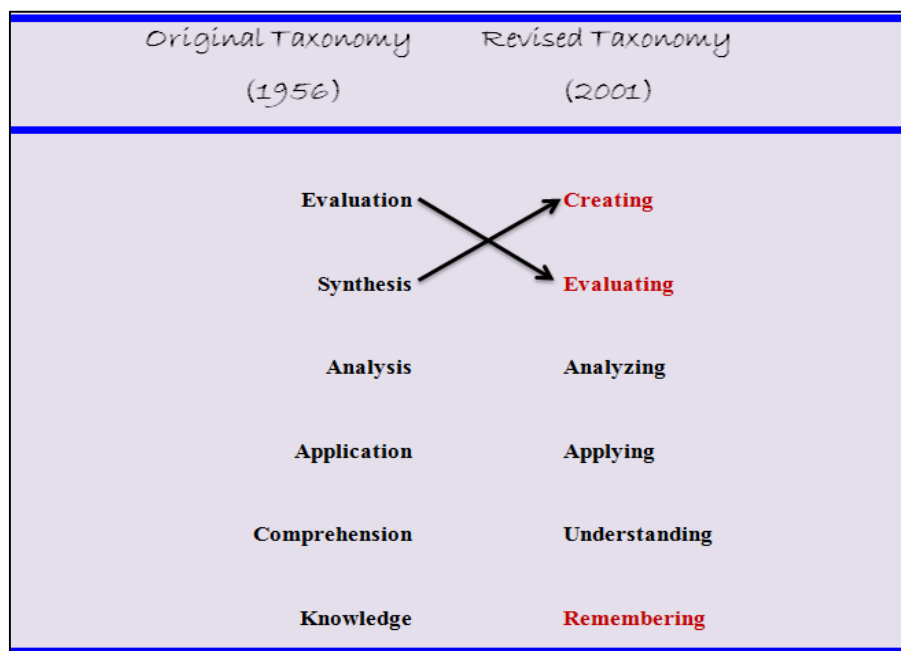
Critical thinking is considered the cornerstone of modern education as it contributes to preparing students to be effective individuals, who are able to cope with different situations and solve problems. One of the avenues through which students' critical thinking can be enhanced in EFL classes is reading comprehension section. Of all reading materials, literature is viewed as the most effective type that boosts students' interpretive abilities. Lazar (1993) argues that "literature is particularly good source for developing students' abilities to infer meaning and to make interpretations." (p.19). Langer (1997) echoes this view and posits, "literature permits students to reflect on their lives, learning, and language. Literature can open horizons of possibility, allowing students to question, interpret, connect and explore." (p.607).

In his taxonomy of cognitive domain of learning, Bloom (1956) mentions six levels of learning. The classification was later readjusted by Anderson in 2001 (see figure 1.2). Instructors can promote lower order thinking skills (LOTs) with beginners using a short story or a poem by asking students to recall information or restate the characters' names, as they might ask them to compare characters or exhibit their language comprehension proficiency through resolution of problems in literary texts. (Sultan et al., 2018). Higher order thinking skills (HOTs) might be promoted in later stages by asking learners to analyze events, synthesize or evaluate the reading text and make judgements.

While creativity, as higher order thinking skill, encourages the development of original ideas and imaginative works, many educators continue to prioritize the memorization of linguistic elements within the curriculum to prepare students for standardized examinations. Baghoussi (2021) argues that many Algerian secondary school teachers avoid using critical thinking strategies, as it is time consuming and may prevent them from completing the extensive English programs within the given period.

Figure 1.2

Representation of Bloom's Taxonomy of the Cognitive Domain



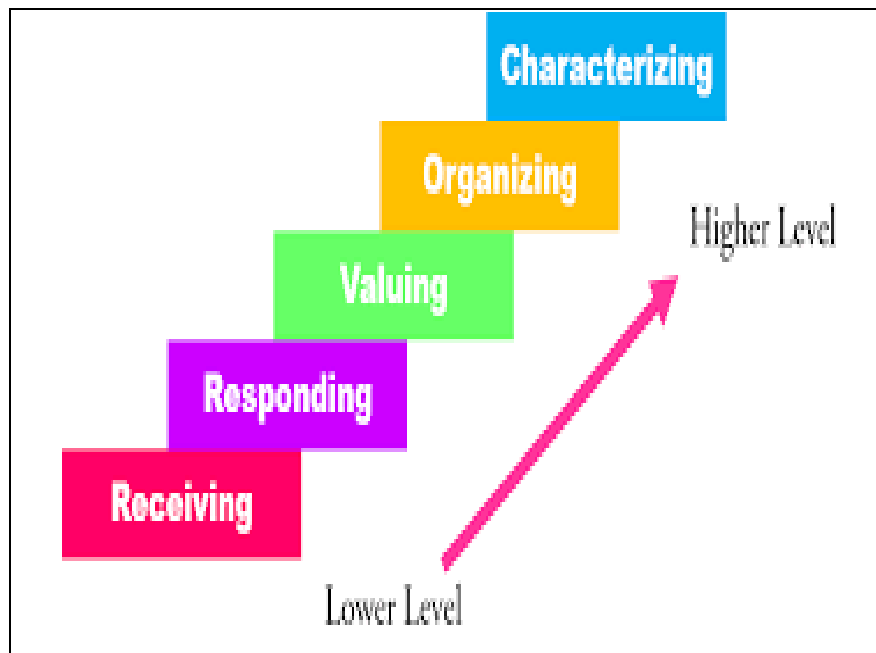
Note. Representation of Bloom's Taxonomy of the Cognitive Domain (1956)

(Sideeg, 2016)

Inspired by this, the researcher suggests that rather than emphasizing cognitive learning objectives when incorporating literature into the EFL classroom, instructors should think of ways to include affective objectives too. Krathwohl's learning objectives in the affective domain (see figure 1.3) should thus be reconsidered. The researcher explains how these two levels can be blended to teach EFL literature in the secondary school through the suggestions made in chapter four.

Figure 1.3

Representation of Krathwohl's Taxonomy of the Affective Domain



Note. Representation of Krathwohl's Taxonomy of the Affective Domain (1964)

1.7.6 Literature and Emotional Intelligence

Engaging with EFL literature can greatly improve students' emotional intelligence. By immersing themselves in literature, students come into contact with a large number of characters with different emotions, experiences and various feelings, helping them gain a deeper understanding of their personal emotions as well as others' emotions, developing a sense of respect to the other, empathy and tolerance. In this context, Ghosn (1998) argues, "high quality literature would seem to have the potential to provide, albeit vicariously, the much-needed experiences that will promote emotional intelligence." To the researcher's knowledge, incorporating teaching contents related to emotional aspects can be highly engaging for teenagers and may even help them to navigate their own feelings in real life.

1.7.7 Literature and Affective Engagement

Literature can be used for affective learning goals in a language teaching classroom as literature basically deals with human feelings and emotions. Engaging students affectively through literature involves tapping into their emotions and values, fostering a deep, personal connection to the texts they read. This can significantly increase their motivation and enjoyment of literature.

Using literature with affective learning goals in mind can lead to positive emotional responses, especially for students encountering literary texts for the first time. Introducing literature in this manner can potentially create profound and enduring impact, fostering a lifelong appreciation and passion for reading. This aligns with the idea that values formed in adolescence often persist into adulthood, suggesting that cultivating a positive value system towards reading at this stage can lead to a lifelong love of literature. Krathwohl (1964) argues that during the ontogenetic trajectory of individuals, particularly throughout the adolescent developmental stage, a framework of values is established that frequently exhibits temporal stability, persisting into adulthood.

1.7.8 Literature and Cultural Awareness

Learning a language without understanding its culture is tasteless. One way to integrate the cultural component into foreign language teaching is through literature. This idea has been brought into play by Lazar (1993) as she wrote, “literature can provide students with access to the culture of the people whose language they are studying”. (p.16). Kramsch (1993) echoed this view when he explained that through literature, students are provided with access to a vast array of historical frameworks, values and attitudes that constitute a certain community’s cultural memory. However, much exposure to foreign culture through literature might lead to alienation. Holly (1990) posits that overexposure to target cultures, especially western culture, leads the learners to be alienated from their native culture.

Bellit (2023), in a very insightful conference paper entitled “*The Place of Translated Local Literature in the Algerian Secondary School English Textbooks*” found that the literary content of the three secondary school English textbooks support the teaching of other cultures than the learners’ native culture. Accordingly, the study suggests to incorporate more translated local literature in order to strengthen the learners’ cultural and national identities.

1.7 Critiques of Teaching Literature

The value of literature has not always been recognized. In fact, some adversaries sound various critiques of teaching literature. In what follows is a detailed account on the counterarguments against incorporating literature in the foreign language classroom.

1.8.1 Language Complexity

The majority of scholars support using literary texts in the language class, while they list the linguistic challenges on top of the opposing arguments. Parkinson and Thomas (2000) consider difficult and odd language of literary texts as a unique challenge for readers, mainly EFL learners. By the same token, Bobkina and Dominguez (2014) state that “the most common problem is language itself, more specifically, syntax and vocabulary. Literary vocabulary and grammatical structures are often considered to be too complicated, making reading a highly demanding activity.” (p. 251).

Savvidou (2004) believes that both poetry and prose can creatively manipulate language by altering grammar and vocabulary to emphasize orthographic or phonological features of the language. Other scholars see the problem of language difficulty from another angle, which is the students’ low proficiency.

In this context, Isikli et al. (2017) conducted a study on the problems of English literature teaching to EFL secondary school students in Turkey with focus on language proficiency. The researchers highlighted the pressing need to revise the English literature curriculum, with a focus on accommodating students’ actual proficiency levels and placing

greater emphasis on developing linguistic competence.

As a solution to this, some scholars suggested the technique of “simplification” or elaboration to make the literary texts more accessible for low level learners. As its name suggests, simplification involves making complex or difficult text less dense and more digestible for readers. It typically involves simplifying sentence structure, vocabulary and overall language complexity, and sometimes deleting complex parts without compromising the core message or theme of the original text. In this context, Daskalos and Ling (2006, p.11) argue that a large number of textbooks use authentic texts that “may be subject to a certain level of adaptation”. (as cited in Covarino, 2019).

Scholars who advocate against the adaptation of literary texts offer several arguments. Grellet (1981), Johnson (1982), Clarke (1989), and Willis (1996), for example, argue that adapting literary texts may render the task of reading somewhat challenging by reducing the number of linguistic and extralinguistic cues (as cited in Gilmore, 2007). By the same token, Crossley et al. (2007) assert that “the removal of complex linguistic forms in favor of more simplified and frequent forms (...) inevitably denies learners the opportunity to learn natural forms of language.” (as cited in Covarino, 2017, p. 16).

Arguments against text modification is also supported by empirical evidence. A prominent study supporting arguments against text modification is that of Allen et al. (1988), who argue that despite teachers’ negative perspectives on authentic texts, EFL secondary school students demonstrated higher achievement with authentic texts compared to modified texts (Gilmore, 2007). Throughout the analysis of the selected literary texts in chapter 3, this technique has been scrutinized to determine whether these texts have been simplified and adapted.

Day and Bamford (1998) suggest to use children’s literature and young adult literature as they are written in a natural way that is understandable for their target audience. This

alternative suggested by Day and Bamford constitutes the basis of chapter four in the present study.

1.8.2 Cultural Load

Cultural references, idiomatic expressions, undesirable cultural connotations, and historical contexts embedded in literary texts may pose difficulties for EFL learners to understand texts and get fully engaged with them. This may be the case with non-contemporary literature.

McKay (1982) argues “to the extent that literary texts reflect a particular cultural perspective, they may be difficult for ESL students to read.” (p.531). McKay is with the opinion that literary texts are often culturally charged since they contain unfamiliar concepts and cultural references that may be distant from the students’ L1 culture. However, he does not deny its contribution to the students’ intercultural understanding and cultural tolerance. In the same vein, Collie and Slater (1987) explicate that literary texts may be challenging for learners when perceived as embodying unwelcome cultural referents and connotation.

Correspondingly, Parkinson and Thomas (2000) contend that literary texts can be historically, geographically, socially and in terms of life experiences remote from learners but still can be effective and enjoyable for EFL learners. They proceeded to say “we do not suggest, of course, that we can never enjoy stories from outside our own world.” (p. 11).

Different scholars suggest different solutions for using literature despite its cultural density. Tomlinson (2001) for instance proposes the idea of synchronizing the books and tailoring them to fit L1 topics and themes while Irem et al. (2022) suggest that by embracing hybridity in literature, instructors can introduce students from different cultures and backgrounds to diverse literary works. When non- western writers employ hybridity, they blend their own culture with western influences, making by this their works more accessible to the readers by embracing both cultures in a harmonious way. Alptekin (2006) on his part believes

that to overcome cultural barriers, nativization of literary elements makes texts more familiar to students. Carter and Long (1991) assert that to overcome this challenge, teachers should select appropriate texts for an appropriate group of students. (as cited in Khatib et al., 2011).

1.8.3 The Issue of Text Selection

Another counterargument against literature stems from the difficulty of selecting appropriate texts. Indeed, it is too challenging for a teacher to come up with a suitable text that would fit the great majority of learners who come to class with various abilities, tastes and interests. Some instructors consider the task of looking for another literary text as time consuming and they rather prefer to keep the same texts on textbooks even if they neither meet with the students' levels nor interests and tastes.

The choice of literary texts is typically made by material writers and curriculum designers. However, the preferences of these individuals may not align with the preferences of the students and their teachers. Additionally, they do not always succeed in selecting engaging and suitable texts for all learners. Collie and Slater (1987) suggest to let students decide for themselves through sharing their choices and interests in questionnaires. In their exact words they argue "it is therefore well worth the time spent in trying to achieve a good match between a particular group of learners and the literary work they will be asked to read. Questionnaires on tastes and interests can be useful." (p.07).

Indeed, students' tastes and personal interests play a crucial role in the process of text selection. However, a number of other criteria should be taken into consideration by the teachers as well. In what follows a brief summary of these criteria that are necessary for text selection.

1.8 Criteria For Text Selection

Shifting the focus from debating the use of literature in foreign language classroom to the importance of text selection has been highlighted by many scholars. McKay (1982) opines that “success in using literature greatly depends upon a selection of text that (...).” (p. 536). Criteria for literature selection generally involves two aspects: students and the text itself (see Lazar’s criteria in table 1). Some of these criteria were born in mind in the qualitative analysis of the selected texts in chapter 3.

Table 1.1

Text Selection Criteria

Criteria	Significance
The students’ age	The age of the learners should be considered: they should not be too young or too old to enjoy the text.
Intellectual maturity of students	Intellectual maturity is also a significant factor that should be taken into account, as students should not be too immature to understand the text or too mature/developed intellectually to find the text challenging enough.
Emotional understanding of students	Emotional understanding of the students is also significant as they can be either too immature to relate to the text or too developed to find the text engaging.
Linguistic proficiency of students	Their linguistic level affects motivation as their linguistic proficiency could be too advanced to find the text challenging or their level may be too elementary to cope with the text.
Literary background of students	Their previous experience with literature might be too well-developed to find the text challenging or it could be insufficient to find the text engaging.
Students’ interests/hobbies	Students’ interests and hobbies might be far removed from themes/content of the text to find the text engaging, or vice versa-close enough to be engaged in it.
Students’ cultural background	Students’ cultural background might be too remote from the text to help comprehension or close enough to the text for easy comprehension.

Note. Text Selection Criteria (Adapted from Lazar (1993, p. 19)

1.9.1 Students' Age

The fact that the student's age greatly affects his learning has been highlighted by many scholars and psychologists. In FL/SL learning, Collie (1988) argues that successful language acquisition depends on the learner's age. Lenneberg (1967) encompasses this idea in writing that language acquisition in post-adolescent period is quite difficult due to some biological factors. Seen from another angle, student's age also relates to the teaching materials being used by their teachers. Hence, teachers ought to select materials and texts that are appropriate for the students' age group.

1.9.2 Students' Interest

It is widely recognized that since the 1990s, there has been a growing interest in incorporating psychological elements into education. This development stemmed from the adoption of Communicative Language Teaching (CLT), which emphasized the importance of considering students' needs, interests, and motivations to facilitate successful learning. Educators, therefore, must engage students actively and promote learner autonomy by ensuring that curricular content aligns with their needs and interests. Students perceive classroom activities as relevant when they can connect them to real-world experiences. Literature teachers are required to select literary texts that are contemporary and resonate with students' preferences. Considering learners' interest is essential for fostering a conducive learning environment that promotes enjoyment and academic success. According to Duff and Maley (1990), texts that are perceived as engaging are those that connect to immediate tasks, are easily accessible and, and incorporate vivid photographs and illustrations. texts that are connected to the tasks at hand, easily accessible to students and incorporate vivid photographs and illustrations.

When students are genuinely interested in the books or the texts they are reading, they are more likely to be engaged and actively participate in the classroom discussions. This idea

has been brought into play by Hidi (2001) who asserts that “interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning” (p.196). Moreover, when students have a say in the selection process, their ownership and investment in their education are heightened. In this context, Lima (2010) states that “as far as possible, let your students choose the text they want to read” (p.111). Following the same drift, Collie and Slater (1987) state that “the criteria of suitability clearly depend ultimately on each particular group of students, their needs, interests, cultural background and language level.” (p. 6).

1.9.3 Students’ Linguistic Proficiency

Generally speaking, language aptitude plays a fundamental role in FL/SL learning. Language aptitude has been defined by Lightbown and Spada (2006) as a combination of four factors: (1): the ability to identify new sounds, (2): the ability to understand the functions of words in sentence. (4) the ability to deduce grammatical rules from language samples. (4): the ability to memorize new words. Given this multifaceted nature of language aptitude and its significance in foreign language teaching, it becomes quite clear that such a foundation directly influences the proficiency necessary for comprehending literature in an EFL context.

There is no denying the fact that language proficiency of students is a significant criterion when it comes to introducing literature in an EFL context. Kapinja (as cited in Mwape,1984) conducted a study in which she reported her students’ anxiety when learning literature due to their insufficient command of English language. Accordingly, the researcher suggests setting the mastery of English language itself as a condition to the study of English literature.

Following the same drift, Nation (2006) opines that a good reading passage should include around 95 % to 98% of familiar vocabulary. Collie and Slater (1987) echo the thought by arguing that it is much better to select literary works that are not too much above the students’

normal reading proficiency. Conversely, Lima (2010) puts that the language of a text must not be too easy in order to challenge and motivate the learners.

Championing this idea, Lazar (1993) suggests that it is still possible to use a literary text with difficult vocabulary if a teacher complements this with a corresponding film. In her exact words, she wrote “even if the language of the text is extremely difficult, will students be motivated by other factors to study the text (e.g. students often enjoy studying a difficult short story if there is a film based on it which they also enjoyed”. Mwape (1984) posits that less proficient L2 learners may derive greater benefit from literary engagement compared to their more proficient counterparts. It can be argued that if students possess a clear comprehension of the exact definitions within a literary work, they will be able to navigate the complex themes, nuances and symbols woven throughout the text with greater ease and insight. Therefore, it becomes imperative for educators to demonstrate their skillfulness in selecting texts that are suitable and apt for students’ linguistic level.

1.9.4 Students’ Literary Background

The criterion of selecting EFL literary texts that are to the students’ literary background is so significant. Plainly enough, if the learners have little or no prior experience in reading literature in the target language, their outcomes may not be successful as they lack the essential skills to handle the complexities of literary discourse.

Considering this perspective, Lazar (1993) argues that “when choosing texts to use with students, therefore, we should look not only at the grading of the language in the text, but at its specific literary qualities and whether our students can navigate their own way through these.” In fact, students may possess linguistic competence which allows them to understand the meaning of each individual word on the page but may not be able to make sense of the literary meanings behind the text. Evidently enough, some texts seem linguistically appropriate, but hard to be literarily interpreted. In this particular scenario, Lazar discusses Ernest Hemingway’s

writings, which are characterized by a seemingly strait forward language that conceals deeper literary interpretations that may not be readily apparent. Lazar adds that sometimes even if students are familiar with some literature in their first language, they will remain unable to make sense of the literary meanings of the text.

1.9.5 Students' Cultural Background

It is widely acknowledged that learning a language without understanding its culture is tasteless. Therefore, culture plays a significant role in language classes particularly when selecting EFL literary texts. The criterion of students' cultural background becomes crucial in this process. To this, Lazar (1993) posits that "the students' cultural background and their social and political expectations will help or hinder their understanding of a text." (p. 45). By choosing literary texts that reflect the students' cultural experiences, educators can foster a stronger connection between texts and students. Ali (1994) who shares this perspective, argues that when reading literary texts which are culturally familiar to the students, past experiences, prior knowledge, social and cultural assumptions and surrounding circumstances significantly influence the interpretation of the text. (as cited in Mussa et al.,2020). Puspitasari (2016) opines that unfamiliar cultural concepts contribute to raising students' cultural awareness if they are pre-taught and explained to the students via background information relevant for the text.

Conversely, when students are exposed to culturally remote literature, they may rely too much on their teacher 's interpretations instead of actively constructing their own knowledge. Within this framework, Lazar argues that even texts that are remote in time and place may still have appeal for students if they touch on themes that are relevant to them. In this sense, it would also be significant to choose literary texts that are written by ESL/EFL writers or select contemporary literary texts that are easy to relate to the learners' personal experiences.

1.10 EFL Literature in Textbooks

In most foreign language curricula, the textbook is considered the only reference for both students and their instructors. Many novice teachers rely heavily on the cultural content provided in textbooks to compensate for their lack of knowledge and unfamiliarity with the target culture. More experienced teachers as well consider the textbook as a reliable source of information whose truth value often goes unquestioned because of time constraints. Skela (2014) argues that some EFL textbooks contain literary texts that are usually chosen to illustrate themes or values of the culture, as well as for their specific literary quality. In this context, literature is broadly defined to encompass popular fiction, folklore, folktales, ballads, nursery rhymes, children's literature, and other works that shed light on the thoughts and life experience of the culture.

The author even suggests that if the textbook does not provide literary texts, teachers have the option to supplement it with resource books, readers, or anthologies that are designed to complement the course or syllabus requirements. However, incorporating literature in the classroom through supplementation requires additional effort and time from the part of the teachers.

These findings are similar to Shrouf and Dwaik (2013) who analysed the series of English for Palestine and concluded that literature is underrepresented in the secondary school textbooks, with only nine poems, one short story, one novel excerpt and one play. Teranishi (2015) on his part looked at the presence of literature across 28 textbooks in Japan. The researcher found out that only 12.3% of the textbooks use literary texts, which are very often treated as optional reading to be pursued during students' free time. In the same vein, Tomlinson et al. (2001) posits that most current textbooks rarely make use of literary texts, when they do include literature, the approach tends to follow a traditional pattern: learners are expected to carefully read the text and answer the comprehension questions.

In the Algerian context, Bourguig (2019) analysed the Algerian secondary education first year English textbook in respect to literature credit and concluded that the literary component presents only 20% of the whole content, which implies that Algerian policy makers and curriculum designers have not yet recognized the value of the literary component in the teaching of English. Furthermore, the researcher argues that the selection of the literary texts is not haphazard, but rather based on specific criteria. The reason for choosing certain literary texts is the use of simple and accessible vocabulary, allowing learners at this level to easily understand the content and be encouraged to engage with the teacher in discussions about the text. In another study entitled “*Short Story: A Literary Text for EFL Teaching Algerian English Textbook. (year one of secondary education)*”, Bourguig (2020) puts that short stories are the most suitable literary genres for secondary school students and thus it is urgent to revise the reformist program to restore the status of short stories in the foreign language syllabi. The researcher of the present study agrees with Bourguig and calls for rethinking the place of all literary genres within the curriculum rather than only the short story genre.

Toubeida (2022) on his part confirms that literature content represents only 20% of the first-year textbook and is all compressed in one single unit entitled “*Once Upon a Time*”. He adds that the interviewed teachers in his study emphasize that the literary texts on this textbook are beyond the learners’ level and interest. Following the same drift, El Hag Abdellah et al. (2019), through assessing the suitability of literary texts at Sudanese basic schools, found out that the selection of the literature books does not meet the students’ needs, their language competence, age, and culture. Accordingly, the study recommends to consider the pupils’ needs and requirements when selecting reading texts. Al Faki (2014) in another study contends that the literature textbooks assigned to the Sudanese Secondary School students do not meet the students’ needs, L2 language competence, age, culture, literary background and therefore recommends to take all these factors into consideration when selecting literary texts to be used

with secondary school students.

In like manner, the current study seeks to assess the suitability of the literary content in Algerian secondary school textbooks. Success in selecting appropriate literary texts to be included in textbooks not only captivates students, but also fosters comfort and positivity among their teachers.

By engaging both students and teachers with relevant texts, a positive outlook will be created not just towards those specific texts, but also towards literature as a whole.

1.11 Perceptions of EFL Literature among Secondary School Teachers

It is widely accepted now that perceptions play a crucial role in the teaching/ learning process. Of all perceptions, teachers' perceptions tend to hold the most prominent place as these individuals are seen as the most vital contributing elements to the successful implementation of any school curriculum. In this context, Alsubaie (2016) puts that "without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort." (p.106).

The teachers' positive views tend to affect their students' learning and even facilitate it. Stated differently, perceptions are contagious. Therefore, if instructors hold a positive view towards a certain topic, they are more likely to transmit this to their students. Conversely, when teachers perceive something as negative, they will transmit the thought to their students. From the perspective of Parkinson and Thomas (2000), "when one perceives something as a problem the thought becomes the fact." (p. 11).

Conversely, if instructors perceive the integration of EFL literature positively, they are more likely to convince students of its effectiveness and benefits. The value of the literary component thus lies on the way instructors perceive it.

In the Algerian context, Guerroudj (2015) examined the perspectives of 43 secondary

school teachers towards the literary works in textbooks. She concluded that many teachers see the introduction of EFL literature at the secondary school level as inappropriate and less motivating despite being aware of its importance and its place in learning English as a foreign language. In like manner, the researcher in the current study strives to examine Algerian secondary school teachers' opinions towards literature, with a sample which can be considered quite representative with regard to the number of teachers who participated in the investigation.

Toubeida (2022) on his part interviewed ten Algerian secondary school teachers who contended that the literature-based unit "*Once Upon a Time*" included in the first year English coursebook is subject to slimming down and omission since it is the last unit to be taught. However, it should be noted that this unit started to be taught as the second unit in the literary classes starting from the school year 2021/2022 (this is illustrated in appendix 2 on page 242) following the unit under the title "*Getting Through*", which indicates that literature is though given some kind of presumed value.

Similarly, Alfahal (2021) investigated the views of 30 EFL Sudanese secondary school teachers about using literature in EFL classrooms. The study revealed that the use of literature contributes greatly to enhancing the students' linguistic competence and urges teachers to raise the students' awareness about the importance of literature in improving their linguistic competence.

1.12 Conclusion

The present chapter has meticulously uncovered the critical dimensions and prevailing insights pertinent to the integration of EFL literature in an EFL context. It has become increasingly noticeable that there exists a substantial gap in the body of international research regarding the use of EFL literature in the secondary school level. Nationally, this paucity of data is even more pronounced, with only a limited number of studies attempting to explore the use of EFL literature in the first-year secondary school (SE1). Browsing the literature related to the use of EFL literature with non-native speakers has not only highlighted the significance of EFL literature in teaching but has also underscored the pressing requirement for empirical research to address contextual variations and intricate details that remain terra incognita. Henceforth, methodologically sound research initiatives are imperative to drive understanding of the use of EFL literature in the Algerian secondary school education to new frontiers, shape policy and inform practice through the selection of appropriate literature.

The subsequent chapter presents the research design and methodology, encompassing research paradigm, participant selection, data collection, and analytical methods.

Chapter Two

Research Design and

Methodology

2.1 Introduction

This chapter focuses on the research methodology, including the different procedures and research instruments used to collect the required data. It starts by discussing the research design through identifying the research aims and research questions that guide the current study. It further justifies the choice of the research philosophy (i.e. the interpretive research paradigm) within which the study is situated. The chapter then provides information about the research type which in turn guides the selection of instruments, the participants involved in data collection, the sampling strategy, and the data collection method.

2.2 Research Design

Simply put, a “research design” refers to the overall plan or strategy that guides the researcher throughout his journey to answer a specific question or set of questions. It outlines the study’s structure, the type of research, the data collection methods (quantitative, qualitative or a combination of both), the sampling strategy (probability or non- probability) and the time horizon (cross-sectional or longitudinal). Within this part, the research project’s objectives and the formulation of its research questions are discussed. Then, the project’s position within a research paradigm is elaborated, with a justification for choosing the interpretive perspective.

2.2.1 Research Aims and Research Questions

The overall aim of this research project is to examine both the status and quality of the literary component in English language education within Algerian secondary schools as reflected in the textbook. Notably, few studies have explored the significance of EFL literature in Algerian secondary education. Additionally, most of these studies have been conducted by researchers who are not directly involved in secondary school teaching, making them external to the context or, in other words, outsiders.

In this project, the researcher was more interested in the interpretation of the literary oriented texts found in the textbooks with which she is quite familiar as a secondary school

teacher. With this objective in mind, she opted for both qualitative and quantitative inquiry.

To better assess the quality of literary texts and the extent to which they align with students' interests and language proficiency, teachers' perceptions were also examined. This approach allowed for cross-validation of the data and a deeper understanding of the realities surrounding the use of literature in Algerian EFL secondary school classrooms. Accordingly, the following research questions were formulated to explore the integration of EFL literature in Algerian secondary education:

Q1: What status does the literary component of the English language hold in the Algerian secondary education?

Q2: To what extent do the literary oriented texts on the current syllabuses meet the students' language aptitudes and interests?

Q3: What are the learning objectives of the tasks accompanying the literary texts on the textbooks?

Q4: What perspectives do the teachers hold towards integrating EFL literature component in the secondary school education?

Q5: How do EFL inspectors perceive the integration of EFL literature in the secondary school education?

It is common knowledge that developing a well-defined research question is essential for initiating a successful research endeavor, typically established at the beginning of the project. As such, a good research question serves as a compass that guides researchers, especially beginners throughout the research journey and helps them structure the entire research design, influencing the selection of appropriate research methods and data collection techniques. This idea has been brought into play by Agee (2009) and Lipowski (2008) who believe that well-crafted research questions result in high-quality research. Price et al. (2015) echo this view and put that "good research must begin with a good research question, yet

coming up with good research questions is something that novice researcher often find difficult and stressful” (p.31). In clinical domain, a FINER (F: feasible, I: interesting, N: novel, E: ethical, R: relevant) framework has been suggested by Cunning et al. (2007) and later adapted by Fandino (2019) to guide novice researchers.

In fact, formulating specific research questions and setting clear objectives have assisted the researcher in deciding upon the research paradigm, and accordingly the research instruments, the participants, and the data collection methods. This is in line with Richards (2003) who posits that “no researcher begins a project by deciding on a paradigm and working things out from this at increasing level of detail” (p.41). Rather, the researcher starts from a well- defined project and moves to decide upon his pragmatic orientation.

Furthermore, it is important to highlight that the researcher’s personal experience in the field of teaching, along with the pilot study she conducted, greatly contributed to the formulation of well-defined hypotheses for the study. Through direct observation and hands-on exploration, she gained valuable insights and collected preliminary data. This, in turn, equipped her with a deeper understanding of the subject matter and guided her towards formulating clear assumptions that address the research questions. This deeper insight allowed her to systematically analyze existing data and test the previously formulated hypotheses, following a primarily deductive approach. By adhering to this research methodology, the researcher was able to optimize time management and maintain a focused direction throughout the study without encountering significant challenges or requiring to change course. For instance, developing criteria for textbook content analysis was a deductive strategy that helped greatly during the interpretation and evaluation of the selected literary texts.

Below is a table summarizing the research design which includes an overview of the research questions along with their rationale, the research instruments used and the data analysis methods employed.

Table 2.1*Research Design*

Research Questions	Justification	Research Tools	Data Analysis
RQ1: What status does the literary component of the English language hold in the Algerian secondary education?	-This question is relevant because it aims to investigate the presence of the EFL literary component in the secondary school. Not only this, but it also seeks to assess the suitability of the texts based on predetermined criteria.	-Locally published English textbooks: At the Crossroads SE1, Getting Through SE2, New Prospects SE3	-Content analysis. (Qualitative and quantitative content analysis).
RQ2: To what extent do the literary oriented texts on the current syllabus meet with the students' language aptitudes and interests?	- This question aims to assess the suitability of the literary texts within textbooks.	-Evaluation Tools	
RQ3: What are the learning objectives of the tasks accompanying the literary texts on the textbooks?	-This question aims at determining theoretical orientations of the textbook writers.		
RQ4: What perspectives do the teachers hold towards integrating the EFL component in secondary school education?	-The teachers' perceptions and perspectives are crucial in the teaching and learning process since they greatly influence the students' learning experiences. This is why it is important to consider their philosophies and experiences.	-An Online Questionnaire Survey	-Quantitative Descriptive analysis -Content analysis
RQ5: How do inspectors perceive the integration of EFL literature in the secondary school?	-Information provided by stakeholders is of paramount importance as these individuals play a key role in ensuring the quality and relevance of educational materials. By interviewing with them, the researcher can get insights into their perspectives towards EFL literature inclusion in the secondary school.	-In person and online interview	-Thematic analysis -Content Analysis

2.3 Research Paradigm

Every research involves answering questions. To systematically answer these questions, researchers should decide upon the most suitable research approach or methodology which in turn constitutes one part of the whole research paradigm. In this section, the essential elements of a research paradigm are explored and the justification of opting for the interpretive research paradigm is explained in details. Before delving deeply into this quest, it is safer to define the term “paradigm” itself. The word was first used by the American philosopher Thomas Kuhn (1962) to mean a philosophical way of thinking. In educational research context, Mackenzie and Knipe (2006) associate it with a researcher’s worldview. In other words, it is the lens through which a researcher looks at the world, it is his beliefs, perspectives and principles. Guba and Lincoln (1985), as leading authorities in the field consider a paradigm to be composed of four essential elements; these are:

2.3.1 Epistemology of a Paradigm

According to Schwandt (1997), epistemology is the study of the nature of knowledge and justification. Simply put, epistemology describes how one comes to know something or how one knows the truth. When addressing this question, a researcher may consider four distinct sources of knowledge. Salvin (1984) put that these sources are intuitive knowledge (when a researcher relies on his beliefs, intuition and faith for gathering data), rationalist epistemology (when a researcher mainly depends on reason and logic as the key core for knowledge), authoritative knowledge (when a researcher reference established theories or principles in the field of education) and empirical knowledge (it is based on direct observation, experience and data collection).

The knowledge type that best suits to collect data in the present research is the empirical knowledge. This is because data is obtained directly from individuals (teachers and inspectors) who provide real- life experiences and perspectives.

2.3.2 Ontology of a Paradigm

Ontology is a branch of philosophy which is concerned with the nature of being or existence. In the context of research, ontology refers to the researcher's assumptions and beliefs about the nature of reality. Scott and Usher (2004) believe that ontology is so essential to a research paradigm as it helps to provide an understanding of what constitutes the world. In fact, understanding the underlying beliefs and assumptions about the integration of the EFL literature component in Algerian secondary education and examining the nature of reality has helped the researcher to gain valuable insights into the realities and perspectives regarding the topic and hence contributed to finding solutions that align with the overall aims of the research.

2.3.3 Axiology of a Paradigm

According to Finnis (1980), axiology pertains to the ethical concerns that must be taken into consideration when conducting research. Respecting participants' privacy in collecting and analysing data was a top priority during this investigation. Throughout the data collection process, the researcher has ensured that the teachers' and inspectors' personal information and identities remain safeguarded. Additionally, throughout data analysis, the researcher upheld privacy by anonymizing any personally identifiable information. By adhering to these privacy measures, the participants' rights and dignity were protected, guaranteeing the ethical and respectful practice of research axiology.

2.3.4 Methodology of a paradigm

Methodology is a comprehensive broad term used to describe the overall research design, methods, approaches, and procedures employed in an investigation. (Keeves,1997). It pertains to the systematic process of acquiring knowledge and evidence about a certain topic. When deliberating on research methodology, a researcher should enquire about the most efficient ways to collect data and contribute to the existing knowledge.

To answer the research questions, the researcher opted for the use of multiple instruments (textbook content analysis, a survey questionnaire and an interview). Section 2.4 provides a detailed explanation of these research instruments. The combination of various research tools in an investigation is called “triangulation”. In this scenario, Berg (2001) argues that triangulation is “the use of multiple data-gathering techniques (usually three) to investigate the same phenomenon. This is interpreted as a means of mutual confirmation of measures and validation of findings” (p.5). In fact, adopting triangulation in the current research brought valuable benefits by amalgamating diverse perspectives, enhancing the robustness of the study, and improving the overall quality and validity of the results obtained.

In analyzing the data obtained, the researcher opted for a mixed method approach involving both quantitative and qualitative approaches. Incorporating quantitative methods, such as surveys or statistical analysis help researchers obtain numerical data to measure and quantify certain aspects of the research topic.

Concurrently, qualitative methods, such as interviews or document analysis enable researchers to delve deeply into the topic and gain a deeper understanding of the phenomenon under investigation. By combining both quantitative and qualitative methods, a degree of comprehensiveness can be achieved that neither approach, if used alone, can achieve.

The current research falls under the interpretivist (also called constructivist) research paradigm since reality is constructed by individuals. Bogdan and Bilken (1998) argue that one of the key tenets of the interpretivist paradigm is that reality is socially constructed. Championing this claim, Haverkamp and Young (2007) argue that interpretivists view reality as relative and knowledge as content dependent that emerges from social interactions. The main goal of the interpretivist research paradigm is to comprehend the personal and the subjective experience of human beings. (Guba & Lincoln ,1989). These experiences are not always the same and that is why reality is multilayered. Similarly, Feveraband (1975) considers it difficult

to identify right or wrong answers within the interpretivist research paradigm as everything goes.

In the realm of interpretive research, the researcher is frequently seen as a “social insider”. During certain phases of this investigation, the researcher found herself in the position of a social insider thanks to her identity as an Algerian secondary school teacher. This position enabled her to establish trust -based relationships with the participants who willingly participated in this project.

To sum up, the researcher adheres to the interpretive paradigm, which acknowledges that understanding of nature is shaped by social and situational factors. Knowledge is acquired by interpreting this reality, considering its context, and using research methods that do not isolate the researcher. In the context of this project, the reason for embracing an interpretivist paradigm is to investigate how the EFL literature component is incorporated within the curriculum and how it is viewed. The study’s findings emerge from ongoing interpretations.

2.4 Research Instruments

As mentioned previously, the researcher made use of three research instruments during her investigation. This reliance on more than one research tool known as methodological triangulation or multi-method approach proved to be efficient. Denzin (1970) considers different types of triangulations. In what follows, a short description of these types of triangulations.

- **Methodological Triangulation:** This method involves either the application of different methodologies to the same subject of study (also called between methods triangulation), or repeated use of the same methodology at different times (also called within methods triangulation) to enhance the depth and validity of the research.
- **Time Triangulation:** this method of triangulation employs both cross sectional and longitudinal design when considering factors of change and process. Kirk and Miller

(1986) comment on this as synchronic reliability (which focuses on the comparability of data collected simultaneously) and diachronic reliability (which is concerned with the consistency of observations over time).

- **Space Triangulation:** this method of triangulation seeks to address the narrow focus of studies limited to a single cross-cultural methodology, one single subculture or solely one country.
- **Theoretical Triangulation:** this method incorporates leveraging a number of theories, rather than limiting the analysis to one single perspective.
- **Investigator Triangulation:** this strategy incorporates the use of many researchers or observers rather than one single researcher or observer, each independently gathering data to ensure a broader and more objective collection of information.

The validity and reliability of research greatly hinge on the suitability and the adequacy of the data collection tools. The careful selection of these instruments is indeed crucial as it significantly influences the study's foundation and the achievement of its intended goals.

Some researchers suggest that relying on one single research instrument is unsatisfactory and potentially limiting. Hence, they consider the use of multiple and carefully selected tools particularly important for establishing a solid foundation for their projects. Lin (1976) argues that it is important for researchers to ensure that the data they gather are not merely by products of the particular method used for data collection. Furthermore, the researcher's confidence increases whenever he uses contrastive methods.

The current research makes use of the following research instruments:

2.4.1 Locally Published English Textbooks

It is crucial to understand classroom dynamics and the perspectives of both instructors and learners. Equally important is the analysis of teaching materials and textbooks to examine the presence of literature and the genres included. Various investigations have explored how

literature is presented in textbooks worldwide. Similarly, the researcher opts for textbooks content analysis throughout this investigation.

2.4.1.1 Objectives of Textbook Content Analysis

The study adopts the descriptive analytical research method using the content analysis technique for data collection. Content analysis has been used due to its cost effectiveness and reliability in determining the appropriateness of the literary texts within the examined textbooks. This research method involves a thorough examination and evaluation of elements or structure that could be a written document (as textbooks, written speeches or articles), visual (images and photographs) or oral (as public records, speeches and films).

Content analysis often entails determining the presence of certain themes or concepts in order to quantify or analyze them.

Contrary to other research techniques, content analysis does not collect data from people directly. It is rather the study of data that is already included in books, recorded in social media or any other physical or virtual forms. Textbook content analysis is a commonly used research tool in educational researches and investigations. It involves both quantitative and qualitative evaluation of its content. Within quantitative analysis, researchers are mainly concerned with measuring or counting the presence of themes, concepts and words.

In line with this, Harwood (2010) explained that quantitative content analysis consists of “counting the number of references to a popular topic or item, or identifying content categories and calculating the percentage of space devoted to each category” (p.8). Within qualitative analysis, researchers focus on the quality of these words, concepts or themes.

The current investigation makes use of both types aiming at determining the quantity of literary texts (poem, short story, novel and play) found in the three textbooks and assessing its suitability to meet the learners’ interests and language aptitudes. As content analysis requires categorizing and coding of the different themes, concepts or words, the study puts forward some

categories and in order to assess the suitability of the literary texts and their alignment with the students' interests and language aptitudes. These categories were inspired by the criteria established by Lazar (1993) in the first chapter and adapted by the researcher.

2.4.1.2 Text Analysis Criteria

Drawing inspiration from Lazar (1993), the researcher has devised the following criteria for the qualitative analysis of the selected literary texts in order to answer the second research question "to what extent do the literary oriented texts on the current syllabus meet with the students' language aptitudes and interests?"

Table 2.2

Criteria for Text Evaluation

Criteria	Description	Evaluation Method
Students' language aptitudes	-How well do the texts align with the students' language abilities in terms of vocabulary and grammar complexity?	-The evaluation is based on the language level of the text according to AEF and the linguistic capabilities of the students according to CEFR. ¹ (see appendix 3 on page 249).
Students' interests	-Do the texts engage the students' curiosity and align with their personal and cultural interests? -Are the texts suitable for the age of the students? -Can the texts be connected to real world issues? -Are the illustrations and images used within the text appealing and stimulating?	-The evaluation is based on students' interests according to their age.

¹ CEFR: Common European Framework of Reference for Languages is a guideline that has been developed in 2001, and is used to describe the achievements of EFL learners across Europe and other countries. Language proficiency according to CEFR is divided into six levels such as: A1, A2 (basic user), B1, B2 (independent user), C1, C2 (proficient user).

This technique, however, introduced an element of subjectivity. The researcher's personal experiences with the textbooks in question unavoidably influenced her evaluation.

In order to mitigate this and bring a broader viewpoint to the study, she incorporated some specific questions about the evaluation of the literary texts within the questionnaire and the interview to cross check data.

2.4.1.3 Task Type Classification

Freeman (2010) and Fjellestad (2011) insights regarding the diverse task types were extremely helpful in formulating an analysis framework. Freeman (2010) developed a classification system of task types in order to evaluate the four global textbook series Headway, English File, Inside Out, and Cutting Edge. She came up with the following categories:

A. Content questions

- Textually explicit
- Textually implicit
- Inferential comprehension

B. Language questions

- Reorganization
- Lexical
- Form

C. Affect questions

- Personal Response
- Evaluation

Fjellestad (2011) in her evaluation of four Norwegian textbooks published for the secondary school classroom, established categories aimed at examining the alignment of task types with the theoretical positions of Reader Response or New Criticism. Thus, she classified tasks by their goals rather than by activity type.

Al-Btoush (2012) in his study analyzed the levels and types of questions available in the secondary stage textbooks of English language used in Jordan during 2011-2012. The purpose of his study was to determine the distribution of questions over the six levels of the cognitive domain as identified in Bloom's taxonomy (remembering, understanding, applying, analyzing, evaluating and creating). All the three classification systems were helpful in developing another classification for the current research. (see table 2.3).

In another insightful study, Riazi and Mosalnejad (2010) investigated the types of learning objectives represented in Iranian senior high school and pre- university English language textbooks using Bloom's taxonomy. The results revealed that in all grades lower-order cognitive skills were more prevalent than higher-order ones. Meanwhile, pre-university textbook used some degrees of high-order learning objectives.

Informed by the methodologies employed in prior research, the researcher within the present study conducted an analysis of the tasks accompanying the literary texts adopting a similar strategic approach. Bloom's revised taxonomy (2001) in the cognitive domain was employed as a fundamental framework. Complementarily, three levels within Krathwohl's taxonomy (receiving, responding and valuing) were integrated with other affective dimensions. This classification was developed due to the fact that the researcher aimed at determining a theoretical orientation, thereby broadening the scope of the educational objectives assessed in the textbooks.

Both affective and cognitive goals are beneficial when using literature with EFL learners. In some case the teacher's choice is guided by the learning objectives and the students' level. Affective goals center around emotional and attitudinal aspects of learning. They can involve inculcating a love for reading, promoting tolerance and empathy. Moreover, they can enhance motivation and engage learners on a deeper level, especially those at lower proficiency levels. However, it should be noted that affective objectives can neither be achieved within a specific time frame nor assessed easily. Hence, textbook writers rarely make an explicit mention of them within the textbook tasks. In this regard, Dzara and Gooding (2023) report

that affect “is frequently omitted from learning objectives, often because educators have difficulty in teaching and assessing it”. Cognitive goals on the other hand, focus on developing cognitive skills such as remembering, understanding, discussing and applying, synthesizing and creating which in turn promote language acquisition.

To bridge the gap between these domains of learning, it is imperative to integrate both affective and cognitive objectives within the educational framework. However, initiating the learning with affective goals can be particularly rewarding.

Table 2.3

Task Type Classification (Adapted from Bloom’s Taxonomy (1956) & Krathwohl Taxonomy (1964))

	Task type	Definition	Examples
Cognitive Goals	Innovation and Creation	-This type of creative tasks requires from students to design or produce a new pattern or structure.	-Designing and producing a new beginning, middle, end to a story. -Creating a personal literary work (story, poem...etc.).
	Judgement and Evaluation	-In these evaluative tasks, students assess opinions and make judgements.	-To what extent do students agree with the writer? -Students provide justifications for agreeing or disagreeing.
	Critical Thinking and Analysis	-Students distinguish between different parts, identify motives or causes and make inferences.	-Comparing and contrasting characters in a story.
	Application and Implementation	-In these practical tasks, students use knowledge in a new but similar situation.	-Students solve problems, apply previously learnt rules. -Students paraphrase, summarize a literary work.
	Comprehension and Interpretation	-In these interpretive tasks, students explain the meaning of information.	-Students describe characters and discuss events. -Students list, name or identify the characters in story.
Affective Goals	Knowledge acquisition and recall	-It involves retrieval of facts and terms.	
	Creative projects	-Students express their understanding of the literature through creative means.	-Drawings for example or writing poetry that relates to the themes or characters of the book.
	Role playing	This means that students got engaged with the literature they read and take different roles.	-Acting out scenes or creating monologues from a character’s perspective.
	Valuing	Seeing the worth of information and showing commitment.	-Discussing moral dilemmas presented in the literature and relating this to one’s own values.
	Responding	-Students participate and respond to a particular phenomenon through showing interest and motivation.	-Students write personal responses to characters or themes.
	Receiving	-Being sensitive to the existence of specific ideas and being willing to tolerate them.	-Listening attentively to a story or a poem being read.

Note. The affective goals classification was adopted from Krathwohl’s taxonomy.

The analysis of textbooks was conducted in four stages. The first stage involved skimming through the three books in order to examine the presence of the literary component in each. The texts were then categorized by types (short story, novel, poem or song, play), origins, dates of publication, and skills or competences targeted. The second stage consisted of a qualitative analysis of selected literary texts following predetermined criteria. The task types accompanying the literary texts were then analysed through the third stage of analysis (tasks with cognitive goals, tasks with affective goals). Finally, the percentages of task types per literary tasks were calculated.

This system has been developed after piloting the analysis with SE2 textbook. During the pilot stage, only texts were analysed. At a later stage, the researcher recognized the importance of analysing task types and developed a framework for analysis (see table 2.3).

2.4.2 Questionnaire

Throughout this study, the researcher opted for an online questionnaire. In what follows, an explanation about the purpose of using this type of questionnaire, the respondents to the questionnaire, its structure and layout, the steps undertaken during piloting and administration is provided.

2.4.2.1 Objectives of the Questionnaire

The questionnaire is the second research tool employed in the present study. This research instrument is used for collecting numerical data and survey information about the teachers' perceptions and perspectives towards EFL literature and to check if the literature component is used for extensive reading activities. Indeed, the use of an online questionnaire is so efficient in terms of time, cost and resources. It facilitates the process of data collection since it can be administered to a large number of participants simultaneously, reducing the need for extensive one-on-one interviews.

The researcher opted for an online questionnaire for a number of reasons:

- **Geographic diversity of the respondents:** Given that the respondents are dispersed across far regions and remote places, an online questionnaire would allow the researcher to reach a broader and more diverse group of teachers.
- **Large sample size:** managing a large sample of participants is undoubtedly a demanding task if done in traditional in-person or paper survey.
- **Cost efficiency:** using an online questionnaire can save both time and resources, while conducting in-person surveys has significant travel and administration expenses.
- **Accessibility and convenience:** online questionnaires are accessible to participants 24/7, allowing them to respond at their convenience.

2.4.2.2 Respondents to the Questionnaire

The respondents to the online questionnaire are secondary school teachers of English in Algeria. These teachers represent diverse regions across the country. They encompass a range of ages, genders, years of teaching experience and educational qualifications, providing a varied perspective on the incorporation of the EFL literature component in the secondary education.

2.4.2.3 Description of the Questionnaire

The present study makes use of a semi-structured questionnaire which consists of both closed-ended and open-ended questions and a combination of both quantitative and qualitative approach.

With regard to Wilson and Mc. Lean (1994), closed questions may include “dichotomous, multiple choice, constant sum, rank ordering and rating scales that are quick to complete and straightforward to code (e.g. for computer analysis), and do not discriminate unduly on the basis of how articulate respondents are” (p.21).

On the other hand, open-ended questions offer respondents more freedom in expressing their opinions and thoughts. Kumar (2011) adds that closed questions are highly effective for collecting factual information while open ended questions are valuable for exploring opinions,

attitudes and perceptions. Cohen et al. (2007) stress the importance of including both closed and open-ended questions in a questionnaire. In their exact words they write “if only closed items are used, the questionnaire will be subject to the weaknesses already discussed; if only open items are used, respondents may be unwilling to write their answers for one reason or another.” (p.352).

In designing the questionnaire, several key factors were prioritized. First, the researcher wanted to ensure that the questionnaire was easily usable by teachers. Additionally, she wanted to collect comprehensive data on the teachers’ perceptions, perspectives and practices regarding extensive reading of EFL literary works since she would not be directly interviewing the teachers.

The sample size, which ought to be representative of the entire community of teachers, was deemed crucial for the sake of generalization.

Furthermore, at the outset of designing the questionnaire, the researcher was hesitant over the structure of the Likert scale to choose, weighing between a five-point or a four-point scale. Eventually, a five-point scale was chosen to allow for a neutral response option. Opting for neutrality indicates that there is a potential lack of familiarity with the topic. This acknowledgment, in turn, guides the researcher to suggest effective strategies for the integration of the literary component in the last chapter.

The questionnaire in the present study consists of 38 questions divided into four rubrics as follows:

Rubric One (Q1-Q7): The initial rubric contains four closed questions covering the teachers’ personal information (gender, age range, educational background and teaching experience) and three open ended questions to elicit information regarding the teachers’ workplace (province) and the name of their secondary school to ensure variety in responses across various geographical locations. Question 7 aimed at understanding how teachers view literature.

Cohen et al. (2007) contend that the funnelling process is indeed a good step for designing a reliable and valid questionnaire. Funnelling means to begin with general or easy questions (often demographic or personal questions) before delving into more complex ones. Consequently, straight forward questions are always positioned at the outset to make respondents feel more comfortable.

Rubric Two (Q8-Q21): The second rubric includes 14 closed questions using five-point Likert scale to grab the teachers' perceptions towards the benefits of EFL literature. It should be noted that the decision on the Likert scale range was deliberate. The researcher believes that the teachers' choice of the "neutral" option stems from their lack of use and knowledge about literature. Hence, a five-point Likert scale was selected over a four-point scale.

Rubric Three (Q22-Q31): The researcher has included 10 questions within this rubric, mainly used to investigate the teachers' perceptions and perspectives towards the use of EFL literature in the Algerian secondary schools. The questions are a mixture of both closed and open-ended questions. Some of the questions were added to cross check the data obtained from the texts' qualitative analysis.

Rubric Four (Q32-Q38): This rubric is designed to collect comprehensive information on the practice of extensive reading of EFL literature as the researcher would not use in-person interviews with the teachers. A complete version of the questionnaire can be found in Appendix 4.

2.4.2.4 Piloting of the Questionnaire

It is common knowledge that pre-testing of a questionnaire prior to its administration is deemed effective to ensure both validity and reliability. The process of pre-testing the practicality of a questionnaire is called "piloting". Oppenheim (1992) insists that "everything about the questionnaire should be piloted; nothing should be excluded even the type face or the quality of the paper" (p.48).

Oppenheim (1992) and Morrison (1993) and Wilson & McLean (1994) listed several benefits for piloting a questionnaire such as:

- ✓ Checking of the questionnaire's clarity and layout;
- ✓ Eliminating ambiguities and difficulties in wording;
- ✓ Identifying non-completed and misunderstood items;
- ✓ Checking whether the questionnaire is too short or too long;
- ✓ Checking the required time to respond to the questions;
- ✓ To gain feedback on the attractiveness and appearance of the questionnaire.

Cohen et al. (2007) add that there is a need to pilot questionnaires and refine their contents, wording, and length as appropriate for the sample being targeted.

Accordingly, the researcher has tested the first version of the questionnaire with 20 teachers who work in the same region. The pre-testing was done following traditional paper questionnaire for the purpose of gaining a general sense of whether the questionnaire was too long. During the second stage, the questionnaire was revised and piloted by email with 10 teachers outside the researcher's province. Changes were then made after receiving some feedback from the ten participants.

2.4.2.5 Administration of the Questionnaire

At the beginning of the process of collecting data from the teachers, the researcher shared the link of the questionnaire in various Facebook and WhatsApp groups of Algerian secondary school teachers in order to reach a convenient stratified random sample. Unfortunately, the teachers' response rate was very low following this procedure.

In fact, in a contemporary milieu characterized by heightened activity and competing priorities, participants frequently neglect to respond to questionnaires.

The researcher then shared the link of the questionnaire with teachers she knows along with follow up letters (see appendix 5). Hudson and Miller (1997) suggest executing several

follow up rounds and communications to solicit returns. The contacted teachers extended their support by transferring the questionnaire and the letters to their colleagues within the same institution.

The use of initial data sources as the basis for finding additional data is called snow-ball sampling. Utilization of this technique for distributing the questionnaire proved to be the most appropriate for this research as it is too hard to have a comprehensive list of all secondary school teachers of English in Algeria.

The researcher is aware of the inherent weaknesses of using this method of sampling and recognizes the potential for bias as the sample may not accurately represent the entire population. To mitigate these limitations, the researcher deliberately sent the questionnaire to 50 teachers in various geographical locations of the country (north, south, east and west). This technique was employed as a way to capture a broader and more diverse range of perspectives, acknowledging that this geographic approach was the most feasible method under the circumstances to attempt representation across the different regions of Algeria.

It should also be noted that during her time at the national teacher training college of Bouzareah, Algiers, the researcher could build a valuable network across the eastern, western, southern and northern regions of Algeria. This in fact facilitated the distribution of the questionnaire to a broader range of 50 accessible teachers.

2.4.3 Interview

The interview is a research method that is mainly used in qualitative research to collect in-depth data on a particular subject. Kvale (1996), as cited in Cohen et al. (2007) describes an interview as “an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data” (p.14).

This implies that knowledge can be the outcome of a planned and purposeful

conversation between individuals and through individuals rather than being external to them. In this regard, Laing (1967) suggests that “knowledge should be seen as constructed between participants, generating data, rather than capta”. (p.53). Kothari (2004) adds that an interview “involves the presentation of oral-verbal stimuli and reply in terms of oral-verbal responses” (p.97).

Hence, to generate praiseworthy outcomes through interviews, researchers should carefully plan and sequence their questions. However, it should be noted that in some cases they may pivot the direction of these questions, allowing for greater flexibility and adaptability. In line with this, Cohen et al. (2007) contend that “the order of the interview may be controlled while still giving space for spontaneity.” (p. 349).

In the realm of interview research, three primary types of interviews have been identified. These types are respectively: the unstructured interview, the semi-structured interview and the structured interview. Below is a concise explanation of each category.

➤ **The Unstructured Interview**

As opposed to the standardized interview, the unstructured interview is more like a conversation than a formal interview. The interviewer, though has several topics in mind, permits the interview to flow naturally based on the participants responses.

In line with this thought, Kerlinger (1970) notes that while the objectives of the research determine the questions posed, the interviewer fully controls their content, phrasing and order. However, this does not mean that unstructured interviews are less formal or do not require a careful planning.

➤ **The Semi-Structured Interview**

The semi-structured interview is a blend of both standardized and unstructured formats. In this type of interview, the researcher prepares a set of questions in advance as well as he can add other follow-up questions based on the interviewees’ responses.

➤ **The Structured Interview**

Or else “the standardized interview”. This type of interview is composed of pre-prepared questions that are usually asked following the same order, sequence and wording with all the participants which obviously ensures consistency and fairness. Within the structured interview, the researcher should ensure that the questions are thoughtfully crafted and well prepared. Commenting on this, Hoyle and Judd (2002) state that these questions have “... dual goals of motivating the respondent to give full and precise replies while avoiding biases stemming from social desirability, conformity, or other constructs of disinterest”. (p.144).

Nonetheless, using this type of interview may hinder the flow of other relevant information that emerges during the conversation. Cohen et al. (2007) describe this as being “a closed situation” (p. 355). The researcher needs to plan his interview carefully in order to gather the maximum data from the interviewees.

The present study makes use of this type of interview (see appendix 6 on page 256) mainly because the researcher is aware of what she does not know. Cohen et al. (2007) suggest that researchers opt for structured interviews mainly when they are aware of what they do not know. Additionally, using this type of interview makes the process of coding and data analysis more straightforward. Alshenqeeti (2014) adds that interviewing in qualitative investigations is usually semi-structured and often open ended, and encourages individuals to respond freely. (Kvale, 1996). They are more flexible to follow-up participants’ responses extensively. (Nurul Imtiaz Abd Gani et al., 2020).

2.4.3.1 Objectives of Using the Interview

Cohen et al. (2000) state that the objectives of an interview could be:

- ✓ Evaluating or assessing a person in some respect;
- ✓ Selecting or promoting an employee;

- ✓ Effecting therapeutic change, as in the psychiatric interview;
- ✓ Testing or developing hypotheses;
- ✓ Gathering data, as in survey or experimental situations;
- ✓ Sampling respondents' opinions, as in doorstep interviews. (Adapted from Cohen et al., 2007, p.268)

The interview within this study followed Cohen et al. (2000) in seeking to gather data about the inspectors' perspectives towards incorporating the EFL literature component in the Algerian secondary school education. The researcher's aim was to collect in-depth information about how EFL inspectors perceive the integration of EFL literature in the secondary school classroom in Algeria. She also hoped to gain insights into whether the teachers were skilled enough to use literature with secondary school learners.

2.4.3.2 Respondents to the Interview

The respondents in this study were ten Algerian inspectors of English language who are in charge of various districts across different provinces in the North, South, East and West of Algeria. Initially, the researcher held high expectations for a considerable number of respondents. In this scenario, Oppenheim (1992) suggests that "interviews have a higher response rate than questionnaire because respondents become more involved, and, hence, motivated". (p.81-82). However, only ten interviewees were ultimately accessible.

Bailey (1994), Cooper and Schindler (2001) highlight that people may refuse to be interviewed for several reasons, e.g. they may

- Not express for their refusal;
- Feel that surveys are a waste of time;
- Express an immediate aversion towards the interviewer;
- Claim that they are swamped;
- Dislike the subject being discussed;

- Fear potential consequences of participating;
- Feel inadequate or uncertain about providing the necessary details regarding the topic. (Adapted from Cohen et al.,2007, p. 364).

2.4.3.3 Description of the Interview

As previously mentioned, the current study opted for a structured interview which consists of 16 questions. Through the interview, the researcher aimed at understanding the inspectors' perspectives towards integrating EFL literature in the secondary education.

Therefore, the researcher has initiated her discussion with two general questions which focus on the inspectors' identity and their years of experience.

It is conventionally agreed that asking respondents demographic questions at the beginning of an interview is posited to foster a congenial atmosphere conducive to participant comfort and familiarity. However, Patton (1980) suggests that “the interview must keep boredom at bay, for example by keeping to a minimum demographic and background questions” (p.210).

In fact, excessive solicitation of demographic information in an interview context may engender ennui, simultaneously posing potential risks for interviewees. Asking sensitive personal details, such as name, age, years of experience, and workplace, may precipitate discomfort, leading to an outright refusal to provide such data.

Questions 3,4,5,6,7,9,12 and 13 seek to uncover realities about EFL literature as observed by inspectors inside classrooms. These questions focus on the following six issues:

- The value of literature within the curriculum;
- The inspectors' attendance of a literature lesson;
- The students' reactions towards the literary texts;
- The teachers' abilities to introduce literature to the students;
- The source of the literary texts that the teachers use. (textbook or other sources);

- The teachers' ability to involve the students through the use of literary texts;
- The students' linguistic proficiency and their ability to understand the literature in the textbooks.

All the remaining six questions asked about the inspectors' perspectives towards EFL literature focus on the following issues:

- The benefits that EFL literature could bring to the secondary school students;
- Evaluating the integration of EFL literature in the secondary school education;
- The necessity to introduce literature to the students at this level;
- The most suitable literary genre that would meet the students' needs;
- The strategies and the suggestions that could help the teachers to introduce literature effectively.

2.4.3.4 Piloting of the Interview

Piloting an interview as a research tool is of a great importance so as to ensure the success of the main study. Devaus (1993) advises researchers to conduct pilot studies prior to entering the field. In his exact words he writes, "Do not take the risk. Pilot test first". (p.54). It is believed that carrying out a pilot study in qualitative research has many benefits. Some of the most frequently listed merits are:

- Refining and developing research instruments (Berg,2004; Bickman & Rog, 2009; Kim,2010).
- Collecting preliminary data (Janghorban et al., 2014).
- Enhancing confidence in conducting qualitative research (Nunes et al.,2010).
- Feasibility of recruitment protocols (Van Wijk & Horrison, 2013).

In the present study, piloting followed Berg (2004), Bickman and Rog (2009), and Kim (2010) in seeking to refine and develop the research instrument. Accordingly, the researcher has tried out the interview with two inspectors in order to evaluate its effectiveness for gathering

and analysing data as well as to offer the chance to participants to become familiar with the researcher and the research process. The results of piloting led the researcher to replace some words because of their ambiguity (an example of this is EFL literature which was substituted by the EFL literary component) and to delete one question related to the participants' place of work as the researcher was aware of the importance of avoiding asking too many personal questions that may lead participants to feel demotivated.

2.4.3.5 Administration of the Interview

To ensure the conformity of the interview, it is essential to recognize that interviews serve as social encounters rather than frozen conversations and that interviewers acquire communication skills which enable them to delve deeper into the participants' minds. Arksey and Knight (1999) outline certain qualities that interviewers should embody in order to conduct ideal interviews, e.g. they should

- Appear to be interested;
- Keep to the interview schedule in a structured interview;
- Avoid giving signs of approval or disapproval of responses received;
- Be prepared to repeat questions at the respondent's request;
- Be prepared to move on to another question without irritation, if the respondent indicates unwillingness or inability to answer the question. (adapted from Cohen et al., 2007, p.364).

Following the same drift, Field and Morse (1989) advise the researcher to steer clear the following: (a) distractions and interruptions from outside (e.g. telephone calls, people knocking on the door), (b) the risk of 'stage fright' in interviewees and interviewers, (c) asking embarrassing or awkward questions. (d) jumping from one topic to another, (e) giving advice or opinions rather than active listening.

In the present study, the intended interview was administered with consideration to the previous key elements. In this context, it should be noted that the researcher's proficiency in

conducting successful interviews and utilizing them as a research tool was cultivated through prior personal experience gained during journalism trainings and workshops. This enabled her to adeptly navigate interviews and utilize them in research endeavours without encountering significant challenges.

Kvale (1996) argues that interview studies generally report on between five and 25 interviews. Following this, the researcher planned to have more than five interviews. Due to the difficulty of reaching inspectors, the researcher personally contacted an inspector known to her. This inspector, responsible for an Eastern district, transferred follow-up letters (see appendix 7) to other colleagues via email. Subsequently, the researcher was informed a week later that the inspectors had agreed to be interviewed. Ten participants out of 18 expressed their approval via email. The researcher promptly contacted the interviewees to arrange interview schedules. During the winter break of 2024, the researcher conducted in-person interviews with two participants, while the remaining eight opted for online interviews due to their busy schedules. Zoom meetings were organized throughout the same winter break period for online interviews. Each interview lasted for 45 minutes. Both in-person and online interviews were affected by several factors, influencing their quality.

In-person interviews conducted in public garden, although secluded from crowds, suffered from noise interference. Online interviews on the other hand were also impacted by slow internet connectivity.

2.4.3.6 Transcription of the Interview

According to Bryman (2016), while quantitative research aims to explain and generalize patterns, qualitative research is more interested in understanding and interpreting the socially constructed world around us using documents, observations or interviews for collecting data.

In most qualitative research, researchers opt for transcription during the data analysis phase. Transcription refers to the transformation of recorded audio (usually spoken word) into

a written form that can be used to analyse a particular event or phenomenon. (Duranti, 2006).

In this study, the researcher has initially employed the transcription process for two main reasons. Firstly, listening to and transcribing voice recordings allows the researcher to immerse herself deeply in the data. Secondly, the transcription provides a reliable and contextualized source that the researcher can refer back to as needed. Additionally, it should be noted that during the process of transcription, researchers have to make subjective decisions about what to include and what to exclude. While some researchers prefer to edit, omit or correct mistakes (this is referred to as intelligent verbatim), others prefer to keep utterances, mistakes, repetitions and all grammatical errors (this is referred to as full verbatim). (Bucholtz, 2000).

The researcher agrees with Lapadat (2000) who contends that non-verbal cues, such as laughter, tone of voice (sarcasm, frustration, emphasis) can drastically alter the meaning of what has been said. Hence, full verbatim, which was done manually, has been selected for the transcription of the interviews to ensure comprehensive analysis of the data collected. A sample of interview transcript can be found in appendix 8.

Transcription can also present ethical challenges and dilemmas. As Kvale (1996) notes, “Be mindful that the publication of incoherent and repetitive verbatim interview transcripts may involve an unethical stigmatization of specific persons or groups of people.” (p.172-173). Da Silva (2021) affirms this view when he states that the use of cloud -based AI transcription services raise potential ethical concerns about data protection and confidentiality. Hence, the researcher opted for manual transcription rather than using Computer Assisted Qualitative Data Analysis Software (CAQDAS).

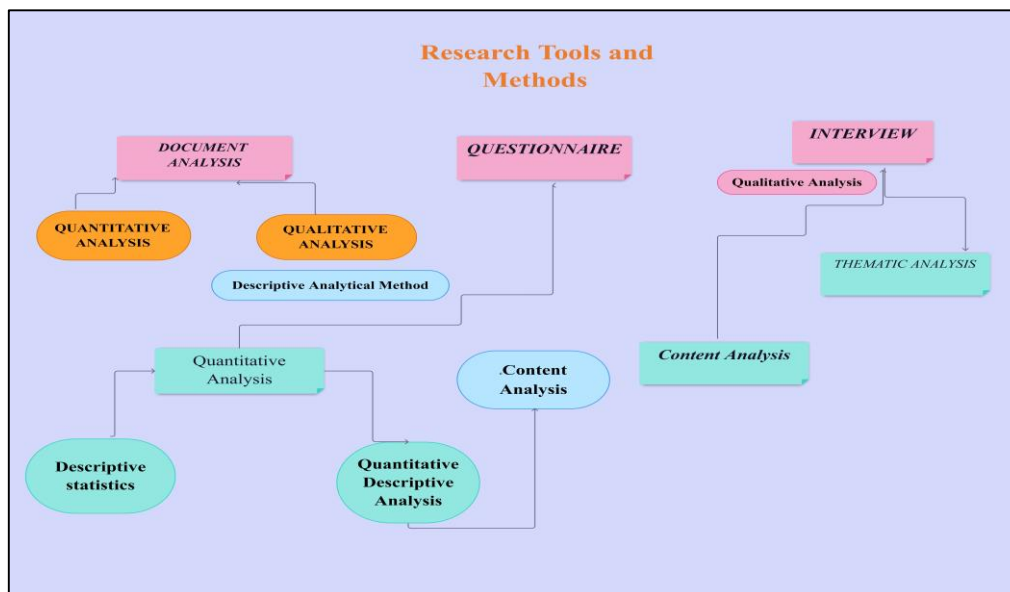
Additionally, it has been argued that in some cases researchers prefer to send the completed transcripts to the interviewees for their approval in order to verify the accuracy of transcriptions. Conversely, Mero-Jaffe (2011) discovered that requesting interviewees to approve their transcripts sometimes increased their embarrassment with how their responses

were reported. This issue could be particularly problematic when opting for full verbatim transcription. In fact, the researcher obtained approval from eight participants, while two articulated their discomfort with the recording process. (see appendix 7) Consequently, note-taking was employed as an alternative method to document their responses. Finished transcripts were sent to the eight interviewees to uphold fully informed consent.

2.5 Data Analysis Procedures

Opting for more than one research instrument often leads researchers to employ a mixed methods approach (i.e., quantitative and qualitative approaches) in analysing data. Johnson et al. (2024) argue that mixed methods research designs fall under two major types. Firstly, “mixed model which involves mixing qualitative and quantitative approaches within or across the stages of the research process”. Secondly, “mixed method which involves the inclusion of a quantitative phase and a qualitative phase in an overall research study”. Johnson et al add that mixing can occur at the level of objectives, methods of data collection, during data analysis, data interpretation, or research methods. In the current study, the researcher has employed mixing for both data collection and data analysis.

Commenting on the effectiveness of using mixed method approaches, Sechrest and Sidana (1995) note that the expansion of mixed methods offers a promising approach to overcome the limitations and weaknesses often encountered with single method approach. In fact, opting for this approach has facilitated the simultaneous application of both quantitative and qualitative strategies. Figure 2.1 below illustrates the data analysis procedures used within the present study.

Figure 2.1*Data Analysis Procedures*

Note: The diagram shows the methodology used by the researcher. It has been designed using Visily app.

2.5.1 Qualitative Analysis

A fundamental concept to consider in qualitative analysis is that this process is interpretive and subjective. Dornyei (2007) argues that “qualitative research is fundamentally interpretive, which means that this research outcome is ultimately the product of the researcher’s subjective interpretation of data” (p.38). Schurink et al. (2011) opine that the procedures for analysing interview data are not always the same, in the sense that each researcher has a unique way depending on the specific event designed.

Accordingly, the qualitative analysis of the structured interview was conducted using content analysis, whereby each interview was summarized and coded to highlight different themes, which were later classified into categories.

Moreover, in analysing the quality and the suitability of the literary texts, the researcher opted for descriptive analytical method. For the analysis of open-ended questions in the questionnaire, coding methods were utilized, and frequency tables were compiled to consolidate

the data.

2.5.2 Quantitative Analysis

At its core, quantitative analysis involves employing quantitative data, including questionnaires, tests, and similar instruments. Dornyei (2007) contends that this type of analysis is generally more direct because it follows well-established procedures that adhere to globally recognized standards for addressing research questions. Using computer during quantitative analysis facilitates the complex mathematical computations, yielding reliable and comprehensive results. In the present study, the researcher employed quantitative analysis method, including quantitative descriptive analysis and statistical analysis. Quantitative descriptive analysis is presented in the form of numbers and percentages to systematically summarize and interpret the data set.

To enhance the comprehensibility of the findings, multiple graphs and charts were integrated, serving as visual aids that facilitate the effective presentation of the quantitative data.

Descriptive statistical analysis was also employed during the analysis phase. As Dornyei (2010) notes, descriptive statistics offer a succinct method for presenting collected data. Nonetheless, these statistics are applicable only to the specific sample collected and cannot be generalized or extrapolated to a larger population. Given that the current study uses a convenience sample of teachers who volunteered, the researcher acknowledges that the findings may not be representative of the broader population of English secondary school teachers in Algeria.

2.6 Conclusion

To conclude, the present chapter has provided an in-depth examination of the research procedures and methodologies enacted to investigate the study's central questions. The study, rooted in interpretivism, aimed to delve into the integration of the EFL literature component in secondary education. To achieve this, appropriate research methods (both qualitative and quantitative approaches) were selected. Henceforth, the application of these methodologies will promote a thorough exploration of the research topic, seeking to contribute valuable knowledge to the field.

The following chapter operationalizes the research methods discussed herein, employing them in practical settings to collect and interpret data.

Chapter Three
A Representation of
Literature in the Algerian
Secondary School EFL
Classroom

3.1 Introduction

Throughout this pivotal chapter, the researcher aims to examine the incorporation of the literary component within the Algerian secondary school education. The analysis starts with delineating the overarching aims of the curriculum, subsequently shifting to explain the various objectives within the syllabi. This is followed by a dissection of the three textbooks that are currently in use across three years of schooling. Through a methodical mixed evaluation (quantitative and qualitative) of the literary component, alongside the educational objectives they aim to achieve, the researcher delves into the heart of the curriculum's intent.

Additionally, this exploration is further enriched by the vital information acquired from those at the educational frontline. The researcher communicates insights and interpretations from a bespoke questionnaire directed at instructors, whose intimate engagements with these textbooks offer a ground-level perception of their suitability and effectiveness. The perspective is broadened with an analysis of interviews conducted with inspectors of national education, whose evaluative lens captures the systematic implementation of the literary component.

3.2 Overview of the English Curriculum in Algerian Secondary Schools

Recently, English has been given significance in Algeria. The primary schooling commences to include English as one of its subjects starting from the third grade. In a like manner, English is given much importance in the secondary school education, with the aim of developing learners who are able to interact, cooperate, tolerate with others and share ideas and experiences. Secondary school students who are required to finish three years of schooling before they enter university are expected to enhance their skills and competencies in English.

The Ministry of National Education (2005) has outlined the governments objectives for teaching and learning English as follows:

- Nurturing the students' skills and competencies;
- Developing a keen awareness of interpersonal dynamics;
- Cultivating the virtues of cooperation and sharing;
- Engaging in cooperative learning which thrives on the exchange of ideas and thoughts (scientific, cultural and civilizational). Riche et al. (2006) elucidate this thought as follows:

Learning is not conceived of as the transmission of predetermined knowledge and know-how to be reproduced in-virto (i.e., only within the pages of the copybook or the walls of the classroom), but as a creative use of newly constructed knowledge through the process of social interaction with other learners. (p.12).

Overall, the teaching of English in the secondary school as set by the MNE (2005) strives to cultivate proficient language users who are prepared to thrive in professional and academic setting, able to understand technology, science and universal culture while preserving their own identity. (text translated from the original French). [En maitrisant un outil linguistique performant, chaque apprenant aura la possibilité d'accéder à la science, à la technologie et à la culture universelle tout en évitant l'écueil de l'acculturation. Ainsi, il s'épanouira dans un monde professionnel et académique de plus en plus exigeant et développera un esprit critique, de tolérance et d'ouverture.] (p.5).

Achieving these broader aims and goals hinges critically on the careful design of detailed and comprehensive syllabuses.

3.3 The Secondary School English Syllabuses

These serve as the blueprint for educational delivery and as a roadmap for instructors, meticulously outlining the scope and providing detailed plan and guidelines on what to teach in order to achieve the learning objectives. Under the secondary school syllabuses, the Ministry of National Education sets four main objectives for the teaching of English including:

a) Linguistic and Communicative Objectives

To foster the students' communicative competence through enhancing their listening, speaking, reading, and writing skills.

b) Methodological and Technological Objectives

To develop students' self-directed learning and critical thinking skills while employing technological tools to support learning. An example of technological objectives could be enabling students to create and exchange emails in SE1 (in unit 1).

c) Cultural Objectives

To immerse the students in other cultures different from their own culture for the sake of enhancing their intercultural competencies and promoting the culture of tolerance.

d) Socio-Professional Objectives

To equip students with language skills necessary for their future careers and social engagements. An example of this could be enabling students to write Curriculum vitae (CVs, job application letters in SE1).

These objectives as set by syllabus designers are presented in three textbooks which translate them. However, it should be noted that the syllabus is not the textbook. In this regard, Riche et al. (2006) explained that "this does not mean, however, that the textbook is the syllabus itself. This is the reason why teachers and inspectors are well-advised to refer to the syllabus proper and to all the accompanying documents. This will help them understand the ways in which the book 'translates' the syllabus". (p. 3).

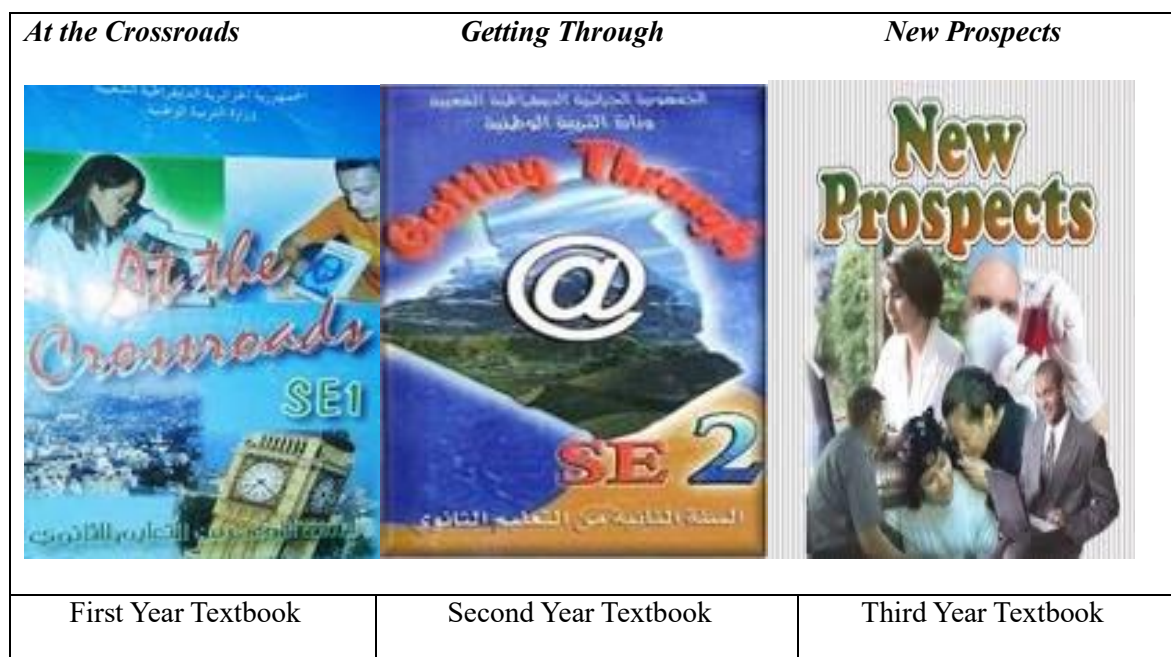
3.4 Literature within the Textbooks

As previously mentioned, the researcher opted for textbooks content analysis as the primary source in her study since they serve as the cornerstone of the curriculum, providing a representative reflection of its content and objectives. In fact, textbooks are considered the main educational instrument for many teachers. According to Hamidi and Bouhass (2018), “for most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities and for the learners, the textbooks are considered as the major source of the contact they have with the language apart from the input provided by their teachers.” (p.407).

Another reason the researcher resorted to analysing textbooks is that Algerian secondary school EFL teachers; especially novice ones, depend on this resource for the delivery of their lessons as they are a mandatory part of the national curriculum. Accordingly, three textbooks are employed in the analysis phase. These are respectively: *At the Crossroads* SE1, *Getting Through* SE2, *New Prospects* SE3 (see figure 3.1 below).

Figure 3.1

The three Algerian Secondary School English Textbooks



3.4.1 Literature within the First Year Textbook

Before delving deeply and providing more insights about the literary component within the first-year English textbook, it is safer to present some details about it.

3.4.1.1 Textbook Presentation

According to Riche et al. (2006), “*At the Crossroads*” textbook, as the name suggests, “places the learners at the crossroads of disciplines and cultures with the aim of establishing cross-curricular and cross-cultural linkages” (p. 04). In fact, at the end of SE1, students come at a ‘crossroads’ where they need to make decisions regarding their academic stream.

Moreover, this distinction is visually depicted on the textbook’s front and back cover, where imagery of two students is featured: the first engrossed in reading Shakespeare (symbolizing the literary pathway) and the second engaged with a telescope (symbolizing the scientific pathway).

The textbook has been designed in compliance with the National Curriculum Committee of the Ministry of National Education (MNE) and published for the first time in 2006. The primary goal of ‘*At the Crossroads*’ is to “consolidate and extend the competencies acquired at the Middle School level”. According to Riche et al. (2006), the syllabus describes these comprehensive skills and competencies as follows:

- ✓ Interacting orally in English;
- ✓ Interpreting oral and written texts;
- ✓ Producing oral and written texts. (p. 4)

The table below shows essential data about the textbook

Table 3.1

Comprehensive Profile of “At the Crossroads” Textbook.

Name of the textbook	At the Crossroads
Author (s)	S.A. ARAB, B. Riche and H. HAMI
Date of publication	2006
Publisher	The National Authority for School Publications
ISBN	9947-20-440-5
Language	English
Intended Audience	First year secondary school students (aged 15 to 16)
Link of e- Textbook	https://eddirasa.com/book-english-1as-pdf/
Number of Pages	175

3.4.1.2 Structure of the Textbook

“*At the Crossroads*” comprises five units distributed on the basis of 20 hours’ teaching load per unit. According to the textbook authors, each unit within the textbook focuses on a broad topic that has been selected for its widespread appeal to teenage audiences and the functional language it generates.

Unit one centres on communication, unit two on literature and the arts, unit three on journalism and reporting, unit four on science and technology while unit five turns around environmental issues. It should also be noted that one of the units is exclusively tailored for literary stream. (see table 3.2).

The textbook concludes with ten listening scripts that aim at enhancing the learners' listening and speaking skills.

Table 3.2

First Year Programme "At the Crossroads Textbook"

Unit number	Theme	Topic	Time	Stream
01	Getting Through	Intercultural Exchanges	24 hours (6 weeks)	Literary+ Scientific
02	Once Upon a Time	Famous people	20 hours (5 weeks)	Literary
03	Our Findings Show	Communication: The Press	20 hours (5 weeks)	Literary+ Scientific
04	Back to Nature	Environment, Pollution and the World of Animals	20 hours (5 weeks)	Literary+ Scientific
05	Eureka	Innovation and Technology	20 hours (5 weeks)	Literary+ Scientific

3.4.1.3 Unit organization

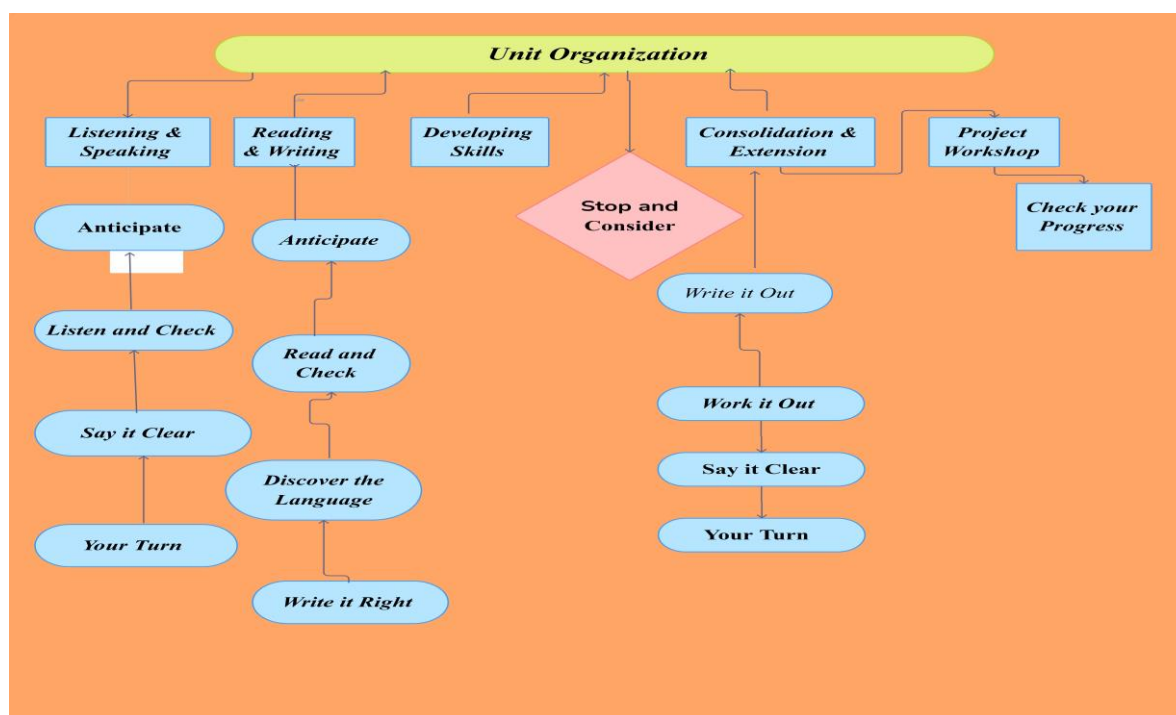
Naturally, the main focus across all five units within the textbook is on skills development. There are four sequences within the body of each unit in order to develop these skills. The first two sequences (listening and speaking / reading and writing) aim at enhancing the students' four skills through producing oral and written discourses. Sequence three seeks to enable students to combine all the four skills in problem solving situations.

The objective of the final sequence is to sharpen the students' social skills and to improve their pronunciation. Within these sequences, there are rubrics that align with the

syllabus outcomes, which are expressed in terms of the learners' practical abilities. (see figure 3.2 below).

Figure 3.2

Unit Organization in "At the Crossroad" Textbook



3.4.1.4 Textbook Approach

"At the Crossroads" complies with the Competency-Based Approach (henceforth CBA) as defined in the syllabus. According to Riche et al. (2006), CBA is characterized by the following:

a) Action-oriented Based

This indicates that the approach emphasizes the use of tasks and activities that require the learner to take action in order to become competent language user in real life situations beyond the confines of the classroom.

b) Social-constructivist Based

CBA considers learning as happening through social interaction with other people. Alternatively stated, learning is not conceived as the transmission of knowledge but as a creative use of newly-constructed knowledge through the process of social interaction with other students.

c) Problem-solving based

This implies that the approach makes use of tasks and activities that are deemed to develop the students' problem solving and critical thinking abilities. Students are placed in situations where they test/ check their capacity to overcome challenges and obstacles.

d) Bloom's Taxonomy based

The CBA is indebted to Bloom's taxonomy of educational objectives (see figure 3.3). According to Bloom (1964), educational objectives can be classified as:

- ❖ **Cognitive Objectives**, which focus mainly on developing the learners' cognitive and intellectual skills.
- ❖ **Affective Objectives**, which emphasize the development of aspects related to the learners' emotions, attitudes and values. It also concerns the ways in which people deal with things emotionally. (refer to chapter one, page 43 and 44 for more details about cognitive and affective taxonomies).
- ❖ **Psychomotor Objectives**, which describe the ability to physically manipulate a tool or an instrument.

Figure 3.3

Bloom's Educational Objectives (Hoque, 2017, Three Domains of Learning: Cognitive, Affective, Psychomotor).



Note. Bloom's Educational Objectives (Hoque, 2017, Three Domains of Learning: Cognitive, Affective, Psychomotor).

3.4.1.5 Texts and Genres: Quantitative Analysis

As previously mentioned, the analysis phase entails a quantitative examination of the literary component within the textbooks. The literary component's share within SE1 textbook is presented in the table below.

Table 3.3

Overview of texts in SE1 Textbook

Literary texts		Non-Literary texts	
Number	Percentage	Number	Percentage
11	20.37%	43	79.62%

The table shows that there are 11 literary texts, which account for 20.37. % of the total texts analysed. These texts are exclusively used with literary streams. In stark contrast, there are 43 non-literary texts, making up 79.62 % of the total. This significant imbalance highlights a heavier emphasis or reliance on non-literary texts in the analysed set.

Table 3.4

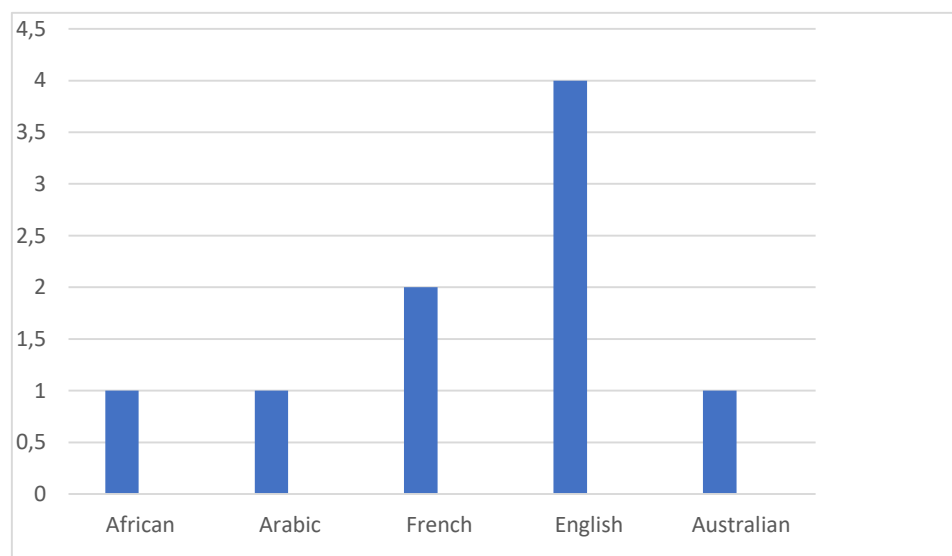
Literary Texts and Genres in SE1 Textbook

Text Num	Title	Unit	Page	Author	Origin	Genre	Year	Skill/ competency targeted
01	The Voyages of Sindbad the Sailor	Once Upon a Time	170 171	Anonymous	Arabic literary tradition	Short story	8 th C	Listening and speaking
02	Things Fall Apart	Once Upon a Time	53	Chinua Achebe	African literary tradition	Novel	1958	Reading and writing
03	Hard Times	Once Upon a Time	57	Charles Dickens	English	Novel	1854	Social skills
04	Alice's Adventures in Wonderland	Once Upon a Time	59	Lewis Carroll	English	Novel	1865	Social skills
05	The Lion	Once Upon a Time	56	Unknown	Unknown	Short story	Unknown	No skill targeted
06	The Stork and the Pitcher	Once Upon a Time	68	Jean de la Fontaine	French	Short story	1668	Problem solving
07	The Oak Tree and the Reeds	Once Upon a Time	68	Jean de la Fontaine	French	Short story	1668	Solving problem
08	My Country	Once Upon a Time	69	Dorothea Mackellar	Australian	Poem	1908	No skill targeted
09	Gandhi: A Story of a Life	Once Upon a Time	70	Yogesh Chadha	English	Biography	1997	Comprehension Language (grammar & Lexis).
10	Grown Ups Say Things Like	Our Findings Show	90	Michael Rosen	English	Poem	1979	Writing Grammar practice
11	Great Expectations	Once Upon a Time	72	Charles Dickens	English	novel	1861	writing

The representation of the literary component in “*At the Crossroads*” is quite low, with only 11 texts almost concentrated in one single unit (Once Upon a Time). This proportion could be inadequate to introduce literature to the secondary school students. Additionally, the content of SE1 textbook reflects a diverse cultural and literary selection, with a notable emphasis on European culture (6 texts, representing 54.54%. See figure 3.4). The collection involves two texts that represent Arab and African literary tradition, accounting for 18.18% for each. The remaining text is identified as being of Australian origin.

Figure 3.4

Origins of the Literary texts in “At the Crossroads” Textbook



Note. Key to the Graph:

X-axis: Origin of literary texts

Y-axis: Number of texts

Bars: Represent counts for each origin (African, Arab, French, European, English, Australian).

In terms of literary genres, 36.36% of the literary text present short stories, 36.36% present novel extracts, and 18.18% present poems. Biography accounts for 09.09% while no play is introduced to the First -year students. The texts were published in the old times (8th, 17th, 19th and the 20th C), no contemporary literary work is introduced to the students.

In terms of the skills and competencies targeted, four texts were found to be aiming at developing writing skill, only one listening script is introduced to help foster learners' listening and speaking skill, while four texts aim at enhancing problem solving and social skills, two literary passages are included without any skill or competency to develop.

3.4.1.6 Tasks and Activities

Table 3.5

Task types accompanying literary texts in SE1 Textbook

Task types		Number/ Percentage
Cognitive	Innovation and creation	08 (10.66%)
	Judgement and evaluation	01 (1.33%)
	Critical thinking and analysis	09 (12%)
	Application and Implementation	14 (18.66%)
	Comprehension and interpretation	18 (24%)
	Knowledge acquisition and recall	08 (10.66%)
	Role playing	00 (00%)
Affective	Creative projects	00 (00%)
	Valuing	01 (1.33%)
	Responding	01 (1.33%)
	Receiving	15 (20%)

The analysis of the educational tasks accompanying literary texts in “*At the Crossroads*” textbook reveals a curriculum that predominantly emphasizes comprehension and understanding, comprising 18 of the activities. Application and implementation record 14 instances, the category of receiving, which involves listening to or reading a literary text also shows a strong presence with 15 instances. Creativity, critical thinking and analysis also mark presence, each with 8 and 9 respectively. On the other side, the areas of valuing, evaluation, responding, role playing, creative project and personal response writing are underrepresented. Overall, the statistics suggest that the tasks accompanying literary texts within “*At the Crossroads*” textbook place more emphasis on the cognitive aspect of learning.

3.4.1.7 Objectives of the Literary Component in the First Year

The MNE (2022) sets the following objectives for incorporating literary texts within the First-year syllabus.

- Enhance the ability to attentively listen to and engage with a narrative;
- Acquire and apply the critical techniques necessary for writing a good film or book review;
- Write an analytical review of a selected book or film;
- Analyse and articulate the significance of a book’s blurb in relation to its content and appeal;
- Develop literary comprehension and interpretation skills through the analysis of a character’s sketch;
- Describe people’s physical appearance and psychological traits in literature;
- Demonstrate creative writing skills through developing beginnings, and middle sections of a story adhering to given guidelines;
- Imagine and write an end to the same story;
- Write a detailed biography of a renowned personality.

It seems quite clear that there is an overemphasis on written production with five writing-based objectives. Reading, oral and aural -based objectives are overshadowed. Moreover, most of these objectives fall under the cognitive level.

3.4.2 Literature within the Second Year Textbook

Before delving deeply and providing more details about the incorporation of the EFL literary component within SE2 textbook, it is safer to present some information about it.

3.4.2.1 SE2 Textbook Presentation

“*Getting Through*” is the textbook intended for second year secondary education classes. It implements the National Curriculum for English issued by the Ministry of Education in 2005. It has been published in 2006.

As its name suggests, “*Getting Through*” textbook signifies the phase during which students’ progress along the passageway toward their final year of studies, to be finished with the baccalaureate exam. Hence, it is a vital stage for the learners to strengthen their knowledge and reinforce their skills. The book opens with an introductory section formatted as an e-mail to the student, outlining the contents and objectives of each section. This is followed by another e-mail directed to the teacher. The table below shows details about the textbook.

Table 3.6

Comprehensive Profile of “Getting Through” Textbook

Name of the textbook	Getting Through
Author(s)	B. Riche, S.A. Arab M. Bensemmane, H. Ameziane and H. Hami
Date of publication	2006
Publisher	The National Authority for School Publications
ISBN	9947-20-474
Intended Audience	Second year students (aged 16 to 17)

Link for e-version of the textbook <https://eddirasa.com/book-english-2as-pdf/>

Number of Pages 207

3.4.2.2 Content of the Textbook

“*Getting Through*” is organized in eight didactic units which are meant to be completed in a maximum of 15 hours each. The units have been designed to accommodate the fact that second year students are specializing in different streams. Therefore, there are teaching units specifically addressed to the scientific and literary streams. The units are detailed in the following table.

Table: 3.7

Second Year Programme

Number	Theme	Topic	Stream
01	Signs of the Time	Lifestyles	Literary stream
02	Make Peace	Peace and Conflict Resolution	Literary and Scientific stream
03	Waste not, Want not	World Resources and Sustainable Development	Scientific+ Literary stream
04	Budding Scientist	Science and experiments	Literary +scientific
05	News and Tales	Literature and the media	Literary
06	No Man is an Island	Disasters and Solidarity	Literary +scientific
07	Science or Fiction	Technology and the Arts	Literary
08	Business is business	Management and Efficiency	Scientific

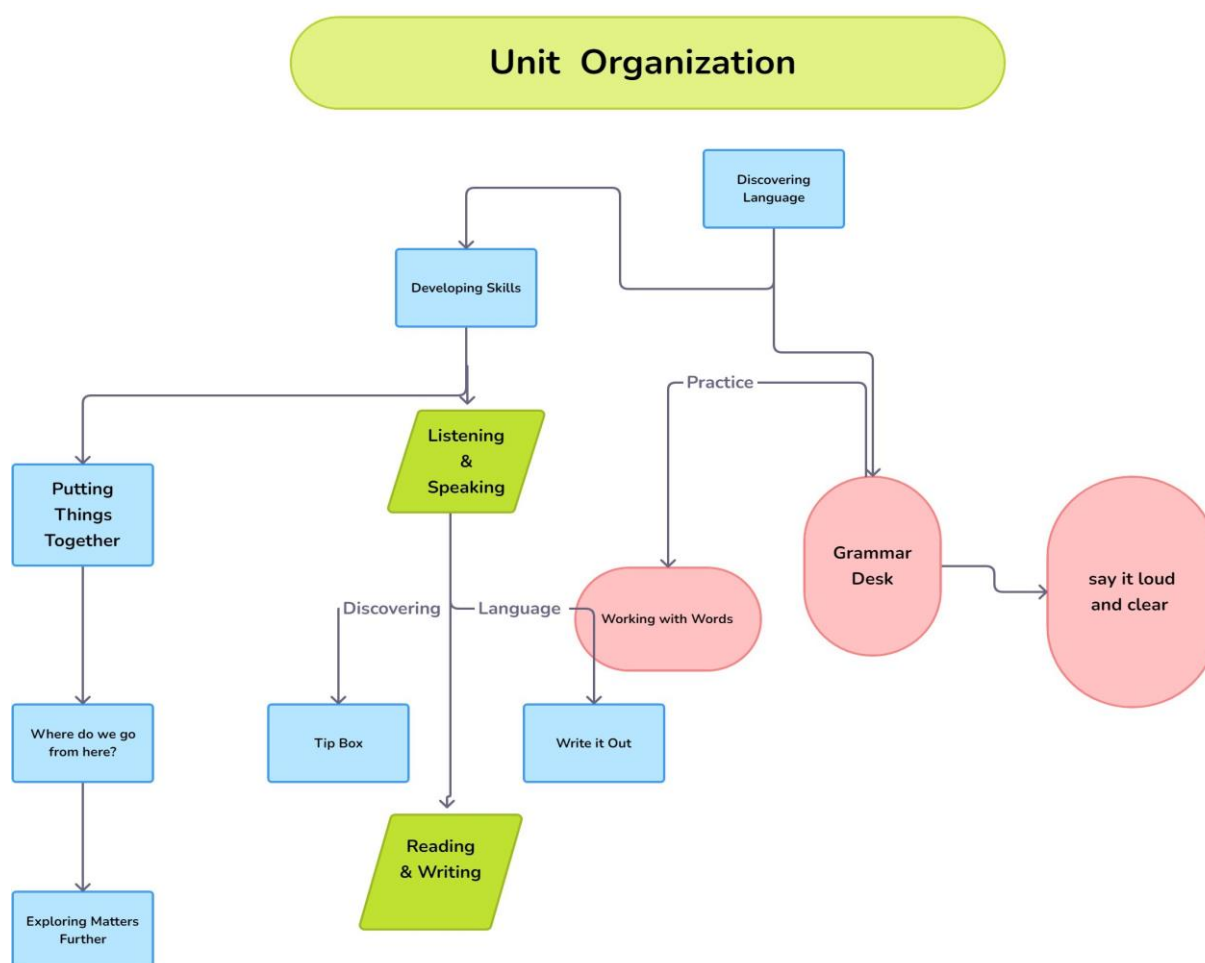
Furthermore, the coursebook contains eight listening scripts which support “Listening and Speaking” lessons.

3.4.2.3 Unit Organization

There are three main rubrics within each unit. But prior to approaching each, the learner is required to deal with a Time to think section which provides key words and necessary vocabulary related to the unit. It also strives to activate the learner’s schemata and get them to tell what they know about a specific topic. Figure 3.5 shows the units organization in details.

Figure 3.5

Unit Organization in “Getting Through” Textbook



3.4.2.4 Textbook Approach

“Getting Through” also keeps the procedures used in the first year “*At the Crossroads*”, relying as it does on the Competency -based Approach, which is both learner- centred and project -oriented.

Furthermore, textbook authors add that the methodology for the use of “*Getting Through*” in the classroom exhibits the following characteristics:

- ✓ It is communicative: focusing on the learner’s practice of English and encourages active interaction.
- ✓ It is task-based: the textbook involves a number of tasks and activities that are designed following Bloom’s taxonomy of higher order thinking skills (HOTS) and lower order thinking skills (LOTS). The learner is supposed to be able to integrate both types of skills during the realization of the final task (the project).
- ✓ It uses authentic material: various authentic texts are included in the textbook. Some of which are translated from other languages or simplified in terms of syntactic structure and lexis to keep the learners motivated.
- ✓ It encourages cooperative learning: learners are tasked to work in pairs or in groups in order to construct new knowledge.
- ✓ It aims at fostering self-assessment: In the rubric entitled “where do we go from here?”, students are supposed to engage in self-monitoring and assess their own learning to uncover areas that require remedial work.

3.4.2.5 Texts and Genres: Quantitative Analysis

Below are the number of literary texts within SE2 textbook.

Table 3.8

Overview of “Getting Through” Textbook

Literary Texts		Non-Literary Texts	
Number	Percentage	Number	Percentage
12	17.14%	58	82.85%

The table presents an overview of the distribution of literary and non-literary texts within “*Getting Through*” textbook, revealing a significant discrepancy between the two categories. Specifically, the textbook contains 12 literary texts and one literary listening script (Four Friends on page 183), accounting for only 17.14% of the total textual content. In contrast, 58 classified as non-literary texts, constituting 82.85%.

Table 3.9

Literary Texts and genres in “Getting Through” Textbook

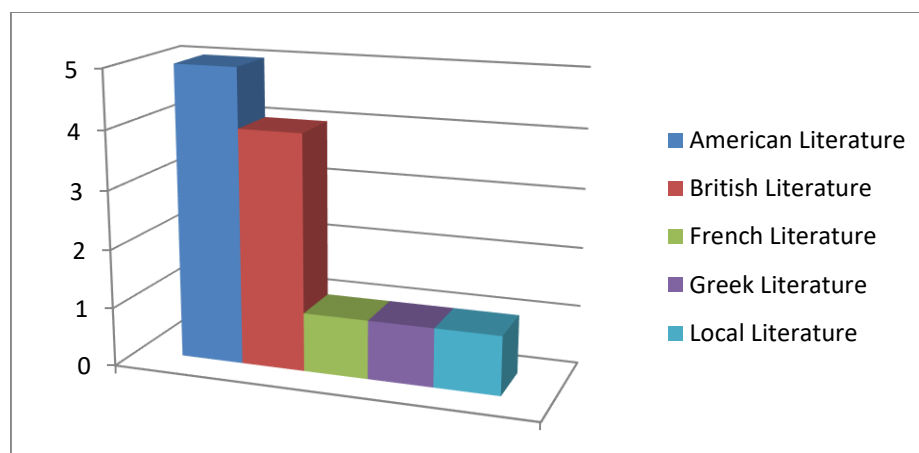
Number	Title	Unit	Page	Author	Origin	Genre	Year of publication	Competency/skill targeted
01	No title	Signs of the time	19	Textbook authors	Algeria	Autobiography	Unknown	Grammar
02	Traditional manners and changing manners	Signs of the time	32	Adapted from the internet	Italy	Life story	Unknown	Non identified

03	Berber or Doctor?	Signs of the Time	33	Graham Reyndds	England	Life story	Unknown	Non identified
04	Hero	Make peace	53	Mariah Carey	USA	Song	1993	Non identified
05	A nation's strength	Make peace	55	Ralph Waldo Emerson	USA	Poem	1847	Non identified
06	American Friends	Make peace	57	Julia Stein	USA	Poem	1992	Non identified
07	Learning the Hard way	News and tales	114	Aesop	Greece	Story	Unknown	Non identified
08	The little girl and the wolf	News and tales	114	James Thurber	USA	Story	1939	Non identified
09	The Story of the Chest	News and tales	115	Taos Amrouche	Algeria	Story	Unknown	Non identified
10	The grateful friends	News and tales	116	Brothers Grimm	German	Story	1812	Non identified
11	Street Scene	News and tales	117	Peter Suffolk	Unknown	Poem	Unknown	Non identified
12	Frankenstein	Science or fiction?	155	May Shelley	British	Novel extract	1818	Non identified

Table 3.9 provides a detailed listing of diverse texts incorporated within “*Getting Through*” textbook across various origins and genres (see figure 3. 6 below). Notably, the incorporation of literary works that belong to various distinct cultures exemplifies an eclectic approach to content selection. However, the total absence of local culture and the lack of identified competencies and skills for many texts indicate that the literary component is neither well- chosen nor exploited for learning purposes.

Figure 3. 6

Origins of Literary Texts in “Getting Through” Textbook



3.4.2.6 Tasks and Activities

Table 3.10

Task types accompanying literary texts in SE2 Textbook

Task Types	Number /percentage
Innovation and creation	03 (15%)
Judgement and evaluation	00 (00%)
Critical thinking and analysis	01 (5%)
Cognitive	
Application and Implementation	03 (15%)
Comprehension and interpretation	04 (20%)
Knowledge acquisition and recall	02 (10%)
Role playing	00 (00%)
Creative projects	00 (00%)
Affective	
Valuing	00 (00%)
Responding	02 (10%)
Receiving	05 (25%)

The analysis of the educational tasks accompanying the literary texts in “*Getting Through*” textbook shows a clear emphasis on the cognitive aspect (with 13 tasks). The category of “comprehension and interpretation” shows presence with 4 instances, followed by “application” and “creation” with 03 instances each. The other cognitive tasks such as remembering, analysis and evaluation are underrepresented.

Conversely, the relatively low scores in the affective domain, with only 07 tasks highlight a minimal focus on the learners’ feelings, emotions, attitudes and motivations.

3.4.2.7 Objectives of Teaching Literature in the Second Year

The yearly progressions provided by the Ministry of National Education (2022) mentions the following objectives of exposing SE2 students to literature:

- ✓ Recognize bias and prejudice and write a poem denouncing prejudice. An example of this could be asking students to write a poem for UNESCO competition to denounce prejudice.
- ✓ Write a recite a poem;
- ✓ Write an autobiography;
- ✓ Reading a news story;
- ✓ Listening to a folktale;
- ✓ Writing a news story;
- ✓ Writing a short story;

It seems quite clear that literature is used for the sake of developing the students’ linguistic skills, mainly the writing skill.

3.4.3 Literature within the Third Year Textbook

In this section, we put the literary component within SE3 textbook under investigation.

3.4.3.1 General Presentation of the Textbook

The textbook “*New Prospects*”, as noted by Arab et al. (2006) in the forward section, complies with the new English syllabus for SE3, established by the National Curriculum Committee of the Ministry of National Education in March 2006. It follows the same methodological framework as the textbooks “*At the Crossroads*” and “*Getting Through*”, adhering to the principles of the Competency-based approach (CBA). As the authors emphasize, “Naturally, the overall approach remains basically competency-based, learner-centred and project geared” (Arab et al., 2006, p. 4).

Within this textbook, language learning is viewed as a developmental process through which the learners make errors as a natural part of that process. Moreover, the mastery of grammar is regarded as the cornerstone of a good command of English and therefore, it is overemphasized.

The textbook consists of:

- Contents (pp.2-3)
- Foreword (pp.4-7)
- Book map (pp.8-13)
- 6 units (pp.14-195)
- Listening scripts (pp.196-210).
- Grammar reference (pp.211-238)
- Resource portfolio (pp.240-270)
- Acknowledgements.

3.4.3.2 Textbook Content

The textbook consists of six units, meant to be completed in 21 hours (7 weeks), each, except for unit six. (see table 3.11 below).

Table 3.11

Third year programme

Number	Unit	Theme/ Topic	Time	Stream
01	Ancient Civilizations	Exploring the Past	7 weeks (28 hours)	Literary
02	Ill-gotten gains never prosper	Ethics in business	7 weeks	Scientific +Literary
03	Schools: Different and alike.	Education in the World: comparing educational systems	7 weeks	Literary
04	Safety First	Advertising, Consumers and Safety	7 weeks	Scientific
05	It's a Giant Leap for Mankind	Astronomy and the Solar System	7 weeks	Scientific
06	We are a Family	Feelings and Emotions	5 weeks	Scientific+ Literary

3.4.3.3 Unit Organization

Each unit within the textbook is structured as follows:

- Presentation of the project outcome
- Two parts: each part involves two sequences, which are divided into sections and rubrics.

Sequence One: involves two sections:

- ✓ Listen and Consider (also called interpretive listening)
- ✓ Read and consider (also called interpretive reading).

These sections are rounded off with a section wherein students take a break before they start the following sequence.

Sequence Two: which involves:

- ✓ Research and report;
- ✓ Listening and speaking;
- ✓ Reading and writing;
- ✓ The main project and other alternatives;
- ✓ Assessment.

This is followed by another break entitled “*Time for*”. Students find relaxation in a song or a poem.

3.4.3.4 Texts and Genres: Quantitative Analysis

The literary texts that are included in SE3 textbook are counted and organized in the tables below.

Table 3.12

Overview of “New Prospects” Textbook

Literary texts		Non -literary texts	
Number	Percentage	Number	Percentage
12	13.33%	78	86.66%

Table 3.12 provides a comparative quantitative analysis of literary texts and non-literary texts. Specifically, the textbook contains 12 literary texts, accounting for 13.33% of the total number of texts, and 78 non-literary texts, constituting 86.66% of the total. It seems quite clear that the curriculum leans more towards non-literary content.

Table 3. 13

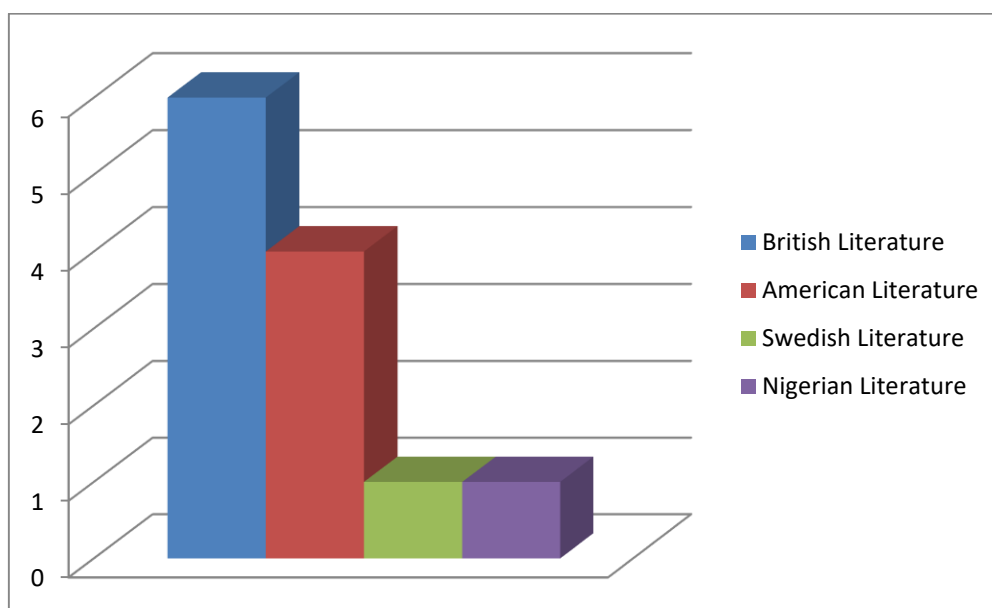
Literary Texts and Genres in “New Prospects” Textbook

Num	Title	Unit	Page	Author	Origin	Genre	Year of publication	Competency /skill Targeted
1	Poems about the rise and fall of civilizations	Ancient civilizations	44	Percy Bysshe Shelley	England	Poem	1792-1822	Not identified
2	Money, money, money	Ethics in Business	73	Abba	Sweden	Song	1976	Non identified
3	What did you learn in school today?	Schools: Different And alike	105	Tom Paxton	USA	Song	1963	Non identified
4	A song for eating	Safety first	134	Unknown	Unknown	Song	Unknown	Non identified
5	Astronomy Domine	Astronomy and the Solar System	164	Pink Floyd	England	Song	1967	Non identified
6	The Unicorn in the Garden	Feelings and emotions	189 190	Adapted from James Turber	USA	Story	1939	Reading and writing
7	Love is all	Feelings and emotions	195	Roger Glover and Guests	England	Song	1974	Non identified
8	Adventure Ahead	Schools: different and alike	202 203	Adapted from Eva Meushaw	USA	Story	1968	Listening and speaking
09	What I have lived for	Feelings and Emotions	186	Bertrand Russell	UK			Writing
10	Letter to my Nephew	Feelings and Emotions	265	James Baldwin	US		1962	Extensive Reading
11	Taking Bribe is Wrong	Ethics in Business	248- 249	Chinua Achebe	Nigeria	novel	1960	No skill
12	How Not to Educate Children (Hard Times).	Schools: Different and Alike	251- 253	Charles Dickens	England	novel	1854	Extensive reading

“New Prospects” textbook includes a diverse range of literary genres. The book has 12 texts in total, of which one is a poem, two are stories, and five are songs. These texts span a broad spectrum of historical periods, reflecting multiple cultural contexts. (see figure 3.7 below).

Figure 3.7

Origins of Literary Texts in “New Prospects” Textbook



By way of example, Percy Bysshe Shelley’s poem hails from the Romantic era of the late 18th century, while Tom Pixton song *“what did you learn in school today?”* from the mid-20th century illustrate a chronological diversity. However, it is noteworthy that the great majority of this content is used as a break, under the title *“Time for”*, with no specific skills or competences to address. There are also three literary texts at the end of the textbook in *“Resources Portfolio”* section. It seems clear that these texts are meant to be used for extensive reading outside classroom.

3.4.3.5 Tasks and Activities

Table 3.14

Task Types accompanying Literary Texts in SE3 Textbook

Task types	Number/ percentage
	Innovation and creation 02 (6.06%)
	Judgement and evaluation 00 (00%)
	Critical thinking and analysis 04 (12.12%)
Cognitive	Application and implementation 06 (18.18%)
	Comprehension and interpretation 07 (21.21%)
	Knowledge acquisition and recall 03 (9.09%)
	Creative projects 00 (00%)
Affective	Role playing 00 (00%)
	Valuing 00 (00%)
	Responding 08 (24.24%)
	Receiving 03 (9.09%)

Table 3.14 indicates that the cognitive domain is more emphasized, making up 22 tasks. Activities categorized under “comprehension and interpretation” are the most prevalent (7 tasks), suggesting a strong emphasis on understanding and comprehension. Conversely, the total absence of tasks related to role playing, evaluation, valuing, and creative projects shows that the affective domain is less addressed when using the literary component.

3.5 Qualitative Analysis of the Selected Literary Texts

Four texts included in the three textbooks used in the secondary school were selected for the analysis. Two of which are extracts from novels in “*At the Crossroads*” textbook, a story and a poem in “*Getting Through*” textbook, and another story in “*New Prospects*” textbook.

Two main considerations were taken into account during the selection of these texts. Firstly, the researcher wanted to include diverse literary genres to avoid prioritizing one genre over another. Secondly, she wanted to select texts that incorporate tasks which facilitate active engagement and practical application in order to provide understanding of how the literary

component is utilized and exploited for educational purposes. Hence, any text devoid of such tasks was excluded.

The following table presents the selected texts for analysis.

Table 3.15

Texts Selected for Analysis

Number	Title /source	Genre	Textbook
01	An extract from <i>Hard Times</i>	Novel	At the Crossroads
02	An extract from <i>Things Fall Apart</i>	Novel	At the Crossroads
03	Hints on Pronunciation for Foreigners	Poem	Getting Through
04	The Unicorn in the Garden	Story (fable)	New Prospects

Text 01: An extract from “*Hard Times*” novel

The classic novel “*Hard Times*” by Charles Dickens is set in the Victorian age (during the 19th century), a novel with a welter of economic and social references to the English society. Understanding the novel’s content, therefore, requires an additional background knowledge from the part of the learner. The novel tackles themes such as industrialization, education and utilitarianism. The passage of the industrial city “Coke town” is included within SE1 textbook (see appendix 9 on page 261).

Dickens through this imaginary narrative describes the town as being unnatural, polluted and full of chimneys and machinery. This fiction depicts how industrialization has negatively impacted the life of people, making of them machines without souls, without the right of having imagination and feelings (Ben and Kestler, 2016). It also describes the educational system of schools at that age and how students were exposed to only facts and deprived of imagination. Dickens believed that many school systems discouraged the development of children’s imaginations, training them as little parrots and small calculating machines (Albert, 2016).

The characteristics of a school system which emphasizes only factual information, while marginalizing imaginative content, could still be evident in some contemporary educational systems.

- **The Language and Style of the Text**

Dicken’s writing is characterized by long sentences and advanced vocabulary. Hence, the text has been adapted for pedagogical purposes. Textbook writers used different strategies during the process of simplification.

- ✓ **Omission**

Some expressions have been entirely deleted. Examples of these expressions are underlined in the following short extracts

“It was a town of red brick, or of brick that would have been red if the smoke and ashes had allowed it, but as matters stood, it was a town of unnatural red and black like the painted face of a savage” (Dickens, 1854, p. 21).

“It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of building full of windows where there was a rattling² and a trembling all day long” (Charles Dickens, 1854, p. 21).

- ✓ **Addition**

Some expressions were added to the adapted text, an example of this is “...nor a public library where children could go”. (At the Crossroads, 2006, p. 57).

- ✓ **Change**

Some expressions were changed and substituted by others, like “you saw nothing in Coke town but what was severely workful” (Dickens, 1854, p. 27) has been changed to “you saw nothing in Coke town but some rare facilities”. (Riche et al., 2005, p. 57).

² The underlined expressions were deleted within the textbook’s passage.

In spite of resorting to simplification, the text still contains difficult vocabulary, simile and metaphors that are hard to grasp. Overall, “*Hard Times*” is hard for an EFL learner who is still grappling with even simple vocabulary.

The tasks that precede and follow the text mainly deal with reading comprehension (cognitive tasks) and lexis.

The table below shows the different cognitive levels of the tasks.

Table 3.16

Tasks accompanying Dicken’s text

Task number & page	Task instruction	Level within the cognitive domain	Notes on application
1 page 57	Look at the book cover below and answer these questions -Who is the author of the book? -What is its title? Do you expect the story to be cheerful or depressing? -What does the picture illustrate? Tick in the appropriate box. Justify your answer.	Understanding	Interpretation of the picture requires understanding and comprehension.
2 page 57	Read the text below and check your answers to questions B and C above.	Remembering	Students recall previous answers to be able to check correctness.
3 page 58	Read the text on the previous page and answer the questions below. Give evidence from the text.	Understanding	Students need to understand the text to be able to answer the questions.
4 page 58	Complete the sentences below with information from the text.	Understanding	Students need to understand the sentences to be able to complete them.
5 page 58	How does the author convey the following ideas?	Understanding	Students need to understand the vocabulary to be able to find the words that convey the meaning.
6 page 58	Imagine you are a novelist. Set the first scene of your novel by writing a short description about an imaginary town or village. Use the text on the previous page as a model.	Creating	Students will create their scene of novel following the previous model.

Text 02: An extract from “*Things Fall Apart*” novel

Things Fall Apart is a classic novel that addresses themes such as colonialism, cultural clash and tradition versus change. “*At the Crossroads*” textbook includes a short- adapted passage of the novel (see appendix 10 on page 263). The passage is primarily a portrayal of the protagonist Okonkwo who is depicted as a hardworking, strong man, while Unoka (Okonkwo’s father) is depicted as lazy, romantic, improvident and less respected.

The text uses simple language and straightforward vocabulary but still contains cultural references that are unfamiliar to readers (the word Agbada: a type of Nigerian dress). In this context, Van (2009) explains “cultural references that are unknown to students may cause comprehension problems, making the student dependent on the teacher’s interpretation”. (p.3).

The text’s related tasks are language -centred. The first three tasks that precede the text aim at activating the learners’ schemata and checking their prediction skills, while the other tasks focus on reading comprehension and linguistic outcomes (lexis and grammar).

The table below shows the different cognitive levels of the tasks.

Table 3.17*Tasks accompanying Achebe's text*

Task number & page	Task instruction	Level within the cognitive domain	Notes on application
1 page 52	Look at the picture of the book cover below and answer these questions.	Understanding	Students are required to interpret the picture. This can be done through comprehension.
2-page 52	Read the blurb again and guess how the novel will start. Circle the right answer A, B or C	Understanding	Students are required to interpret the blurb. This can be done through comprehension
1 page 53	Read the text below and check your answer to exercise 2on the previous page. Did you guess right or wrong? Explain.	Remembering	Students need to recall previous data.
2-page 53	Complete the table below with information from the text.	Understanding	Students need to understand the text to be able to complete the table.
3 page 53	What tense is used in the text above? Why?	Remembering	Students need to recall the rule of the past tense to be able to answer.
4 page 54	Find the synonyms, the antonyms and explanations of the following words and phrases from the same text.	Understanding	Students need to understand the meaning of the words to be able to answer.
1 page 54	Rewrite sentence A and B from the text using the verbs “have” and “wear”. Make the necessary changes but keep the same meaning.	Applying	Students apply the rule of the past tense to be able to rewrite the sentences correctly.
2 page 54	Join the pairs of sentences below with the prepositions “with and to” to form one meaningful sentence.	Applying	Students practise the use of prepositions.

Text 03: “Hints on Pronunciation for Foreigners”

The poem is included in “*Getting Trough*” textbook on page 164 (see appendix 11 on page 264). The text plays with the inconsistencies and complexities of English pronunciation and spelling, through the use of homophones (bird-beard, brother, bother, tough, bough, dough, hiccough). Students who are still grappling with basic language structures and pronunciation find the vocabulary as too advanced. The level of linguistic knowledge required to appreciate the humour and nuances of the poem presupposes a higher level of proficiency.

The tasks accompanying the poem merely focus on pronunciation. It challenges students to recognise patterns in language sounds and their appropriate spelling, which is a cognitive process. Table 3.18 explains the cognitive levels of the tasks.

Table 3.18

Tasks accompanying “Hints on Pronunciation for Foreigners” poem

Number of task & page	Task instruction	Level/domain	Notes on application
3 p 164	Listen to your teacher as s/he reads the poem below. Then discuss with him/her the spelling sound links in English. Learn the poem by heart.	Understanding Remembering	Students need to recognize how the sounds are linked. Students are required to remember the words and lines in the poem when they learn it by heart.

Text 04: “*The Unicorn in the Garden*”

The text is an extract from “Fables of our Times” by James Thurber (see appendix 12 on page 265). It is a fictional story titled “*The Unicorn in the Garden*”, which is a narrative about reality versus imagination and the conflicts that may arise from opposed beliefs about what is real.

The language used in the narrative is fairly simple but imaginative. The sentences moderately structured with some complexity in the construction (eg; the unicorn was still there, he was now browsing among the tulips, “here, Unicorn”, said the man, he pulled up a lily and gave it to him, with a high heart, because there was a unicorn in his garden, the man went upstairs and roused his wife again). (New Prospect, 2007, p. 189).

The questions that precede and follow the text are both cognitive and affective.

- **Cognitive Tasks**

Questions such as “how does James Thurber begin and end his story?” and “in what ways is the story different from fairy tales in characters, themes, languages ...etc?” require students to recall specific details from the text and understand the structure and themes. The tasks that ask students to choose appropriate interpretation and to justify their choice, strongly engage cognitive skills. This includes comprehension, analysis, synthesis and evaluation.

- **Affective Tasks**

Questions like “do you like this story?”, “what makes you smile or laugh? Why?” “Do you agree with the author’s opinion about modern tales? Why?”, “what adjectives would you associate with the mood of this story?” are affective as they tap into students’ emotions, attitudes and personal experiences.

3. 6 Discussion and Interpretation

The textbooks content analysis, within the present study, was significantly important to come up with answers to the main research questions. In the initial phase, a preliminary investigation was undertaken to assess the presence of the literary component within the textbooks using a quantitative analytical approach. The findings from this analysis reveal that the literary component is systematically underrepresented and does not receive adequate emphasis across all three textbooks examined. This conclusion is in line with Bourguieg (2019) who found that the literary component in “*At the Crossroads*” textbook is marginalized and Shrouf and Dwaik (2013) who discovered that Palestinian secondary school textbooks contain far fewer literary texts. School programmes that adhere strictly to traditional methods, prioritizing rote learning and the dissemination of factual information over creativity and imaginative thinking often give the literary component little attention.

Throughout the second phase of analysis, the literary texts were evaluated to check whether they align with the students’ language aptitudes and interests. It was quite methodological to design a set of criteria for analysis in this case. The evaluation has overtly evidenced that the texts were simplified and adapted for pedagogical purposes. This echoes Dascalos & Ling (2006, p.11) who contend that many EFL textbooks use authentic texts that are very often adapted and simplified to meet the students’ proficiency.

Although the process of simplification decreases linguistic complexity and makes the texts easier for the learners, it still poses some problems. Leow (1993) opines that simplification may result in something more complex than the original.

In the same vein, Mountford (1976), Meisel (1980) and Long and Ross (1993), summarized by Crossley et al. (2007) contend that “the removal of complex linguistic forms in favour of more simplified and frequent forms (...) inevitably denies learners’ the opportunity

to learn the natural forms of language”. (p.16). Therefore, adapting literature for pedagogical purposes diminishes aesthetic value and distorts the beauty of the original text.

In fact, the adapted literary texts within the textbooks are classified as B1 proficiency level which may present certain linguistic challenges to many students, especially those with limited language proficiency. Moreover, the presence of cultural connotations within the literary texts, with notable absence of local culture, can also pose difficulties to students whose L1 culture is distant and dissimilar. Hence, the literary texts on the textbooks do not contribute to the development of the students’ language skills.

The students’ interest is another dimension through which the researcher evaluates the suitability of the literary texts in the textbooks. It has been evidenced that the great majority of the texts feature themes that are irrelevant for 21st century teens. According to Lazar (1990), if the text is meaningful and enjoyable, learners will try to overcome the linguistic obstacles enthusiastically. Duff and Maley (1990) described interesting texts as texts that are easily accessible to the learner, have colourful photographs and illustrations. The pictures that are used with some literary texts appear unappealing and uninteresting. In a world dominated by digital technology and AI tools, the use of such paper photographs is unlikely to capture the learners’ interest.

Regarding the tasks accompanying the literary texts in the textbooks, it is noticeable that some texts, mainly in the “*New Prospects*” textbook, are without any questions to answer. This is particularly evident in texts found on pages 44, 73, 105, 134, 164, 195 and 251. This echoes Parkinson and Thomas’ claim (2000) when complaining about the non-exploitability of literature, “the final reason for teaching literature is that of convenience. This can be a good reason or a bad reason. It is a very bad reason indeed in some countries, where the EFL textbook consists only of extracts from classical literature, with no vocabulary or grammar, no exercises, no questions, nothing else at all.” (p. 11).

In other cases, literary texts are accompanied by tasks which focus on the cognitive aspects and deal with the topic of the text superficially, mainly to respond to comprehension questions without delving deeper into the writer's intents. Texts which are selected for their artistic value or their representation of diverse cultures should be accompanied by pedagogical tasks that explore these cultural dimensions in depth. If the main purpose is to address basic comprehension questions which could be sufficiently achieved through non-literary texts, one must question the rationale behind these texts' selection.

Most of the tasks do not engage students affectively nor connect with their feelings and emotions. If students are not affectively engaged with the literature they read, they will not typically display enthusiasm, this in turn, generates an aversion to reading literature, especially if the texts do not align with their interests.

3.7 Reading English Literature for Pleasure in the Secondary School

For the sake of encouraging reading among secondary school students, the Algerian Ministry of Education initiated a program aimed at promoting reading and increasing students' interest in reading (mainly reading for pleasure) on July 15th, 2013. The publication number 310 stated the following:

In order to establish reading traditions and spread them among students in general and in the secondary school students in particular, we provide you with some guidelines.

1/ Programming the reading activity: Reading thus should be programmed as a pedagogical activity in the teaching of both Arabic module and foreign languages (French and English), for both the first and the second year. About five to ten minutes during each session can be devoted to briefly review what the students have read and to check their progress in reading. This is called "The Reading Moment" or "The Reading Minute".

2/ Identifying the number of books: Every student can read about four books a year, two books in Arabic, and two other books in one of the foreign languages (French or English).

3/ Selecting some books for reading: Orientation meetings and education councils bear the responsibility of suggesting some book titles (about 20 books at least to choose from) and that are easy to find and read. Teachers play a vital role in guiding the students throughout this experience.

4/ Helping needy students: School administrations can organize this through donations, exchanging books among students or by providing access to e-libraries to allow students to download free versions of appropriate books. School libraries can even offer a book to students to encourage them to read more.

5/ Preparing a book review: Students write a summary for every book they finish reading using a sample of book review card to guide them and facilitate the task. (a guide to this is the pedagogical decree N. 308 dated 10/07/ 2013). This technique helps students and guides them throughout their reading journey and trains them to conduct research, summarize books, provide illustrations, make decisions, enhance their linguistic abilities and overall knowledge.

6/ Engaging in Debates: Students will learn to present the general ideas of the book and answer their classmates' questions, they will also learn to defend their arguments and express their ideas through engaging in debates. (a guide to this is the pedagogical decree N. 307 dated 10/07/2013).

Debates aim at enhancing the students' linguistic skills; mainly speaking skills.

7/ Appreciating Reading: In order to encourage the students to engage in more reading, teachers can award extra marks. These marks will be added to the students' general scores. (See appendix 13 on page 268).

8/ Using Portfolio: The reading summary card will be kept in the students' portfolio. Portfolios are valuable and helpful tools for assessing students. (a guide to this is the pedagogical decree N. 377).

9/ Organizing Reading Clubs: Every student in the secondary school has the right to be a member in this club where he/she is tasked to read a certain book of his choice and summarize it to his mates.

10/ Enriching the School's Library: This can be done annually through devoting part of the school's budget to purchasing some famous and bestseller literary works. (text translated from Arabic version, see appendix 14 on page 269).

3.8 The Teachers' Questionnaire

The questionnaire which was directed at 200 teachers across Algeria aimed mainly at investigating the teachers' perspectives towards integrating the EFL literary component in the teaching of English to the secondary school learners. In what follows we explain and discuss its main findings.

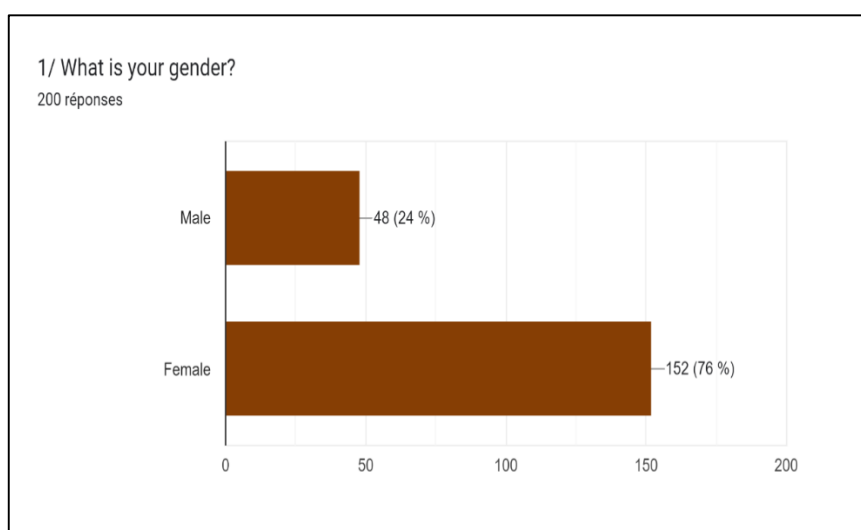
3.8.1 Findings of the Teachers' Questionnaire

In what follows are the results obtained from the teachers' questionnaire. As previously mentioned, the results of closed questions will be analysed using numbers, percentages and descriptive statistics, while data from open-ended questions will be analysed following the content analysis tradition.

- **The Teachers' Profile**

The results obtained from the first five questions in rubric one generated the following demographic data.

Gender: 152 (76%) were female and 48 (24%) were male.

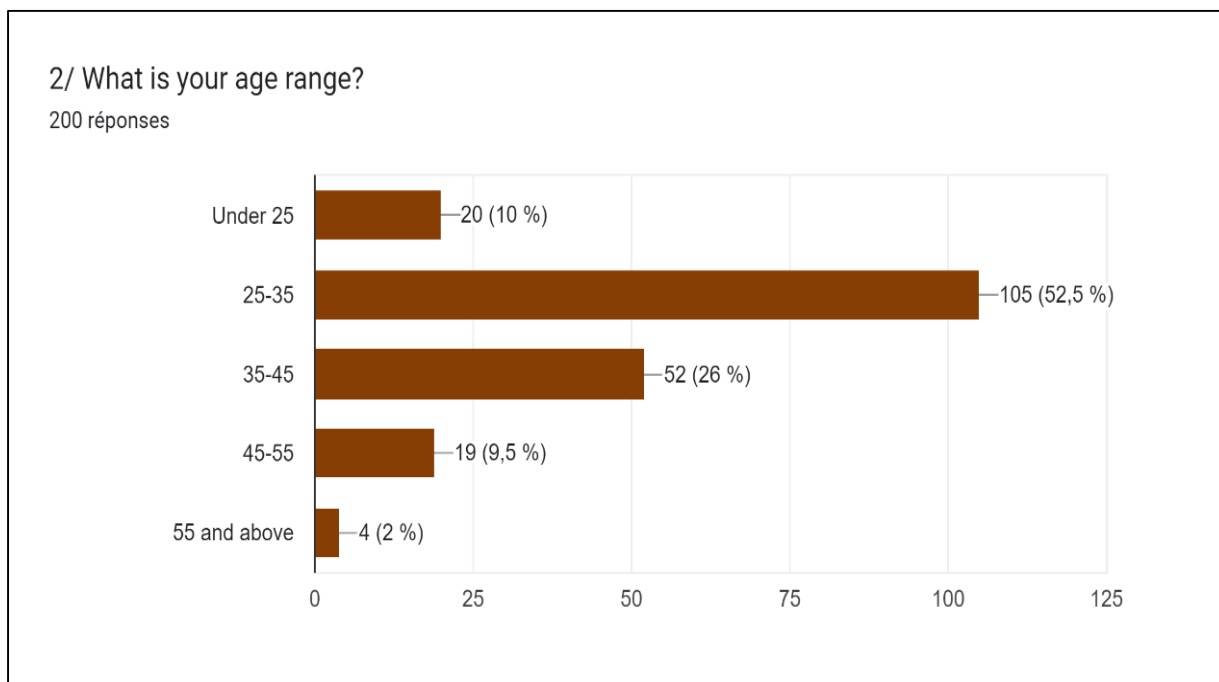
Figure 3.8*Gender Distribution*

Note: An excerpt from the online survey showing the teachers' gender.

The majority of the respondents are female, representing 76% of the total number. Though the results cannot be generalized within the present study, it can be stated that the teaching profession in Algeria is female dominated.

- **Age Range Distribution**

- ✓ Under 25: 20 teachers (accounting for 10%)
- ✓ 25-35: 105 teachers (accounting for 52.5%)
- ✓ 35-45: 52 teachers (making up 26%)
- ✓ 45-55: 19 teachers (representing 9.5%)
- ✓ 55 and above: 4 teachers (accounting for 2%).

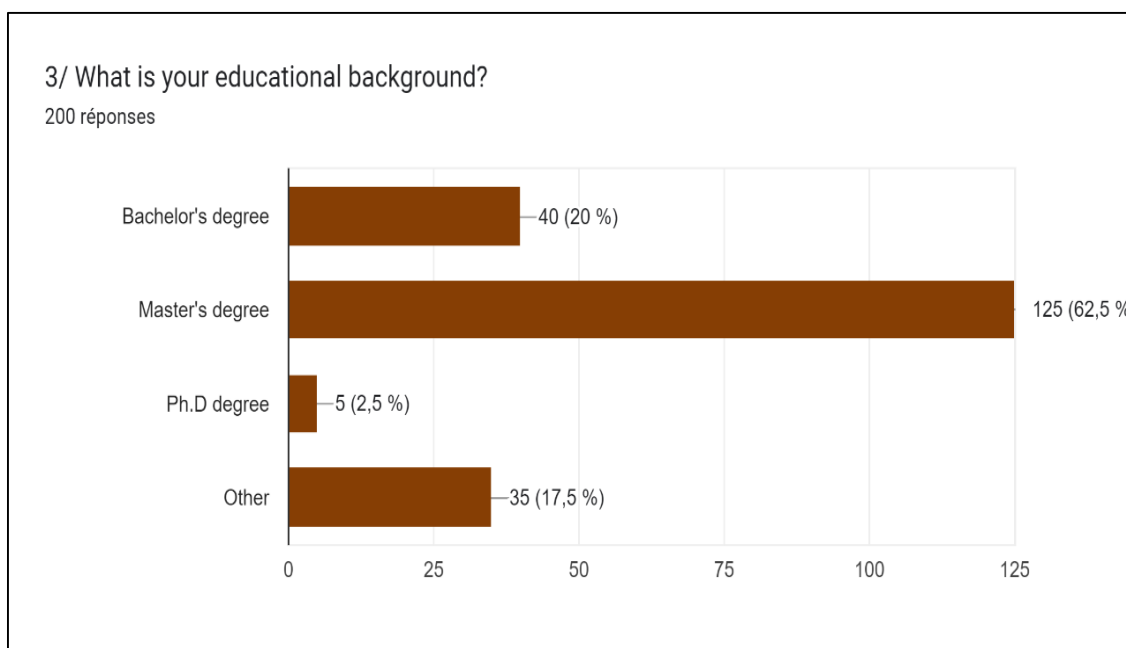
Figure 3.9*Age Range Distribution*

Note. An excerpt from the online survey showing the teachers' age range.

The largest age group (25-35) includes early to mid-career teachers who are gaining experience and developing their teaching practices. The smallest age group on the other hand, includes experienced teachers, with 55 years old and above, who are potentially nearing retirement.

- **Educational Background**

- ✓ PH.D. degree: 5(2.5%)
- ✓ Master Degree: 125(62.5%)
- ✓ Bachelor degree: 40(20%)
- ✓ Other: 38(17.5%).

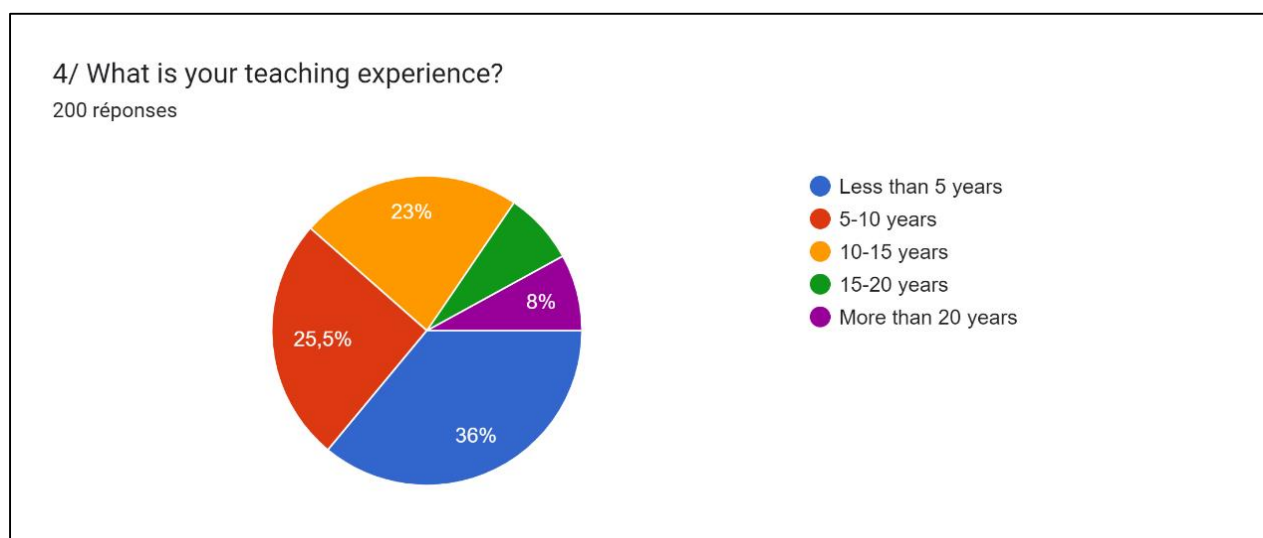
Figure 3.10*Educational Background Distribution*

Note. An excerpt from the online survey showing the teachers' educational background.

The educational background of the respondents indicates a well-educated workforce, with the majority holding Master degree (62.5%). Although the number of respondents to this question is 200, there seems to be more than 200 responses. It is possible that some of the respondents are with various educational backgrounds or that they interpreted this question differently.

- **Teaching Experience**

- ✓ Less than 5 years: 72 (36%)
- ✓ 5-10 years: 51 (25.5%)
- ✓ 10-15 years: 46 (23%)
- ✓ 15-20 years: 15 (7.5%)
- ✓ More than 20 years: 16 (8%).

Figure 3.11*Teaching Experience*

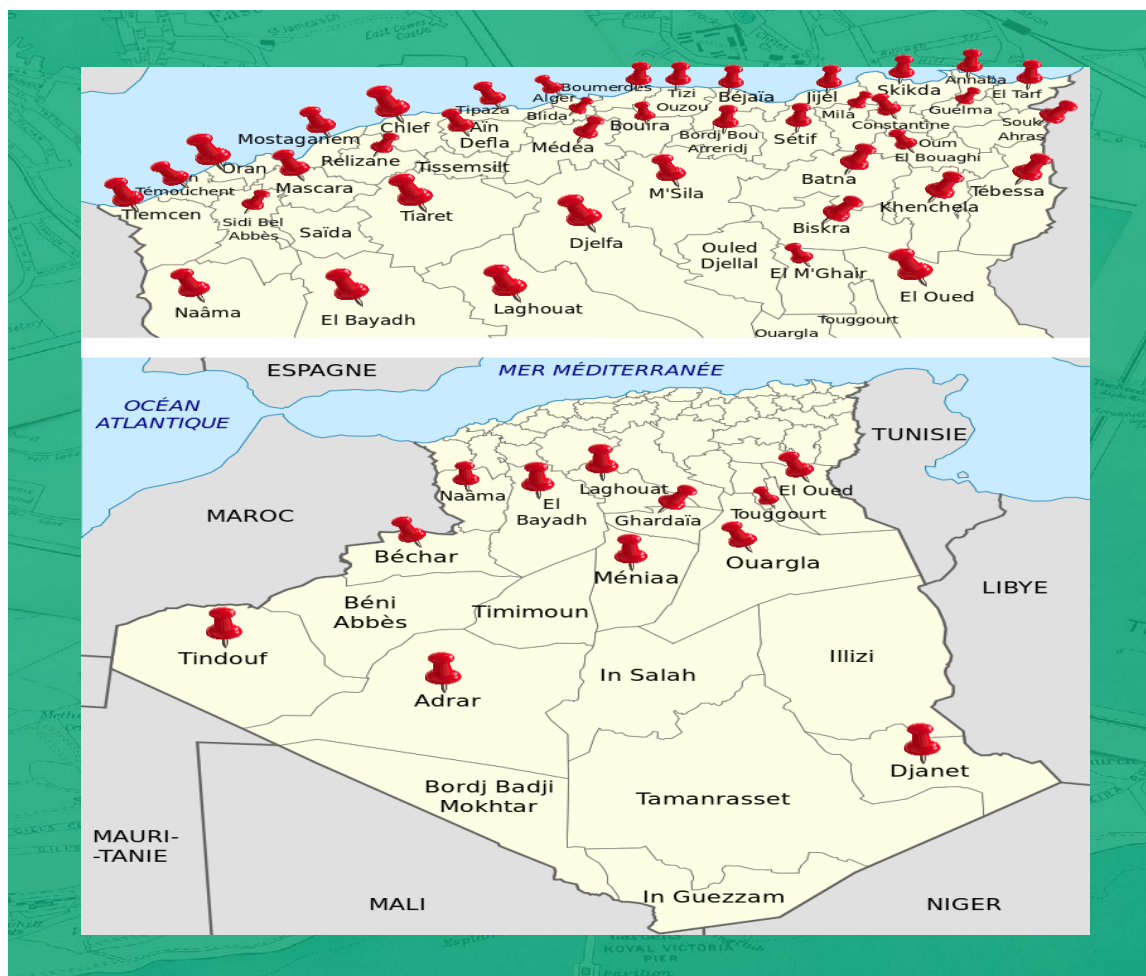
Note. An excerpt from the online survey showing the teachers' years of experience.

The distribution of teaching experience among the participants indicates a significant proportion of novice teachers, with a balanced representation of mid-career instructors. This diversity in experience serves to generate wide range of possible views and thoughts.

- **Teachers' Provinces**

200 educators who teach in 50 provinces participated in the survey questionnaire. The map below illustrates the provinces in which these teachers are employed.

Figure 3.12

The Teachers' Secondary Schools

Note. The map shows the teachers' place of work, ranging from the north to the south and from the west to the east.

A significant proportion of schools is mentioned only once, indicating a wide distribution of participants across many various schools. This, in turn, suggests a broad representation of experiences and perspectives from different educational environments.

Conversely, the multiple mentions of certain schools indicate high engagement levels in the survey from these schools.

- **Definitions of Literature**

The last question within rubric one aims to assess the teachers' understanding of the term "literature" (How would you define the word "literature"?). The objective is to find out whether the teachers are aware of the type of literature, distinguished as either literature (literature with small "l") or literature (literature with big "L"), they can employ in their teaching practices. Five categories of definitions emerged: literature as an artistic expression, literature as an interpretation of human experience and emotion, literature as an educational tool, literature as a way for cultural and societal reflection, and literature as a path for personal enjoyment and escape.

- Literature as an Artistic Expression

Multiple responses (41 teachers) emphasized the artistic and creative qualities of literature:

- ✓ "It is an art"
- ✓ "It refers to written works of imaginative or artistic value"
- ✓ "It is an art that an eye enjoys to read and an ear enjoys to listen"
- ✓ "Literature is an art that very few people can understand"

- Human Experience and Emotion

Human experience and emotions were the most recurrent terms that teachers associated with literature.⁶¹ of the teachers highlight the role of literature in expressing human experiences, feelings and emotions.

- ✓ "The interpretation of feelings, ideas, dreams, and everything that gives me a sense of humanity and reality"
- ✓ "A mirror that reflects the complexities of life, offering insights, empathy, and a deeper understanding of ourselves and the world around us"
- ✓ "The written expression of human experiences, emotions and ideas"

➤ Educational Tool

According to 41 educators, literature can serve as a means for language learning and cognitive development:

- ✓ “One of the key tools for the progress of any language learning process”
- ✓ “A tool that enriches students’ vocabulary and lexical knowledge”
- ✓ “A very important domain in language teaching and learning”

➤ Cultural and Societal Reflection

16 teachers viewed literature as a means for transmitting culture and social values:

- ✓ “A body of work that transmits culture”
- ✓ “It often reflects the culture, ideas and experiences of a society”
- ✓ “Literature is a body of work that transmits culture”

➤ Personal Enjoyment and Escape

40 teachers highlight the role of literature in entertaining people:

- ✓ “It is like stepping into different worlds, exploring new ideas, perspectives, cultures and connecting with characters”
- ✓ “A world of adventure”
- ✓ “It provides escapism and stimulates imagination”

• General Perceptions Towards EFL Literature

Questions 8-21 ask the respondents about their perceptions towards the benefits of incorporating literature in an EFL classroom. The questions within this rubric followed Sulieman et al. (2021) who asked similar questions to Sudanese EFL teachers in their survey. As explained in section 2.3.2.3, respondents within this rubric were provided with a five-point Likert scale with which to respond to the statements. One was labelled “strongly agree” and five was labelled “strongly disagree”.

For questions 8-13, respondents were asked whether literature enhances the four skills (listening speaking, reading and writing). For questions 14-16, respondents were asked whether literature strengthens language areas (grammar, vocabulary and pronunciation). Questions 17-21 asked about other benefits of literature that relate to communicative competence, critical thinking, cultural competence, motivation and emotional intelligence. Tables 3.19, 3.20, 3.21 record the responses to questions 8-21 regarding the benefits of incorporating literature in EFL classroom.

Table 3.19

Perceptions towards the role of EFL literature in enhancing the four skills

Statements	Mean(st.dev)	Median
8. EFL literature enhances students' listening skills	3.85(0.92)	3.95
9. EFL literature stimulates speaking	3.99(0.79)	4.05
10. EFL literature promotes students' reading skills	4.68(0.61)	4.73
11. EFL literature inculcates reading habits in students	4.36(0.65)	4.40
12. EFL literature enhances reading comprehension skills	4.56(0.60)	4.60
13. EFL literature inspires writing	4.59(0.64)	4.64

Table 3.19 shows views towards the role of EFL literature in enhancing students' linguistic skills. The data indicates a moderate positive perception towards EFL literature enhancing listening skills, with a mean close to 4, indicating general agreement but with some variability (St. dev=0.92). The table records slightly higher agreement on the positive impact of EFL literature on students' speaking skills, evidences by a median and a mean above 4, suggesting a stronger consensus among teachers. The table shows a strong agreement regarding the role of EFL literature in improving reading skills and inculcating reading habits with both

categories having means exceeding 4. Enhancement of the reading comprehension skill and writing through literature record means above 4.

The agreement is consistent with lower standard deviations which are respectively (0.60) and (0.64), suggesting that most respondents strongly believe in the effectiveness of EFL literature for these skills.

Questions 14-16 provided statements about the perceptions towards EFL literature strengthening language areas.

Table 3.20

Perceptions towards the role of EFL literature in strengthening language areas

Statements	Mean (st.dev)	Median
14. EFL literature enriches students' vocabulary	4.82(0.42)	4.83
15. EFL literature improves use and knowledge of grammar	4.08(0.82)	4.15
16. EFL literature improves students' pronunciation	3.79(0.97)	3.86

Table 3.20 shows the role of EFL literature in developing language areas. The highest level of agreement is observed in enriching students' vocabulary, with a mean above 4. The median of 4.83 indicates that the great majority of the respondents consistently agree or strongly agree with this view. Similarly, there is a strong agreement on the positive impact of EFL literature on improving knowledge and use of grammar, as reflected by a mean of 4.08 and a median of 4.15. A moderate variability in responses is indicated through the standard deviation of 0.82. This, in turn, suggests that there are some differing opinions while most agree.

The perception of EFL literature's role in improving students' pronunciation is more varied, with a mean of 3.79 and a higher standard deviation of 0.97. While there is general

agreement, there is also significant variability in how strongly respondents feel about this view. This is indicated by a median of 3.86.

Statements 17-21 provided perceptions towards the role of literature in enhancing communicative skills, boosting critical thinking, developing cultural competence, increasing motivation and promoting emotional intelligence.

Table 3.21

Perceptions towards other benefits of EFL literature

Statements	Mean (s.dev)	Median
17. EFL literature enhances students' communicative skills	4.02(0.82)	4.09
18. EFL literature boosts students' critical thinking	4.41(0.71)	4.47
19. EFL literature develops students' cultural competence	4.58(0.68)	4.64
20. EFL literature increases students' motivation and engagement	4.04(0.78)	4.09
21. EFL literature promotes emotional intelligence	4.23(0.75)	4.29

Table 3.22 shows, the teachers feel very strongly that, EFL literature enhances students' communicative skills. While the mean and the median are above 4, the standard deviation is 0.82, suggesting a moderate variability in the responses. Critical thinking is also seen as one of the merits of literature, evidenced by a mean of 4.41 and a median of 4.47. The standard deviation of 0.71 indicates that there is a consistent support for this view among teachers.

The perception of EFL literature impact on developing the learners' cultural competence is very high, with the highest mean (0.58) and median (4.64). The lower standard deviation of 0.68 suggests a high level of agreement for this view among teachers. Quite similar to the responses related to the impact of literature on the students' communicative skills, increasing

students' motivation and engagement scored the same median of 4.09 and a mean of 4.04. The standard deviation of 0.78 indicates that while there is general agreement, there is also significant variability in the teachers' views.

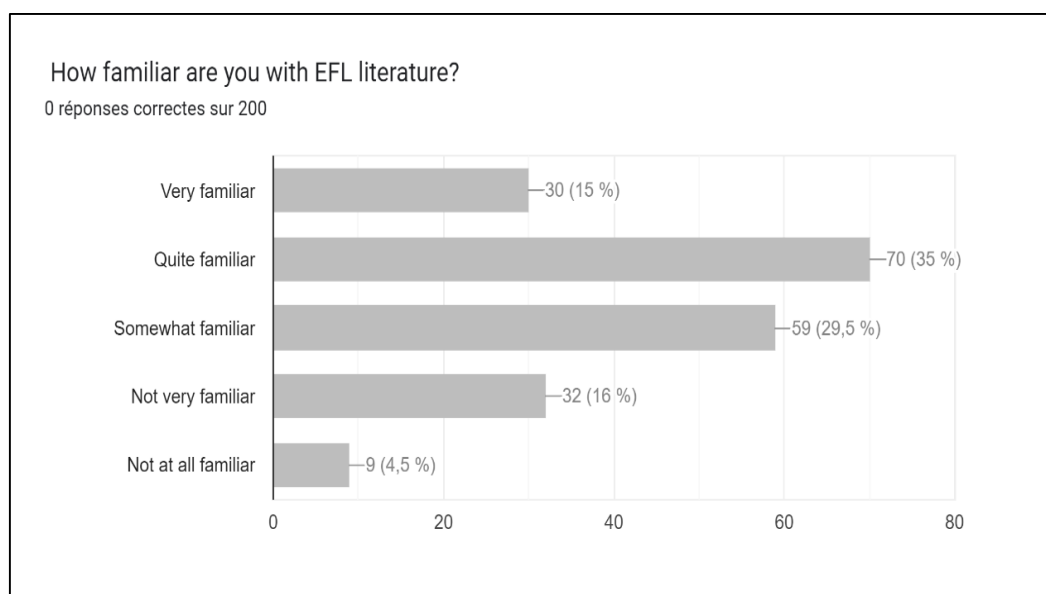
Finally, it has been evidenced that there is strong agreement among respondents on the role of EFL literature in promoting students' emotional intelligence, with a mean of 4.23 and a median of 4.29. The standard deviation of 0.75 suggests moderate variability, but overall, teachers tend to agree on its positive impact.

- **Familiarity with EFL Literature**

It is of a great importance to know whether the teachers have a good understanding and familiarity with EFL literature. Figure 3.11 shows to what extent are the teachers familiar with EFL literature.

Figure 3.13

Familiarity with EFL Literature

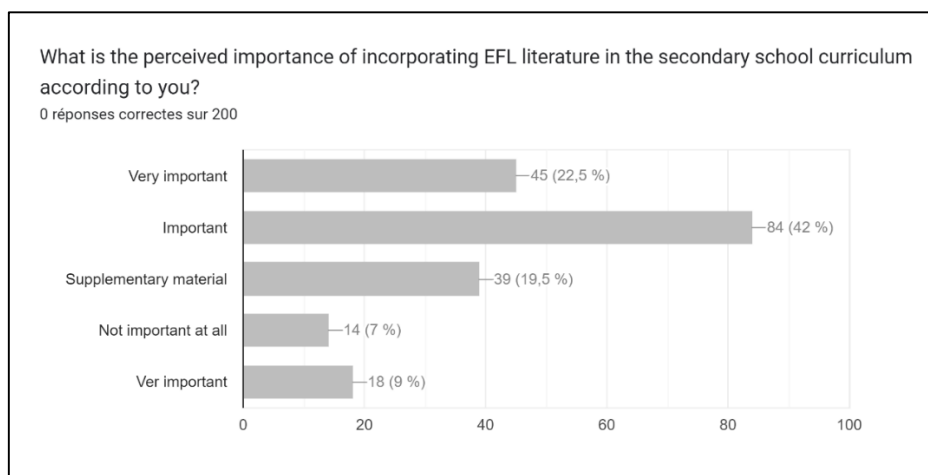


Note: An excerpt from the online survey showing the teachers' extent of familiarity with literature.

A considerable number of the respondents (35%) are quite familiar, suggesting that they have some knowledge but may not be deeply engaged with EFL literature. In opposition to that, only 15% reported being very familiar. A further 29.5% described their familiarity as somewhat adequate. Conversely, 16% admitted not being very familiar, and a minority of 4.5% declared no familiarity at all.

- **Perceived Importance of Incorporating EFL Literature in the Secondary School**

The intent of this question (What is the perceived importance of incorporating EFL literature in the secondary school curriculum according to you?) is to find out whether the teachers are for or against incorporating the literary component in the secondary school curriculum. Answering this question, a total of 42% of the respondents labelled the literary component as being important and 31.5% as being very important. This data reveals that a majority of the teachers recognize the significance of EFL literature. On the other hand, a notable portion (accounting for 19.5%) was found to view literature as a supplementary material or not important at all (7%).

Figure 3.14*Perceived Importance of EFL Literature*

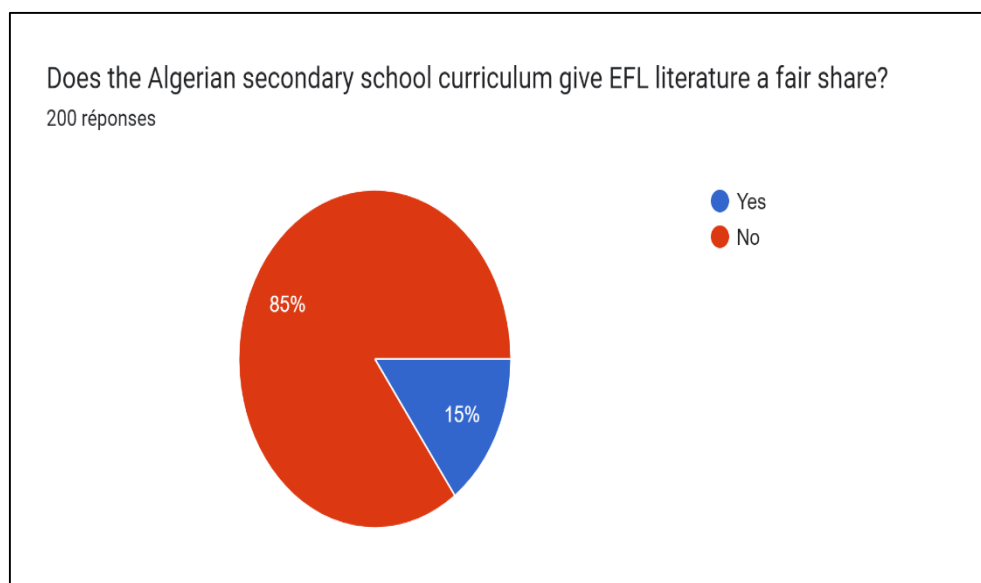
Note. An excerpt from the online survey showing the perceived importance of EFL literature according to the teachers.

- **The Status of the Literary Component**

In order to cross-check data and get a clear picture on the status of the literary component, the teachers were asked whether the secondary school curricula give literature a fair share (does the Algerian secondary school curriculum give EFL literature a fair share?). Responses to this question confirm the findings obtained from content analysis of the three textbooks. This is evidenced by the responses of 170 (accounting for 85%) who validated the claim that EFL literature is not given a fair share within the curriculum, while only 15% of the total consider that it is given more room.

Figure 3.15

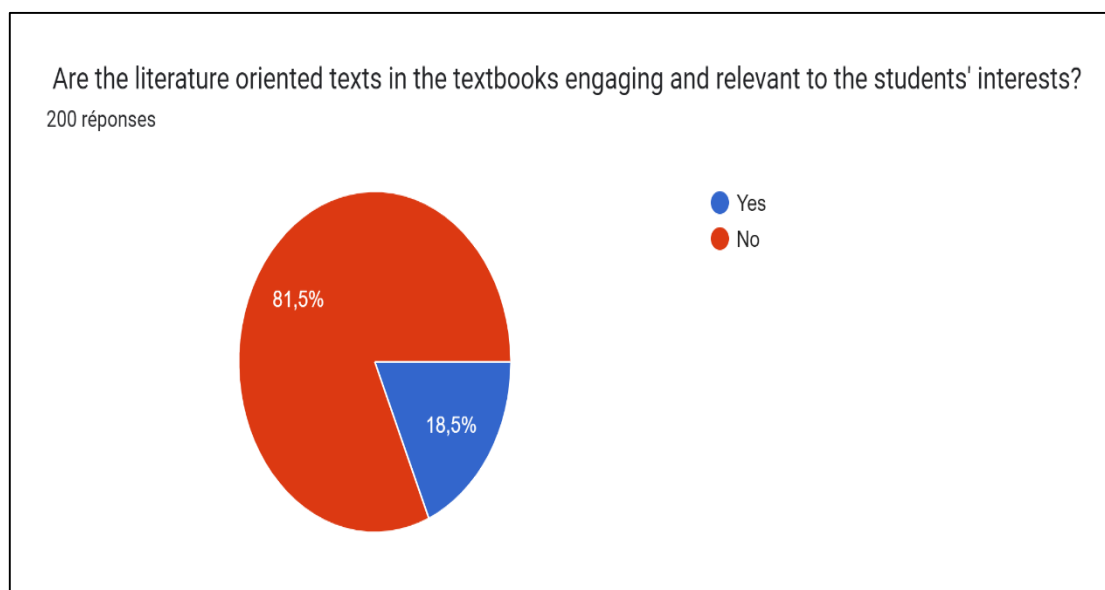
Views about the Status of the EFL Literary Component



Note. An excerpt from the online survey showing the teachers' views about the status of the EFL literary component in the Algerian secondary school curriculum.

- **Relevance of Literature Oriented texts**

Teachers were asked whether the literary oriented texts on the textbooks resonate with students' interests and preferences. In response to this, a significant majority of respondents (81.5%) believe that the literary texts are unengaging and irrelevant to the students' interests. Only 18.5% indicated that these texts are relevant and engaging. The responses to this question echo the findings of the evaluation of the selected literary texts in the textbooks.

Figure 3.16*Engagement and Relevance of Literature Oriented Texts*

Note. An excerpt from the online survey showing the teachers' views about the suitability of the literary texts in the textbooks.

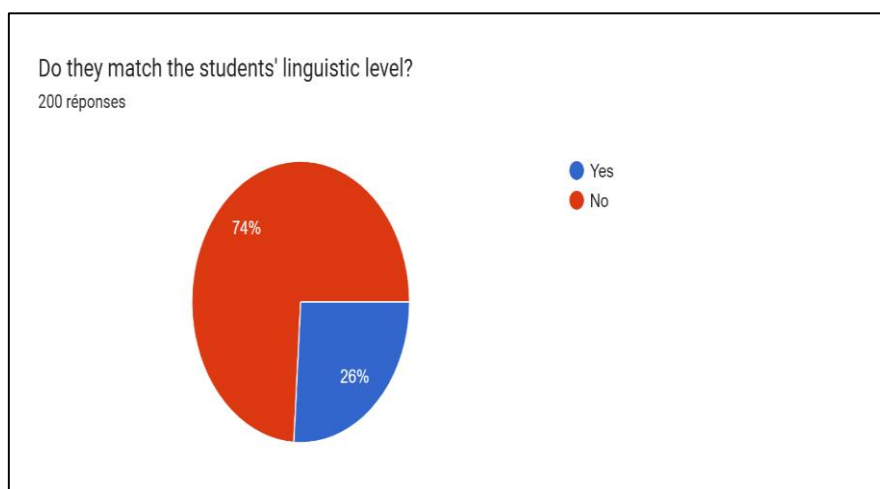
- **Matching the Students' Linguistic Level**

It is common knowledge that the students' linguistic level in a foreign language class is of paramount importance. The success of any teaching course, therefore, rests upon the students' ability to understand the meaning of words they encounter.

That is why it seemed very important to enquire about the teachers' views regarding the suitability of the literary texts in relation to the students' linguistic proficiency. With regard to this issue, a majority of 74% of the respondents feel that the literary texts in the textbooks are too challenging and complex, suggesting a disconnect between the curriculum content and the students' language aptitudes. Only 26% of the teachers find that these texts appropriate for the students' linguistic level.

Figure 3.17

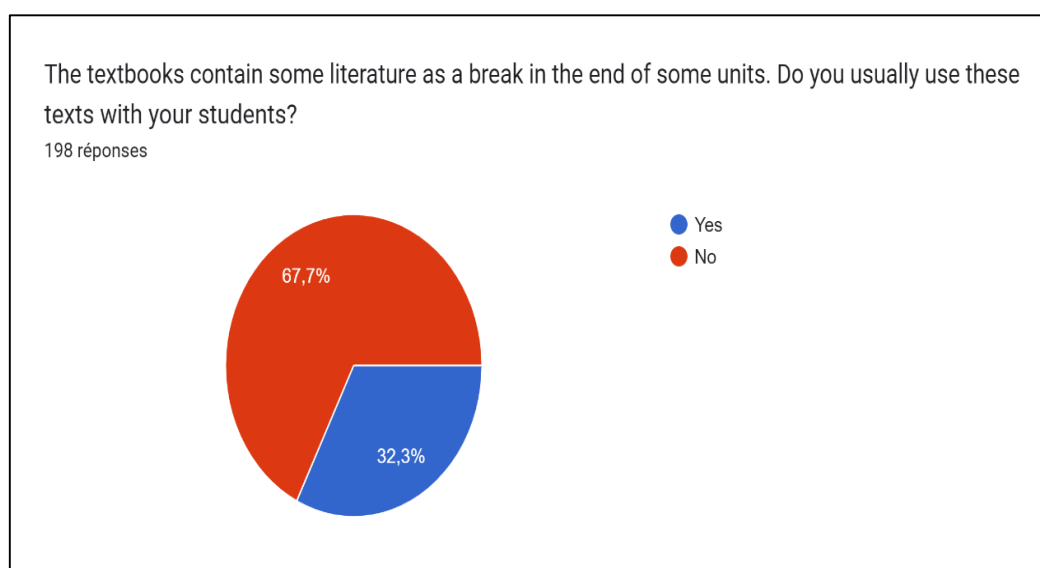
Suitability of the texts to the Students Linguistic Level



Note. An excerpt from the online survey showing the suitability of the language of the literary texts in the textbooks.

- **Literature Texts as Breaks**

Content analysis has revealed that all three textbooks contain sections of literature as optional content, intended to provide break at the end of some units and sequences. Accordingly, it is essential to verify whether educators use these texts or disregard them. A slight majority of the teachers (67.7%) do not use these texts with their students, while only 32.3% do utilize them.

Figure 3.18*Using Literature Texts as Breaks*

Note. An excerpt from the online survey clarifying whether the teachers make use of literature texts as breaks with their students.

- **Reasons for Avoiding Literature Text as Breaks**

146 teachers (73%) cite numerous reasons for not using literature texts as breaks with their students. These reasons are categorized thematically in the table below.

Table 3. 22

Reasons for Avoiding Literature Texts as Breaks

Reasons behind Avoidance	Number of Respondents	Percentage of respondents (N=146)
Relevance and Interest	63	43.15%
Linguistic Level	25	17.12%
Curriculum and Exam Focus	16	10.95%
Time Constraints	32	21.91%
Content Quality and Outdated Materials	10	6.84%

Most responses focused on reasons related to relevance and interest, although there were also many comments about time constraints and students' linguistic level. Comments about relevance and interest account for 43.15%. Respondent number 33 and number 120 illustrate this group. Respondent number 33 claims that the texts are boring and are not attractive at all. Respondent 120 says that the texts seem to be very long and not catchy, the way they are written makes the reader feels bored and this is why it is preferable to use other texts that match the students' real- life experiences.

This interviewee writes, "I tried to direct students to read them to get some ideas for the written expression task. However, I do not usually use them since they seem too long and not catchy, the way they are written makes the reader feel quickly bored. I prefer to use new texts that match the real -life situations students live".

Comments about limited time account for 21.91% of all responses. The extensive and overloaded programmes leave little room for additional literature that is not directly related to exam preparation or core learning objectives. Therefore, the use of literature texts as breaks at the end of some units and sequences seems to be challenging. Respondents 99 and 135 illustrate this group when they write, "these texts are not instructed neither by inspectors or by the progressions", R99. Respondent 135 adds, "these texts are not found in the yearly distributions. Why should I teach them? I am struggling to finish the official program itself. I sometimes do a unit assessment in the end of the units."

The third largest group of responses, making 17.12% of the total, address the linguistic level. Respondent 136 explains that the low linguistic proficiency of the learners renders the application of these literary oriented texts challenging, thereby requiring the introduction of other alternatives. In his exact words he writes, "Because they are mostly classics with a sophisticated diction that does not meet the level of learners. I usually select short stories that

they are familiar with or excerpts from famous novels that have been adapted into movie or series”.

The fourth group, accounting for 10.95%, addresses reasons related to curriculum and exam focus. In fact, secondary school teachers are provided with a specific curriculum to adhere to, which is implemented through annual progressions. These last do not include provisions for the use of these texts.

Respondent 69 writes, “we follow the progressions given by the Ministry of Education, in secondary school the focus is on preparing for exams rather than on broader literary appreciation”. Respondent 112 adds, “According to our syllabus and the teaching methods, we have noticed that the main focus is unfortunately on grammar”. Respondent 137 echoes this by writing “Because they need things like grammar for the baccalaureate examination. These texts are not the ones students encounter in exams. Thus, I prefer familiarizing my students with texts they will deal with in examinations”.

Other responses, accounting for 6.84% discussed the reason of content quality and outdated materials. Respondent 46 illustrates this group when he writes “honestly speaking, I do not use the textbook at all, I design my own worksheets according to my learners’ needs. Besides, I find the textbook too old, since 2008, too many things have changed”.

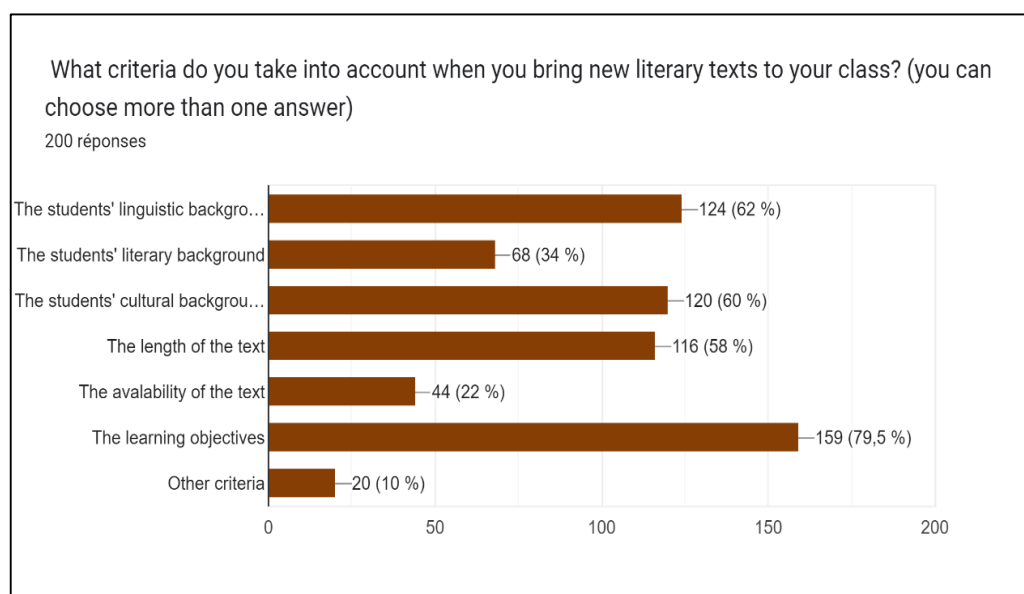
- **Criteria for Bringing New Literary Texts to the Classroom**

Undisputably, not all texts within the textbooks adequately cater to the various tastes, needs and language aptitudes of the learners. Therefore, teachers very often introduce new texts to their students following a number of criteria. In this respect, an overwhelming majority of the respondents (corresponding to 79.5%) declared that respect for the learning objectives is the most important criterion, while 62% considered the students’ linguistic background as a pivotal standard. 60% viewed the students’ cultural background as a key criterion, and only 34% regarded the students’ literary background as a critical measure. Other respondents

associated these criteria with the length of the text (58%) and the availability of the text (22%). Ultimately, 10% of the total considered that there are other criteria rather than the previously mentioned ones.

Figure 3.19

Criteria for Selecting New Literary Text



Note. An excerpt from the online survey showing the teachers' criteria for selecting new literary texts.

- **Additional Criteria for Selecting Literary Texts**

43 teachers (21.5%) responded to this question. Their responses have been categorized in the table below.

Table 3.23*Additional Criteria for Selecting Literary Texts*

Additional Criteria	Number of respondents	Percentage of respondents
Students' Interests and Preferences	20	41.51%
Contemporary and updated texts	07	16.27%
Motivation and Engagement	04	9.30%
Relevance to the Theme of the Unit	06	13.95%
Language skills and Development	02	4.65%
Cultural and Moral Values	02	4.65%
Practical Considerations	02	4.65%

The most common recorded response is related to students' interest and preferences. A significant majority of respondents (46.51%) that considering what students find interesting and motivating can make the learning experience more enjoyable. A total of 16.27% indicated that opting for contemporary and updated texts that address current themes and issues help maintain students' interest and relevance. Only 13.95% regarded the texts' relevance to the theme of the teaching unit as key criterion. Respondent 32 writes that texts should relate to the units. In his exact words he writes, "Texts should be relevant to the themes being taught in the curriculum".

- **Suggestions for an Efficient Implementation of an EFL Literature**

167 teachers (83.5%) responded to this question. Their responses have been categorized and are presented in table 3.24.

Table 3.24

Suggestions for an Efficient Implementation of EFL Literature

Suggestions	Number of respondents	Percentage of respondents (N=168)
Text Selection	55	32.73%
Integration of ICTs	23	13.69%
Curriculum Updates	40	23.80%
Interactive and Engaging Tasks	14	8.33%
Teacher Support and Resources	12	7.14%
Encouraging Reading Habits	12	7.14%
Gradual Implementation	12	7.14%

A significant proportion of teachers (32.73%) focused on selecting appropriate literary texts that are engaging, age-appropriate, and relevant to students' interests and language level. Respondents 9 and 51 illustrate this group when claiming,

- R9: "I suggest introducing literature that would suit students' linguistic and cultural level".
- R51: "I suggest selecting interesting literature which meets the students' needs".
- Comments about curriculum updates accounted for 23.80%. These educators suggest including modern, relevant literary texts that resonate with students' lives and experiences. Respondent 91 and 167 illustrate this group. Respondent 91 claims that the curriculum should be updated for a better implementation of EFL literature in the secondary school. Respondent 167 says that the curriculum should give the literary

component a fair share.

- R91: “In order to do that, all the curriculum has to be renewed and updated”.
- R167: “I suggest to add more literature in the textbook and to choose good texts and attractive images for teens”.

The third largest group of responses accounting for 13.69% of the total, address the use of ICTs in order to enhance the teaching and learning of EFL literature. Respondents 47, 73 and 76 illustrate this group. Respondent 47 suggests the implementation of ICTs since they facilitate comprehension of the literary component. She writes, “I suggest using ICTs. These fascinating facilitating tools make stories clear and vivid. As students see pictures, hear voices and watch videos, they undoubtedly get immersed in the narrative and this helps them understand events”.

Respondent 73 writes, “I suggest using ICTs. With the huge progress in AI, using more ICTs will ease the task of teaching literature, sum up long stories, create short versions of stories, animate the stories, translate real life stories from our community and animate them”. Finally, respondent 76 echoes the previous claims and stresses the effectiveness of using ICTs when he claims, “Implementing EFL literature in secondary school education would definitely be engaging and enriching. My suggestions would be as follow: first, consider incorporating tools like data projects for dynamic presentations and videos, integrating speakers for immersive audio experiences, utilizing visual story telling techniques, and incorporating online games to make the learning process interactive and engaging”.

The fourth group, accounting for 8.33% of the total, call for incorporating interactive tasks such as group discussions, collaborative projects, and creative assignments. Respondent 70 illustrates this group when she writes, “There are various strategies to integrate literature. We can use interactive discussions, group activities, and create projects to engage students. They may also analyse poems, novels or plays together, encouraging them to express their thoughts and interpretations. It is all about making it fun and meaningful for the students.

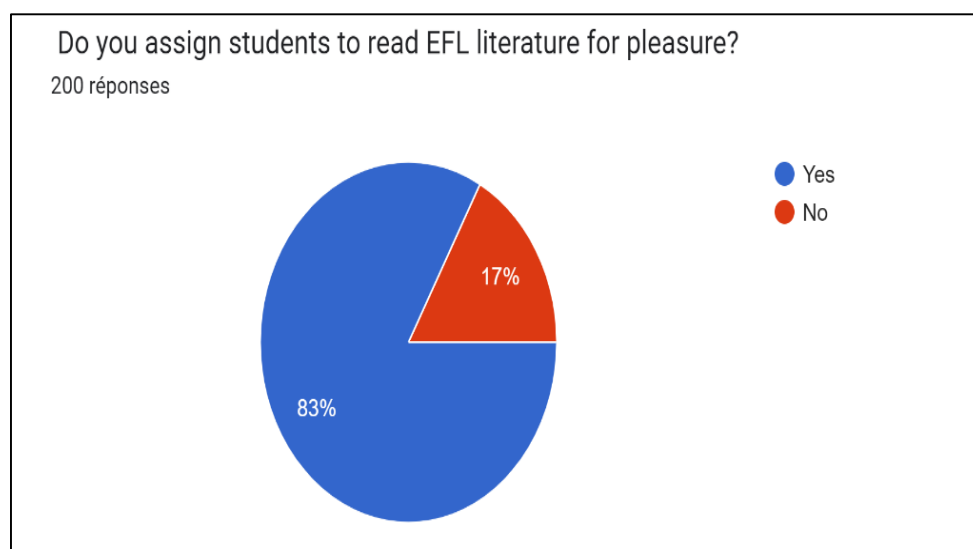
Literature can be used at any age and in any language”. Other responses put forward other suggestions, from providing educators with support and resources (7.14%), to encouraging reading habits (7.14%) among students and scaffolding the teaching tasks.

- **Assigning Students to Read Literature for Pleasure**

This question aims to reveal a very sensitive issue related to the incorporation of the EFL literary component in the secondary school. It seeks to determine whether the students are assigned to read EFL literature for pleasure and whether educators encourage reading habits among their students or not. Surprisingly, the findings reveal that a significant proportion of educators (accounting for 83%) assign pleasure reading. Only 17% reported that they never ask students to read.

Figure 3.20

Encouraging Students to read EFL Literature



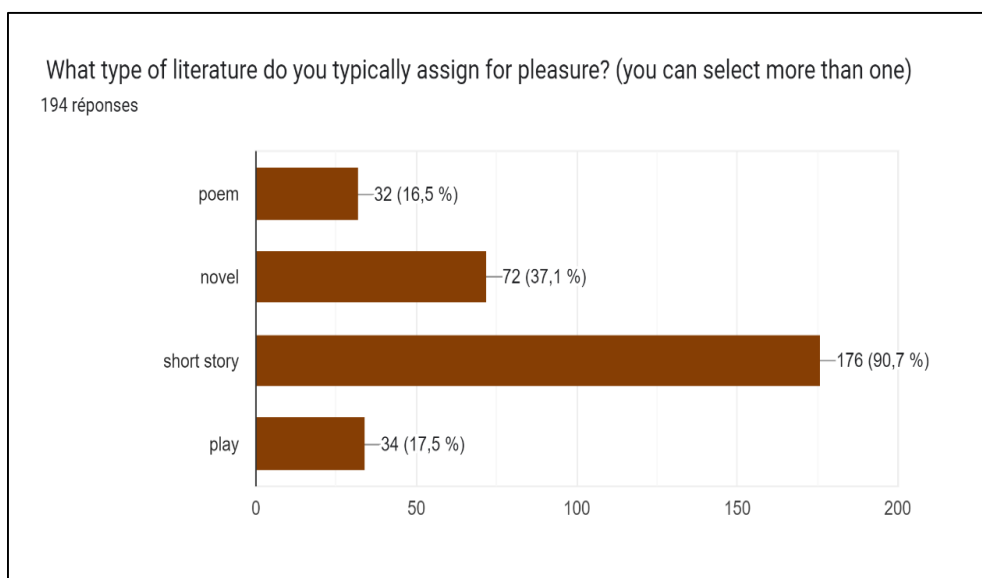
Note. An excerpt from the online survey showing whether teachers assign students to read EFL literature for pleasure.

• Genres Assigned for Pleasure Reading

The very concern of this question to have an idea about the type of literature assigned for pleasure reading. In this question, the teachers were allowed to select more than one option. The results obtained showed that short stories are significantly preferred for pleasure reading assignments, with a substantial majority of 90.7%, followed by novels (making 37.1%), plays (17.5%), and poems (16.5%).

Figure 3.21

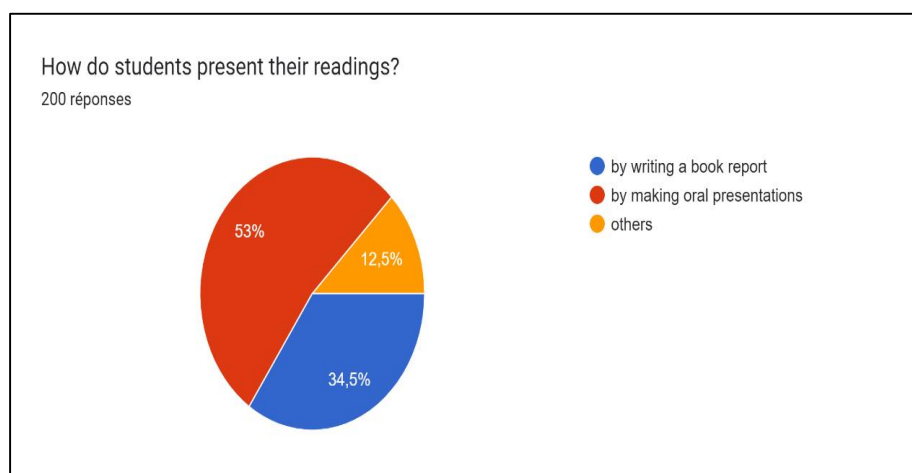
Genres Assigned for Pleasure Reading



Note. An excerpt from the online survey showing the genres recommended for extensive reading.

• Reading Presentations

Seeking to determine techniques for literature presentation, educators were asked how learners present their readings. The results obtained from this area of investigation revealed that a substantial majority of the teachers (53%) leave the floor to their students to make oral presentations, while 34.5% receive their book reviews and evaluate them. Only 12.5% highlight other ways of reading presentations.

Figure 3.22*Techniques of Literature Presentation*

Note. An excerpt from the online survey showing the techniques used by the students to present their readings.

- **Other Ways of Reading Presentations**

Only 39 educators (14%) provided answers to this question. Their responses are categorized in the table below. Note that some respondents mentioned more than one way.

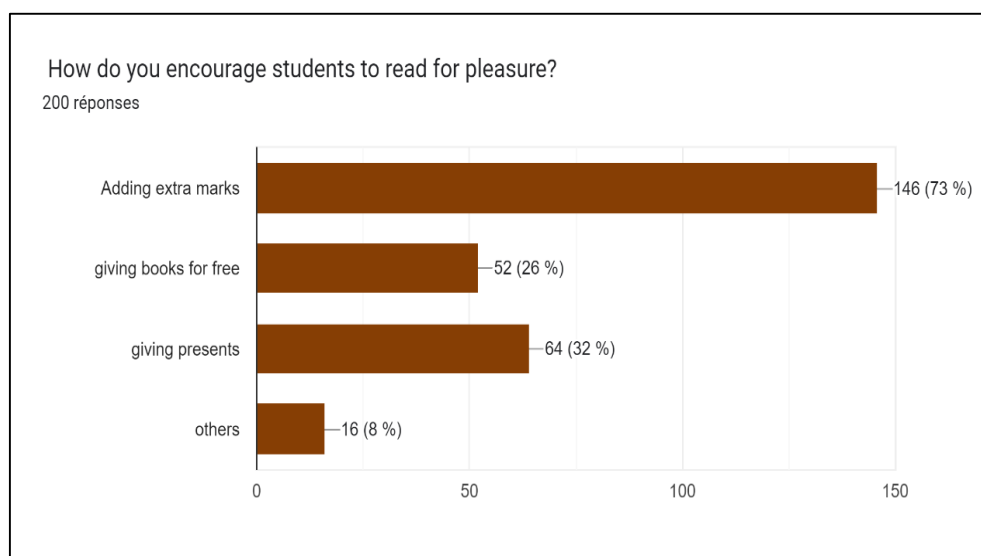
Table 3.25*Additional Ways of Reading Presentations*

Other Ways of Reading Presentations	Number of respondents	Percentage (N=29)
Summaries	19	65.51%
Group Projects	09	31.03%
Creative writing Assignments	04	13.79%

A significant majority of educators (65.51%) report that their students summarize the content of the literary work in their own words. This traditional method remains popular among teachers to assess the reading comprehension. The second most frequent strategy is group projects. This strategy is reported by 31.03% of the respondents. Teacher 39 illustrates this group when she writes, “I sometimes have them to come to the stage, get dressed like characters or very often wear facemasks with names of characters on them. This works best in foreign language class”. Only 13.79% report presenting through creative writing assignments. Respondents 20 and 35 illustrate this group when they write that sometimes students are creative in their presentations. Respondent 20 writes, “Sometimes students write response to the writer’s view and react to the characters’ acts”. Similarly, respondent 35 writes, “Students imagine other alternative endings and present them to the class”.

- **Techniques to Encourage Students to Read more EFL Literature**

It goes without saying that leisure reading has a welter of benefits, and ideally teachers should inspire students to explore a variety of genres during their free time to foster a lifelong love of learning. With this vein of thought, the teachers were asked about the different strategies they often use to encourage pleasure reading among their students. In response to this question, 73% mentioned adding extra marks, while 32% indicated giving presents, and 26% suggest giving books for free. The remaining respondents (8%) referred to other alternative methods, which suggests that there is no one-size-fits-all approach to encourage reading.

Figure 3.23*Strategies to Encourage Extensive Reading of EFL Literature*

Note. An excerpt from the online survey showing the teachers' strategies to encourage extensive reading of EFL literature in their classes.

- **Extensive Reading Challenges**

Extensive reading activity was found to be facing some challenges. These challenges are categorized in the table below.

Table 3.26*Extensive Reading Challenges*

Challenges	Number of respondents	Percentage (N=181)
Time Constraints	45	24.86%
Students Language Proficiency	72	39.77%
Lack of Motivation and Interest	58	32.04%
Difficulty of Texts	28	15.46%
Resource Limitations	44	24.30%

Seeking to uncover more realities about extensive reading of EFL literature among secondary school students as assigned by the Ministry of National Education, educators were asked about challenges they face when assigning students to read. The most frequent challenge mentioned by respondents was “students’ language proficiency”, with 72 responses (accounting for 39.77%). The second largest group of responses highlighted accounting for 32.04% of the total highlighted lack of motivation and interest among students as a major obstacle. Respondent 61 the low level of motivation to digital distraction. He writes, “Reading is in fact so underrated that nobody believes it actually helps, particularly in the age of books summaries and audio books. Many students now are addicted to social media and that is why they do not engage in the task of reading literature, even in their native language”. Respondent 116 echoes this when claiming that students now rely heavily on ready summaries found in the internet. She writes, “Students are not motivated to read paper books. The only thing they do is to copy-paste what they find through websites without making any efforts”.

The third group, accounting for 24.86% of the total considered time constraints as a major obstacle. Educators in this group explained that the overloaded programs significantly impede students’ ability to engage in voluntary reading of literary works. Respondent 91 illustrates this group when she writes that the limited time makes it hard to engage students in voluntary reading.

R91: “Time restriction (a program to finish)”, while 15.46% indicated that the difficulty of the language in literary works constitutes a major obstacle. Other educators (making 24.30%) complained about the scarcity of appropriate and sufficient books in school libraries.

In line with this, respondent 66 writes, “lack of adequate resources poses a significant challenge for us, as our school currently does not have a library. This limitation restricts access to diverse literary resources, impacting the breadth and depth of literature integration into our teaching methods”.

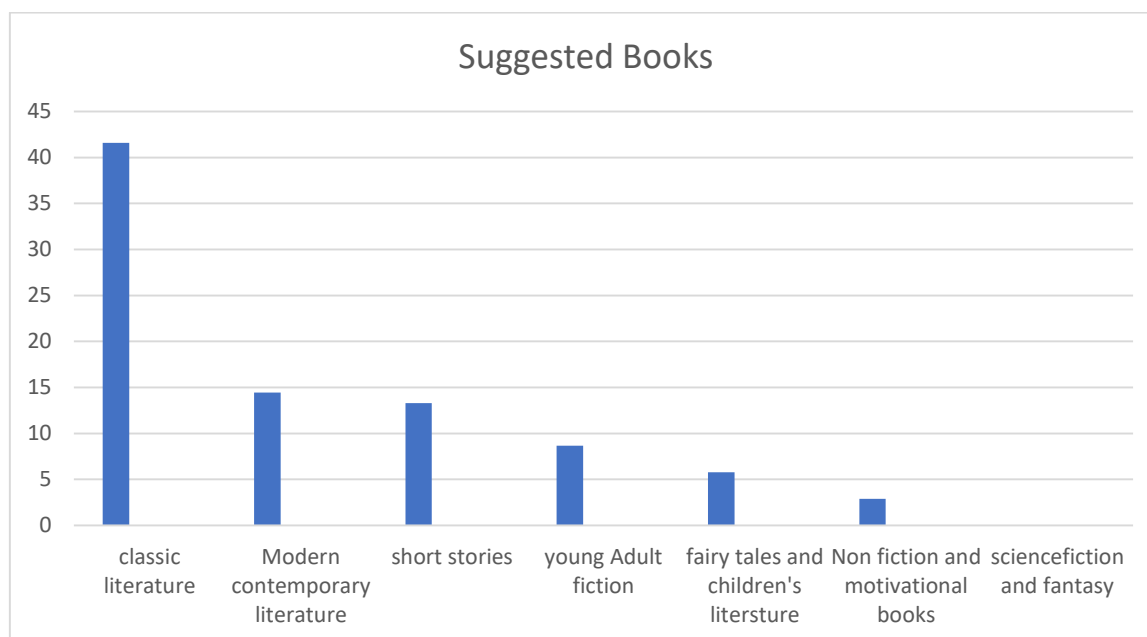
Ironically, respondent 105 writes; “the ABSENCE of resources and materials is remarkable. You find only some bilingual dictionaries for a 5-10 years old kid. The library is always closed, it is never open”.

- **Suggested Books for Extensive Reading**

173 educators (86.5%) responded to this question. The responses suggest a wide range of book titles, including classics, modern novels, short stories, and young adult fiction. Figure 3.22 below shows the types of books that have been mentioned by the respondents.

The largest group of respondents (41.61%) recommend classic literature. Titles by authors such as Charles Dickens, Mark Twain, Shakespeare, Jane Austen were frequently mentioned. Respondent 17 suggests “The Secret Library”, respondent 131 suggests Shakespeare’s Hamlet. 25 educators, accounting for 14.45% suggest reading modern contemporary literature as “Harry Potter” and “Hunger Games”. About 13.29% consider short stories as the most appropriate literature for extensive reading programs. However, many of these respondents made no mention of specific titles of short stories. This is quite clear in respondent’s 33 response when writing “I cannot suggest random titles from a personal point of view, literature is vast and has its benefits and also its drawbacks. I would go for simple short stories as a start and suggest books that spread positivity to not contaminate the learners’ minds at such an age”.

Another group of teachers making up 8.67% suggest young adult fiction books as “Wonder” by R.J. Palacio, “The Giver” by Lois Lowry, and Percy Jackson and the Olympians series by Rick Riordan”. While 5.78% recommend fairy tales and children’s literature books, such as “Little Red Riding Hood”, and “Alice in Wonderlands”, only 2.89% recommend non-fiction and motivational books or science fiction books.

Figure 3.24*Suggested Types of Books***3. 8.2 Interpretation of the Teachers' Questionnaire**

The questionnaire submitted to the teachers as part of this study was crucial in addressing very sensitive issues related to the use of the EFL literary component in secondary school education. Initially, an attempt was made to check the teachers' understanding of the term "literature". The findings indicate that not many teachers define literature as an educational tool or literature with small "l". This is probably due to the fact these educators were taught literature as a module at university by focusing on the writers' biographies, literary movement and related topics. Literature was taught in traditional, boring ways that did not seem to engage them.

Before addressing the teachers' perspectives towards integrating the EFL literary component in secondary school education, it was logically prudent to first investigate its actual status within the curriculum. In this regard, the vast majority of the teachers identified their positions unequivocally and articulated their perceptions distinctly towards the benefits of

literature in an EFL context.

Only a minority opted for the 'neutral' choice, indicating that most educators possess well informed opinions on the benefits of the literary component.

Additionally, the statement "EFL literature enriches students' vocabulary" received the highest level of strong agreement among respondents, followed by the statement "EFL literature promotes students' reading skills", reflecting the respondents' recognition of literature as a comprehensive tool for language development. In fact, literature is used for linguistic purposes in the three textbooks, with the aim of developing the students' four skills and strengthening their language areas (grammar, vocabulary and pronunciation). This likely influence the teachers' perceptions and agreement with statements related to the matter but stands in direct contradiction to the previously mentioned definitions which diminish the role of literature as an educational tool. On the other side of the spectrum, this view does not preclude a large number of respondents from strongly agreeing with the statement "EFL literature develops students' cultural competence". This in turn suggests that the role of literature in enhancing cultural understanding should be reconsidered in the secondary school. Moreover, literary texts should be exploited at maximum rather than for solely linguistic purposes which can be achieved even through using non- literary texts.

The teachers have confirmed the scarcity and the unsuitability of the literary texts within the three secondary school English textbooks. The unsuitability of the texts even created disgust among the great majority of the teachers, leading them to avoid using these texts, especially those used as breaks, or changing them with other texts that align with the learners' linguistic aptitudes and tastes. Here again the teachers highlighted the importance of selecting texts that meet with the students' linguistic backgrounds, emphasizing the function of literary texts as merely linguistic tools.

Another very interesting point in examining the status of status of the literary component concerns the implementation of the provisions of the Ministerial decree number 310 which calls for encouraging extensive reading in both native and foreign languages among secondary school students. The results suggest that the great majority of English teachers assign students to read literature, mainly reading short stories. However, this does not ensure that all students engage in reading, especially given the fact that this task is optional. Many students present their readings in forms of book reports which are generally copied from the internet.

Notably, there seems to be a contradiction in the teachers' responses. Initially, a great majority of them complain about the lack of time and the impossibility to engage in extensive reading. However, a significant number subsequently report that their students engage in extensive reading tasks and oral presentations at class which is time consuming.

In addition to this, many educators highlight a number of challenges that render the task of extensive reading too demanding. Primarily these difficulties stem from the students' low linguistic proficiency and a pronounced lack of motivation.

In fact, students do not engage in reading for pleasure even in their native language. Therefore, decision makers and educators should think of ways to encourage this activity among students.

Ultimately, a significant number of teachers consider the incorporation of literature in secondary school education as either important or very important. Hence, curriculum designers ought to take the teachers' views into account when designing school programmes as these individuals have a close understanding of learners' needs, interests and tastes.

Regarding educators' perspectives towards a better implementation of literature, it is fair to say that a great majority of them feel very optimistic, this is reflected in the suggestions they put forward. Some of them went even to suggest some titles of books for an extensive reading programme. A significant number advocate for the inclusion of classic literature.

However, this preference presents a notable contradiction when juxtaposed with their concerns regarding students' linguistic proficiency. This also suggests that educators may lack proficiency in text selection, indicating a need for professional development on selecting and effectively utilizing appropriate texts.

3.9 The Inspectors' Interview

In the following section, we present an analysis of the interview findings conducted as part of this thesis.

3.9.1 Findings of the Interview

- **Interviewee Profiles**

As previously mentioned, the researcher has initiated the discussions by asking some personal questions (name, years of experience, place of work) in order to foster a sense of comfort and establish rapport, thereby creating an atmosphere of intimacy conducive to the interview process. However, it should be noted that not all interviewees felt comfortable with such kind of questions. Accordingly, their names were coded as Insp1, Insp2, Insp3 Insp10. Below is a table that presents these personal details.

Table 3.27*Interviewee Profiles*

Interviewee Number	Years of experience
Insp 1	14 years
Insp 2	08 years
Insp 3	14 years
Insp 4	06 years
Insp 5	14 years
Insp 6	01 year
Insp 7	08 years
Insp 8	01 year
Insp 9	08 years
Insp 10	08 years

- **Status and Value of the Literary Component in Secondary Education**

There is a consensus among inspectors that the literary component is undervalued in the current curriculum. This is quite evident in Insp 7 response, “literature is completely neglected”, echoing this view, Insp 10 adds, “literature is seen as an extra material, not essential”. Insp 9 and Insp 4 mention that “literature appears in only one chapter of each of the three books as much emphasis is on scientific topics while Insp 1 expressed an optimistic view, stating “the integration of literature into teaching is still pending. We are waiting for the introduction of this valuable resource in teaching”. This statement reflects a hopeful anticipation for the inclusion of more literary texts in the curriculum.

- **Teacher Skill and Training**

Most inspectors agree that teachers are not skilled enough in introducing the literary component to their students and that more training is needed in this area. Insp 7 for instance explained, “teachers need additional training”, following the same drift of thought, Insp 4

stated, “teachers lack mastery and need adaptation skills”. Insp 1 attributed this to the traditional methods employed by a great majority of the teachers. In his exact words he stated, “unfortunately, many teachers still follow traditional methods”. These impressions formed in the minds of the inspectors stem from their regular field visits to classrooms which they organize periodically in order to identify and address deficiencies as well as to recognize strengths and appreciate them.

- **Student Reactions and Engagement**

Most inspectors agree that students show positive reactions if the texts are engaging. This is reported by Insp 4 who claims, “students show readiness and interest despite difficulties”, Insp6 explains, “students show great interest in fairy tales and short stories” and Insp7 posits, “I noted that students enjoyed the story and remained motivated throughout the session and this underscores the potential for literature to engage and captivate students”. On the other side of the spectrum, the remaining inspectors explain that reactions vary widely. While some learners seem to be highly engaged and motivated, others show negative reactions or no reactions at all”. Insp 5 reports, “to be frank, no clear response was noted” While Insp 1 mentions, “students’ reactions are simple”.

- **Textbook Content and Supplementary Materials**

Most inspectors report that not many teachers bring other alternatives and that the great majority stick to the literary texts that are included in the textbooks. Insp6 reports, “unfortunately, most teachers just follow the textbook slavishly because they are reticent and prefer to stay in their comfort zone”. In a similar fashion, Insp8 explains that teachers are hesitant to innovate or introduce new material due to the scarcity of the texts that align with the curriculum objectives. From a different perspective, Insp 5 reports that the teachers are granted the freedom to choose other texts that align with their students’ levels and tastes. In his exact words he says, “in my district, teachers are granted the freedom to choose texts from other

resources than the textbooks provided that they are age appropriate, interesting and help them achieve the learning objectives”. Insp 9 echoes this view stating that teachers are allowed to SARS (Select, Adapt, Reject, Replace and Supplement) the textbook. They are encouraged to use other texts so long as they keep the same themes.

- **Benefits of EFL Literature**

The benefits of the literary component are widely acknowledged among inspectors. The majority of them highlight its linguistic and cultural benefits for secondary school learners. Insp 4 mentions that the literary component nurtures reading, speaking, writing skills and also broadens imagination and critical thinking. Insp 2 stresses the linguistic benefit, stating that it also increases vocabulary and helps in mastering the English language. Acknowledging its cultural benefit, Insp 7 states, “the literary component provides access to the target culture”, Insp 10 declares, “it has linguistic and cultural benefits”, Insp 5 posits, “it promotes openness to the world and tolerance with others. In addition to this, when producing or writing, our students develop and promote their national identity and their citizenship, you see?” Insp 1, Insp3 mention that the literary component has further a motivational benefit. Insp1 for instance states, “the literary component motivates students and makes them more responsible for their learning”.

- **Integration of the Literary Component in the Curriculum**

According to the inspectors’ responses, there seems to be a general support for integrating the literary component into the curriculum. Insp1 states, “really a good initiative”. Similarly, Insp5 explains that the integration of the EFL literary component in the secondary school constitutes a vital step for preparing students to more complicated works at university. Insp 7 mentions, “I would be glad if it happens”. Only Insp 8 seem to be against, she ironically answers, “the literary component? You mean literature? this is it? Oh NO! no, no. I see that this would be only a superficial addition, and it does not play a substantive role in the overall

learning experience”.

- **Strategies to Make Literature Beneficial for Students**

Inspectors provided a number of suggestions for improving the integration of the literary component. These suggestions will be beneficial but only if curriculum designers transform them from theory to practice. These suggestions, as documented verbatim through recordings, are detailed below.

- ✓ “Teachers can introduce short passages from different genres, starting from the first year till the third year where they may teach longer passages. They may even use translated excerpts from passages they study in Arabic. They can also teach passages from universal literary masterpieces. More importantly, they should also use passages which are in accordance with learners’ taste and interest”.
- ✓ “Teachers can make literature more beneficial for students by creating interactive discussions and integrating creative activities that foster critical thinking and deepen comprehension”.
- ✓ “Teachers can make literature more beneficial for pupils by fostering a supportive and interactive learning environment. This includes encouraging open-discussions, connecting literature to real world issues, incorporating diverse authors and perspectives and integrating creative assignments that allow students to express their interpretations”.
- ✓ “Adapt it to the level of students”.
- ✓ “Teachers are implementing curricula. So, they have to achieve educational goals. However, at the local level, they may choose the texts, vary the strategies, induce reading and encourage learners to become creative”.
- ✓ “In my opinion, teachers themselves should be interested in literature so that they can motivate the learners for literature”.
- ✓ “Teachers should do a lot to motivate their students to love literature. This can be done

by bringing interesting literary texts and genres to the class”.

- ✓ “To make literature more beneficial for students, teachers should enjoy teaching it and excel in engaging learners to use all their senses while reading, immersing them in the genre being taught. Thorough lesson preparation is also crucial to ensure engagement, interaction and productivity”.
- ✓ “I will be truly pleased if I meet a teacher who himself or herself reads literature. We need to enrich our school libraries with interesting books which are linguistically and culturally relevant. One more thing, teachers can create a readers’ club, pupils should be taught how to write book reviews and reports”.
- ✓ “This can be done by simply making literature more enjoyable, you know today’s learners (laugh)”.

- **Additional Comments**

In the end of the discussion, inspectors were given the opportunity to offer additional suggestions and comments. Insp 9 states, “a reform was launched years ago with the participation of the British Council”. These reforms should not remain an ink on paper and serious steps should be taken in order to introduce literature to EFL secondary school learners. Insp 1 on his part expanded the idea to a broader horizon through his proposal, stressing the necessity of appointing a specialized body or committee whose mission will be a deep study on how to integrate literature into secondary school education. Insp 10 calls for the importance of teacher training and professional development. According to him, workshops and training sessions can enhance educators’ skills and confidence in teaching literary texts. Insp9 suggests to discuss themes such as extensive reading, literature in the classroom, storytelling, book reports, receptive and productive skills through using the literature component in seminars to help teachers in navigating the teaching of English through the literary component”.

Insp 5 posits that the phrase “teaching literature” is misleading. In his comment to this he states, “as far as I am concerned, in secondary school education, literary texts cannot be tackled the same way they are at the university. They are used as teaching materials. They are used as means not as an end. Students are just initiated to literature because there is an exit profile. They may deepen their knowledge of EFL literature when they reach university and study English. On the other side, if we want to change things, educators at the university should collaborate with the National board of curricula”.

Insp 6 suggests to make the EFL literary component an integral part of the Algerian EFL syllabus of all streams.

3.9.2 Interpretation and Discussion of the Interview Findings

The interview conducted with inspectors was so fruitful and informative that it revealed many issues related to the use of the EFL literary component in secondary school education.

Initially, an attempt was made to enable inspectors to provide a brief account of themselves and identify their years of experience. It should be noted that some inspectors selecting not to disclose their identity is respected and acceptable as they may raise sensitive issues, provide secret information or criticize school practices and materials. This in turn creates some concerns for those who prefer to be mentioned as anonyms informants.

The second focal point of the interview centred on classroom practices. In doing so many issues were raised. Starting with the place of the EFL literary component and its value for secondary school learners. In this regard, stakeholders explained that the EFL literary component is undervalued. During their visits, they have noticed that many teachers stick to the textbook content. Only a minority of them make efforts to bring other texts. This fact may carry a lot in terms of the incorporation of the EFL literary component in the secondary school. Respect for the learning objectives as set by the ministry of national education is appreciated. However, educators are not merely meant to be passive deliverers of textbook content, but

should be innovators and creative agents in order to reach those teaching objectives.

In connection to this, lack of training among the teachers was tackled. Since literature is overlooked within the secondary school programmes, only a minority of inspectors organize seminars and workshops that aim at providing teachers with guidelines on how to deal with literature. Teachers, therefore, lack the necessary skills and knowledge about how to make the literature lesson more enjoyable and engaging. Hence, the literary texts are dealt with superficially, mainly to attain the learning objectives. Very few teachers would go beyond these texts to tackle cultural issues for instance. On these grounds, it is fair to say that a lot is still to be done to exploit literature in the secondary school.

In the last part of the interview, the focus was directed towards the inspectors' perspectives towards the incorporation of the EFL literature component in the secondary school. In this respect, it was clearly depicted that the majority of them feel optimistic about literature. Such perspectives, articulated by important agents and powerful individuals should be operationalized into actionable teaching strategies within educational settings in order to enrich the curriculum.

3.10 Conclusion

The present chapter, was concerned with the analysis and interpretation of the data collected from the three research instruments employed, namely, the document analysis, the teachers' questionnaire and the inspectors' interview.

The analysis of the findings has revealed that the EFL literary component is, to a large extent, marginalized and underrepresented though it meets the curriculum objectives. Moreover, the literary texts within the secondary school textbooks exhibit a discrepancy with the linguistic proficiency of the students and do not align with their areas of interest nor with their cultural background. Under these circumstances, stakeholders, including inspectors and educators, call for change.

Chapter Four

**Towards a Wise Integration
of EFL Literature in
Secondary School Education:
Strategies for Change**

4.1 Introduction

Throughout this chapter, the researcher provides some strategies for change. The intention is to rethink the place of the EFL literary component in the secondary school as it meets the syllabus objectives (linguistic, cultural, methodological, cognitive and affective) as well as the adopted teaching approach. Moreover, due attention is directed at incorporating appropriate literature that would meet with the students' linguistic level, tastes, and cultural background. To this end, lesson plans are designed using children's literature, young adult literature and translated literature. Other practical suggestions and recommendations are provided within this chapter.

4.2 Rethinking the Place of Literature within the Curriculum

The present study has clearly revealed that the literary component is, to a large extent, marginalized in the secondary school education. On the other hand, functional or non-literary texts are foregrounded. Therefore, the place of the literary component needs to be rethought to make it more engaging and effective for learners. Curriculum designers should give literature its fair share by incorporating more literary texts into the different textbook units. This, in turn, can help contextualize language learning and make it more relevant to the students' lives.

In the context of the Algerian secondary school education, incorporating content which is relevant to the students' real lives is extremely rewarding. Stated differently, teaching in the secondary school mainly follows the Competency- based approach principles. An approach which stresses the importance of building competencies. In defining competencies Jack C. Richards (2011) writes that "competencies consist of a description of the essential skills, knowledge, attitudes and behaviours required for effective performance of a real-world task or activity. These activities may be related to any domain of life though have typically been linked to the field of the work and to social survival in new environment".

What is more, this suggestion is also set in conformity with another principle of the Competency-based approach and which calls for incorporating authentic texts in teaching.

In this very specific context, Cruz (2010) contends that literature constitutes a substantive repository of authentic textual resources. This resource which reflects and resonates with the lives of students will certainly foster empathy and help them navigate the complexities of their own lives.

Additionally, literature is often given limited time in the curriculum, which leads to a focus on covering content rather than developing appreciation for literature. The majority of the literary texts within the textbooks are used as breaks, with the intention of making students read only for pleasure (extensive reading). Teachers who complain about obsession with covering content often fail to find more time to be devoted for literature as a break. In response to this unpromising situation, our suggestion is to call on curriculum designers to incorporate more literary texts and on decision makers to allocate sufficient class time for literature as a core component and not only as a supplementary or optional element. For instance, literary texts can be incorporated within several lessons to reinforce the four skills (listening, speaking, reading and writing). Below are three samples of lesson plans using literature as an authentic source. Using literary texts in this way (i.e to teach the linguistic skills) will certainly give them more place and a greater value.

4.2.1 A Suggested Lesson Plan for the First Year Literary Stream

Sequence: Listening and speaking/ let's write

Time allowance: 1 hour/30 min

Competencies: Interact- interpret – produce



Materials: Pictures / whiteboard/Laptop, speakers, data-show

- **Learning Objectives:**

By the end of this lesson, learners will be able to (WBAT) recycle the forms and the characteristic of the language of narration and restore chronological order of an event, they WBAT engage with the text to analyze its themes, characters, and moral implications through various tasks.

- Recall previous Knowledge
- Interact orally.
- Be exposed to a listening audio clip; understand it and answer its tasks.
- Listen and respond to a fairytale.
- Identifying the elements of any fairytale.

Lesson Steps

stage	Procedures / Correction	objectives
<p>warm up</p>	<ul style="list-style-type: none"> • Teacher greets and welcomes learners. • Teacher shows students pictures and asks them to interpret it. • She/He distributes the handout and asks learners to look at them so as to answer the questions: <div style="display: flex; flex-wrap: wrap; justify-content: space-around;">         </div> <p>1/ What do the pictures represent?</p> <p>2/ Name the following tales:</p> <p>3/ Match the characters with their tools:</p>	<p>To introduce the topic and make students focus their attention on information about the story and to introduce new words related to the story.</p> <p>Remember</p>

<p>Pre-listening</p>	<p>Characters</p> <p>Pinocchio</p> <p>The beauty and the Beast</p> <p>Aladdin</p> <p>Snow white</p> <p>Joha</p> <p>Robinhood</p> <p>Cinderella</p> <p>Little red riding hood</p> <p>4/ State other fairy tales you know?</p> <p>.....</p> <p>1/ Have a quick look at pictures (A-F) , then choose the correct answer:</p> <p>Pictures (A-F) represent scenes from the famous tale of:</p> <p>1. Cinderella 2. Alice in Wonderland</p> <p>3. Little Riding Hood</p> <p>The following pictures are not in order. Re-order them to get a coherent picture story.</p> <div data-bbox="375 1377 1204 1937"> </div>	<p>Tools</p> <p>magic lantern</p> <p>glass</p> <p>Shoes/dress</p> <p>donkey</p> <p>elf</p> <p>the frog</p> <p>palace</p> <p>the strange</p> <p>bow and arrow</p> <p>wolf</p> <p>To enable learners to detect information about the event.</p> <p>Remember</p>

<p>While listening</p>	<p>Task 1:</p> <p>Listen to the story of “Little Riding Hood”, and check your answers to the previous task:</p> <p style="text-align: center;">https://youtube.com/watch?v=ivg_Yc-YDYo&feature=shared</p> <p>Task 2:</p> <p>Listen to the fairy Tale and choose the letter (a, b or c) that best completes the sentences:</p> <p>1) Little red riding hood’s mother prepared a nice basket of for the grandma.</p> <p>a) Clothes. b) Food. c) Biscuits.</p> <p>2) Little red riding hood’s mother told her not to talk to</p> <p>a) Strangers. b) The police. c) The grandma.</p> <p>3) The girl met a on her way.</p> <p>a) Zebra. b) Lion. c) A wolf</p> <p>Task 3:</p> <p>Listen again to the script and say whether the following statements are true or false according to the script:</p> <p>a. The mother asked Little Riding Hood to visit her uncle. b. The wolf wanted to help Little Riding Hood. c. A brave hunter rescued the little girl and her grandma.</p>	<p>Understand</p> <p>At the end of this activity, students should have more details about the story.</p>
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After listening	<p>Task 4:</p> <p>Reorder the following ideas according to the script:</p> <ol style="list-style-type: none"> a. The rescue of Little Riding Hood. b. Sending Little Riding Hood to her grandma. c. The death of the wolf and rewarding the hunter. d. Meeting the bad wolf. e. Introducing Little Riding Hood. f. Eating the grandma by the wolf. g. The shock of Little Riding Hood in her grandma's house. <p>Task 1:</p> <p>Classify the event ideas of Little Riding Hood story (that you have already reordered) in the following plan chart (story guideline):</p> <p style="text-align: center;">Story Guideline:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">1.Beginning</th> <th style="width: 25%;">2. Middle (challenge(s)+problem (s))</th> <th style="width: 25%;">3. Problem solved</th> <th style="width: 25%;">4.End</th> </tr> </thead> <tbody> <tr> <td style="height: 80px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Task2: Turn the event ideas into coherent sentences. Then, retell the story of Little Riding Hood using your own style and say what lesson have you learnt from this story?</p>	1.Beginning	2. Middle (challenge(s)+problem (s))	3. Problem solved	4.End					<p>To recognize the fairy tale and the main events of the tale.</p> <p>Understand Analyze</p> <p>To evaluate sts understanding of the story.</p> <p>evaluate</p>
	1.Beginning	2. Middle (challenge(s)+problem (s))	3. Problem solved	4.End						

	<p>. Follow the story guideline. Use <i>at first, first of all, next, then, afterwards, after that, in the end, finally ,soon ,suddenly</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Begining: Once upon a time (introduce the lead character(s) +where they live) </p> <p>Middle: (challenge(s)+problem(s)/Climax..... </p> <p>Problem solved (resolution): </p> <p>End:</p> </div> <p>Task 2: Animate the story of Little Rie Ridinghood (students pass to the board in groups to act out the story , they may be given more time at home toget ready) . The purpose of this task is to enhance speaking skills.</p>	<p>To reinvest what has been learnt so far and to encourage learners to speak.</p> <p>Create</p>
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4.2.2 A Suggested Lesson Plan for the Second Year FL Stream

Lesson Plan



Level: 2nd Year FL

Unit 1: Make Peace

Theme: Peace and Conflict Resolution

Sequence 1: Discovering the Language

Rubric: Write it Right

Targeted Competencies: Interact – Interpret – Produce

Learning Objectives: by the end of this lesson, SWBAT:

Recognise bias and prejudice and identify ways for conflicts resolution.

Write a poem denouncing prejudice.

Assumptions: students are likely to be engaged in discussions about prejudice in society and around the world.





Anticipated Problems: students may struggle with resolving conflicts and comprehending both the structure and content of a poem.

Suggested Solutions: Illustrated Conflicts Solutions / Supplied Poem Structure / Model Poem for production.


Core Values: To acknowledge the significance of employing peaceful methods for conflict resolution.

Materials: Pictures, Worksheets, White board

Time Allotted: 1 H

Stage	Competency	Procedures	Objectives	timing
Warm Up	Interact Interpret	<p>-Teacher (T) greets students (STS), checks attendance and sets the class layout.</p> <p>-T asks STS to name the pictures using the following words: Mediation- Resistance Poetry (literature) – Military Intervention Community Service</p>	<i>To introduce different ways to solve conflicts</i>	2 Mns
	Interact Interpret	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> </div>		3 Mns
	Interact Interpret	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> </div>	<i>To categorise conflicts on a scale according to their level of peacefulness</i>	2 Mns
	Interact Interpret	<p><u>Key:</u> 1-Military Intervention / 2- Mediation/ 3- Community Service / 4- Resistance Poetry</p> <p>-T asks sts “What do these things represent / What do we use them for?”</p> <p>-T encourages sts to classify these solutions from the most peaceful to the least, then justify their own</p>	<i>To identify prejudice and bias and propose solutions for various conflicts</i>	3 Mns
			To activate sts prior knowledge about the topic and stimulate a discussion	

<i>Pre Writing</i>	<i>Interact Interpret</i>	<p><u>STS possible answers:</u></p> <p>1- Resistance Poetry is the most peaceful as it uses words to express opposition without direct action or harm. Community Service follows, promoting social good but involving active participation. Mediation comes next, as it seeks resolution through dialogue but may involve tense negotiations. Military intervention is the least peaceful option since it relies on force and armed conflict.</p> <p>-T clarifies that 'Prejudice' means 'Bias' -T instructs STS to complete the table with previously provided conflict resolution terms and then encourages them to add their own.</p>	To interpret a poem that denounces racial prejudice	3 Mns						
	<i>Interact Interpret</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Colonialism</i></th> <th style="text-align: center;"><i>Prejudice</i></th> <th style="text-align: center;"><i>Bullying</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> -Resistance poetry (literature) -Military Intervention -Cultural assimilation -Economic Exploitation </td> <td style="vertical-align: top;"> -Resistance poetry (literature) -Mediation - Discriminatory laws </td> <td style="vertical-align: top;"> -Community Service - Mediation - Anti- bullying campaigns </td> </tr> </tbody> </table>	<i>Colonialism</i>	<i>Prejudice</i>	<i>Bullying</i>	-Resistance poetry (literature) -Military Intervention -Cultural assimilation -Economic Exploitation	-Resistance poetry (literature) -Mediation - Discriminatory laws	-Community Service - Mediation - Anti- bullying campaigns	To retrieve general information from the poem	2 Mns
	<i>Colonialism</i>	<i>Prejudice</i>	<i>Bullying</i>							
	-Resistance poetry (literature) -Military Intervention -Cultural assimilation -Economic Exploitation	-Resistance poetry (literature) -Mediation - Discriminatory laws	-Community Service - Mediation - Anti- bullying campaigns							
<i>Interact Interpret</i>	<p>-T guides STS to discuss the questions in pairs and share answers</p> <ul style="list-style-type: none"> ▪ What are the common methods for solving conflicts in your community and country? ▪ Have you ever faced discrimination or unfair treatment? If so, how did you respond to it? ▪ Can resistance poetry be an effective tool in combating prejudice? If so, in what ways? ▪ Do you know any local or international famous poets, who used their work to resist oppression? 		5 Mns							
<i>Interact Interpret</i>	<p><u>Sts possible answers:</u></p> <ul style="list-style-type: none"> ✓ In my society, conflicts are typically resolved through verbal discussions or legal actions. In my nation's history, military intervention and resistance literature were employed to combat colonialism and achieve independence. ✓ Yes, I have. Once, I was in a different city for tourism and felt excluded because of my background and different accent. ✓ Absolutely! it is feasible to address prejudice through resistance poetry, writing songs, poems or books. 	To interpret the poem and identify its different components To highlight the characteristic of a poem	5 Mns							

<p><i>While Writing</i></p>	<p><i>Produce</i></p>	<p>This can bring awareness to social issues and influence public opinion.</p> <ul style="list-style-type: none"> ✓ Yes, I do. Moufdi Zakaria was a renowned political poet, while Mouloud Feraoun was a socio-political poet who wrote about social classes and politics. Ahlam Mosteghanemi is a socio-political poet who explored themes of identity, conflict, social justice and resistance. <p style="text-align: center;">Pre-writing</p> <p>-T invites sts to read carefully the poem about fighting prejudice <u>Task 1: Read carefully the poem about fighting prejudice</u></p> <p style="text-align: center;">“And Still I Rise”- Maya Angelou</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="411 837 837 1016"> <p>We have lived a painful history you know the shameful past, but I keep on marching forward, and you keep on coming last. Equality, and I will be free.</p> </div> <div data-bbox="906 674 1182 864">  </div> <div data-bbox="868 875 1225 909"> <p>Maya Angelou(1928-2014)</p> </div> </div> <p>Take the blinders from my vision Take the padding from my ears, and confess you've heard me crying, and admit you've seen my tears.</p> <p>Hear the tempo so compelling. Hear the blood throb in my veins. Yes, my drums are beating nightly, and the rhythms never change. Equality and I will be free Equality and I will be free.</p> <p>-Teacher directs students to work on the questions in pairs and share answers</p> <ul style="list-style-type: none"> ▪ What type of prejudice is the poem about? ▪ Who is Maya Angelou defending in this poem? ▪ What message do you think the poet wants to convey about equality? <p><u>Is possible answers:</u></p> <ul style="list-style-type: none"> ✓ The about is about fighting racism. ✓ In this poem, Maya Angelou is defending people of the black race in all parts of the word. 	<p>25 Mns</p>	<p>To write a poem that denounces prejudice using the given model as well as words of their own</p>
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- ✓ The poet wants to emphasize that equality is necessary for true freedom and justice. She encourages resilience in the fight against discrimination.

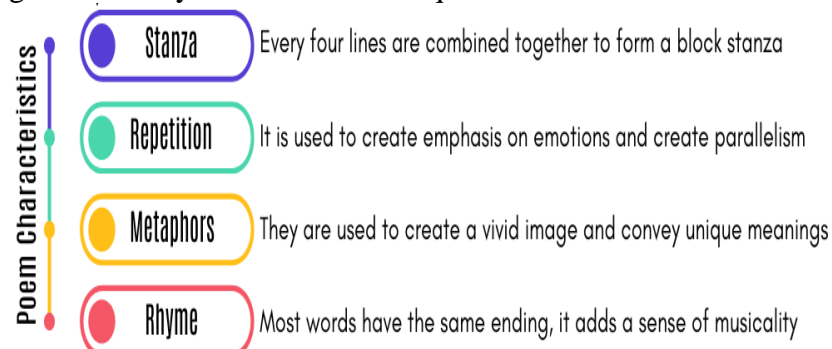
-T invites sts to read the poem again and fill in the table

<i>Poet Identity</i>	<i>Main message</i>	<i>Target Audience</i>	<i>Figurative language</i>
<i>A Black African Leader / A resistance writer</i>	<i>Equality is necessary for true freedom; racism must be confronted and overcome.</i>	<i>Racist individuals and oppressed people worldwide</i>	<i>“Hear the blood throb in my veins” (expressing passion and urgency).</i>

-T guides STS to read the reminder about poems and their characteristics.

Reminder

A **poem** is a piece of writing which expresses feelings with a great intensity. It has its own unique characteristics.



-T directs STS to write a poem that denounces religious prejudice

Task 2: *You visited France last summer and faced discrimination because you are a Muslim. Some people treated you unfairly, judged your clothing, and made you feel unwelcome. Write a poem that denounces prejudice using the given model and the words below:*

*Stay- away- chains – flow – pains – astray – pray-
sway*

In a world so vast, let's clearly see,
Diversity is strength, yet they silenced me.
Judged for my scarf, for how I _____,
Still, I stand tall, won't turn _____

Prejudice blinds, let's break those _____,
 Erase the fear, release the _____.
 For faith like love is meant to _____,
 No hate can ever make me _____

With open hearts, let's learn and grow,
 Together in justice, let kindness _____,
 For understanding lights the way,
 And breaks the walls that lead _____ .

Key:

In a world so vast, let's clearly see,
 Diversity is strength, yet they silenced me.
 Judged for my scarf, for how I **pray**,
 Still, I stand tall, won't turn **away**

Prejudice blinds, let's break those **chains**,
 Erase the fear, release the **pains**
 For faith like love is meant to **stay**,
 No hate can ever make me **sway**

With open hearts, let's learn and grow,
 Together in justice, let kindness **flow**,
 For understanding lights the way,
 And breaks the walls that lead **astray**.

The Drafting Stage

- T divides STS to work into groups and assigns parts of the poem

The Reviewing Stage

- T asks STS to exchange draft to check relevance of ideas, cohesion, coherence and use of stanza, metaphors and repetition

The Editing Stage

T asks STS to re-read their parts and correct errors in grammar and mechanics (T can help STS identify their mistakes/Word order s.v- spelling –Punctuation- capitalization)

The Publishing Stage

-T directs STS to write their poem parts in the class paper to be read by the representative of class

Classroom Assessment: Self-evaluation Grid.

Assigned Homework: Refining, editing and publishing the final draft of the poem.

4.2.3 A Suggested Lesson Plan for the Third Year Classes

Level: 3rd Year Sc / Lit Streams

Unit 1: Ill-gotten Gains Never Prosper

Theme: Ethics in Business

Sequence 1: Listen and Consider

Targeted Competencies: Interact – Interpret – Produce



Rubric: Getting Started

Learning Objectives: by the end of this lesson, students will:

- Explore the concept of ethics in business through short story.
- They will learn how honesty, trust and ethical behaviour are crucial in business environments, just as in personal life.

Assumptions: Students(sts) may easily recall the notion of bribery / sts may be excited to talk about it in

their country/ sts may easily guess the topic of the reading passage.

Anticipated Problems: Sts may not be knowledgeable about bribery in business/ sts may struggle with the vocabulary when narrating the story in the silent video.

Suggested Solutions: Informative video / Projector/ *The Boy Who Cried Wolf* by Aesop (Text Provided).

Core Values: To develop a sense of active citizenship (the pupil as a conscious consumer).


Materials: Pictures, Worksheets, Video

(<https://youtube.com/watch?v=WNWZLldPfDU&si=jxw1x4Um37eOnLCE>).

Time Allotted: 1 H

Stage	Competency	Procedures	Objectives	Timing
Warm Up	Interact Interpret	<p>-Teacher (T) greets sts, checks presence list and sets the class layout.</p> <p>-T directs sts to watch the video and guess the topic.</p> <ul style="list-style-type: none"> • What is the story about? • Do you think that giving and receiving bribe is acceptable? Why? • Could you narrate the silent story in the video in your own words? <p>Is possible answers:</p> <ul style="list-style-type: none"> ➤ The story is about bribe. ➤ I think that giving and receiving bribe is unacceptable. Justification: this is against religion/ it has many negative effects. 	<p>To introduce the topic and predict the content of the video and the text</p> <p>To retrieve information from the</p>	10 Mns

<p><i>Pre Reading</i></p>	<p><i>Interact Interpret</i></p>	<ul style="list-style-type: none"> ➤ Different possible answers. ➤ Have you ever heard someone lying? ➤ How does lying affect relationships and trust? ➤ Guess what will be the topic of the reading passage. <p>-T divides sts into groups and invites them to read the text and highlight difficult words and expressions to be elicited -T directs sts to read the text loudly and check previous answers.</p>	<p>video about bribery</p>	<p>5 <i>Mns</i></p>
<p><i>While Reading</i></p>	<p><i>Interact Interpret</i></p>	<p><u>Task 1: (Guided Discussion): Storytelling</u> 1-Why the villagers stopped believing the boy? 2-What would happen if a business repeatedly lied to its customers? Would people continue to trust that company? 3- What ethical values were broken in the story? 4-How does trust impact the way we interact with others? Whether in business or personal life?</p> <p><u>Key:</u> 1- Because he was not saying the truth. 2- It would lose their trust and confidence. They will no longer trust it. 3- Confidence / trust 4- It strengthens our relations and spreads peace.</p>	<p>To extract general information from the text</p>	<p>5 <i>Mns</i></p>
	<p><i>Interact Interpret</i></p>	<p><u>Task 2: (Group Work)</u> T divides the class into small groups. T gives each group a scenario based on real life business ethics cases (misleading adverts, corporate fraud, false accounting, money laundering ... etc) and ask them to identify parallels between the scenarios and “The Boy Who Cried Wolf”.</p> <p><u>Sample Scenario:</u> <i>A company claims its product is eco-friendly, but it is later discovered that the product harms the environment. Customers find out the truth and boycott the products of the company. What consequences does the company face? How does this relate to the story that you have just read?</i></p>	<p>To engage students in a discussion</p>	<p>5 <i>Mns</i></p>
	<p><i>Interact Interpret</i></p>	<p><u>Linking to the Unit:</u> T explains that the story is a metaphor for the importance of ethics in business. Just like the boy lost trust by lying, business lose credibility if they behave unethically.</p> <p><u>Preview the Unit:</u></p> <ul style="list-style-type: none"> • T explains that the next few lessons will focus on real-world examples of businesses that succeeded or failed based on their ethical choices. • T mentions topics such as environmental ethics, corporate social responsibility. 		<p>10 <i>Mns</i></p>
<p><i>Post Reading</i></p>	<p><i>Interact Interpret</i></p>	<p style="text-align: center;"><u>Post Reading</u></p> <p><i>Write a short paragraph reflecting on the story and explaining how you think ethical behavior can influence the success or failure of a business.</i></p>		<p>10 <i>Mns</i></p>

	<i>Produce</i>	<p>THE BOY WHO CRIED "WOLF" By AESOP</p> <hr style="width: 50%; margin: auto;"/>  <p>There was once a young Shepherd Boy who tended his sheep at the foot of a mountain near a dark forest. It was rather lonely for him all day, so he thought upon a plan by which he could get a little company and some excitement. He rushed down towards the village calling out "Wolf, Wolf," and the villagers came out to meet him, and some of them stopped with him for a considerable time. This pleased the boy so much that a few days afterwards he tried the same trick, and again the villagers came to his help. But shortly after this a Wolf actually did come out from the forest, and began to worry the sheep, and the boy of course cried out "Wolf, Wolf," still louder than before. But this time the villagers, who had been fooled twice before, thought the boy was again deceiving them, and nobody stirred to come to his help. So the Wolf made a good meal off the boy's flock, and when the boy complained, the wise man of the village said:</p> <p style="text-align: center;"><i>"A liar will not be believed, even when he speaks the truth."</i></p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;"><small>Created for Lit2Go on the web at lit.usf.edu</small></p>	To write a short paragraph about the importance of ethical behaviors.	15 Mns
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Classroom Assessment: Exit tickets.
Assigned Homework: None

Moreover, it is imperative that literary texts are consistently paired with tasks that make learning purposeful. Within the analysed textbooks, mainly SE3 textbook, the majority of the literary texts were found to be used without any associated tasks or activities, mainly for the sake of entertainment. This would undoubtedly undermine the significance of literature for both students and their instructors. Additionally, designing appropriate tasks for these texts requires concerted efforts from the part of the teachers. The majority of this latter lack the necessary skills to adeptly use these texts and optimally exploit them. Rangachi (1996) emphasizes the importance of scaffolding of the tasks and structured engagement with any literary text. Within this framework, it is posited that scaffolding mechanisms are conducive to the the development of robust problem -solving strategies among students. Subsequently, as students demonstrate advancement toward a suitable level of competence, the teacher can progressively withdraw his support.

4.3 A Plea for Integrating Suitable Literature within the Curriculum: Young Adult Literature as an Alternative

The present study has clearly demonstrated that the literary texts which are included in the textbooks are to a large extent unsuitable.

To begin with, the texts selected for analysis were found to be entirely inappropriate for teenagers. McKay (2001) argue that the learner reads and enjoys a text if its subject matter is relevant to his/her life experience and interests. Hence, texts that are not within the learners' tastes fail to capture his/her attention, especially teens. Literature that tackles topics and themes that are alien or different from the reader's environment or deals with outdated topics will inevitably cause the learner to disengage from this content.

Michael Cart (2008) adds that teenagers exhibit a critical exigency for literary works that resonate with their specific affective, cognitive, and maturational requirements. Such texts foster a sense of shared experience and reciprocal comprehension, thereby facilitating the integration of marginalized individuals into the broader social collective.

In response to this, we suggest the inclusion of young adult literature (henceforth, YAL), which also goes with the labels "adolescent fiction" or "teen fiction" or "problem novels". YAL, as the name suggests, is a genre of literature written for and about young adults (Bull, 2011; Glaus, 2014). More precisely, Nilsen and Donelson (2005) as cited in Mukundan et al. (2013) define YAL as "Anything that readers between the approximate ages of 12 and 18 would choose to read". The most common features that make YAL a unique type, different from all other literary genres is its themes that depict a young adult protagonist who is usually mature, sensitive, intelligent, perceptive and independent. Brozo and Simpson (1995) suggest that YAL includes issues that are relevant to the period of young adulthood and discusses themes that are contemporary and meaningful to them. Paul Zindel (as cited in Beckman, 1991) on his part lists several criteria of a good young adult literature work such as,

- Stories should be connected to teens' school environment as this is the place where they spend most of their time;
- Stories should be short and told by teen characters;
- Language in the stories should be contemporary;
- Parents should be in the background since teens prefer to be distant from their guardians;
- Teens like adventure, rebellion and suspense and hate to be governed by adult society. (Zindel as cited in Beckman, 1991, p. 342-343).

Following the same drift of thought, Cart (2016) opines that YAL mainly includes the search of self, identity and role models they can identify with.

It is likely that young adults in our secondary schools would independently choose to read books that are meaningful reflections of their own thoughts about growing up. Based on the characteristics outlined previously, we suggest that YAL be included in our secondary school curriculum. Below is an extract from the young adult novel entitled "*Does My Head Look Big in This?*" which can be used with secondary school students.

The novel "*Does My Head Look Big in This?*" by Randa Abdel-Fattah depicts the life of a 16- years old Australian-Palestinian girl named "Amal". Amal is represented as autonomous, smart and courageous in taking decisions. The most important decision she made is wearing hidjab. Through this, a presupposed identity is set upon her as hidjabi, an identity that she strives to dismantle within Australian-society to demonstrate her true self.

The reasons behind our selection of this work:

- The novel addresses teenage struggles which make it a powerful tool for both language learning and personal reflection;
- The novel offers opportunity to learn new vocabulary and cultural references in context;

- It encourages empathy and critical thinking, allowing the learners to reflect on their own experiences and those of others;
- For students with good command of English (Foreign Language classrooms), the book offers rich opportunities to learn and understand language in context.

Below is a short extract from the novel that teachers can use with their students for an intensive reading course

The passage:

“When I first started at Hidayah I hated wearing the hijab. I found it itchy and absolutely despised wearing it during sport. I also thought it looked daggy on me and in the first two weeks I was always styling my fringe and letting it out at the front so that everybody knew I had nice hair. Talk about being a love -me-do. But then I got to know the other kids and it no longer felt awkward. I got used to it and I met girls who were wearing it full-time outside of school, like, voluntarily, and I started to really respect their courage. I was even a bit jealous because there I would be ripping it off as soon as I was off school property and there they would be, calmly and proudly stepping on to a train filled with students from schools all over without so much as a hint of fear or doubt. They looked so at peace with their identity and everybody got to know and respect them on their own terms.

I hate the fact that I had to leave Hidayah. But it only goes up to Year Ten because it does not have enough funding to offer Year Eleven and Year Twelve. My best friends, Leila Okulgen and Yasmeen Khan, moved on to a public high school close to Coburg, where they lived.

I begged my parents to let me go with them but Mum and Dad insisted that I go to a private school. I tried everything.

From: Randa Abdel-Fattah, 2005

Teachers can design several tasks in order to maximize the exploitation of the text. Some of the questions that can be asked are:

✓ ***Warm-up: Title Discussion***

This can be done through displaying the title of the novel and by asking students to predict the themes and issues discussed in the book.

✓ ***Context Setting:***

This can be done through providing a short background about the protagonist “A young Muslim girl who lives in a foreign country, facing challenges related to her identity, culture and religion, mainly focusing on her decision to wear hijab in the secondary school”. This in turn would pave the way to a vivid discussion of the challenges girls face during adolescence.

✓ ***Visual Prompts:***

By showing students some pictures or videos depicting life in a multicultural context.

While Reading:

- ✓ Asking them how conflicts shape Amal’s identity and experiences.
- ✓ Asking them to analyse the protagonist’s feelings about wearing the hijab.
- ✓ Asking them to compare the protagonist’s experiences with their own.
- ✓ Encouraging students to develop empathy by putting themselves in the protagonist’s shoes.
- ✓ Do you think her parents will allow her to go to the same school as her friends?
(this can lead students to engage in extensive reading).

4.4 The Significance of Language Adequacy

As shown in the present study, the literary texts within the present curriculum do not meet with the students’ linguistic proficiency. Although textbook writers employed “Simplification” as a strategy to render the language of the texts more accessible and easier to understand, a large number of students still encounter difficulties with challenging vocabulary.

According to Krashen’s Input Hypothesis (1982), students should be exposed to vocabulary that is slightly beyond their current level, referred to as “i+1”. Alternatively, the input should not be so simple as to kill reader’s interest, nor so difficult as to hinder their

understanding. While we concur with this pedagogical approach, its successful implementation depends, to a great extent, on the evaluation of the learners' actual linguistic level. Therefore, prior to introducing any literary text, textbook writers and even teachers are required to assess the students' linguistic proficiency following the Common European Framework of Reference for Languages (CEFR). This framework aims at improving the students' English proficiency so that they can compete globally. Clarifying this idea, Abidin and Hashim (2021) state that integrating CEFR into the education system can produce students who can master English well and efficiently. Measuring the students' linguistic proficiency is a vital step that ensures the selected literary texts are in accordance with the students' linguistic level, which in turn facilitates comprehension and engagement of all students. Vardell, Hadway and Young (2006) write that literary text, be it fiction, non-fiction or poems need to be selected according to their language accessibility i.e; is the language of the book simple and direct? (cited in Khatib et al., 2011). Hence, our suggestion is to introduce students to authentic literature that meets with their language aptitudes rather than graded readers that use artificial simplified language. Children's literature can be very effective for students with limited linguistic proficiency in this case.

4.4.1 Towards Integrating Children's Literature in the Curriculum

Before going any further, it seems wise to wonder what children's literature is. According to Hancock (2000), children's literature is "a literature that appeals to the interests, needs, and reading preferences of children and captivates children as its major audience" (p.05). Broadly speaking, Chang (2007) suggests that children's literature can be assigned to three broad categories: intended audience (children), purpose (entertainment, information, empathy), style/quality. John Newbery is identified as the founder of children's literature (as cited in Malu, 2013). Although this type of literature is primarily directed at children, it can

serve as an effective tool for EFL adult learners. In this context, Ghosn (1998) reminds us that children learning EFL/ESL benefit from carefully selected children's literature, equally, older students will also benefit from these books. Similarly, Smallwood (1992) claims "children's literature can be one of the most effective teaching materials available for students of all ages. Using it to develop literacy is a well-documented approach for students, both native and non-native speakers. It is newer, but increasingly popular, with adult ESL learners, especially in ESL family literacy programs" (p.3).

Secondary school students in Algeria, especially those with low linguistic proficiency will greatly benefit from this resource which:

- ✓ Is written in a simple and easy language.
- ✓ Deals with universal themes.
- ✓ Includes interesting illustrations and colourful pictures.
- ✓ It is widely available at school, libraries and online.
- ✓ Presents appealing and sometimes mature stories that learners of all ages can appreciate. (Galeano, 1983 ; Wu, 2009).

Marlina (2013) adds that what makes children's literature suitable for EFL/ESL adults is the fact that its motivational benefit and contribution to linguistic and cultural enrichment.

In what follows is a suggested lesson plan using the famous short kid's story "*Cinderella*". Marlina (2013) contends that short story is the most appropriate children's literature for the intermediate level at secondary schools. Tseng (2010) adds that short story can improve the students' vocabulary and can be used with all levels (from beginner to advance level) and with all ages (from young learners to adults).

4.4.1.1 A suggested lesson plan

Level: 2nd Year

Materials: textbook / whiteboard






Approximate time: 1 hour/30 min

Sequence: Reading and writing

Competencies: Interact, interpret and produce

Learning Objective: By the end of this lesson learners will be able to understand the story through structured activities that develop their analytical skills, deepen their understanding of characters, and encourage personal reflection and creative expression. By integrating these tasks, students will not only comprehend the story better but also create and produce different ending.

Lesson Plan

Tasks	Procedures	Objectives	Time									
<p>Before you read</p>	<p>Teacher greets and welcomes learners. The teacher starts by asking the learners what their favourite tale is...</p> <p>Procedures:</p> <ul style="list-style-type: none"> - The teacher distributes the worksheets. - She/ he asks them to read the instruction of the task given. - She explains the task and any ambiguous words. - Oral discussion followed by the correction. <p>Task 1: label the following pictures with the characters' names below. A-the stepsisters. B- the prince C- Cinderella D- the stepmother. E- the fairy godmother</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">   </div>	<p>To engage the learners</p>	<p>15Mn</p>									
<p>As you read</p>	<p>Procedures:</p> <ul style="list-style-type: none"> - The teacher distributes the copies of the story (one per two learners). - The teacher asks learners to read the instruction of task 1. - She explains the task and difficult words. - She asks them to read the first part of the tale/story and do the task. - After the correction of the first task, she asks them to move to the second and the third one. <p>Task 1: Read the first chapter of the story to complete the table below.</p> <table border="1" data-bbox="279 1733 1043 1865"> <thead> <tr> <th>Main character</th> <th>Time</th> <th>Place</th> </tr> </thead> <tbody> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>..</td> </tr> </tbody> </table> <p>Task 2: Read the second chapter to say whether the statements are True or False.</p>	Main character	Time	Place	<p>To introduce the main characters of the story</p> <p>To look for specific details of the tale</p>	<p>10Mn</p> <p>15Mn</p>
Main character	Time	Place										
.....										
.....										

<p>After you read</p>	<p>a. Cinderella went to the party with her stepmother and stepsisters.</p> <p>b. The fairy godmother helped Cinderella become beautiful for the party.</p> <p>c. Cinderella had to leave the party before midnight.</p> <p>d. The prince did not meet Cinderella at the party.</p> <p>Task 3: Read the third chapter to answer the following questions.</p> <p>a. When did Cinderella remember the fairy godmother’s warning?</p> <p>b. Did Cinderella leave both of her glass slippers behind?</p> <p>c. Why did the prince go to every house in town?</p> <p>d. According to the text, did the tale of Cinderella end?</p> <p><u>Procedures:</u></p> <ul style="list-style-type: none"> - The teacher distributes the booklets to learners. - She asks them to read the instruction and discuss the pictures orally. - Students start producing (they may ask the teacher if they need help). 	<p>To make students understand the interactions between the characters</p>	<p>15Mn</p>
	<p><u>Task 1:</u> Cinderella’s story has not ended. As an aspiring future writer, write an end to her story using the following notes and pictures given.</p> <ul style="list-style-type: none"> - Cinderella/ unlock/ door/ go/ prince - She/ try/ glass slippers/ fit/ perfectly - Evil/ stepmother/ stepsisters/ shocked - Prince/ ask Cinderella / marry <p>Start like this,</p> <p>On the next morning, the prince decided to look for the mysterious girl in every house in town. The prince made all the girls try the glass slipper on, but it did not fit any of them. Finally, he arrived to Cinderella’s house.....</p> <p>Task 2:</p> <p>creative writing task focusing on alternative endings. What if Prince Charming hadn’t bothered to search the entire kingdom for the owner of the glass slipper? What would have become of Cinderella? And if you can change any part of the story of Cinderella which will you change? <u>Write</u> a paragraph in which you try to answer one of those questions.</p> <p>(For the text, see appendix 15).</p>	<p>To reinvest what has been learnt through imagining different endings</p>	<p>25Mn</p>

4.5 Literature for Vocabulary Enrichment

The present study has clearly revealed that a great portion of the teachers consider the use of the literary component during this learning stage primarily effective for vocabulary enrichment.

It goes without saying that teaching vocabulary in an EFL classroom is fundamental for several reasons. To begin, vocabulary is a key element of language proficiency and directly affects the ability to communicate with others. Indeed, learners cannot communicate, understand others or negotiate ideas without a sufficient vocabulary. Cahyono and Widiati (2015) argue that vocabulary, in the ELL field, is the most important component for receiving the English curriculum.

In order to acquire a good knowledge of vocabulary, Gibson (2016) suggests applying either intensive or extensive reading of the literary works. In fact, literature provides rich and meaningful contexts for vocabulary learning. Contextual learning through stories, poems or novels supports better retention and recall. Ferey and Brown (2004) is of the opinion that literature is an excellent resource that consists of numerous types of vocabulary from everyday words to academic words. We therefore recommend that teachers integrate literature into their instruction to enhance students' vocabulary acquisition.

4.6 Literature for Cultural Enrichment

The present study has clearly revealed that the literary component within the secondary school curriculum serves primarily as a tool for linguistic development. While literature carries rich cultural significance and deeper layers of meaning, it is underutilized in the context of Algerian secondary education, with texts focusing on linguistic elements or comprehension rather than engaging the students with cultural, historical and thematic contexts that literature offers. Brown (2000) asserts that any attempt to separate language from its cultural context leads it to lose its significance. (p.177). We therefore consider the integration of the literary

component for enhancing the students' cultural awareness very effective. The Ministry of National Education (2005) stresses the importance of acquiring the needed cultural knowledge to get integrated into one's own society and to be aware of others' cultures. However, before introducing students to others' cultures, it is safer to expose them to their local culture. Translated local literature comes to play a great role in this context. However, using translated local literature does not mean to exclude literature of foreign cultures.

It is well-known that Arabic literature is rich with outstanding works. From this perspective, translated native culture literary texts can be used for enhancing the students' cultural awareness in an EFL classroom. Although these works are written by non-natives, they can still attract learners because of their strong connection to their local culture. Below is a lesson plan using a translated local literary text from "*Al-Nazart*" book by Al-Manfalouti that can be used with Arabic EFL students. A story that reminds us of the novel "The Old Man and the Sea" and which will be studied later in advanced levels.

4.6.1 A Suggested Lesson Plan

Reading And Writing

Format: PDP

Level: 2nd ES Stream

Domain: Oral / written (both)

Targeted Competencies: Interacting, interpreting and producing

Materials: Whiteboard /visual aids / handouts

The final aim: By the end of this lesson, learners will be able to write an educative short story and express their ideas in a literary form


Sub-Learning Objective(s):

- ✓ Student will be able to read for gist (general information).
- ✓ Student will be able to read for details (specific information).
- ✓ Student will be able to look for synonyms to enrich their vocabulary.
- ✓ Student will be able to develop their writing skills identifying the main

Core Value(s):

- ✓ Students will know that Arab literature is rich and focuses on ethics and values.
- ✓ We will read more books to educate ourselves.

Time	Stage objectives	Procedure	Materials	Students' Task
10 min	<p>Stage 01: Pre- Reading</p> <p>*This stage aims at introducing the topic of the reading passage and to get the students involved in the lesson smoothly.</p>	<p><u>Warming up:</u></p> <p>1* The teacher interprets pictures of Arabic writers and poets and asks the learners the following questions: a* What do the pictures show? b*Are these people ordinary or famous? c*Do you know their names? d*Do you know their contributions in the Arabic literature?</p> <p>2*Then, the teacher interacts with her learners by drawing their attention with some books and asks them the following question: *Now try to match each figure with its name and book:</p>	<p>*Projector</p> <p>*PC.</p> <p>*Pictures.</p> <p>*The White-board Pens</p>	<p>1*Students interpret the pictures, interact then answer the questions orally and accordingly.</p> <p>2*Students interpret the books and the writers, interact then match them with their titles.</p>

10 min	<p>Stage 02:</p> <p><i>*This stage aims at checking out students' understanding of the reading passage.</i></p>	 <p>Gibran Khalil Gibran- Mouloud Feraoun - Mustafa Lutfi El-Manfalouti</p> <p>Al-Nazarat – The poor man's son – The Prophet</p> <p><i>*The teacher opens a discussion with students about literature and explains to them some words related to this topic. (translation/ novels/ short stories/ poems/ plays)</i></p> <p>While-reading: <i>the teacher starts with a brief introduction of the author...</i></p> <p>Mustafa Lutfi El-Manfalouti (born Dec. 30, 1876, Egypt—died July 25, 1924, Cairo) was an essayist, short-story writer, and pioneer of modern Arabic prose. His books and short stories were largely adapted or translated to French, English and other languages.</p> <p><i>*The teacher distributes the handouts. *She explains the instruction of the first task.</i></p> <p>Task 01:</p> <p><i>*The teacher asks her learners to read the text then say whether the statements are true or false.</i></p> <p>a- The old man considers himself unlucky and resentful. →</p> <p>b- According to the old man, happiness is found through inner peace and contentment... →</p>	<p><i>Handouts</i></p> <p><i>The White-board.</i></p> <p><i>Pens.</i></p>	<p><i>*Students read the text then say whether the statements are true or false.</i></p>
10 min	<p><i>*This task aims at enabling the student to read for gist (To get general information).</i></p>	<p><i>*The teacher distributes the handouts. *She explains the instruction of the first task.</i></p> <p>Task 01:</p> <p><i>*The teacher asks her learners to read the text then say whether the statements are true or false.</i></p> <p>a- The old man considers himself unlucky and resentful. →</p> <p>b- According to the old man, happiness is found through inner peace and contentment... →</p>	<p><i>Handout</i></p> <p><i>The White-board.</i></p> <p><i>*Pens.</i></p> <p><i>*Handout</i></p> <p><i>*Pens</i></p> <p><i>*White-board</i></p>	

<p>10 min</p>	<p>*This task aims at enabling the student to read for details (to get specific information)</p>	<p><i>c-The great amount of pain sustained by people is caused by the reality of their lives→</i></p> <p><i>d-The narrator finally got convinced by the fisherman’s perspective →.....</i></p> <p>*The teacher asks her learners to copy down the correction on their handouts.</p> <p><u>Task 02:</u></p> <p>*The teacher asks her learners to read the text again then answer the following questions:</p> <p><i>A-Who was the main character in the story? why?</i></p> <p><i>b-What did the narrator think about happiness?</i></p> <p><i>c-Was the fisherman happy with his life or not? Justify.</i></p> <p><i>d-The speaker used some techniques to persuade/convince people about his perspective. According to the text, what are those techniques?</i></p> <p>*The teacher asks her learners to copy down the correction on their handouts.</p> <p><u>Task 03:</u></p> <p>*The teacher asks her learners and in pairs to read the text again to look for the synonyms of the following words:</p> <p>Calmness =</p> <p>Surprised =</p> <p>Misery =</p>	<p>*Students read the text again then answer the questions.</p> <p>*Students do the task, interact and copy down the correction on their handouts.</p> <p>*Students express their ideas orally and learn how to debate by exchanging ideas and thoughts.</p>
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20 min	<p>Stage 03:</p> <p><i>*This stage aims at enabling the students to develop their writing skills and also debating ones.</i></p>	<p><i>*The teacher asks her learners to copy down the correction on their copybooks.</i></p> <p>Task 04: <i>The story is rich with cultural values that are essential for understanding traditional Arab and Islamic perspectives. What are these values? Explain with illustrations from the text.</i></p> <p><u>Post -reading:</u></p> <p>1- For the fisherman, the true happiness is independent of external circumstances and lies within one's own perspective and spiritual understanding, what about you? how can you define happiness? write a short paragraph in which you talk about your philosophy in life, then share it with your classmates and discuss your ideas with them in form of debate.</p> <p>Answering the following questions:</p> <ul style="list-style-type: none"> - Do you have a specific philosophy in your life? - What are your beliefs about this life? - Can you name some of your values and morals which you follow in your relationships for example? <p>2-Then, the teacher divides her learners into groups, puts them in the situation below and asks them to use the answers above to choose one of the following topics:</p> <p>Topic:</p> <p>1/ Imagine a continuation of the story where the narrator learns more about the fisherman's life and experiences. Write a short story or dialogue that explores this further.</p> <p>2/ write a short story about one of the values that you believe in, imitating the story of the fisherman, you can use short dialogues between the characters of your story, don't forget to use the past simple tense and some</p>	<p>2*In groups and by using the story and the tasks above, the students will be able to write an educative story</p> <p>*Students work collaboratively and write an end to the story to use their imagination.</p>
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	<p>techniques of persuasion like the fisherman did.</p> <p><i>*Students do the work cooperatively, interact and copy down the correction on their handouts.</i></p> <p><i>The text:</i></p> <p style="text-align: center;"><i>The Fisherman Story:</i></p> <p>One of my friends narrated the following story to me. While I was sitting at my house in the morning, a fisherman carrying a big fish in his net approached. He offered me the fish and I accepted his offer without debating the price. Instead, I paid the amount he requested.</p> <p>He joyfully took the money and said, “This is the first time I have sold something for the price I demanded. May Allah grant you happiness of soul and peace of mind in the same way he made your money a source of your happiness.”</p> <p>I was pleased with his supplication and wished to accept it from Allah. I was really astonished and wondered how one of the common people could realize a fact known to very few persons: that happiness of soul and peace of mind are more important than financial ones.</p> <p>I replied to him, “O Old Man, are there any types of happiness other than the one that results from wealth and money?” he smiled quietly and said, “Yes, there is another one. If money was the only source of happiness, I would have been the most miserable and unfortunate person on the earth since I am the poorest one.”</p> <p>I said, “Do you consider yourself a happy man?” He said, “Yes, since I am established in my livelihood and pleased with my life.</p> <p>I replied, “Don’t you feel aggrieved when you see rich people enjoying their luxurious life? Don’t you get very sad for such a great difference between your life and theirs?”</p>		
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		<p>He answered, “If I manage to catch a good number of fish for my day, I return and sell them in markets or in front of doors. When the day departs and the night comes, I go home to find my son waiting for me with hugs and my wife with cheerful smiles. After satisfying my child’s needs by working hard and my God’s rights by doing prayers, I go to my bed full of tranquility and peace of mind which is for me more comfortable than sleeping in beds with silky sheets. How can I consider myself a miserable person when I am the most comfortable one, even if I am the poorest?</p> <p>I was astonished with the steadiness of the mind of the old fisherman. I hold such a man in high esteem, and I felt jealous of him for being satisfied with his life.</p> <p>I said to him, “O old Man, most people lament not being happy. They search for happiness and joy but in vain, which forces them to think that the misery is one of life’s necessities and that it never ceases. How do you regard this world a joyful one despite being swamped with pains and sorrows?”</p> <p>“The great amount of sorrow and pain sustained by people is caused by their negative thoughts, not by the reality of their lives. “Whoever wants to be happy, must seek such happiness inside his virtuous soul otherwise he will be the most miserable person - even if he possesses the whole world.</p> <p>The narrator said “When the fisherman had said such words, he got up and picked his stick up and said, “I commend you to Allah’s keeping Sir and I shall pray for you with the same supplication I prefer for myself. ‘May Allah grant you happiness of soul and peace of mind in the same way he made your money a source of your happiness’. Peace be upon you Sir.” Translated from: Elnazarat Voll, Fisherman (El-Manfalouti).</p> <p>Vo</p>		
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4.7 Literature for Affective Learning Goals

In most EFL classrooms, literature is exploited for cognitive learning goals. Stated differently, teachers in these classes focus on comprehension of the text as the main goal and do not engage students through affective questions. The tasks accompanying the literary texts within the present study show this fact. However, using literature solely for comprehension or purely cognitive learning goals make students feel bored. In light of this discouraging situation, we suggest to ask affective questions to encourage students to connect with the emotions of the characters and themes of the text. Krathwohl (1964) attributes the emphasis on the cognitive rather than the affective learning goals to several reasons. According to him, teachers feel more comfortable when dealing with facts because they were themselves instructed in that way. Secondly, it is easier to assess the outcomes of cognitive learning goals than it is to evaluate the outcomes of affective goals. Finally, cognitive goals are more traditional and have been clearly defined within the educational systems.

Therefore, reconsideration of affective learning goals when dealing with literature becomes crucial and questions that relate to the learners' feelings, emotions, motivations, attitudes, values and personal connections need to be integrated. Some examples of these questions can be:

- ✓ Which character do you relate to the most? Why?
- ✓ Have you ever been in a situation similar to the one described in the story? How did you feel?
- ✓ What part of the story resonated with you emotionally? Why?
- ✓ How would you feel if you were in the protagonists' position? What would you do differently?
- ✓ What values or beliefs do you think the writer is promoting in the text? Do you agree with them?

- ✓ How did the story make you feel?
- ✓ What is the main lesson you took away from the text? How does it apply to your life?
- ✓ Did this story remind you from anything from your own culture or background?

Such questions would help students to engage with the text on a deeper emotional and personal level, which in turn makes the learning experience more meaningful and memorable.

4.8 Readers' Theatre & Dramatic Reading of Literary Texts: A Strategy to Enhance Pronunciation and Speaking Skills

Readers' Theatre (RT) is an effective method in EFL classrooms. It emphasizes reading and performing literature with minimal resources. RT can be very effective because it:

- ✓ Makes students happy and relaxed when speaking;
- ✓ Increases interaction among students as they work together in group;
- ✓ Improves pronunciation through repeated reading and rehearsals;
- ✓ Motivates students to speak properly and correctly;
- ✓ It enhances public speaking skills. (Shanthi et al.,2018).

Through implementing RT in English literature lesson, learners create a more learner-centred class where they are encouraged to participate actively in the class. Hence, teachers have to try this strategy with their students. They can either choose the traditional or the developed model. Shepard (1993) distinguished between the two models, indicating that within the former model, reading literary works happens in the fix order and that very minimal props are used in their performance. Within the latter model, students are still reading aloud but they are allowed to move around.

Khing (2020) adds that readers theatre involves all of four English skills (listening, speaking, reading and writing) in an integrated manner, making an ideal strategy of teaching English in EFL/ESL classroom setting.

Dramatic reading (DR) is another strategy that teachers can implement in an EFL literature classrooms. It involves a single reader or a few readers delivering a piece of literature, such as poetry or prose with dramatic expression. Performers focus on conveying emotions through voice and facial expressions. Dramatic reading helps in immersing students in role play activities that mimic real-life communication scenarios. By engaging with literary text through performance, students practice authentic dialogues, emotional expression and contextually appropriate language use. In clarifying this idea, Robbins (1988) writes that “dramatic activities help students investigate a subject while finding its relationship to themselves and society, moreover, they make students counter with performance of social roles they had never experienced before, with corresponding language and communicative styles”. (p.1-2). For Carreira (2005), playing roles in dramatic performance leads the students to experience a deeper sense of sympathy towards each other. This experience rarely develops from mere passive viewing and surveying the text. Hence, we emphasize the necessity of employing these strategies in Algerian secondary education through the use of literary texts.

4.9 From Intensive to Extensive Reading

EFL secondary school teachers should be clever in selecting appropriate literary texts for an intensive reading course as this will certainly maintain the students’ interest. Moreover, they should acquire the necessary skills to introduce these texts in an interesting and an effective way. Gradually, they can shift to extensive reading.

Extensive reading of literary works proved to be highly effective, especially in EFL classes since it enriches the students’ vocabulary, helps them to be fluent and fosters a love for reading.

Below are some tips that can guide teachers when they use extensive reading with secondary school students.

4.9.1 Creating Readers' Clubs

Creating readers' clubs for extensive reading of literature in the secondary school can be a powerful way to foster a love for reading, enhance language skills and build a sense of community among students. Alvarez-Alvarez (2016) has clearly explained that "book clubs develop a taste for reading, improves discussion on story-based personal experiences and provides academic skill learning" (as cited in Ermerawati et al., 2023, p. 87). When creating such clubs, teachers should make sure that in every reader club, there are students of different abilities, ranging from advanced to weak. Involving students of mixed abilities in group work ensures that they learn from each other. Teachers can even assign roles for the students like president, secretary, and discussion leader. They can also schedule time for the club's meetings. During meetings, students can be given the chance to present book reviews, debate and share opinions about what they have read. These strategies will make the readers' club a vibrant space for language learning and social skills enhancement.

4.9.2 Enriching School Libraries with Books

A huge number of the teachers who participated in the current study complained about the scarcity of interesting books in most of the Algerian secondary school libraries. In fact, the libraries are in poor condition and are not used to facilitate reading skills promotion. This in turn presents a significant challenge to engaging students in extensive reading. Hence, we call for providing schools with interesting books and diverse collection of books (especially short stories, novellas, novels) to make the task of extensive reading a reality. Apeji (1990) states that a school library is "the powerhouse of the school" (p.1).

The 2013 ministerial decree outlined a list of Arabic and French books recommended for extensive reading but did not include any English titles. In response to this gap, and based on our initiative, we suggest the following list of books for extensive reading in an English class:

Figure 4.1*Suggested Books for Extensive Reading*

Number	Title	Author
01	The Lion and the Mouse	Aesop's Fables
02	The Wise Old Man	Pieter Middelkoop
03	The Kings Decision	Rania Al- Mazrouei
04	Animal Farm	George Orwell
05	Harry Potter	J. K Rowling
06	The Happy Prince	Oscar Wilde
07	The Farmer and his sons	Aesop's Fables
08	The Ant and the Grasshopper	Aesop's Fables
09	The Honest Woodcutter	Aesop's Fables
10	Ali and the Merchant	Aesop's Fables
11	The Giver	Lois Lowry
12	The Arabian Nights (One Thousand and One Nights)	Pleasant DeSpain
13	The Strangers	Rabah Kheddouci
14	The Honest Trader	Jawad Amer
15	Wonder	R.J. Palacio
16	The Little Prince	Antoine de Saint -Exupéry
17	The Call of the Wild	Jack London
18	Charlotte's Web	E.B White
19	Season of Migration to the North	Tayeb Salih
20	The Days	Taha Hussein

Note. The selected books feature simple language, suitable for both beginner and intermediate level, universal and culturally relevant themes. Some of them are internationally recognized bestsellers.

4.9.3 Promoting the Culture of Extensive Reading

It is common knowledge that today's students rarely read books for pleasure, in their native language, let alone reading in a foreign language like English. Despite all the benefits of extensive reading, students keep reluctant and prefer to watch movies or get ready book reviews when they are assigned to read books. Teachers therefore should encourage them to read outside classroom. However, encouraging reading is not the responsibility of teachers only. School librarians, family, parents, and all school authorities should bear this responsibility.

- ✓ Parents and Family: parents who read regularly can be a role model and inspire their children to develop a love for books. They can give them books as gifts to spark their interest in reading.
- ✓ Teachers: teachers can introduce books related to the students' interests. They can even set up friendly reading competitions to motivate students to read more.
- ✓ School Librarians: they can help students discover stories they might not find on their own. Furthermore, they can host book clubs to make reading more enjoyable.

4.10 Making a Place for Technology in Teaching Literature: Using ICTs

The present study has clearly revealed that the literary texts within the textbooks fail to engage students effectively due to the inclusion of uninspiring visuals and the reliance on traditional teaching methods. Hence, we find it essential to advocate for the integration of ICT tools when dealing with the literary component. Using ICTs proved to be highly effective in FL teaching classrooms. Today's generation would like their teachers to use digital platforms and multimedia resources such as audiobooks, podcasts, and video adaptations at class as they are living in the decade of multimedia and the Millennium of the Internet and the world wide web (Yunus, Lubis & Lin, 2009). Incorporating such technological facilities makes the educational journey fun and more motivational for both teachers and learners. According to Volman and Eck (2001) as cited by Singh and Chan (2014), ICT is able to transform the teaching and

learning process in such a way that it presents knowledge in an active, self-directed and constructive way.

When incorporating the literary component into foreign language teaching, teachers should always consider the use of technology. Stories and novels will spark students' attention if they are complemented with film adaptations. Some learners are visual others are auditory or kinesthetic. Using ICT tools in the classroom will certainly help all of these learners, regardless of their learning style, to grasp the story or the novel events, plot and characters. Some of these ICT tools could be:

- ✓ Audiobooks: platforms like “Epic”, “Oxford Reading Tree” and “Audible” offer interesting literary works with interactive features such as annotations and highlighting.
- ✓ Digital Story Telling: Applications as “Book Creator”, “Adobe Spark” and “Story bird” allow students to create visual and written narratives enhancing their creativity in literature.
- ✓ Video-Based Learning Platforms: Tools such as “Youtube”, “Edpuzzle” and “Flipped Classroom” models can introduce students to literature through engaging visual adaptations, dramatizations of literary texts and animated stories. Students may watch a part of the video and predict the rest of the story. They may also watch the video with the sound off to predict the events and retell the story on their own.
- ✓ Language Learning Apps: “Memrise” and “Duolingo stories” provide bite-sized stories that are appropriate for EFL beginners, combining vocabulary learning with the literary component.
- ✓ Gamified Reading Tools: Like “Quizlet”, “Kahoot” or “Literacy Planet”. These tools help teachers to incorporate games and quizzes based on literary texts, making learning more enjoyable and engaging.

4.11 Teachers' Professional Development (TPD)

The success of the literary component in secondary education largely depends on the teachers' proficiency in effectively integrating with students. Yet, prior to engaging in an in-depth discussion on professional development strategies, it is wiser to first clarify the significance of the term itself as well as its importance for language teachers. Day (1999) states that:

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school, which contribute through those, to the quality of education in the classroom. It is the process, by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives. (p.04).

Professional development by this becomes an essential part of being a teacher since;

- It allows for a balance between the needs of the individual, the needs of the school, and the national needs;
- It aims for the promotion of knowledge, skills and values;
- It improves the teachers' capacity to function as effective professionals by having them learn new knowledge, skills and attitudes. (Adapted from Ungar,2016)

Most teachers in the current study appear to lack the necessary skills to manage the literary component. For instance, most of them struggle to select suitable literary texts for intensive or extensive reading program. Therefore, professional development is essential to maximize the benefits of the literary component. This is possible through regular seminars

and workshops.

Inspectors should organize seminars showing teachers how to benefit from literary texts for linguistic, cultural and methodological purposes. Teachers should be aware of the specificities of the literary texts and the need to approach them in a distinct didactical manner.

In clarifying the models, forms and methods of professional development of teachers, Mukan et al. (2019) mentions the following:

- ❖ Professional development school.
- ❖ School network/teachers' network.
- ❖ Collegial development.
- ❖ Case-based study.
- ❖ Reflective practice.
- ❖ Project -based model.
- ❖ Teachers' narratives.
- ❖ Self-directed development.
- ❖ Seminars, workshops, summer institutes, conferences, courses.
- ❖ Observation of excellent practice.
- ❖ Teachers' participations in new roles.
- ❖ Portfolio.
- ❖ Action research.
- ❖ Inter-institutional collaboration.
- ❖ Supervision, coaching, mentoring.

These models and forms can be adopted to enrich teachers' experiences in engaging with the literary component. Teachers who acquire advanced professional skills not only improve their instructional practices but can also contribute meaningfully to curriculum design processes. Therefore, their attitudes and perspectives should be reconsidered as integral

components in shaping and refining the curriculum.

4.12 Conclusion

Seeking to find out working strategies and to identify effective methods for integrating the literary component into secondary school education, the researcher dedicated the final chapter to offering some suggestions and recommendations.

These suggestions and recommendations aimed at supporting both teachers and textbook writers in designing and implementing a curriculum that gives the literary component its fair share as it meets the syllabus objectives.

Despite our best efforts in offering these suggestions, we believe that much more needs to be done by the ministry of education in this area. Furthermore, the suggestions provided will remain merely theoretical unless they are implemented in practice.

General Conclusion

General Conclusion

The present study has put the literary component of the English language in the Algerian secondary school education under scrutiny. This involved a systematic examination of the value of literature within EFL classrooms. In fact, integrating literature into the teaching of a foreign language has been underscored by many scholars due to its numerous benefits. Employing literature in an EFL classroom provides a rich medium for enhancing the students' linguistic proficiency during their early years of learning that language, especially if the literary texts are well selected. Authentic literary texts that have not been adapted or simplified can serve an efficient vehicle to enhance reading, listening, speaking and writing skills.

Moreover, the pedagogical value of literature lies in its ability to engage students cognitively and affectively, raising by this their motivation to learn. Engaging students and immersing them in what they learn not only ensures deeper understanding and retention of knowledge but also fosters a life-long love for learning.

Literature also contributes to enhancing students' cultural awareness. By reading literary texts, students learn more about cultural norms and differences. They also deepen their knowledge about their local culture and learn to accept and respect other cultures.

Given the multiple merits of literature in an EFL classroom, the study has undergone an investigation into the EFL literary component into the secondary school education in Algeria. Prior to providing a relevant account on the benefits of the literary component in an EFL classroom, a detailed explanation of the changes of the value of literature over history was provided. It is within this area of research that the value of literature in today's EFL classrooms has been questioned. Many scholars and researchers argue that very few studies have been conducted to investigate the integration of the EFL literary component in the secondary school education. Nearly all of these studies have been done at the level of college.

However, literature with small “l”, referred to as “the literary component” within the present study, has a lot to offer to a secondary school student. Literature can be effectively utilized with learners of all proficiency levels, regardless of their current stage (beginner, intermediate or advanced). The efficacy of utilizing literature is contingent upon the selection of suitable texts and the implementation of pedagogically sound methodologies.

The present study aimed to examine the value of the literary component within the Algerian secondary school education and to assess the suitability of the literary texts within the present curriculum. The data was collected using three distinct research instruments (local textbooks, a questionnaire and an interview).

The literary component of the English language, as it has been evidenced within the present study, is not given a fair share in the Algerian secondary school education. Very few texts are included in the local published textbooks. These texts are randomly selected, without taking into consideration the students’ linguistic proficiency, their cultural and literary background, or their interests and tastes.

What is more, these texts are not well -exploited. This seems quite clear in the questions accompanying the literary texts. Nearly, all of these questions and tasks focus on cognitive objectives such as: recalling, understanding, applying, analysing, synthesizing and creating. No questions tap into the learners’ affective side, making by this the learning journey less enjoyable. Literary texts can serve an efficient vehicle for enhancing both cognitive and affective skills as well as for empowering the four linguistic skills if they are carefully selected. Unfortunately, this rich resource is not used properly to reach the curriculum objectives (linguistic, cultural, methodological and technological objectives) that are set by the Ministry of national education.

In spite of the fact that a considerable number of the teachers and inspectors consider the incorporation of more literary texts into the curriculum a good initiative, no efforts have been made to support this claim. Teachers and inspectors do not have the authoritative power that allows them to include or exclude whatever they wish as long as teaching follows a “top down” policy.

As a response to this situation, the study proposes a set of recommendations and practical suggestions aimed at fostering a reconsideration of the role of literature within the secondary school education. First, we suggest rethinking the place of literature within the educational framework to ensure that it is valued. Integrating more literary texts within the curriculum will certainly make students familiar with this type of texts. Texts which will benefit them linguistically, culturally and methodologically. In this context, some lesson plans were designed to show instructors how a literary text could be exploited for linguistic purposes.

Secondly, we call for integrating suitable literary texts that align with the students’ linguistic age and proficiency. Some practical illustrative examples were given in this area. Young Adult Literature is seen as a suitable genre that would meet secondary school students’ interests and age. Children’s literature, on the other hand, is considered the most appropriate choice for students with low linguistic proficiency.

Thirdly, there seems an urgent need to go beyond cognitive learning. Literary texts, as it has been evidenced within the present study, are used for cognitive learning goals. However, overemphasis on cognitive tasks can render the literary text monotonous, underutilized and undistinguishable from other types of texts. This approach risks reducing literature to a mere language exercise, devoid of its unique potential to engage students on a deeper personal level.

Hence, we call for integrating affective learning goals, which involve the attitudes of emotions and values of the learners, to maximize the pedagogical value of literary texts. By engaging with literature affectively, students can see their identities and own experiences

reflected in the texts, thereby creating meaningful connections between the classroom and their real-world contexts. What is more, such learning goals can significantly contribute to fostering a positive attitude towards reading and promoting extensive reading among the students.

Extensive reading of literature should be encouraged by teachers who themselves need to receive a good training on how to select appropriate literary texts and use them as teaching means. To sum up, these suggestions have clearly articulated, emphasized and underscored the integration of the literary component into secondary school education.

While the present study offers valuable insights into the integration of the EFL literary component within the Algerian secondary school context, it is important to acknowledge certain limitations. Firstly, the analysis of the selected literary texts may have been influenced by inherent subjective interpretations, potentially affecting the generalizability of findings. Secondly, the quality of responses obtained from both the questionnaire and interviews could have been impacted by participant biases or variations in comprehension, thereby limiting the scope of quantifiable data. Specifically, in-person interviews were susceptible to environmental noise disruptions, while in-person interviews were occasionally hindered by slow or unreliable internet connectivity, affecting the flow and depth of discussion.

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Appendices

Appendix 1: The First Year Literature Syllabus

The First Year Literature Syllabus of the L.M.D System	
Faculté des Langues Etrangères	
Département: Anglais	
Feuille Pédagogique : Programme par matière	
Matière : Etude de textes littéraires « Study of Literary Texts »	
Contenu de la matière	
Semestre 1	

Week 1. Introduction to literature

- The notion of literature: meaning of literature, its purpose and importance....genres (fiction/nonfiction, prose/verse/drama)...

Week 2. Introduction to literature (continued)

- The notion of literature: what shapes it? Influence of gender/race; Religion and mythology; impact of wars...etc.

Week 3. The elements of fiction (The 6 major elements in selected texts)

Week 4. Characters / Plot

Week 5. Setting / Point of

view

Week 6. Theme / Style

Week 7. Test

Week 8. Introduction to figurative

language

Week 9. Interpreting figures of speech in

context

Week 10. Metaphor/ Simile

Week 11. Hyperbole/understatement/

Oxymoron

Week 12. Metonymy /

Synecdoche/ Personification

Week 13. Irony/ Humor/ Personification

Week 14. Exam

Semestre 2

Week 1. Development of English/ Emergence of movements (an overview)

Week 2. Old English Literature (450 AD-1066) : a historical survey

Week 3. Selected Texts/ e.g. *Beowulf*, *Caedmon's Hymn*, *The Wanderer*...

and others.

Week 4. Middle English Literature (12th century-1485) : a historical survey

Week 5. Selected Texts/ e.g. Chaucer's *The Prologue*, *Sir Gawain and the Green knight*, *Everyman: A Morality Play*, and others.

Week 6. The Elizabethan Period/ Renaissance and Reformation (1485-1603): a historical survey

Week 7. Selected Texts: Shakespeare (and others).

Week 8. The golden age of drama/ Selected plays: *The Merchant of Venice*, *Othello*, and others.

Week 9. Test

Week 10. The Seventeenth Century: a

survey

Selected Texts / The

Metaphysical School

Week 11. Introduction to Restoration and the 18th century: Neoclassicism and Satire

Week 12. Selected texts/ e.g. John Gay's *Trivia*, Pope's *The Rape of the Lock*, *Essay on Man*, Dryden's *Epigram on Milton*,

and others.

Week 13. The rise of the novel

(1700's)

Selected texts:/ e.g. Defoe's *Robinson Crusoe*, Samuel Richardson, and others.

Appendix 2: The First Year English Program

Level: Secondary Education Year One (SE1)

Stream: Literary stream

Time devoted: 4 hours/ week

EXIT PROFILE

At the end of SE1, the learner will be able to produce oral/written messages / texts of descriptive, narrative, argumentative, expository and prescriptive types of about 120 words using written or oral support.

Unit	Theme / Topic	Time
1. Getting Through	Intercultural Exchanges	6 weeks / 24 hours
2. Once Upon a Time	Famous People	5 weeks / 20 hours
3. Our Findings Show	Communication – The Press	5 weeks / 20 hours
4. Back to nature	Environment, Pollution and The World of Animals	5 weeks / 20 hours
5. Eureka	Innovation and Technology	5 weeks / 20 hours

Appendix 3 : Algerian English Framework

V. ALGERIAN ENGLISH FRAMEWORK (AEF) FOR GRADES 6-12

A. INTRODUCTION

The Algerian English Framework is a comprehensive, general description of the expected level of attainment of each of the competences *for each* grade level and *across* grade levels. The Algerian English Framework is organized around competences that correspond to those in the Common European Framework of Reference (2001), but have been adapted to reflect the Algerian middle school and high school context. They correspond to levels A1, A2 (basic language user) and B1 (independent language user) in the Common European Framework. The leap from being a basic language user (A2) to an independent language user (B1) is significant and thus significant time is devoted to the B1 level. MS1 corresponds to level A1; MS2 corresponds to level A2; MS3 corresponds to level A2+; MS4 corresponds to level B1; SE1 and SE2 to B1; SE3 to B1+. The aim is for Algerian pupils to become independent users of English by the end of the seven years of English instruction.

The Algerian English Framework enables the user to see two views of the curriculum, one vertical, by year, and one horizontal, over the years.

The vertical view

The vertical view is an overall view of learning targets by competence for a particular grade level. The competences are categorized according to:

- Interaction (speaking)
- Interpretive Listening
- Interpretive Reading
- Productive Writing
- Productive Speaking
- Linguistic Competence

The learning targets for the competences are expressed in terms of what the learner *can do* by the end of the year, with respect to the kinds of **topics** and the **breadth** of language they can use. For speaking and writing, the learning targets include the **functions** learners can do and for listening, reading and writing, the learning targets include the **genres** the learners can read, listen to or write.

For example, at the MS4 level, in the **interactional speaking** competence, the first of the year-end targets is for pupils to be able to:

interact orally to start and maintain short conversations (i.e. asking/ answering questions and responding to information and news of others)	→ this shows what they <i>can do</i> by the end of the year
on a range of familiar topics related to self and community	→ this shows the kinds of topics the can talk about
using both routine and simple, spontaneous	→ this shows the breadth of language

Appendix 4 : The Online Questionnaire (Google Forms)

EFL Literature in Algerian Secondary Education

EFL Literature in Algerian Secondary Education

We are conducting research on the integration of EFL literature (short story, novel, novella, poem, play) in the Algerian secondary education, and your opinions on this matter are of a great importance. Therefore, I kindly request to answer these questions. Please trust that the information you provide will be kept confidential. Thank you in advance for your assistance.

Rubric One: Personal Information

Please choose the answer

1. What is your gender?

- Male
 Female

2. What is your age range?

- Under 25
 25-35
 35-45
 45-55
 55 and above

3. What is your educational background?

Bachelor's degree

Master's degree

Ph.D degree

4. What is your teaching experience? *

Less than 5 years

5-10 years

10-15 years

15-20 years

More than 20 years

5. In which province do you teach? *

6. Please name your secondary school *

7. What is "literature" for you? *

General Perceptions Towards EFL literature

Please choose the correct answer.

EFL Literature in Algerian Secondary Education

8. EFL literature enhances students' listening skills *

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. EFL literature stimulates speaking *

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. EFL literature promotes students' reading skills *

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. EFL literature inculcates reading habits in students *

Response area

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. EFL literature enhances reading comprehension skills

Response area

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. EFL literature inspires writing *

Response area

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. EFL literature enriches students vocabulary *

[View form](#) [Share form](#)

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. EFL literature improves use and knowledge of grammar *

[View form](#) [Share form](#)

- strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

16. EFL literature improves students' pronunciation *

[View form](#) [Share form](#)

- strongly agree
- agree
- Neutral
- Disagree
- Strongly Disagree

17. EFL literature enhances students' communicative skills *

Strongly agree

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

18. EFL literature boosts students' critical thinking *

Strongly agree

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

19. EFL literature develops students' cultural competence *

Strongly agree

Strongly agree

Agree

Neutral

Disagree

Strongly Disagree

20. EFL literature increases students' motivation and engagement *

Response area

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

21. EFL literature promotes emotional intelligence

Response area

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Perspectives Towards Integrating EFL literature in the Algerian Secondary School

Please, provide answers to the following questions

22. How familiar are you with EFL literature? *

1 point

Response area

- Very familiar
- Quite familiar
- Somewhat familiar
- Not very familiar
- Not at all familiar

23. What is the perceived importance of incorporating EFL literature in the secondary school curriculum according to you? * 1 point

What is the perceived importance of incorporating EFL literature in the secondary school curriculum according to you?

- Very important
- Important
- Supplementary material
- Not important at all

24. Does the Algerian secondary school curriculum give EFL literature a fair share? *

Does the Algerian secondary school curriculum give EFL literature a fair share?

- Yes
- No

25. Are the literature oriented texts in the textbooks engaging and relevant to the students' interests? *

Are the literature oriented texts in the textbooks engaging and relevant to the students' interests?

- Yes
- No

26. Do they match the students' linguistic level? *

Do they match the students' linguistic level?

- Yes
- No

27. The textbooks contain some literature as a break in the end of some units. Do you usually use these texts with your students?

هل تستخدم هذه النصوص مع طلابك؟

Yes

No

28. If no, explain why do you avoid using these texts?

29. What criteria do you take into account when you bring new literary texts to your class? (you can choose more than one answer) *

ما هي المعايير التي تأخذها في الاعتبار عند إحضار نصوص أدبية جديدة لطلابك؟

The students' linguistic background

The students' literary background

The students' cultural background

The length of the text

The availability of the text

The learning objectives

Other criteria

30. Please , mention these other criteria

31. What suggestions would you put forward for an efficient implementation of EFL literature at this level? *

Rubric Four: Realities about Reading EFL Literature for Pleasure in the Secondary School

Please provide answers to the following questions

32. Do you assign students to read EFL literature for pleasure? *

.....

Yes

No

33. What type of literature do you typically assign for pleasure? (you can select more than one)

.....

poem

novel

short story

play

34. How do students present their readings? *

.....

by writing a book report

by making oral presentations

others

35. please mention the other ways

36. How do you encourage students to read for pleasure? *

What do you do to encourage them?

- Adding extra marks
- giving books for free
- giving presents
- others

37. What challenges do you usually face when you integrate literature into your teaching? *

38. Would you please suggest some book titles that can be used for extensive reading with secondary school students? *

Ce contenu n'est ni rédigé, ni cautionné par Google.

Google Forms

Appendix 5: Letters for the Secondary School Teachers

Subject: *Invitation to Participate in a Research Study on the EFL Literary Component*

Dear Colleague,

I hope this message finds you well. I am currently conducting a PH. D project at Hassiba Benbouali university of Chlef entitled “*An Investigation into the Integration of the EFL Literary Component in the Algerian Secondary School Education: Realities and Perspectives*”.

As part of my study, I am seeking the perspectives of secondary school EFL teachers regarding the use of literary texts in the classroom. To gather valuable insights, I have prepared an anonymous questionnaire, and I would be sincerely grateful for your participation. Your responses will contribute significantly to understanding the current status of the EFL literary component in the Algerian secondary school education and informing potential improvements in teaching practices.

If you are willing to participate, please find the questionnaire at the following link:

<https://docs.google.com/forms/d/e/1FAIpQLScstcIM1ebtuUI4nhZdp4WJzo9UW2gtm0JlJeT8VfIZ2YenWw/viewform>

Additionally, I would greatly appreciate it if you could share this message with other colleagues who may be interested.

Thank you in advance for your time and support.

Best Regards,

Somia Hammadi

Ph. D Candidate

Hassiba Benbouali University of Chlef

Appendix 6: The Inspectors' Interview Guide

The Interview Guide

Dear inspectors,

I would be extremely appreciative if you could respond to my inquiries regarding the inclusion of the EFL literary component in the Algerian high school curricula. Please accept my sincere gratitude for your assistance.

Q1. Do you mind introducing yourself?

Q2. How long have you been in the position of an Inspector of National Education?

Q3. Would you please tell me about the status or value of literature in the Algerian secondary school education?

Q4. Have you ever attended lessons where teachers used literary texts?

Q5. What reactions did pupils show towards the texts they were introduced to?

Q6. Do you find teachers skilled enough in introducing to pupils such texts?

Q7. Do teachers strictly stick to the texts in the textbook(s) or they bring in other alternative texts?

Q8. What are the key benefits that you believe EFL literature brings to the overall English language learning experience for pupils?

Q9. Do teachers make the best use of the literary texts in the textbooks? Are the texts exploited enough to involve students?

Q10. How would you qualify the integration of the literary component in the curriculum?

Q11. Do you think that it is necessary to introduce literary texts to all pupils regardless of their streams?

Q12. Do you find the texts in the textbooks suitable for the pupils at this level?

Q13. Which genre would best meet pupils' needs at this level?

Q14. In your opinion, what can teachers do to make literature more beneficial for pupils?

Q15. Please add any other comments or suggestions regarding the integration of literature in the Algerian EFL secondary school classroom?

Thank you!

Appendix 7: Letters to the Secondary School Inspectors

Appendix: Contest Form for the Use of Recorded Responses

Title of the Study: *An Investigation into the Integration of the EFL Literary Component in the Algerian Secondary School Education: Realities and Perspectives.*

This study is undertaken by Somia Hammadi, a PHD candidate at Hassiba Benbouali University of Chlef.

This research aims at examining the status of the EFL literary component in the Algerian secondary school education. It also seeks to investigate stakeholders' perspectives as well as their attitudes towards integrating literature in the secondary school.

I, _____, grant my consent for my recorded responses to be utilized as part of the doctoral thesis entitled "*An Investigation into the Integration of the EFL Literary Component in the Algerian Secondary School Education: Realities and Perspectives.*"

I have been informed by Miss. Hammadi Somia that the recording will be securely stored in a private device and will never be shared with anyone else under any circumstances.

Additionally, I understand that the transcript of this interview may be included in the thesis appendix with my identity anonymized to maintain confidentiality. By signing this document, I acknowledge and authorize the use of my responses for academic research purposes.

Participant's Name: _____

Signature: _____

Date: _____

Note: If you are interested in receiving a copy of the transcript, please contact me via this email address: hammadi021alger@gmail.com

Appendix 8: A Sample of Interview Transcript

Q1. Do you mind introducing yourself?

INSP 04: Emm, I am an inspector of the English language and I hope I can help and answer all your questions.

Q2. How long have you been in the position of an inspector of the national education?

INSP 04: Yes. I have been in this position for six years.

Q3. Would you please tell me about the status or value of literature in the secondary school education?

INSP 04: Well, you mean the value of literary texts, this is it? Yeah.

The integration of literature or fiction genre in secondary education is insignificant as it is not valued compared to other genres. There are few literary texts included in the secondary syllabi. For instance, before 2012, the teachers used to teach two entire units, including the literary fiction genre “Once Upon a Time” and “News and Tales” for the literary and foreign languages classes. Since then, the Ministry of Education has removed the unit “News and Tales”, which I think is an engrossing file helping both the teacher and the learner to be immersed in the world of literature.

Q4. Have you ever attended lessons where teachers used literary texts?

INSP 04: Yes.

Q5. What reactions did pupils show towards the texts they were introduced to?

INSP 04: As I observed, the students demonstrated readiness and interest, though they found difficulties in decoding the texts they were set to read.

Q6. Do you find teachers skilled enough in introducing to pupils such texts?

INSP 04: Well, it depends (silence). But let me tell you that many teachers do not know how to work with these texts. Yes, simply most of them are not creative.

Q7. Do teachers strictly stick to the texts in the textbook(s) or they bring in other alternative texts?

INSP 04: Most of the teachers **adopt** the texts of textbooks. Few of them use adaptation tools (SARSing). The reason is that having fixed mindsets or reluctance is justified in their lack of mastery of such topics. Adding to this, using the adaptation pedagogy (SARSing) requires skills of adaptation, time, teaching experience and research skills.

Q8. What are the key benefits that you believe EFL literature brings to the overall English language learning experience for pupils?

INSP 04: *The benefits of exposing the students to diverse literary genres:*

- It nurtures the learner’s reading, speaking and writing skills.
- It develops their range of vocabulary, writing styles and narrative techniques.

- It inspires students to become poets, storytellers or novelists (producing original literary works).
- It broadens the student's imagination and develops their analysis, evaluation and critical thinking.
- It enables them to make use of the cultural background in communication.
- It develops their language fluency.
- It develops positive attitudes and moral values.

Q9. Do teachers make the best use of the literary texts in the textbooks? Are texts exploited enough to involve students?

INSP 04: I believe that most teachers teach the textbook literary genres within the reading skill framework as if they were testing their students' abilities. They focus much on the comprehension side rather than on the **values** and the **cultural aspects**.

Q10. How would you qualify the integration of the literary component in the curriculum?

INSP 04: Yes. It is worth teaching such literary genres (novel, storytelling and poetry)

Q11. Do you think that it is necessary to introduce literary texts to all pupils regardless of their streams?

INSP 04: I **DO recommend** the Ministry of Education to incorporate literary genres to all the students regardless of their streams.

Q12. Do you find the texts in the textbooks suitable for the pupils at this level?

INSP 04: Not all the texts and not all the literary genres. For instance, the poetry genre needs reconsidering to make it more engaging and accessible to the learner.

Q13. Which genre would best meet pupils' needs at this level?

INSP 04: The storytelling and poetry, but the selected resources need adaptation.

Q14. In your opinion, what can teachers do to make literature more beneficial for pupils?

INSP 04: Integrating literature in secondary education is not an easy task. It requires skills and teaching experience. So, to make literature more beneficial for the learner at this stage, the teachers should use adaptation pedagogy to render it more engaging and accessible to all the students. It means they have to adapt the selected texts and activities in the textbooks to meet the learner's needs, interests, and levels. Adding to this, the teachers are appealed to integrate the ICTs to plan literary genre lessons to make them funnier and more engaging to the learner. Another substantial element that can help the learner appreciate the literary genres is valuing the four skills (speaking, listening, reading, writing and viewing). Literature should not be taught in a dry way, just for the sake of enabling the learner to comprehend texts and respond

mechanically to provided activities. Specifically, the teachers should exploit the literary genres in-depth, including the core values and the cultural dimensions.

Q15. Please add any other further comments or suggestions regarding the integration of literature in the Algerian EFL secondary school context?

INSP 04: Teaching the literary genres in the Algerian EFL secondary school context should be reconsidered. The vision of the integration of literary genres is too narrow. Much attention should be directed to its good usage as a communication tool, enabling the learner to learn more about other peoples' cultures while demonstrating awareness of the importance of their mother culture. Then, the topics selected for this genre should target universality that vehicle the core values: citizenship, national conscience, national identity, and openness to the world.

The researcher: Thanks warmly for your help respectful inspector!

INSP 4: With pleasure miss. I wish you a good luck with your research.

The researcher: Thanks warmly sir!

Appendix 9: Charles Dickens' Text

DEVELOPING SKILLS

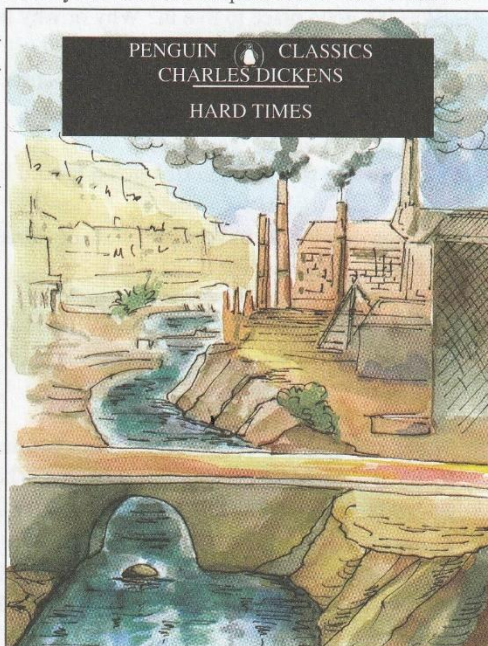
- 1 Look at the book cover below and answer these questions:
- Who is the author of the book?
 - What is its title? Do you expect the story to be cheerful or depressing?
 - What does the picture illustrate? Tick (✓) in the appropriate box. Justify your answer.
 - a beautiful village
 - an industrial town
 - a tourist resort
- 2 Read the text below and check your answers to questions B and C above.

Coketown was a town of red brick. It was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river which ran purple with ill-smelling dye. Vast piles of building full of windows trembled all day long because of the piston engines of the machines, which worked up and down monotonously like a melancholy elephant.

Coketown contained several large streets all very like one another, and many small streets still more like one another. The people who lived there were also like one another. They all went in and out at the same hours to work in the textile factories near their homes.

You saw nothing in Coketown but some rare facilities. The infirmary stood next to the town hall. The library was opposite the M'Choakumchild school. The bank was between the Old Church and the prison. All public inscriptions were written in black and white. So all the buildings looked like one another. There was neither a leisure centre nor a public library where children could go.

(Adapted from Charles Dickens' *Hard Times*)



DEVELOPING SKILLS

UNIT 2 : SEQUENCE 3

3 Read the text on the previous page again and answer the questions below. Give evidence from the text.

- A. What does the author compare Coketown to?
- B. Why was the canal black?
- C. What did most people in Coketown do for a living?
- D. Was Coketown a peaceful or a noisy town?
- E. Was it a good place to live in? Why or why not?

4 Complete the sentences below with information from the text.

- A. The smoke from the factories resembled ...
- B. The piston engines were similar to ...
- C. The people who lived in Coketown looked like...

5 How does the author convey the following ideas:

- A. dirtiness in paragraph 1 (§1)?
- B. monotony in paragraph 2 (§2)?
- C. boredom in paragraph 3 (§3)?

6 Imagine you are a novelist. Set the first scene of your novel by writing a short description about an imaginary town or village. Use the text on the previous page as a model.

Make the best use of the information below.

A. What's the name of your village/town? What was it like? (Use analogies to make the introduction interesting.)

B. Where was it situated, and what did it look like?

- It was in the east / south-east / centre... of the country.
- It was on the Mediterranean coast / the Shlef River... / hills / in the mountains / the Soummam Valley / the Sahara desert...
- It was hilly / flat ...
- The land was rocky / sandy / good for farming ...
- It was about 40 / 50 / ... kilometres away from ...

C. What facilities were available in the town / village ?

● It had a beach / market / Town Hall / hospital ... (Use prepositions of place and emphasize sensory details, i.e. what we can see, hear, touch, smell and taste in your village/town.)

D. How many people were there in the town / village, and what did they do for a living? What were they like?

E. What was life like there? Was it boring, exciting, depressing, etc?

Appendix 10 : Achebe's Text

ANTICIPATE

- 1 Look at the picture of the book cover below and answer these questions.
- Which side of the book cover does the picture show? The front side or the back side? Justify your answer.
 - Who is the author of the book?
 - Which country is he from?
 - The text is called a blurb. Why do you think it is included?



Nigerian author Chinua Achebe is among the most powerful and original writers in English fiction today.

... The story is the tragedy of Okonkwo, an important man in the Igbo tribe in the days when white men were first appearing on the scene... Mr Achebe's very simple but excellent novel *Things Fall Apart* tells of a series of dramatic events which turn around the central hero Okonkwo. Its setting is wonderful. Each description adds a different kind of magic to the traditional life in the hero's village Umuofia before the arrival of the white coloniser.

THE OBSERVER
FICTION/LITERATURE

ISBN 0-413-90886-6



- 2 Read the blurb again and guess how the novel will start. Circle the right letter A, B or C.

The novel will start with the...

- description of the setting (the place where and the time when the story takes place).
- portrayal of the hero.
- narrative of the hero's resistance to the white colonisers.

Okonkwo was well-known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer and one of the greatest men

of his time. §1

Unoka was Okonkwo's father. He was a thin, handsome man with a gentle look. He was always in his *agbada*. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music. §2

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. ... §3

(Adapted from *Things Fall Apart*)

Appendix 11: Hints on Pronunciation for Foreigners

 SAY IT LOUD AND CLEAR 

① Listen to your teacher reading the sentences. Each time s/he reads a sentence, underline the word which is stressed most.

- A. Are you going on a business trip to Algiers in June?
- B. Are you going on a business trip to Algiers in June?
- C. Are you going on a business trip to Algiers in June?
- D. Are you going on a business trip to Algiers in June?
- E. Are you going on a business trip to Algiers in June?

② Pair work. Answer the questions above correcting your partner as in the short dialogue below.

You: Are you going on a business trip to Algiers in June?

Your partner: No, I'm going on a business trip to Algiers in July.

③ Listen to your teacher as s/he reads the poem below. Then discuss with him/her the spelling sound links in English. Learn the poem by heart.

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, laugh and through
Well done! And now you wish perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead: it's said like bed, not bead –
For goodness sake don't call it 'deed'!
Watch out for meat and great and threat,
They rhyme with suite and straight and debt.

A moth is not a moth in mother
Not both in bother, broth in brother,
And here is a match for there
Not dear and fear for bear and pear,
And then there's does and rose and lose –
Just look them up – and goose and choose.

And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart –
Come, come, I've hardly made a start!
A dreadful language? Man alive,
I'd mastered it when I was five.

(Hornsby & Shear, *Hints on Pronunciation for Foreigners*)

Appendix 12: The Unicorn in the Garden



READING AND WRITING



Skills and strategies outcomes

- Predicting text content from the introduction and the conclusion
- Making inferences
- Distinguishing between facts and opinions
- Demonstrating critical thinking and judgement
- Responding to a text (seeking support and feedback)
- Discussing the organisational pattern of a text
- Writing a book/film review article



WRITING UP

► Before reading

- Answer the questions below.

1. Of the beasts listed in the box below which ones are real, and which are mythical ?

horse, dragon, ogre, cow, unicorn, sheep, Loch Ness monster

2. In what type of stories do we generally find the mythical beasts represented in pictures 1 and 2 below ? Name some of them.

3. Do you like reading these stories ? Why or why not ?



3rd year

► **As you read**

- Have a look at the coping box below. Then read the story about **The Unicorn in the Garden** and answer questions A-G below.

Coping

We have two types of comprehension questions: reference questions and inference questions. In **reference** questions, the answers are explicitly stated in the text whereas in **inference** questions, the answers are not directly stated. We must infer/deduce them from the facts and the reasoning developed in the text. To answer inference questions, we should, therefore, learn to compare, analyse, interpret the facts while reasoning, very often in the light of our own experience of life. We should learn to 'read between the lines'.

- A. What happened when the man was having breakfast ?
 B. Are the husband and wife in love with each other ? Justify your answer.
 C. What does the husband mean when he says : " We'll see about that ?"
 D. Whom did the wife phone in order to have her husband put in a mental institution ?
 E. What did the policemen and the psychiatrist do when they arrived ?
 F. Why did the psychiatrist and the policemen look at the wife with great interest ?
 G. What moral can you draw from the story ?

The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from the window and saw a white unicorn with a golden horn quietly cropping the roses in the garden. The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden," he said, "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The unicorn was still there; he was now browsing among the tulips. "Here, unicorn," said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in his garden, the man went upstairs

/mɔ:nɪŋ/
 /ju:nɪkɔ:n/
 /ə'wəuk/
 /mɪθɪkl/
 /wɔ:kt/
 /tju:lɪps/
 /hɑ:t/

and roused his wife again. “The unicorn,” he said, “ate a lily”. His wife sat up in bed and looked at him coldly. “You are crazy,” she said “and I am going to have you put in a mental institution.” The man, who had never liked the words “crazy” and “mental institution,” and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. “We’ll see about that,” he said. He walked over to the door. “He has a golden horn in the middle of his forehead,” he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep. (§1)

/raʊzd/
/kəʊldli/
/,ɪns'tɪtju:ʃn/
/ʃaɪnɪŋ/
/'məʊmənt/
/'fɒrɪd/
/wɒtʃ/
/ə'mʌŋ/

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a glint in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight-jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. “My husband,” she said, “saw a unicorn this morning”. The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. “He told me he ate a lily,” she said. “He told me he had a golden horn in the middle of his forehead,” she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrific struggle, but they finally subdued her. Just as they got her into the straight-jacket, the husband came back into the house. (§2)

/'hʌzbənd/
/pə'li:s/
/saɪ'kaɪətrɪst/
/ə'raɪvd/
/təʊld/
/'sɒləm/
/səb'dju:ɪŋ/
/'streɪtdʒækɪt/

“Did you tell your wife you saw a unicorn?” asked the police. “Of course not,” said the husband. “The unicorn is a mythical beast.” “That’s all I wanted to know,” said the psychiatrist. “Take her away. I’m sorry, sir, but your wife is as crazy as a jaybird.” So they took her away, cursing, and screaming and shut her up in an institution. The husband lived happily ever after. (§3)

/waɪf/
/bi:st/
/kɜ:sɪŋ/

(Adapted from James Thurber, *Fables of our Time*)

► After reading

① With your partner, compare your answers to the questions in the **As-you-read** rubric on the previous page. Then discuss the questions on the next page.

Appendix 13: The Student's Grade Report

جمهورية الجزائر الديمقراطية الشعبية									
وزارة التربية الوطنية		كشفت تقويم نتائج الفصل الثاني				مديرية التربية لولاية الشلف			
ثانوية الشهيد عبد الرحمان كرزاي - بوقادير						السنة الدراسية : 2020-2019			
اللقب :		الاسم :				تاريخ ومكان الميلاد : 2004/06/17 الصحة			
جدع مشترك علوم وتكنولوجيا		القسم : أولى ثانوي جدد مشترك علوم وتكنولوجيا 01				القسم المعاد			
التقييم		التقييم				التقويم			
المواد	معدلات المواد	التقويم المستمر/20	أعمال تطبيقية /تصميم شفوي/20	معدل القروض/20	معدل الاختبار/40	معدل المادة/20	الجداء	تقديرات عامة للعمل والسلوك	إرشادات للتحسن
اللغة العربية وآدابها عابد عياشي مديحة	3	15.00	16.00	13.00	34.00	15.60	46.80	عمل جيد	واصل
الرياضيات تيميزار راضية	5	17.00	--	15.00	32.00	16.00	80.00	نتائج جيدة جدا	واصل أكثر
العلوم الفيزيائية مرواني نعيمة	4	19.00	19.00	20.00	38.00	19.20	76.80	ممتاز	عمل ممتاز
العلوم الطبيعية والحياة كاملية أمينة	4	18.00	16.00	16.50	34.00	16.90	67.60	عمل ممتاز	واصل
العلوم الإسلامية دلي يوراس سليمة	2	19.00	--	19.00	39.00	19.25	38.50	عمل ممتاز	واصل
التاريخ والجغرافيا ناصرى فاطمة	2	16.00	--	15.00	37.00	17.00	34.00	جيد جدا	واصل
اللغة الفرنسية عقيل فاطمة	2	18.00	15.00	14.50	32.00	15.90	31.80	Insuffisant	Il pourrait progresser
اللغة الإنجليزية حمادي سميرة	2	17.00	16.00	13.50	34.00	16.10	32.20	very good	carry on
المعلوماتية جعفر وثام	2	18.00	19.00	16.50	36.00	17.90	35.80	عمل ممتاز	واصل اجتهدك
تكنولوجيا بوعمره العيد	2	19.00	19.50	19.25	39.00	19.35	38.70	ممتاز	واصل العمل
التربية الفنية	1	معفى	--	معفى	معفى	معفى	معفى	معفى	معفى
ت الدينية والرياضية مجاهد عبد الرحمن	1	19.00	--	18.00	36.00	18.25	18.25	جيد جدا	واصل
اللغة الأمازيغية	2	معفى	معفى	معفى	معفى	معفى	معفى	معفى	معفى
تتمين المطالمة عقيل فاطمة			16.00			6.00	16.00		
تتمين المشاريع عقيل فاطمة			16.00			6.00	16.00		
الجماليات	29						512.45		
معدل المواد المميزة 17.26/20	المعدل الفصلي : 17.67/20		المعدل السنوي : /						
المواظبة	عدد الغيابات غير المبررة : 0 سا	عدد الغيابات المبررة : 4 سا	عدد التأخرات : 0 سا						
ملاحظات مجلس القسم وقراراته	تدبير ممتاز على								
	وظيفا واصل ع								
	تنبيه								

حرب بوقادير في: 2020/03/11

مدير الثانوية (اللقب ، الاسم ، النتم والامضاء)

مدير الثانوية
محمد متمر

لا تسلم الا نسخة واحدة من هذا الكشفت



الاستاذ الرئيسي

عقيل فاطمة

Appendix 14: The Decree about Appreciating Extensive Reading in the Secondary School (Arabic version).

الجمهورية الجزائرية الديمقراطية الشعبية وزارة التربية الوطنية

مديرية التعليم الثانوي العام و التكنولوجيا

الرقم : 13 / 0.0.3/ 310 الجزائر في 15 جويلية 2013

إلى

السيدات والسادة مديري التربية بالولايات (للمتابعة)،
السيدات والسادة مفتشي التربية الوطنية (للاعلام والمتابعة)،
السيدات والسادة مديري الثانويات (للتطبيق).

الموضوع: ترقية المطالعة وتحبيبها للتلاميذ.

المراجع:

1. المنشور رقم 1311 بتاريخ 30 جوان 2013 بموضوع المنشور الإطار لتحضير للدخول المدرسي 2013-2014
2. المنشور رقم 11/0.0.3/451 بتاريخ 11/08/28 المرفق بمذكرة تنسيق بيداغوجي بموضوع: " استخدام الخرائط المفاهيمية".
3. المنشور رقم 307 بتاريخ 10/07/2013 المرفق بمذكرة تنسيق بيداغوجي بموضوع: " استخدام طريقة المناظرة".
4. المنشور رقم 308 بتاريخ 10/07/2013 المرفق بمذكرة تنسيق بيداغوجي بموضوع: "تقنيات التلخيص".
5. المنشور رقم 12/0.0.3/377 بتاريخ 22/07/2012 المرفق بمذكرة تنسيق بيداغوجي بموضوع: "مصفوفة الإنجاز Portfolio".

الملحقات :

1. مذكرة بيداغوجية بموضوع: "المطالعة: إيماء نشاطاتها وترقيتها في المؤسسات التعليمية"
2. نموذج بطاقة مطالعة (بالعربية والفرنسية).
3. نموذج مخطط المطالعة (بالعربية والفرنسية).
4. قوائم بعناوين كتب مقترحة للمطالعة.
5. قائمة الثانويات النموذجية المعينة لتطوير جهاز المطالعة.

في إطار تجسيد مسعى إرساء تقاليد المطالعة وتحبيبها للمتعلمين في مرحلة التعليم الثانوي العام والتكنولوجي ميدانيا، لا سيما منه الشق المتعلق بترقية المطالعة الترفيهية وذلك بهدف حث تلاميذنا على جعل الكتاب فعلا خير جليس لهم، نوافقكم بالإجراءات العملية المطلوب إتباعها لتحقيق هذا الهدف:

- 1- برمجة نشاط المطالعة: تبرمج المطالعة باعتبارها نشاطا بيداغوجيا ضمن مادتي اللغة العربية واللغة الأجنبية (الفرنسية أو الإنجليزية) ((للسنتين الأولى والثانية ثانوي))، حيث تخصص لهذا النشاط في كل حصّة درس فترة زمنية من 5 إلى 10 دقائق يطرح الأستاذ خلالها أسئلة يفاظ سريعة قصد متابعة ما تمت مطالعته خارج الحصّة وحفز همم التلاميذ. تطلق على هذا النشاط التحفيزي الوجيه تسمية "دقيقة المطالعة" أو "الحظة المطالعة؛ ولا ينجر عليه حجم زمني إضافي للتدريس.
- 2- تحديد عدد كتب المطالعة سنويا:حدد عدد الكتب للمطالعة من طرف كل تلميذ بأربعة (04) كتب سنويا، على الأقل، من بينها كتابان (02) باللغة العربية وكتابان باللغة الأجنبية (الفرنسية أو الإنجليزية).
- 3- اختيار عناوين كتب المطالعة: تعد مجالس التعليم سنويا قوائم كتب مرجعية تتكون من عشرين (20) عنوانا على الأقل تختار على أساس رصيد الكتب المتوفرة في مكتبة الثانوية أو ما هو موضوع للإعارة في المكتبات العمومية أو التي بإمكان التلميذ إقتناؤها من دور الكتب. يتبنى الأساتذة مسؤولية توجيه التلاميذ نحو المطالعات ذات الطابع الأدبي المكوّن والفكري المستنير والتثقيفي المفيد. ويمكنهم الاستئناس بالقوائم المرفقة لعناوين كتب أعدت على أساس سير

آراء الأساتذة والمفتشين من كل الولايات والتي يسعى الديوان الوطني للمطبوعات المدرسية في توفيرها للمكتبات المدرسية.

4- مساعدة التلاميذ المحتاجين: تتدخل إدارة الثانوية عند الحاجة بتنظيم مساعدة التلاميذ المحتاجين على التكفل بشراء كتب المطالعة و يمكن للأساتذة تنظيم عمليات تبادل الكتب بين التلاميذ التي تكتسي الطابع التربوي والتعاوني؛ كما يمكن للثانويات الموصولة بشبكة الإنترنت الانتفاع ببعض المواقع التي تقترح مطالعة بعض الكتب مباشرة على الخط مع إمكانية تحميلها.

ويجدر التذكير والتنويه والعمل على الاستفادة من تجربة بعض الثانويات التي بادرت بتنظيم حملات "إهداء كتاب" من كل تلميذ للمكتبة.

5- إعداد بطاقة مطالعة كتاب: يحضر التلميذ ملخصا لكل كتاب يقرأه مستعينا في ذلك بالبطاقة الوصفية لتقنيات التلخيص (مذكرة التنسيق البيداغوجي رقم 308 المؤرخ في 2013/07/10) وببطاقة المطالعة النموذجية (ملحق رقم 2).

إن إعداد بطاقة المطالعة يهدف إلى تدريب التلاميذ على منهجية البحث والتلخيص والاستدلال وإصدار الأحكام واتخاذ المواقف واكتساب معارف لغوية وعلمية وفكرية.

6- تنشيط المناظرات: يعرض التلميذ في القسم خلاصة الكتاب الذي قرأه، ويجب عن أسئلة زملائه ويدافع عن ما فهمه من الكتاب باستعمال تقنيات المناظرة (مذكرة التنسيق البيداغوجي رقم 307 بتاريخ 2013/07/10).

إن نشاط المناظرة يهدف إلى تحسين الأداء اللغوي وصلل اللسان وترقية أساليب الحديث والمخاطبة وتنمية الاتجاهات والمواقف الإيجابية وتنمية القدرة على التعامل والتبادل مع الآخرين والاستفادة منهم وكذا تثمين القيم الاجتماعية وممارستها في الحياة اليومية فضلا عن الإنتاج الفكري ومحركاته.

7- تثمين مجهود المطالعة: يثمن مجهود المطالعة من خلال تقديم علامات استحسان، حيث تمنح علامة تسجل في كشف النقاط وتضاف منها ما فاق 10 من 20 إلى مجموع النقاط المحصل عليها لحساب المعدل العام الفصلي.

8- استعمال مصنفة الإنجاز: تحفظ بطاقات المطالعة من طرف التلميذ في مصنفة الإنجاز PORTE FOLIO وتكون مجسدة في وثيقة مكتوبة تتضمن ملخصا للكتاب أو عرضا أو تصميمًا أو تقديرا استخلاصيا عاما له. تستظهر مصنفات الإنجاز باعتبارها أداة تثمين وتقييم لمجهود التلميذ (أنظر استعمال مصنفة الإنجاز في المذكرة المرفقة بالمشور رقم 377 المذكور في المرجع أعلاه).

9- إنشاء نادي المطالعة وتنشيطه: ينشأ "نادي المطالعة" بالثانوية حيث يكون لكل تلميذ حق الانضمام إليه، وينظم النادي على أساس أن يحمل كل مشترك فيه بطاقة خاصة. وأن يكون مستعدا لتلخيص كتاب معين لزملائه، وعلى الأعضاء المشتركين أن ينتخبوا من بينهم رئيسا للنادي، وأمينًا للسنوق. ينشط نادي المطالعة في إطار الجمعية الثقافية للمؤسسة، ويكون الاشتراك رسما ضئيلا يدفعه العضو، ومن حصيلة هذا الرسم يشترى التلاميذ بعض الكتب التي توافق رغباتهم. ويتم كل هذا تحت إشراف المساعدين الوثائقي أو أمين المكتبة. يعمل نادي المطالعة وفق نظام داخلي يصوغه ويوافق عليه أعضاؤه وجدول توقيت أثناء الساعات أو الأمسيات الفارغة. يمكن لنادي المطالعة أن يعمل على شكل "ورشات القراءة" على مستوى مكتبة الثانوية مع إقرار جو من التبادل الحميمي بين أعضاء الورشات بغرض إجادة القراءة فهما ونقدا وتقوا.

يهدف نشاط نادي المطالعة إلى:

- المزيد من الارتداد على المكتبة؛
- تمكين تبادل وجهات النظر بين التلاميذ؛
- تنمية الحس السليم؛
- تحسين تفسيرات النصوص وترجمتها؛
- اكتساب كفاءات الاطلاع؛

- تبادل الانطباعات والأحاسيس القرائية؛
 - اكتشاف كتب جديدة؛
 - لقاء زملاء وأفراد لهم نفس الاهتمام.
- 10- إثراء مكتبة المؤسسة:** يكون إثراء المكتبة سنويا من خلال صرف المخصصات المالية المرصودة في ميزانيتها لشراء مؤلفات التراث الأدبي والفكري والثقافي الوطني والعالمي.
- 11- تنظيم الإعارة وفضاء المطالعة:** يعتمد في كيفية تنظيم المكتبة على الدليل الذي أعده وحينئذ المركز الوطني للوثائق التربوية. تعد المؤسسة نظاما داخليا لاستعمال المكتبة يراعى فيه الاستعمال العقلاني لأداء الموظفين المكلفين بالمكتبة وأكبر متسع للوقت في خدمة التلاميذ. ويجب على كل مؤسسة، حسب إمكانياتها، العمل على تخصيص فضاء للمطالعة يكون داخل المكتبة و/أو في قاعة عادية.
- 12- ترقية أعمال المطالعة:** يكون التنويه بأعمال التلاميذ الناجمة عن المطالعة، مثل إنتاج بطاقات المطالعة والملخصات وتصاميم وفق خرائط مفاهيمية للمواضيع المقروءة وتحويل النص إلى تمثيلية أو مسرحية أو رسوم أو عروض وغيرها. وقد يكون ذلك بنشرها في مجلة المؤسسة الدورية المنشورة أو المعلقة. كما يستحسن ترتيب هذه الأعمال في أدرج خاصة في المكتبة بأسماء التلاميذ أو نشرها على الإنترنت في الموقع الإلكتروني للمؤسسة.
- 13- تنشيط دور الأساتذة:** يكون تنشيط مساهمة الأساتذة في مختلف الإجراءات الخاصة بالمطالعة وضبطها في إطار مجالس التعليم ومجالس التنسيق البيداغوجي (للمواد المعنية) ومجالس الأقسام (للتقييم الفصلي).
- 14- تبليغ أولياء التلاميذ:** ينبغي إشراك أولياء التلاميذ من خلال إشعارهم بمختلف مكونات هذا الجهاز وإعلامهم دوريا بأداء أبنائهم في مجال المطالعة من خلال استظهار مصنفة الإنجاز واستعمال دفتر المراسلة والكشوف الفصلية وحضور نشاطات نادي المطالعة كلما أمكن ذلك.
- وحتى تكون محل متابعة وتقييم وتطوير، تدخل كل الإجراءات الواردة في هذا الجهاز حيز التنفيذ والمتابعة والتجربة والتقويم ابتداء من الدخول المدرسي 2013/2014 في ثانويتين نموذجيتين بكل ولاية من اختيار مديرية التربية.
- وينطلق العمل بهذه الإجراءات في باقي المؤسسات إراديا وتدرجيا أي وفق خطة إدراجها ضمن مشاريعها البيداغوجية الخاصة، حيث تكون منهجية التطبيق كلية بتبني كل الإجراءات أو جزئية باعتماد بعضها، باعتبار العمل بها سابقا.
- تسهر على هذه العملية في مستوى كل ثانوية مجالس التعليم والتنسيق البيداغوجي تحت مسؤولية المدير وبإشراف الناظر وتتابع على مستوى كل ولاية لجنة بيداغوجية للمطالعة مخصصة لغرض متابعة التجربة وتقييمها وتطويرها وتسعى إلى تلمين كل المساعي الزامية إلى اتخاذ المبادرات التي من شأنها المساعدة على جعل المطالعة نشاطا مستديما ومستمرًا وتجتهد في تأصيل نشاط المطالعة وغرسه في النفوس. وفي هذا المجال تكون الاستعانة بما ورد في مذكرة التنسيق البيداغوجي المرفقة.
- تعمل هذه اللجنة تحت إشراف مدير التربية وتعدّد لقاءات شهرية تدرس فيها تقارير الثانويات المختارة لتجربة العملية ومتابعة أثارها.
- تعد اللجنة البيداغوجية حصيلة هذه التقارير بالمساعدة التقنية للمصلحة المكلفة بالتنظيم التربوي وتوافي بها مديرية التعليم الثانوي العام والتكنولوجي عن طريق البريد الإلكتروني والبريد العادي قبل نهاية الأسبوع الأول من كل شهر بدءا من شهر أكتوبر 2013.

عن وزير التربية الوطنية وتفويض منه
مدير التعليم الثانوي العام والتكنولوجي

عبد القادر ميسوم

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مديرية التعليم الثانوي العام والتكنولوجي

مذكرة تنسيق بيداغوجي

رقم: 13/0.0.3/ بتاريخ

الموضوع: المطالعة: إنباء نشاطاتها وترقيتها في الثانويات

(I) تحسيس المتعلمين بأهمية القراءة والمطالعة في النمو اللغوي والفكري والثقافي :

هناك فروق تفصل بين مفهومي القراءة والمطالعة من حيث الهدف والشكل والموضوع ، على الرغم من أن الشائع استخدام المفهومين للدلالة على شيء واحد. وإذ نعد إلى تبيان الفرق بين القراءة والمطالعة فذلك رفعا لكل لبس .

(أ) من حيث الهدف : القراءة تهدف إلى تنمية المهارات الرئيسية ، مثل معرفة المفردات ومعانيها بدقة والعلاقة بين المفردات والجمل ، والقراءة الجهرية السليمة الصحيحة ، وإثراء حصيلة القارئ اللغوية بالكلمات والمفردات ، والتراكيب والأساليب والأفكار وتوظيف المادة المقروءة في مختلف مواقف الحياة، في حين ترمي المطالعة إلى تعزيز تلك المهارات وتأكيدا ودعمها وإثراء معارف القارئ وموازنتها ونقدها ، فترقي قدرته على اكتساب اتجاهات ومثل عليا وتعزيزها .

(ب) من حيث الموضوع : موضوعات القراءة تشتمل على نصوص قصيرة ، شائقة تختار - عادة - لتدل على مواقف وقضايا دينية واجتماعية وإنسانية ، وفي سياق مدرسي تتصف بلغتها الأدبية مع سهولتها ويسرها في مرحلة التعليم الابتدائي ، ثم يرتفع مستواها في المراحل الموالية ، أما موضوعات المطالعة فأكثر رقياً وأشمل موضوعاً ، إذ تختار من الأعمال الأدبية العربية والعالمية ، وتتميز بتنوع موضوعاتها ، وتبعث على إثارة التفكير لدى التلاميذ ، وتهدف عموماً إلى رقي الخيال وتعميق الفكر مع رقة العاطفة والوجدان . وتتقاطع القراءة مع المطالعة في النشاط القرآني واكتساب المعرفة والاتجاهات الإيجابية والعادات السليمة وإغناء الحصيلة اللغوية والفكرية .

(ج) من حيث الشكل : النص القرآني ، في العادة ، يكون أقصر من مثيله في المطالعة، ولذلك يمكن أن يتفق لفظ القراءة مع مرحلة التعليم الابتدائي والمتوسط ولفظ المطالعة مع مرحلة التعليم الثانوي . والذي يهمننا في سياق الحديث عن تحسيس المتعلمين بأهمية القراءة والمطالعة هو الوقوف على انعكاسات الفعل القرآني على المتعلمين وذلك كي يدرك هؤلاء فوائد القراءة فيقبلون عليها راغبين لا مرغمين .

وعموماً، إن القراءة بجانب قيمتها الثقافية والعلمية والعملية تأخذ بأيدي القراء والتلاميذ إلى إنتاج أكبر وحياة أفضل . وفي عملية التنمية القرائية للقارئ ينبغي أن يجعل من أسسها الراسخة إدراك ما في الأدب الوطني والعالمي من مستوى عظيم في الروعة والجمال والقوة والعاطفة .

- ويمكن تلخيص أهمية القراءة والمطالعة بالنسبة إلى نمو التلاميذ لغة وثقافة بما يأتي :
- القدرة على التعبير بسلاسة ووضوح .
 - القدرة على فهم المقروء فهما دقيقا ، واستنباط المعلومات منه .
 - القدرة على الموازنة بين الأفكار والاتجاهات المختلفة ونقدها وإصدار الأحكام عليها .
 - اتساع دائرة المعارف وكثرة المعلومات والتزود بكثرة من العلوم والثقافات المختلفة .
 - نمو مداركهم العقلية وارتقاء أدواقهم الأدبية والفنية .
 - الوقوف على الكثير من أسرار مظاهر البيئة وخبرات المجتمعات الإنسانية وتجاربها الخصبة والمتنوعة .

(2) توجيه الميل إلى المطالعة واستنهاض همم التلاميذ للإقبال عليها :

من أجل نيل اهتمام المتعلمين بالمطالعة وإقبالهم عليها ينبغي أن يعمل المدرس بما يلي:

- الحرص على تقديم المدرس لموضوع الكتاب بأسلوب جذاب ، كأن يحدث التلاميذ عن بعض أحداث القصة ثم ينهي حديثه بجملة من التساؤلات تجعلهم يتشوقون لمعرفة الإجابة عن تساؤلاتهم .
- توزيع كتب المطالعة على التلاميذ وفق مجالات اهتماماتهم بعد تقسيمهم إلى أفواج. حيث إنه تبين أن التلميذ لا يبدي استعدادا لقراءة ما فرض عليه ، بينما يقبل على قراءة بشغف ما يدخل في مجال اهتماماته. وبالتالي العمل على تنمية القراءة في موضوعات ترتبط بمجالات الدراسة لديه أو بالميول الخاصة لكل تلميذ ، أو تكون متعلقة بالعلاقات الإنسانية أو ذات صلة بتنمية شخصيته .
- إعطاء الأولوية في اختيار كتب المطالعة للقصص التي ترجمت إلى أفلام ومسلسلات تلفزيونية وذلك إذكاء لرغبة التلاميذ في القراءة والمطالعة .
- تشجيع التلاميذ على أن يشرحوا أو يفسروا أو ينفذوا ما قرأوا ، أو يقوموا بوضعه في رموز من عندهم أو تمثيله أو تصويره أو غير ذلك . وكل هذه الأنشطة يعمد المدرس إلى تميمها للقارئ المجد . فيكون ذلك دافعا قويا للإقبال على مزيد من القراءة والمطالعة . وبهذا يتعرف التلميذ على طريقة تنمية تحصيله القرائي ؛ وكيف يتغلب على ما يعترض طريقه وسيره نحو تطور أفضل في عملية القراءة والمطالعة.
- تحفيز المتعلمين على المطالعة ، والتحفيز - عموما - يؤدي دورا رئيسا في تكوين الشخصية السليمة للفرد ، ذلك أنه يكفل تحقيق النتائج بدافع داخلي منه ، وليس تحت ضغوط خارجية ، إلا أن بعض المربين يفتقرون إلى السبل القويمة التي تدفع التلميذ نحو الإنجاز ، فيلجأون إلى الترهيب والعقاب ، ويفغفون عن الترغيب والثواب ، وهذا ما ينعكس سلبا على شخصية التلميذ ونظراته للواجب ، حيث ينفره من الدراسة، ويبغض إلى نفسه الأستاذ والدراسة على السواء ، كما قد يتسبب التركيز على العقاب في تحطيم شخصية التلميذ ، فينشأ ذليلا مهزوما ، على العكس من عوامل التحفيز والترغيب التي لها أثر محمود في كسب ولاء التلميذ وإقباله على العمل بحب ومتعة وشغف ، فينشأ سليم النفس ، عالي الهمة ، غير مستكين ، قادر على بناء الحضارة .
- مما لا شك فيه أن التحفيز يعمل على إثارة الدافعية النابعة من أعماق النفس ، فتقود التلميذ نحو الإنجاز انطلاقا من رغبة ذاتية منه ، يصاحبها شعور بالمتعة والراحة والإطمئنان والرضا ، ولا يتأتى هذا الشعور إلا من خلال فقه الأستاذ بالخصائص النفسية لتلاميذه والحاجات التي يسعون لإشباعها حسب مرحلة عمرهم التي يعيشونها، والقيم المؤثرة في تنشئتهم ، وخصائص البيئة التي يعيشون فيها . ويبقى التحفيز عملية تحريك التلميذ - سواء بفعل أو قول أو إشارة - لأداء العمل بدافع ذاتي، مع الشعور بالسرور والشغف والتلهف دون تذمر أو شكوى . وضمن هذا المفهوم ، يمكن للأستاذ أن يبني مستوى التحفيز لدى تلاميذه من خلال ملاحظة بعض المظاهر في سلوكهم وتصرفاتهم . على أن تكون الحوافز مادية أو معنوية .

من أمثلة الحوافز المادية : جوائز آخر الثلاثي وآخر السنة ، المشاركة في رحلات مدرسية ذات طابع ترفيهي، الكتابة في مجلة الحائط بنشر أحسن تلخيص للمقروء... ومن أمثلة الحوافز المعنوية : الشكر والثناء، الإشادة بالمجهود ، مصافحة المدرس ، التكليف بمهمة ، الخ... وبما أن الحوافز المعنوية مرتبطة بالقيم والأخلاق فأثرها النفسي أكثر أهمية من الحوافز المادية.

- التعاون مع الأسرة في إذكاء الرغبة عند التلاميذ للمطالعة ، وهذا التعاون يظهر أكثر ما يظهر في إشراك الأسرة في تحفيز الولد على المطالعة ودفعه إلى ممارستها في البيت ، وعدم تركه يضيع ساعات طوال أمام شاشة التلفزة أو الكمبيوتر بغير فائدة .

- إنشاء " نادي المطالعة " بالثانوية حيث يكون لكل تلميذ حق الانضمام إليه ، وينظم النادي على أساس أن يحمل كل مشترك فيه بطاقة خاصة . وأن يكون مستعدا لتلخيص كتاب معين لزملائه ، وعلى الأعضاء المشتركين أن ينتخبوا من بينهم رئيسا للنادي ، وأميناً للصندوق . ينشط نادي المطالعة في إطار الجمعية الثقافية للمؤسسة، ويكون الاشتراك رسماً ضئيلاً يدفعه العضو ، ومن حصيلة هذا الرسم يشترى التلاميذ بعض الكتب التي توافق رغباتهم . ويتم كل هذا تحت إشراف أمين المكتبة . يمكن لنادي المطالعة أن يعمل على شكل ورشات القراءة (les ateliers de lecture) على مستوى مكتبة الثانوية مع إقرار جو من التنافس بين أعضاء الورشات بغرض إجادة القراءة فهما ونقداً وتفوقاً .

- تخصص إدارة الثانوية جوائز تشجيعية على القراء الدائمين الذين أبدوا نشاطاً ملحوظاً في القراءة وكتابة ملخصات المقروء وذلك عند نهاية السنة . كما تعلق صور هؤلاء التلاميذ القراء في المكتبة المدرسية وتسدي لهم أوسمة ؛ بملاحظة " قاري ء مميز " .

(3) قراءة كتاب ذي موضوع واحد وطريقة تنشيطها :

الغرض من تدريس هذا الكتاب ذي الموضوع الواحد أن نخرج بالتلميذ من مجال القراءة في موضوع محدود الفكرة إلى مجال في القراءة أرحب وأوسع ، وأن يلتقي بفكرة مبسطة ممتدة تعرض عليه نماذج متكاملة من قطاعات الحياة وصورها ، وأخلاق الناس فيها ، فيعيش في هذه الفكرة بعقله ووجدانه ، ويحملة الشوق إلى معرفة غايتها على تتبعها وإدراك تفصيلاتها ، وهو في كل ذلك يتزود بالوان من المعرفة والخبرة والثقافة ، وحصيلة لغوية من المفردات والأساليب ، وتربى فيه عادة القراءة ، وتنمو قدرته على استخدام المراجع والانفتاح بها فيما يعالج من بحوث.

وفيما يأتي نقدم طريقة تنشيط قراءة الكتاب ذي الموضوع الواحد ، من باب أن يستأنس بها المدرس :

- (1) **وضعية الانطلاق :** وتكون بعرض المدرس على التلاميذ في حصة القراءة فكرة مجملية عن هذا الكتاب ومؤلفه مع تحري التشويق والإثارة . فيطلبهم بقراءة الفصل الأول في المنزل قراءة دقيقة ، ثم يناقشهم فيما قرأوه في حصة موالية عن طريقة أسئلة متنوعة يعدها من قبل . بعضها لاختبار التحصيل أو لاختبار الفهم أو لتدريب التلاميذ على النقد والحكم .
- ومن الممكن أن تكون إلى جانب المناقشة قراءة جهرية من بعض التلاميذ إذا دعا إليها داع ، مثل شرح مفردات لغوية صعبة ، أو شرح عبارات بارعة تحتاج إلى أن يتذوقها التلاميذ ، أو لتوضيح فكرة محورية في موضوع الكتاب . وتكون القراءة الجهرية في الدقائق العشر الأخيرة من الحصة .
- ثم ينتقل المدرس بتلاميذه من فصل إلى آخر على النحو السابق حتى يفرغوا من قراءة الكتاب والإمام به. وكلما أنهوا قراءة قسم ناقشهم فيه مناقشة متنوعة تشمل ما يأتي :
- (2) اختيار بعض المفردات والأساليب الصعبة لمناقشتها وشرحها لهم .
- (3) إعداد أسئلة تدور حول الأفكار والأشخاص والحوادث ، بحيث تتناول أكثر جوانب الفصل المقروء، ليناقد فيها التلاميذ .
- (4) اختيار فكرة ذات أهمية ليعلق التلاميذ عليها ويناقشوها مع مدرسهم .

- (5) يلخص التلاميذ الفصل الذي قرأوه مشافهة مع مراعاة الإدلاء بآرائهم فيه . ويقومون بمثل ذلك بالنسبة لبقية الفصول التي يشملها الكتاب ، ثم يقومونه كله تقويماً شاملاً .
- (6) الكتاب ذو الموضوع الواحد يعتبر وحدة متصلة متكاملة، فمن الضروري استيعاب ما فيه في حصص متلاحقة.
- (7) يستحسن أن يتخذ هذا الكتاب محوراً لنشاط لغوي منوع ، مثل ربطه بدروس التعبير : كتلخيص فصل، أو وصف شخصية ، أو تعليق موقف ، أو نقد تصرف ، أو تحويل بعض فصوله من أسلوب حكائي قصصي إلى أسلوب حوار تمثيلي ، وهكذا ... أو ربطه بدروس قواعد النحو والصرف والبلاغة والتطبيق ؛ أو اتخاذه موضوعاً لمحاضرة أو مناظرة أو ندوة أدبية أو تحويله إلى تمثيلية إن كان يصلح لذلك .
- (8) استثمار الكتاب : بعد إنهاء قراءة الكتاب ، يعتمد المدرس على بناء وضعية مشكلة ذات طابع تقويمي ويقدمها للمتعلمين كي يتعرف مدى قدرتهم على الاستفادة مضمون الكتاب .

4) توصيات عامة حول تنشيط كتاب المطالعة ذي الموضوع الواحد :

في ضوء ما سبق ، وحرصاً على تطوير أساليب استخدام الكتاب ذي الموضوع الواحد ، ورغبة في تحقيق أكبر قدر من أهداف تدريسه ، وتلافياً للسلبات التي تنتصف بها معظم الممارسات في استخدام هذا الكتاب ، نقترح التوصيات الآتية :

- تدريس قصص قصيرة مجموعة في كتاب خلال الثلاثي الأول من السنوات الثلاث للتعليم الثانوي ، تمهيداً لتناول كتاب ذي موضوع واحد متكامل خلال الثلاثي الثاني والثالث . والشروع بهذه القصص القصيرة من شأنه بعث الألفة بين التلميذ والفن القصصي . ويجعل المتعلم يقبل على الاستزادة من قراءة القصص .
- تقرير الكتاب كله ، لا أن تختار فصول منه . مما يترتب عليه تمزيق وحدة الكتاب ويحرم المتعلم من قراءته في صورته التي خرج بها .
- اشتغال تقديم الكتاب على دوافع اختياره ، وقيمه العلمية والتربوية وطرق تناوله بإيجاز .
- إبراز موقع الكتاب من مؤلفات الكاتب ، وموقعه من الكتب ذات الصلة بموضوعه .
- تناسب الوقت المخصص لتدريس الكتاب مع ما يشتمل عليه من محتوى وما يحقق أهداف تدريسه . فلا تطول مدته مما يطفئ شوق الطالب للقراءة ، ولا تقصر مما يحرم الطالب من تحقق مختلف الأهداف .
- اختلاف أسلوب المعالجة الصفية للكتاب باختلاف طبيعته ، لا أن يتوحد الأسلوب بالشكل الذي يضيع هوية الكتاب ، سواء أكان قصة قصيرة أم رواية أم سيرة أم مسرحية الخ ...
- التأكيد على أن فعاليات المناقشة الصفية للكتاب تقوم على إعداد المتعلم الذاتي وعلى مشاركته الإيجابية فيها .
- توظيف استراتيجيات حل المشكلات ، وليس مجرد السرد والتلقين للمعارف عند تدريس الكتاب .
- توظيف تكنولوجيايات الإعلام والاتصال في تدريس الكتاب بحيث يشد التلميذ ويرغبهم فيه ، ويدفعهم إلى المزيد من القراءة .
- تنوع الأنشطة الصفية واللاصفية في معالجة الكتاب بالشكل الذي يحقق أكبر قدر من أهداف قراءة الكتاب المقرر .
- تهيئة فرص التفاعل بين التلاميذ ، وتنمية إحساس كل تلميذ بأنه عضو فعال وليس مجرد مستقبل سلبي .
- مراعاة الفروق الفردية بين المتعلمين سواء في التكاليفات التي تؤدي في المنزل أو في أثناء المعالجة الصفية .

- الارتفاع بمستوى الأسئلة التقويمية حتى تغطي المستويات العليا من الجوانب المعرفية ، لا أن تقتصر على المستويات الدنيا منها .
- تخصيص علامة تنقيط مناسبة للكتاب المقروء وذلك في الامتحانات الثلاثية والنهائية تحفيزا للتلميذ على القراءة الجدية .
- تحديد كتب المطالعة ذات المواضيع المتعددة (قصص قصيرة) أو كتب المطالعة ذات الموضوع الواحد (قصص، روايات، مسرحيات) .
- توزيع الاختيار في الأدب القصصي على كتاب من : الجزائر – المغرب العربي المشرق العربي - بلدان العالم .
- الحرص على تنظيم جامعات صيفية تتمحور مواضيعها حول الأدب القصصي ومدارس نقده وذلك إثباتا لتنشيط حصص المطالعة بفاعلية .
- والخلاصة، أن القراءة تبقى أهم نوافذ المعرفة الإنسانية التي يطل من خلالها الإنسان على الفكر البشري عمقا واتساعا ، وهي أدواته في التعرف على الثقافات الحاضرة والغابرة ، تعبر به آفاق الوجود الإنساني في ماضيه الحافل بالعبير والأحداث وفي حاضره المليء بالتغير في مختلف مجالات الحياة ، بل وتشرق به غبار المستقبل أملا وإشراقا وتطلعا .**
- وعلى الرغم من وجود تكنولوجيات الإعلام والاتصال ومصادر أخرى للمعرفة مثل الإذاعة المسموعة والمرئية والسينما والتلفزيون والكمبيوتر فإن القراءة من غير شك تبقى المفتاح الأكبر للمعرفة الإنسانية في وطن الفارئ وخارج حدوده ، بل وفي آفاق سمائه وعمق أراضيه وهي صلة الإنسان بتراث أمته من علم وفن ومعتقدات ومفردات ، ولقد تشعبت المعرفة الإنسانية وتنوعت وتعددت وتراكمت وليس من سبيل إلى أن يمتص الإنسان تلك المعرفة إلا بعملية القراءة ، فهي الغذاء العقلي والغذاء الغني والغذاء الروحي الذي يحقق للإنسان عامة ولطالب العلم خاصة توازنا وانسجاما ونجاحا.

نموذج I

لقب واسم التلميذ:

القسم:

بطاقة المطالعة

- 1- العنوان الكامل للكتاب:
- اسم المؤلف :
- اسم الناشر :
- السلسلة:
- تاريخ أول نشر:
- دار النشر:
- 2 - النوع: رواية (بوليسية، وهمية، علم الخيال) قصة ، قصة معاشة ، سيرة ذاتية
- (ضع العبارة المناسبة في إطار).
- 3- الراوي (هل يمثل جزءا من القصة ؟):
- 4 - الإطار الزمني (زمان و مكان وقائع القصة):
- 5 - الشخصيات الرئيسية ودورها في القصة :
- 6 - الموضوع أو الموضوعات المطروحة في الكتاب(العنصرية، السفر، الوحدة " الخلوة "، الحب، الطبيعة...)
- 7- نقدك للكتاب:
- هل بدت لك القصة مفيدة، مبتكرة، جذابة، غريبة... ؟
- ما هي الشخصيات التي أعجبت بها ؟ لماذا ؟
- ما هي الشخصيات التي لم تعجبك ؟ لماذا ؟
- ماذا تعلمت حول العصر (الفترة)، المحيط الاجتماعي للبلد؟
- حول أي موضوع أو موضوعات جعلك الكتاب تفكر؟
- هل أحببت هذا الكتاب ؟
- 8- لخص الكتاب
- للأستاذ الحرية في تحديد عدد الأسطر لتلخيص الكتاب حسب حجم الكتاب و مستوى التلاميذ.
- تقدير الأستاذ:

20/

علامة مئونة:

[تسجل العلامة في كشف التقييم الفصلي ويضاف منها ما فاق 10 من 20 إلى مجموع العلامات الفصلية]

يحتفظ بهذه البطاقة في مصفوفة الإنجاز

نموذج 2

Noms et prénoms de l'élève :

Classe :

Fiche de lecture

1. Titre complet de l'œuvre :
- Nom de l'auteur :
- Nom de l'éditeur :
- Nom de la collection :
- Date de la première publication :
2. Genre : roman (policier, fantastique, science-fiction...) nouvelle, histoire vécue, biographie ? (Encadrer la bonne réponse).
3. Le narrateur, fait-il partie de l'histoire ?
.....
4. Quel est le cadre spatio-temporel (lieu et moment où se déroule l'histoire) ?
.....
5. Quels sont les personnages principaux et quel est leur rôle dans l'histoire ?
.....
6. Quel(s) est (sont) le(s) thème(s) abordé(s) par le livre (racisme, voyage, solitude, amour, nature, liberté ...) ?
.....
7. Votre critique du livre :
 - L'histoire vous a-t-elle paru intéressante, originale, captivante, étrange... ?
.....
 - Quels personnages vous ont plu ? Pourquoi ?
.....
 - Quels personnages vous ont déplu ? Pourquoi ?
.....
 - Qu'avez-vous appris (sur une époque, un milieu social, un pays...) ?
.....
 - Sur quel(s) sujet(s) vous-a-t-il fait réfléchir ?
.....
 - Avez-vous aimé ce livre ? Pourquoi ?
.....
8. Faites un résumé du livre
L'appréciation du nombre de lignes est laissée à l'enseignant qui devra le déterminer en fonction du niveau des élèves.

APPRECIATION DU PROFESSEUR :

NOTE BONIFIEE : /20

Cette note est portée sur le bulletin trimestriel et on ajoute le nombre de points supérieur à 10 au total trimestriel des notes obtenues .

Cette fiche est à conserver dans le porte folio

قوائم كتب مقترحة للمطالعة

ملاحظة: تعد الثانويات سنويا قوائم كتب تعرض للمطالعة حسب رصيد مكتبتها على منوال القوائم المقترحة
[1. قائمة كتب باللغة العربية حسب المستويات

السنة الأولى ثانوي		
رقم	عنوان الكتاب	اسم المؤلف
1	ريح الجنوب	عبد الحميد بن هدوقة
2	البخلاء	الجاحظ
3	الأيام	طه حسين
4	الدكتور جيفاغو	بوريس باسترناك
5	النظرات	مصطفى لطفى المنفلوطي
6	غادة أم القرى	رضا حوحو
7	حياتي	أحمد أمين
8	العبرات	مصطفى لطفى المنفلوطي
9	التلميذ و الدرس	مالك حداد
10	شجرة اللباب	محمد عبد الحليم عبد الله
11	لن أعيش في جلباب أبي	حسان عبد القدوس
12	الحب الضائع	طه حسين
13	أدونيس تحت المجهر	محمد العربي فلاح
14	العصافير الخرساء	عبد الوهاب مطلوع
15	طائر الأحزان	عبد الوهاب مطلوع
16	فدوى طوقان	ريم العيساوي
17	أدونيس تحت المجهر	محمد العربي فلاح
18	الدروب الوعرة	مولود فرعون
19	الربوة المنسية	مولود معمري
20	العفيون و العصا	مولود معمري
21	البخلاء الثلاثة و البائعة	رضا حوحو

السنة الثانية ثانوي		
رقم	عنوان الكتاب	اسم المؤلف
1	جازية و الدراويش	عبد الحميد بن هدوقة
2	دم الغزال	مرزاق بقطاش
3	الدكتور جيفاغو	بوريس باسترناك
4	دمعة و ابتسامة	جبران خليل جبران
5	الأرض و الدم	مولود فرعون
6	هكذا خلقت	هيكلمحمد حسين
7	حي ابن يقضان	ابن طفيل
8	زينب	محمد محسن هيكل
9	وحي القلم	مصطفى صادق الرافعي
10	كليلة و دمنة	ابن المقفع
11	مقامات الهمذاني	الهمذاني
12	أوشام بربرية	جميلة زنار
13	من يوميات مدرسة حرة	الزهور ونيسي
14	اللاز	طاهر وطار
15	معذبو الأرض	فرانتز فانون
16	رمل و زبد	جبران خليل جبران
17	دخان من قلبي	طاهر وطار
18	أفئدة الطير	محمود درويش
19	رجال في الشمس	غسان كنفاني
20	نزيف الحجر	ابراهيم الكوني
21	عطيل (مسرحية مترجمة)	وليام شكسبير ترجمة خليل مطران
22	أهل الكهف	توفيق الحكيم

السنة الثالثة ثانوي		
رقم	عنوان الكتاب	اسم المؤلف
1	الألياذة و الأوديصة	هوميروس
2	ألف ليلة و ليلة	/
3	الحمار الذهبي	لوكيوس أبوليوس
4	دون كيخوتة	سيرفانتيس
5	بغماليون	برنارشو
6	العجوز و البحر	هرنست هيمنقواي
7	الحرب و السلم	تولستوي
8	مدام بوفاري	عوستاف فلوبير
9	الأحمر و الأسود	ستندال
10	الغريب	ألبيير كامو
11	الأيام	مي زيادة
12	الأرواح المتمردة	جبران خليل جبران
13	الأجنحة المنكسرة	جبران خليل جبران
14	حماريات الحكيم	توفيق الحكيم
15	طبائع الاستبداد	عبد الرحمان الكواكبي
16	فيض خاطر	أحمد أمين
17	الشهداء يعودون هذا الأسبوع	طاهر وطار
18	اللهب المقدس	مفدي زكرياء
19	من روائع غوتة	أبو العيد دودو
20	الفضيلة(بول و فيرجيني)	برنادين دي سان بيار(ت-المنفلوطي)
21	هابيل	محمد ديب
22	الأوراس في الشعر العربي	عبد الله ركيبي
23	مشكلة الأفكار في العالم الإسلامي	مالك ابن نبي
24	شروط النهضة	مالك ابن نبي
25	المسلم في عالم الاقتصاد	مالك ابن نبي
26	العبقريات	عباس محمود العقاد
27	تاريخ الجزائر القديم و الحديث	مبارك الميلي
28	انشتاين و النسبية	مصطفى محمود
29	مدينة الرياح	موسى ولد ابنو

**2.LISTE D'ŒUVRES LITTÉRAIRES EN LANGUE FRANÇAISE PAR ANNÉE
D'ÉTUDE**

PREMIÈRE ANNÉE SECONDAIRE			
N°	AUTEUR	TITRE	
1	Guy De Maupassant	Une vie	
2	Guy De Maupassant	Boule de suif	
3	Guy De Maupassant	Bel ami	
4	Mouloud Feraoun	Les chemins qui montent	
5	Mouloud Feraoun	Jours de Kabylie	
6	Mouloud Feraoun	Lettres à ses amis	
7	Georges Sand	La mare au diable	
8	Jean de La Fontaine	Les fables	
9	Charles Perrault	Les contes	
10	Jules Renard	Poil de carotte	
11	Alphonse Daudet	Lettres de mon moulin	
12	Madame de la Fayette	La princesse de Clèves	
13	Jules Vallès	L'enfant	
14	Gustave Flaubert	Salammbô	
16	Prosper Mérimée	Colomba	
17	Saint Exupéry	Vol de nuit	
18	Colette	Le blé en herbe	
19	Théophile Gautier	Capitaine Fracasse	
20	Alain Fournier	Le grand Meaulnes	
21	Alexandre Dumas	Les trois mousquetaires	
22	Victor Hugo	Notre dame de Paris	
23	Victor Hugo	Les misérables	
24	Charles Dickens	Olivers twist	
25	Boris Pasternak	Docteur Jivago	
26	Malek Haddad	Je t'offrirai une gazelle	
27	Malek Haddad	Le quai aux fleurs ne répond plus	
28	Malek Haddad	L'élève et la leçon	
29	Alphonse Daudet	Le petit Chose	

DEUXIEME ANNEE SECONDAIRE			
N°	AUTEUR	TITRE	
1	Saint Exupéry	Le petit prince	
2	Jean de La Fontaine	Les fables	
3	Charles Perrault	Les contes	
4	Eugène Fromentin	Un été dans le Sahara	
5	Honoré de Balzac	Peau de chagrin	
6	Jules Verne	Vingt mille lieux sous les mers	
7	Alexandre Dumas	Les trois mousquetaires	
8	Gustave Flaubert	Madame Bovary	
9	Victor Hugo	Les misérables	
10	Malek Haddad	Le quai aux fleurs ne répond plus	
11	Molière	L'Avare	
12	Mouloud Feraoun	Le fils du pauvre	

TROISIEME ANNEE SECONDAIRE			
N°	AUTEUR	TITRE	
1	Mouloud Feraoun	Journal 1955-1962	
2	Mouloud Feraoun	La terre et le sang	
3	J. Jacques Rousseau	Du contrat social	
4	Charles Baudelaire	Les Fleurs du Mal	
5	Emile Zola	Germinal	
6	Emile Zola	Au bonheur des dames	
7	Jules Valles	L'insurgé	
8	Jules Vallès	Le bachelier	
9	Jean de La Fontaine	Les fables	
10	Charles Perrault	Les contes	
11	Frantz fanon	Les damnés de la terre	
12	Frantz fanon	Peau noire masques blancs	
13	Honoré de Balzac	Peau de chagrin	
14	Stendhal	La chartreuse de Parme	
15	Alexandre Dumas	Les trois mousquetaires	
16	Tahar Oussedik	Les poulains de la liberté	
17	Victor Hugo	Les misérables	
18	Malek Haddad	Le quai aux fleurs ne répond plus	
19	Mohamed Dib	La grande maison	
20	Mohamed Dib	L'incendie	
21	Mohamed Dib	Le métier à tisser	

قائمة الثانويات النموذجية المختارة لتطوير جهاز المطالعة			
الرمز	الولايات	الثانوية الأولى	الثانوية الثانية
1	أدرار	ثانوية موسى بن نصير تيميمون أدرار	ثانوية بلكين الثاني أدرار
2	الشلف	ثانوية الجيلالي بونعامة الشلف	ثانوية صلاح الدين الأيوبي بقدير
3	الأغواط	ثانوية المقاومة الشعبية	ثانوية جودي بالقاسم
4	أم البواقي	ثانوية فراق عيسى	ثانوية هواري بومدين
5	باتنة	ثانوية العربي التبيسي [باتنة]	ثانوية مصطفى بن بولعيد باتنة
6	بجاية	ثانوية طاوس عمروش	ثانوية ثانوية ابن سينا بجاية
7	بسكرة	ثانوية الحكيم سعدان بسكرة	ثانوية بوصبيبات محمد بسكرة
8	بشار	ثانوية أبي الحسين الأشعري البرقة بشار	ثانوية البيروني البرقة بشار
9	البلدية	ثانوية محمد بمضياف (المعقرون)	ثانوية ابن تومرت (بوفاريك)
10	البويرة	ثانوية فلاح محمد الأخضرية	ثانوية مسيل محمد قادرية
11	تمنراست	ثانوية الشيخ امود وسط مدينة تمنراست	ثانوية علي ابن أبي طالب وسط مدينة عين صالح
12	تيسة	ثانوية سعدي الصديق (تيسة)	ثانوية جبل الجرف (تيسة)
13	تلمسان	ثانوية مليحة حميدو (تلمسان)	ثانوية ابن طفيل (منصورة)
14	تيارت	ثانوية محمد ديب (مكتبة حي 18 ابراهيم تيارت)	ثانوية محمد بلهوار ري محمد تيارت
15	تزي وزو	ثانوية عبد الرحمان الأيلولي	ثانوية فاطمة بسومر
16	الجزائر الشرقية	ثانوية محمد هجرس (المحمدية)	ثانوية البيروني (وادي السمار)
	الجزائر الوسطى	ثانوية عمر راسم (سيدي محمد)	ثانوية ابن الهيثم (بلوزداد)
	الجزائر الغربية	ثانوية بلقاضي مسعود بابا حسن	ثانوية زبيدة ولد قابلية درارية
17	الجلقة	ثانوية ضهيري ع الرحمان	ثانوية نعيم النعمي
18	جيجل	ثانوية كعولة تونس جيجل	ثانوية كعواش عمر ومقورة جميلة جيجل
19	سطيف	ثانوية بالمعداني عين ولما ن	ثانوية بوجا دي بوقرة عين الروي
20	سعيدة	ثانوية قاضي محمد	ثانوية ابن سحنون الراشدي
21	سكيكدة	ثانوية محمد الصديق بن يحي	ثانوية لوصيف رشيد
22	س بلعباس	ثانوية الحواس وسط المدينة	ثانوية أنبال سيد أحمد (شرق المدينة)
23	عنابة	ثانوية بيار ماري كيري عنابة	ثانوية سيدي عما ر الجديدة
24	قالمة	ثانوية محمود بن محمود	ثانوية شلال مسعود
25	قسنطينة	ثانوية ابن باديس (قسنطينة)	ثانوية ابن الهيثم (ديدوش مراد)
26	المدية	ثانوية خديجة بن روسي المدية	ثانوية بن زمرلي خالد المدية
27	مستغانم	ثانوية 05 جويلية 62 مستغانم	ثانوية لطروش الجيلالي مزعران
28	المسيلة	ثانوية عثمان بن عفان بالمسيلة	ثانوية زيري بن مناد بوسعادة
29	معسكر	ثانوية الميابعة غريس	ثانوية شريط علي الشريف تغنيف
30	ورقلة	ثانوية لا سيليس الجديدة ورقلة	ثانوية الأمير عبد القادر تقرت
31	وهران	ثانوية ابن باديس وهران	ثانوية الأمير عبد القادر بطيو
32	البيض	ثانوية الحسن بن الهيثم	ثانوية محمد بلخير
33	اليزي	ثانوية هواري بومدين اليزي	ثانوية الشيخ أمود ان أمناس
34	ب.ب. عريريج	ثانوية السعيد زروقي	ثانوية الإخوة رياح رأس الوادي
35	بومرداس	ثانوية خالد الجزائري	ثانوية فرانتزقانون
36	الطارف	ثانوية مرزوق الشريف	ثانوية جلالى اليابس
37	تندوف	ثانوية طه حسين	ثانوية المختار بن بلعش
38	تسمسيلت	ثانوية رايح بيطاط تيسمسيلت	ثانوية سارودو وعبد القادر برج بونعامة
39	الوادي	ثانوية 08 ماي 45 الوادي	ثانوية علي عون الوادي
40	خنشلة	ثانوية البح محمد لخضر (خنشلة)	ثانوية عثمانى ابراهيم (قايس)
41	سوق أهرس	ثانوية الفارابي سوق أهرس	ثانوية عنتر السعيد مداوروش

ثانوية ولد قابلية وزبيدة قوراية	ثانوية محمدالصاديق يحي القليعة	تبيازة	42
ثانوية معركة عين فوة وادي العثمانية	ثانوية ديدوش مراد حميلة	ميلا	43
ثانوية الجلاي بونعامة-العطاف	ثانوية أحمد عليي عين دقل	عين دقلة	44
ثانوية عاشم العيد بلدية عين الصفراء	ثانوية الإخوة عزوزي بلدية المشرية	النعامة	45
ثانوية الجديدة سيدي بن عدة سيدي بن عدة	ثانوية الحاج بوزيان عبد القادر ولهاصة	عين تموشنت	46
ثانوية موفدي زكارية بنورة	ثانوية الشيخ ابراهيم ألببوض القرارة	غر داية	47
ثانوية العقيد علي تونسي	ثانوية حي الانتصار	غليزان	48

Appendix 15



Name: _____ Class: _____

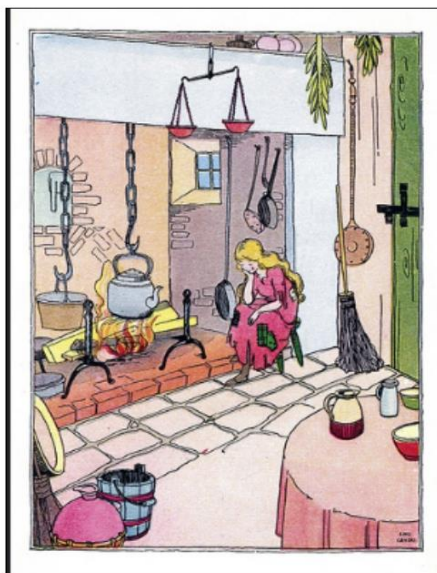
Cinderella

By Charles Perrault
1697

French author Charles Perrault is often called the “father of the fairy tale” for his well known tales such as “Little Red Riding Hood,” “Puss in Boots,” “Sleeping Beauty,” and “Cinderella.” Cinderella is a famous folk tale, a story that has been passed down for many generations, about a young woman trying to overcome the cruelty of some of her family. There are numerous different versions of the story, with historical roots in places as far apart as China and Italy. This version, by Perrault, is the first to include the famous pumpkin, fairy godmother, and glass slippers. As you read, take notes on how Cinderella and her stepsisters treat each other throughout the story.

- [1] Once there was a gentleman who married, for his second wife, the proudest and most haughty¹ woman that was ever seen. She had, by a former husband, two daughters of her own, who were, indeed, exactly like her in all things. He had likewise, by another wife, a young daughter, but of unparalleled² goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

No sooner were the ceremonies of the wedding over but the stepmother began to show herself in her true colors. She could not bear the good qualities of this pretty girl, and the less because they made her own daughters appear the more odious.³ She employed her in the meanest work of the house. She scoured⁴ the dishes, tables, etc., and cleaned madam’s chamber, and those of misses, her daughters. She slept in a sorry garret,⁵ on a wretched⁶ straw bed, while her sisters slept in fine rooms, with floors all inlaid, on beds of the very newest fashion, and where they had looking glasses⁷ so large that they could see themselves at their full length from head to foot.



“1920s-Cinderella” by clotho98 is licensed under CC BY-NC 2.0

1. **Haughty (adjective):** arrogant
2. **Unparalleled (adjective):** having no equal
3. **Odious (adjective):** extremely unpleasant; repulsive
4. to clean or brighten the surface of (something) by rubbing it
5. a very small top-floor or attic room
6. **Wretched (adjective):** of poor quality; very bad
7. an archaic term referring to a mirror

Thesis: An Investigation into the Integration of the EFL Literary Component in the Algerian Secondary School Education: Realities and Perspectives.

Author: Hammadi Somia

Supervisor: Chaal Houaria

Abstract

Literature is widely recognized as a rich source of authentic material that can be used by language teachers at all learning levels and for several intents. Despite its potential, this resource is still relegated to oblivion in some educational settings, mainly in English as Foreign Language (henceforth, EFL) secondary school classrooms. Many researchers attribute the marginalization of the literary component in language classrooms to the scarcity of studies on its effectiveness. Accordingly, the present study seeks to investigate the incorporation of the literary component of the English language in the Algerian secondary school education. More precisely, it aims to assess both the quantity and the quality of the literary texts within the secondary school English textbooks and to determine the theoretical orientations of the tasks accompanying these texts. Moreover, it seeks to gauge stakeholders' perspectives towards integrating literature in the secondary school education. The study adopts an interpretive research paradigm, using three distinct research instruments, namely: textbooks, questionnaires and interviews. For the analysis of results, a mixed methods approach was employed.

The study's findings indicate that the literary component is underutilized in the secondary school education. This is evident from the limited number of the literary texts present in the three textbooks, which feature outdated topics, restricted objectives, and stagnant language that do not align with the learners' language aptitudes. Moreover, the majority of secondary school educators and inspectors hold positive perspectives towards the integration of the EFL literary component, signaling a consensus that supports moving forward with incorporating more literature. The study; therefore, suggests incorporating suitable literature into the curriculum, balanced with cognitive and affective learning goals, as a strategic bridge to more complex literary works at university.

Keywords: Algeria, EFL classroom, the literary component, perspectives, secondary education

Thèse : Une Enquête sur l'Intégration du Composant Littéraire en Anglais Langue étrangère dans l'Enseignement Secondaire Algérien : Realités et perspectives.

Auteur : Hammadi Somia

Encadrante : Chaal Houaria

Résumé

La littérature est reconnue comme une source riche de textes authentiques et de qualité, que les enseignants de langue peuvent utiliser à différents stades de l'enseignement à diverses fins. Malgré ses vertus, elle reste peu utilisée et souvent négligée dans certains contextes éducatifs, comme dans les sections d'enseignement de l'anglais en tant que langue étrangère au niveau secondaire. De nombreux chercheurs dans ce contexte considèrent que la principale raison de cette faible utilisation de la littérature en tant qu'outil pédagogique est le manque d'études et de recherches sur son importance et les bénéfices qu'elle procure aux apprenants. Par conséquent, la présente étude vise à examiner l'utilisation de la littérature dans l'enseignement secondaire en Algérie. De façon plus rigoureuse, elle cherche à évaluer quantitativement et qualitativement les textes littéraires inclus dans les manuels d'anglais, à analyser les orientations théoriques des exercices qui les accompagnent et à recueillir les points de vue sur l'utilisation de la littérature au niveau secondaire. L'étude a adopté une approche de recherche interprétative en utilisant trois outils de recherche : des manuels scolaires, des questionnaires et des entretiens personnels. De plus, la méthode mixte a été adoptée pour analyser les résultats. Les résultats de l'étude montrent que les textes littéraires sont sous-représentés par rapport aux autres types de textes utilisés dans l'enseignement secondaire. Cela se manifeste clairement par le nombre limité de textes littéraires inclus dans les programmes. En outre, ces textes traitent de sujets peu attrayants et dépassés pour les apprenants, et ne correspondent pas à leur niveau linguistique. L'étude révèle également que la littérature n'est pas exploitée de manière adéquate, car elle est abordée de manière très élémentaire et superficielle. Enfin, l'étude conclut qu'un grand nombre d'enseignants et d'inspecteurs à ce niveau ont une attitude positive envers les textes littéraires et encouragent une augmentation du nombre de textes littéraires dans l'enseignement secondaire. Sur cette base, l'étude propose d'inclure un genre littéraire en adéquation avec l'âge et le niveau linguistique de l'apprenant, accompagné de questions visant à développer les compétences affectives et cognitives, afin de tirer pleinement parti de la littérature à ce stade, en préparation à des textes plus complexes au niveau universitaire.

Mots Clés : Algérie, classe d'anglais langue étrangère, composant littéraire, perspectives, enseignement secondaire

عنوان الأطروحة:

تحقيق حول دمج المكون الأدبي لتعليم اللغة الإنجليزية كلغة أجنبية في التعليم الثانوي الجزائري : واقع وآفاق

المؤلف : الطالبة حمادي سمية

المؤطرة: الدكتورة شعال هوارية

ملخص

يعرف الأدب بكونه مصدراً ثرياً للنصوص الأصيلة وذات الجودة، التي بإمكان مدرسي اللغة استخدامها في أي مرحلة من المراحل التعليمية المختلفة لأغراض متباينة. ورغم ما يتمتع به هذا المصدر من مزايا ومحاسن، إلا أنه يبقى مستبعدا وغير مستغل حق الاستغلال في بعض الوسائط التعليمية كأقسام تدريس اللغة الإنجليزية كلغة أجنبية بالمرحلة الثانوية. يرى عديد الباحثين والدارسين في هذا السياق أن السبب الرئيسي لعدم استخدام المكون الأدبي كأداة تعليمية يعزى أساسا إلى ندرة الدراسات والأبحاث التي تناولت أهميته والفوائد التي يعود بها على المتعلم. وعليه، فإن الدراسة الحالية تهدف إلى التقصي حول مدى استخدام هذا المكون في مرحلة التعليم الثانوي بالجزائر. وبصفة أعمق، ترمي هذه الدراسة إلى إجراء تقييم كمي وكيفي للنصوص الأدبية المدرجة في الكتب المدرسية للغة الإنجليزية والوقوف على التوجهات النظرية عبر التمارين المصاحبة لهذه النصوص فضلا عن قياس وجهات النظر حول استخدام الأدب في التعليم الثانوي. تبنت الدراسة المنهج البحثي التفسيري باستخدام ثلاث أدوات بحثية تمثلت في كتب مدرسية، استبانات وكذا مقابلات شخصية. كما تم اعتماد المنهج المختلط في تحليل النتائج. تشير نتائج الدراسة إلى أن المكون الأدبي لم ينل حظا وافرا ينصفه مقارنة ببقية أنواع النصوص المستخدمة في مرحلة التعليم الثانوي. يظهر هذا جليا من خلال العدد المحدود للنصوص الأدبية التي تتضمنها الكتب المدرسية. وعلاوة على ذلك فإن هذه النصوص تتناول مواضيع مستهلكة وغير جذابة للمتعلمين، كما أنها لا تتماشى ومستواهم اللغوي. اتضح كذلك من خلال الدراسة بأن العنصر الأدبي غير مستغل حق الاستغلال، إذ يتم التعامل معه بشكل بدائي وسطحي جدا. وختاما، خلصت الدراسة إلى أن عددا كبيرا من الأساتذة والمفتشين في هذا الطور يحملون توجهها إيجابيا اتجاه النص الأدبي ويشجعون على مضاعفة عدد النصوص الأدبية في التعليم الثانوي. وبناء على هذا، تقترح الدراسة إدراج لون أدبي مناسب لسن المتعلم ومستواه اللغوي، مصحوبا بأسئلة ذات أهداف وجدانية وعقلية حتى تتحقق الاستفادة من الأدب في هذا الطور تمهيدا لنصوص أكثر تعقيدا في المرحلة الجامعية.

كلمات مفتاحية : الجزائر - قسم تدريس اللغة الانجليزية كلغة أجنبية - المكون الأدبي - آفاق- التعليم الثانوي .