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**Exploring Students Perceptions about Their Critical Reading Strategies
to Enhance Literary Texts ‘Comprehension and Interpretation**

The case of Second Year Students at the English Department University of Biskra

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Sciences
of the Language

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Dedications

I dedicate this work to:

To my precious parents

My sister 'Meriem'

My brothers 'Belgacem' and 'Adel'

All my dearest friends

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Abstract

This research work attempts to investigate students' perceptions about their critical reading strategies to enable them to look beyond the author's words and to reach a real understanding of texts and foster their personal responses to the literary text. Most EFL students find it difficult or even unable to comprehend and interpret literary texts. This is due to the lack of critical reading skills, especially at the university level. Throughout this study, we hypothesize that if teachers include critical reading strategies, they may help students to enhance their comprehension and interpretation of literary texts. A descriptive method has been used to confirm or reject the hypothesis. In order to gather the data needed, we have administered a questionnaire to seventy-second year LMD students of English at the University of Biskra. In addition, a classroom observation was conducted during the second semester of the academic year 2016/2017. This observation helped us to gain a realistic data concerning the use of critical reading strategies, and to have a general insight about the students' attitudes towards literary texts. The results obtained from the classroom observation and the students' answers to the questionnaires indicated the awareness of both teachers and students about the necessity of critical reading strategies to have a good understanding of the reading material. Therefore, it is important to include the critical reading strategies in the second year Literary Texts programme.

List of Abbreviations

EFL: English as a foreign language

CRS: Critical Reading Strategies

BRS: Before Reading Phase

ARP: After Reading Phase

CR: Critical Reading

LMD: license, master and doctorate degree

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Résumé

General Introduction

Recently, the interest in literature among many EFL teachers began to grow to the point now where its study has become a required curricular component and is widely recognized as an essential element in the field of language study. Literary texts are rich sources of classroom activities which can be very inspiring for learners of English because of the content they have. They will benefit greatly from the cultural and linguistic bulk of literary texts if appropriately used. Indeed, current scholars are now focusing more their efforts on developing consistent and effective methodologies for advancing the study of literature in EFL classrooms.

Dealing with literature means primarily reading texts. Thus, teaching literature cannot work without considering the skill of reading. Much research work has been done on the awareness of the literary reading process. However, research in this area appears to be incomplete and still far from exhaustive, and thus it calls for a more comprehensive investigation. Existing studies support the view that when readers encounter comprehension problems, they use various ways to approach literary texts to overcome their difficulties. Some of these ways appear to lead to better comprehension than others. However, the lack of critical reading skills is seen to a great deal as an obstacle to learners, as they will find it difficult, or find themselves unable to comprehend, interpret literary materials. Thus, Critical reading should be taken into greater considerations by both EFL teachers and students. To come up with a more in-depth picture the present study highlights the importance of using critical reading strategies in literature.

1-Background of the study

I opted to work on this subject for the reasons that teaching literary materials has a great importance in foreign language classes. Moreover, literary reading is regarded as the

most difficult performance in foreign languages because of its old-fashioned words. Since the knowledge of the ordinary language is not sufficient for second year students to understand the literary texts, they need to develop certain strategies to enhance their comprehension and interpretation of literary texts because, during their third year, the LMD students have to choose between two fields: literature and civilization studies or language studies. Therefore, Students opting for Language studies take no further courses on literature and civilization but for those embarking on literature and civilization studies, the British and American literature courses are the major subjects.

2-Statement of the Problem

Reading in foreign language is considered as one of most efficient skill to enhance students 'capacities in literature. The ability to read and to understand the deep content of the text opens up new worlds and opportunities. It enables students to gain new knowledge and enjoy literature. But in fact, the majority of second year students find it quite hard to read and understand the texts on the syllabus because they haven't been taught or haven't developed the skills and strategies needed to read and understand literary texts, although they have spent one year studying English (at the university). Moreover, most of literature teachers come to class with the opinion that learners know how to read but they never take into account whether students really know how to read or not. In this context, a dissatisfaction from both teachers and students has been noticed about the way literature is taught and the gap between literary material and its mainstay skill reading. Thus, in the present study we intend to investigate the importance of second year LMD students' perceptions about their critical reading strategies to enhance literary texts 'comprehension and interpretation at Biskra University.

3. The Aim of the Study

The preliminary aim of the present study is to reveal the way literary texts are taught to the second year LMD level. It also attempts to depict the students' attitudes and opinions towards literary texts. Furthermore, it ultimately aims at highlighting the importance of critical reading strategies to enhance literary texts' comprehension and interpretation and to provide students in Biskra University with guidelines and directives when reading the literary material.

4. Research Questions

The present study attempts to answer a number of related questions:

- 1 What are the students' perceptions of reading literary texts in English?
- 2 What is the purpose of rising EFL student' perception about critical reading strategies?
- 3 What should be done to foster and maintain the learners' interest and success in processing and reading literary material?

5. Hypothesis

This study is based on the following hypothesis:

If teachers include critical reading strategies, they may help students to foster their comprehension and interpretation of literary texts.

6. Significance of the Study

The present study is considered to be significant in terms of the importance of the reading strategies for EFL learners, because it is required not only for successful use of English language but also for their higher education and for professional development. The

study also informs syllabus designer and researchers that critical reading strategies are crucial in enhancing teaching and learning at all levels of education. This awareness can contribute in the improvement of curriculum design.

7. Research Tool and Method

In order to investigate our hypothesis and answer our research questions, a descriptive method has been conducted through the use of two research instruments, the first one was a questionnaire for students, and this later was administrated randomly to a sample of 70 students. While the second instrument was a classroom observation conducted during the second semester of the academic year 2016/2017. The chosen case study is the Second-year LMD students in the department of English at the University of Biskra.

8. Structure of the Study

The present study is divided into three main chapters, the first and the second chapters represented the theoretical part, while the third represented the practical part of this work.

The first chapter introduced theoretical background about the use of literature and literary texts in EFL classes. It highlighted the common definition(s) of literature and the historical overview of teaching literature. It also discussed in details the different criteria for selecting literary texts and the different approaches to teach literature.

The second chapter of this research, concerned with the critical reading for literary texts. It started by providing some definitions about critical reading. In addition, it shed the light on three major elements: approaches to teaching literature, Critical reading strategies, and reading comprehension.

Chapter three represented the field work of this study which is devoted to the analysis and the discussion of the data gathered from the student's questionnaire and classroom observation in order to confirm the validity of our work.

Chapter One

Using Literature and Literary Texts in EFL Classes

Introduction

Despite its vital role in language learning and teaching, the integrating of literature in the EFL contexts has always been controversial and questionable subject among researchers and educationalists. Thus, we will offer a brief definition of literature and the historical overview of teaching literature. The reasons for using literary texts in Foreign Language Classes will also be included. Moreover, great emphasis will be put on criteria for selecting literary texts .Finally; we will show main approaches to teaching literature.

1. Definition of Literature

Literature is a fundamental branch in second language teaching-learning. It has occupied a major status throughout the history of language teaching. Despite its importance, teaching literature has been undervalued and just in the last decade that it acquired its right to be an independent branch of language teaching and learning.

Although different notions have been suggested by researchers concerning the definition of literature, Jim Meyer (1997) in his article states that "Understanding exactly what literature has always been a challenge; pinning down a definition has proven to be quite difficult". Thus, it has been conceived that literature cannot be described in a single and fixed definition. Mario Klarer (2004, p.1), in the same sense, attempts to identify it as follows:

*Look up the term **literature** in any current encyclopedia and you will be struck by the vagueness of its usage as well as by an inevitable lack of substance in the attempts to define it. In most cases, literature is referred to as the entirety of written expression, with the restriction that not every written document can be categorized as literature in the more exact sense of the word. The definitions, therefore, usually include additional adjectives such as "aesthetic" or "artistic" to distinguish literary works from texts of everyday use such as telephone books, newspapers, legal documents, and scholarly writings.*

Etymologically, the Latin word "litteratura" is derived from "littera" (letter), which refers to the smallest element of alphabetical writing. According to the Encyclopedic dictionary (1994, p.527), literature includes "writings that are valued as works of art, especially fiction, drama and poetry" Furthermore, Moody claims that literature is like an umbrella term giving information on every business (1971, p.1 as cited in TÜRKER, 1991, p.299). Thus, It simply refers to anything that is written: catalogues, historical books, short stories... etc. An advertisement for soap is as much literature as Shakespeare's plays or

Dickens's novels. So, on one hand in English we use the word in at least two different ways: Informative literature which provides us with knowledge and explanations whereas imaginative literature, on the other hand, is a sort of literature that people *do* read without expecting a practical payoff but they expect it to hold their interest and to provide pleasure. Imaginative literature aims to arouse thoughts and feelings.

McRae in his book *'Literature with a Small l'* (1991: vii) states that literature is "any text, whose imaginative content will stimulate reaction and response in the receiver". Diyanni, in the same sense, thinks that literature "though transports us to the world, created by imagination, yet evokes our emotions of love, sorrow, joy, and pity, and thus enhances our appreciation and understanding of life "(2002, p. 2-7). In addition, Moody (1971, p.2) states that literature "occupies a territory of some size and importance within the total realm of Language, but not the whole field."

The above definitions underline the significance role that literature plays in the language classroom, it is considered as the main medium in which students can enhance their language without any doubt.

2. Historical Overview of Teaching Literature

The attention on the background of how literature has been treated in the English subject until present day is fundamental part to consider when inquiring how literature is taught in the EFL-classroom today. The teaching of literature has a long history as it is broadly considered to have an educational effect on people in general and students in specific. Throughout the twentieth century, English literature teaching in EFL settings went through a great changes and a series of historical phases. In fact, these changes are as a result of the frequent changes in foreign language methods and the different requirements of the educational institutions. For this reason, the role of literature in language teaching has been variously interpreted over the past 100 years (Maley,2007,p. 5).Ibsen (2000) has

identified various periods of teaching literature which supply the teacher with important knowledge about the teaching of literature at present.

Previously, integrating English literature in English language syllabus was debatable as long as many linguists and educationists argue that the language of literature is unusual, difficult and metaphoric, and for this reason makes it far away from the ordinary language that helps foreign language learners acquire and learn the target language. But, in the recent years, the dispute takes a different aspect and to teaching the English literature at university now is related with teaching English language itself. Thus, in the context of Teaching English as a Foreign Language, teachers and educators have always been investigating about the usefulness of literature in language learning.

It is commonly acknowledged that the inclusion of literature in English language teaching dates back to the days when the grammar-translation method was dominant. Literary texts were the major source of input for teaching language, representing both models of good writing and illustrations of the grammatical rules of the language. At that time, the essential principles of the grammar translation method were a continual comparison of the two languages, translation from and into Latin, a lot of reading, and also learning by heart the grammatical rules and these were the only ways to understand meanings embodied in the language(cited in Long-Fu, 2001).Thus, students would translate literary texts from foreign language to their native language (Radhika, 1991).This method of translation helps them to read successfully complicated classical texts (Hall, 2005). This method was used for the purpose of helping students read and appreciate foreign language literature. The Grammar Translation method dominated the educational scene for a long period, but with the different changes in the field of education, this method fell into disuse.

In the beginning of the twentieth century there were many attempts to “emancipate modern languages from grammar/translation pedagogy” (Kramersch, 2000, p.556). Collie & Slater (1987) affirm that with the emergence of some approaches like structuralism and audio-lingual method which emphasized on correct pronunciation, structures, and vocabulary, the literary texts began to be eliminated from the syllabuses of language teaching programs. This is for the reason that it was believed that literature failed to supply vocabulary, structures and functional language that students necessitate. It was, moreover, difficult to justify the use of literary texts in a world where the grading of vocabulary and structures was given so much emphasis (Maley, 2007, p. 5). In addition, Widdowson (1984, p.162) asserts that:

“Literature and poetry in particular, has a way of exploiting resources in a language which has not been codified as correct usage. It has no place in an approach to teaching that insists on the gradual accumulation of correct linguistic forms.”

With the emphasis on what Widdowson said, we believe that structuralism approach which stressed on correctness in grammatical forms was disharmonious with the teaching of literature, though they exploited and used its bulk.

Far away from the old methods of language and literature teaching, current methods concentrate on communicative skills that stress the significance of spoken and written language. During the 1970's and early 1980's, the adaptation of communicative Approach to language teaching was not random but in order to suit the real requirements in which international communication has taken a high place among individuals from different countries. With the advent of CLT, the neglect of literature continued as more focus was given to dialogues and conversations which were more practical in the real world situation and since literature has no clear practical uses, it contributed nothing to the

useful objectives of language teaching thus, literature became more removed from language teaching and learning. Delanoy (1997, p. 58) asserts that:

It (literature) was taught as a body of knowledge rather than an integral component of language learning. Taken to extremes, such an approach could have devastating effects on the communication skills of language learners. In other words the learners may have been able to quote Shakespeare, Milton; and Wordsworth at the end of their studies, but they could not speak the language in real life situation.

However, the awareness in literature and language teaching came with the 80's when linguists and ELT scholars like (Widdowson 1975, Brumfit 1985, Long and Carter 1991) have recognized that producing positive attitude toward literature is a main aspect to achieve successful language learning and the significance of literary texts to strengthen the skills .Therefore, There have been continuous rising calls indicating the significance of integrating literature in foreign languages classes and curriculum. In this context, Duff & Maley (1990), state that “Literature is back, but wearing different clothing». In addition, Zafeiriadon (2004, p. 8) asserts “During the 1980's there was a strong reawakening of interest in literature and language teaching”.

3. Reasons for Using Literary Texts in Foreign Language Classes

For many teachers, the use of literature plays a great and an interesting role in the learning and lives of students Sage (1987, p.1). According to Sullivan (1991) in the recent years, there has been much debate on the importance of using literature as a language teaching resource. Thus, During the past few years, the number of supporters of literature use in language teaching has been much increasing all over the world as a result of increased awareness of advantages of adding literature to language programs, and this lead to the publication of many books and articles on the topic to guide language teachers on how to use literature in their lesson .additionally, Kiefer, Hepler ,& Hickman (2006) stated

that the intrinsic value of literature alone should be adequate to give it a place in the curriculum. In this sense, literary texts are a rich source of classroom activities and can certainly prove to be very motivating for learners.

Kramersch claims that the most important argument for using literary texts in the language classroom is “literature’s ability to represent the particular voice of a writer among the many voices of his or her community and thus to appeal to the particular in the reader (1993, p. 131). This shows the great importance of literary material in foreign language classes. Moreover, Hirvela (2001, p. 117) states some ideas about the benefits of using literature as a resource in ELT. Also, he supposes that reading literature is one of the greatest ways to inspire the writer in the learners. Furthermore, Collie & Slater (1990, p.3) claim that there are four main reasons which stimulate a language teacher to use literature in the classroom and those reasons are classified under four headings in their book *Literature in the Language Classroom*:

3. 1. Authentic Material

Among contributions of communicative language teaching is the assertion on authentic materials as a helpful source for learning the language because they explain the authenticity of the language. If the vital goal in language teaching is to allow students to deal with the authentic language of the real world, they should learn how to cope with it in the classroom (Hedge, 2000, p. 6).

Long (1986,p.58) claims that the activities used in literary texts “are genuine language activities, not one contrived around fabricated text”, in line with this, most works of literature are authentic material; for this reason ,they can be regarded as a useful complement to course materials. Therefore, in a classroom context, learners are exposed to language samples of real life settings (i.e. pamphlets, cartoons, advertisements, newspaper

articles) which help students to cope with the language of native speakers, so they become more familiar with different linguistic forms, communicative functions.

In addition to the above -mentioned advantages of using authentic texts in language learning, students can gain motivation and enjoyment from the awareness that they are using texts in the same way as they are being used by the people for which the texts were intended. Kramsch(1993,p.239) supports this belief, by stating:

[...] much of the value of using real-life texts to teach foreign languages may be found in pleasure it gives learners to poach, so to speak, on some else's linguistic and cultural territory. The pleasure is akin to that of spies and actors: eavesdropping on someone else's dialogue, understanding a message that was not intended for them, using a language that is not understood by others, passing for native speakers, blending in the mass, pretending to be someone else, all these elemental pleasures make up a great deal of the fun of reading and viewing non-pedagogical materials.

Finally In a foreign language context reading authentic texts is one of the best options for language development. Therefore, giving learners opportunities to improve the essential reading skills will provide them for autonomous and self- directed learning.

3. 2. Cultural Enrichment

For many EFL learners, the perfect way to improve their understanding of verbal and non-verbal characteristics of the target language is a visit or an extended stay in the country whose language is being learned. But since, the idea of traveling to learn and acquire the language is impossible for most learners for many reasons, they prefer more to cope with the alternative mean ,which is to get through the available literary works such as novels, plays, short stories ,etc which make easier understanding how communication takes place in that country. Through theses literary genres, learners can discover full setting of the characters from many social/regional backgrounds (i.e. their thoughts, customs,

traditions, how they speak and behave in different settings). Thus, literature adds much to the cultural grammar of the learners.

3. 3. Language Enrichment

Using literature can promote language learning in various ways. Literature helps EFL learners to develop lexical and syntactical knowledge. By reading students develop awareness of a range of features of written language such as “the formation and functions of sentences, the variety of possible structures and different ways of connecting ideas” (Collie & Slater 1987, p.5). Therefore, students become more aware to the characteristics of the written language, reading a substantial and contextualized body of text.

3. 4. Personal Involvement

Literature has positive effects and role upon the process of language learning through activities such as brainstorming, role playing, word association, and prediction in which learners will be able to express their views. In this sense, McRae (1991, p.8) states that using literature encourages “dynamic learning which involves the students as actively and as personally as possible”. Thus once, the student reads a literary text, he becomes personally involved because in order to understand the text, learner has to ask questions, makes prediction, uses his imagination, background knowledge and personal experience until he arrives at a satisfactory interpretation, so what is important is not the result of the interpretation but the processes involved in arriving at that interpretation. Also his enthusiastic draws him into the text. Consequently, learner becomes more interested in understanding the development of the story and finding out what happens as events rather than understanding the meaning of words and sentences. Moreover, he feels close to certain characters and shares their emotional responses. In other words, stories and novels, which involve learners in the suspense or elicit strong emotional responses, make them feel

that the materials and what they do in the classroom are relevant and meaningful to them. According to Lazar (2011, p.15) stories provoke our curiosity which motivates us to learn.

In addition to above mentioned reasons for using literature in language teaching process, literature has an essential function in which EFL learners develop a set of language varieties like sociolects, regional dialects, jargon, etc. Thus, they may improve their sociolinguistic competence.

4. Criteria for Selecting Literary Texts

In order to make a successful literature course in EFL classes, a number of pedagogical points should be taken into consideration. The content of the programme should be adapted properly to fit the needs of learners and to carry out the targets of the course. Thus, one of the most decisive issues in literature course is the selection of a suitable literary text for the students. In addition, the appropriateness of the materials to be implemented look like a key factor in engaging students with literature since the students 'response to literature depends greatly upon what teachers generally ask them to read .Maley (2001) mentioned that text selection is a vital factor in making literature a resource for linguistic development, personal enrichment ,and cultural appreciation. Despite there are many types of literary texts that can be used ,the teacher should be very careful while selecting the text that he/ she wants to cope with in the classroom and to find texts that will interest the students. An appropriate choice of material is far from being an easy task because it is important in the realization of the goals targeted by the teacher. McKay, in this sense, states that" *The key to success in using literature in the ESL class seems to me to rest in the literary works that are selected*" (1982, p.531).Moreover, Lazar (1993,p.52) talks about three major criteria in choosing a literary text that play a great role in achieving a successful outcome. These are the type of the course where the texts are to be used, the type of students, and criteria related to the text itself.

4. 1. Type of the Course

Much of the confusion in the selection of literary texts in an EFL situation stems from a failure to be clear about major distinction between the two ways of using literature in curriculum, i.e., whether literature is used as content for study or as source like several other sources used to teach the language (Lazar, 1993). In our case, pedagogical goals focus more on the use that regards literature as a source because Literary texts are typically chosen to familiarize students with representative masterpieces of British and American literature. Although reasons for learning literature and topics are stated in the official syllabus, teachers can change or add some items to the course, which they believe are important and necessary. The type of course also includes the level of students. Thus, the teacher must be able to differentiate obviously between class programmes.

4. 2. Type of the Student

Literature teaching intends at arousing in the students a strong desire to realize the importance of literature. Therefore, Literary text selection is a delicate and decisive process, in which literature instructors should take into consideration the type of students with whom the teacher should work, their needs, their motivation, and cultural background. Similarly, students' age, emotional and intellectual maturity are factors of equal weight. For this reason, Collie & Slater (1994, p.6) suggest that text selection depends on "each particular group of students, their needs, interests, cultural background, and language level". Moreover, Lazar (1993) underlines three main factors which are (1) the students' linguistic proficiency, (2) their cultural background and (3) their literary background.

4. 2.1. Student's Linguistic Proficiency

Most of the students come to university with some linguistic proficiency in the English language. They may read long texts without difficulty; they may understand and discuss the strongest ideas in them. However, both teachers and learners perceive literary

language as problematic since it deviates from ordinary language. The literary text may be very ancient and full of archaic words and rhetorical devices, and contains sentences with multiple clauses, where students can quickly get lost. More significantly is when the teacher chooses literary texts which include some challenging syntax and morphological features that are very different from present day English. Students will find it impossible not only to understand but also to read it. Thus, Widdowson claims that the selection problems are likely to be more complicated if the level of students in terms of their language attainment is low (1983, p.31).

Lazar (1993) states that texts which are linguistically unreachable, will pose more obstacles for the students to grasp the meaning. Students have to check every word in the dictionary to guess the meaning, so they would rapidly lose interest in the reading and give- up. In addition, they would lose the opportunity to get the meanings hidden inside. For this, the text should neither be too difficult that students cannot get the meaning of particular lexical items nor too easy that there is no challenge and no vocabulary gain. Moreover, Lazar (1993, p.45) suggests that before any literary reading, the teacher has to ask himself the questions like these when deciding whether or not to use the text:

Are students sufficiently familiar with the usual norms of language use?

How much of the language in the text will students be able to infer?

Will students find it useful and enjoyable to study the text, or will they feel demotivated by the difficulties of the language?

Even if the language of the text is extremely difficult, will students be motivated by other factors to study the text (e.g. film, songs)?

Finally, is the text too specialized in its language to be relevant to the type of language the students require to learn on the course?

4. 2.2. Student's Cultural Background

Considering the students' cultural belonging or ethnic background, or even their nationality is essential before any selection is made. According to Lazar (1993, p.45), the students' cultural background and their social and political expectations will either improve or hamper their understanding of a literary text. For example, it would be very difficult to properly interpret Jane Austen's novels without having some awareness of the class system and the values of the society in England in that time. Students need to have a sufficient knowledge of the cultural background in order to appreciate the literary text. Therefore, in order to help the students bridging the gaps that exist between the student's cultural background and that of the text, the teacher has to hold a whole session introducing cultural, social, and political elements of the target culture. Additionally, the teacher should avoid choosing topics that may hurt or offend students' feeling, underestimate their personal beliefs and cultural principles.

4. 2.3. Student's Literary Background

Lazar (1993, p.46) also talks about the relationship that exists between the students' literary background and their linguistic proficiency. According to her, most of the students who have acquired some literary knowledge in their mother language may demonstrate some literary competence when dealing with literary texts of other languages. On other hand, students who have high linguistic proficiency do not necessarily mean that they are able to interpret literary texts properly especially if they are not familiar with the literature. Therefore, Huang claims that the student should focus on both "the non-visual information already stored and organized in the brain and the present visual information printed on the page" (2009, p. 139).

4. 3. Criteria Related to the Text Itself

McRae (1997, p.49) asserts that precise selection of a text is essential to the successful use of any type of representational materials. It is a really crucial issue for both teachers and students. The first obstacle facing the teacher is the availability of text. According to Chris Lima (2010, p.110)" in many English language learning and teaching contexts the absence of literary texts, such as short stories and poems, still appears to be the norm". The teacher has to survey the local library to ensure that the required material is available. But nowadays, even if school library is limited, plenty of free literary works are available on the net. Another point in the selection of the text is its length. It is important to select a text of a suitable length. Thus, The teachers must check their timetable to ensure whether do they have enough time available to work on the text in class or not. Furthermore, the literary text has to be selected to suit the rest of the syllabus in terms of grammar, vocabulary, discourse and so on. In other words, literary texts must go in harmony with the main objectives that program seeks to achieve.

Lazar (1993, p. 56) summarizes all the above-mentioned criteria for selecting literary texts in the below checklist. Teachers can consult it when choosing text to do their job better and properly.

<p>1 TYPE OF COURSE Level of students Students' reasons for learning English Kind of English required Length/intensity of course</p> <p>2 TYPE OF STUDENTS Age Intellectual maturity Emotional understanding Interests/Hobbies Cultural background Linguistic proficiency Literary background</p> <p>3 OTHER TEXT-RELATED FACTORS Availability of texts Length of text Exploitability Fit with syllabus</p>

Table 1: Literary Text Choosing Checklist

Teachers of English language have a much wider responsibility than the mere teaching of language. The selection of efficient literary texts is at the heart of this responsibility. Therefore, teachers of literature should work with each other to integrate all these criteria in the selection process so that course will realize some literary, linguistic and pedagogical goals.

5. Approaches to Teaching Literature

The teaching of literary text to EFL students has seen few changes over the past few decades. In the classroom, there are several approaches that teachers may adopt in teaching literary texts when literature and language study are joined. However, Maley & Moulding claim that “ If carefully selected, poems can open themes which are common to us whatever our cultural background, and can thus act as a powerful stimulus to the students’ own reflective thinking, which will lead to more mature and fruitful group discussion.”(1985, p. 135). Thus, identifying appropriate approach can help teachers to

select and design suitable materials for classroom use, so that students have the possibility to work with the text, feeling prepared to use strategies to grasp its meaning.

An investigation on the historical development of the approaches to teaching literature shows that these approaches have developed from the sole focus on literature as a subject to utilizing literature as a pedagogical source for the teaching of English language. Lazar (1993, p.23-93) in her book, suggests three significant models related to literature teaching within EFL classes: (1) language-based approach, (2) literature as content, and (3) literature for personal enrichment approaches.

5.1 .A Language-Based Approach to Using Literature

A language-based approach is a student-centred approach which covers a collection of different goals and procedures. For most contemporary applied linguists and educators, this approach seems to be a very efficient approach to teaching literature to EFL students since it would aid students to interact deeply with the literary text. Carter & Long (1991, p.2) state that the LBA attempts "to help students find ways into the text in a methodological way". In addition, this approach seeks to assist the student in enhancing their proficiency and knowledge of the target language through the use of literary texts. Maley & Duff (1990 cited in Malachi, 2010, p.90) claim that aim of this approach is "quite simply to use literary texts as a resource for stimulating language activities". Thus, literary texts are used to exploit their linguistic features and figurative language. They may help learners to discuss their opinions by supplying them with a variety of registers and styles. Moreover, Lazar (1993, p. 24) mentions that detailed analysis of the language of the literary text will guide students to make profound interpretations and at the same time, students will raise their general awareness and understanding of English. LBA to using literature consist techniques which are interested more with the study of the literary text itself for the purpose to provide the students with the tools they need to interpret a text and

to make proficient critical judgments of it. For this reason, this approach makes frequent use of stylistic analysis of the text. With the aim to reach a deep understanding of how meanings of the text are expressed, the stylistic approach focuses more on phonology, graphology, semantics, dialect, message in the text.

However, the advocates of this approach argue that LBA neglects the text's historical, social or political background which supplies students with the important cultural knowledge to interpret what they read. In addition, it could be very mechanical and demotivating.

5. 2. Cultural Approach

It is considered as the most traditional method of teaching literature because of the special features of the academic content of literature. Students develop their proficiency in English by focusing on course content in which literature itself is the content or the subject of the study. The cultural model is a teacher-centred approach where the teacher provides the students with the social, political and historical background of the texts. In this context, Lazar (2000, p.35) claims that:

This Kind of approach examines the history and characteristics of literary movements, the social, political and historical background to a text; the biography of the author and its relevance to his or her writings, the genre of the text, etc

In fact, the teacher gives a text for students to read before class. After that, in the classroom, the teacher will focus on the background information whereas the focus on the language of literary texts is minor. Thus, it requires a large input from the teacher and learners will have only a few opportunities to do the task by themselves. According to Lazar (1993, p.33) some language teachers would claim that this approach is the province of the literature teacher rather than the language teacher, in addition, the texts used may be

linguistically difficult and consequently reduce the students' proficiency. Therefore, it would be efficient only when used with learners who are interested in the study of literature.

5. 3. The Personal Growth Approach

The personal growth approach or literature for personal enrichment, as it is named by Lazer (1993, p.35), is an approach that highlights the need to engage the students with literature. It seeks to encourage and motivate the students to attain an engagement with the reading of the literary text by creating a correlation between the student s' personal life and theme of the text. In other words, The personal growth approach focuses on maximizing the students 'personal love and pleasure in reading literature ,which would continue beyond the classroom. Moreover, this approach considers literature useful for guiding the students to a personal discovery, and also stresses the need for improving the students' critical awareness to become critical readers of literary texts. Thus, the students become no longer passive receivers of whatever is being taught to them. Instead, they become active participants because developing their skills in critical thinking contributes to enhancing their autonomy as individuals. In addition, this new perspective on the teaching of literature in the language classroom focuses on the pedagogical role of the teacher as facilitator, in order to lead his learners towards an independent ability to read and not as possessor of knowledge who ignores the need for communication with the students.

W.Baba (2008, p.42) summarizes the three approaches to literature in language teaching in the figure below.

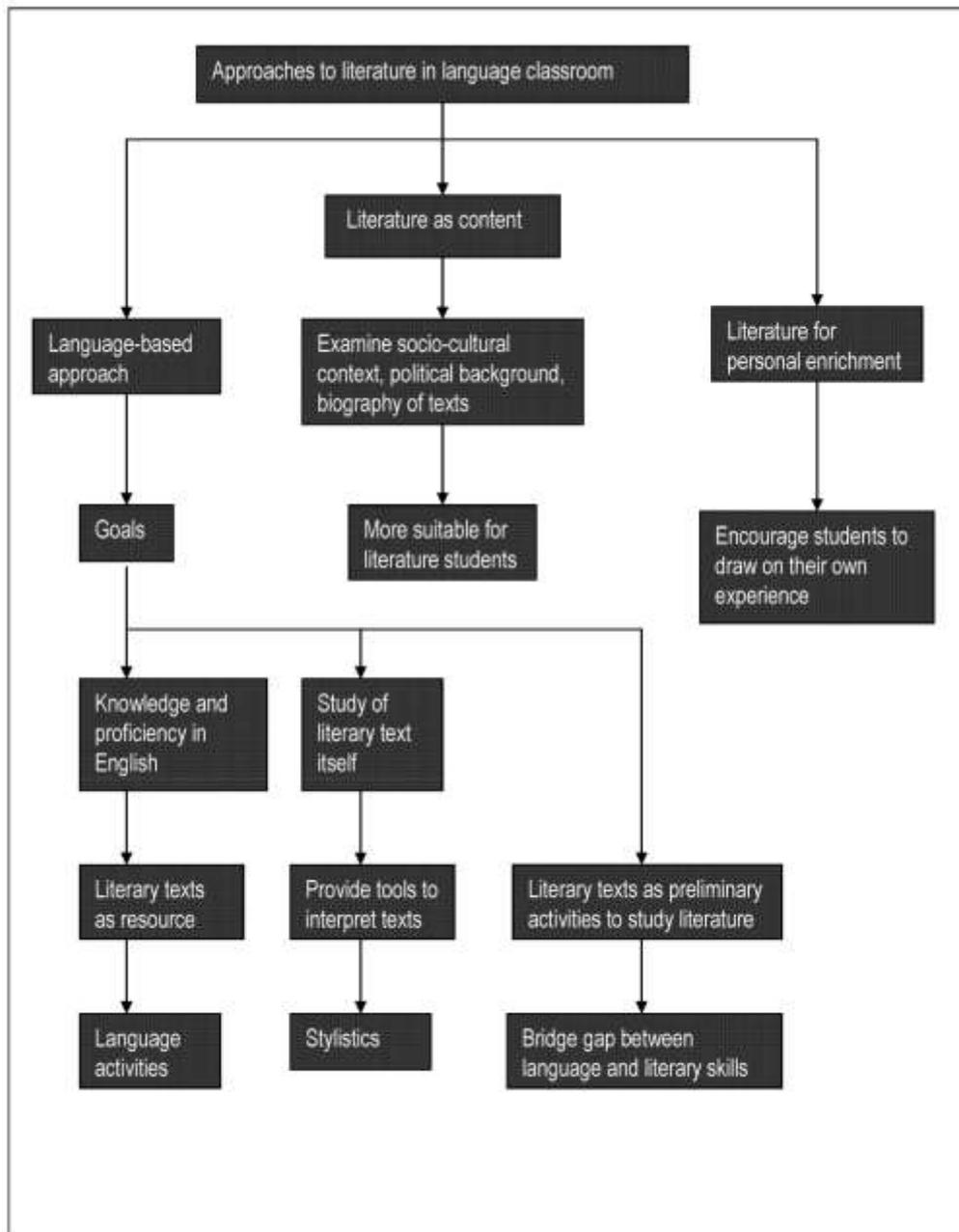


Figure 1: Approaches to Using Literature in Language Education

In fact, whatever names and labels they take, the above-mentioned approaches remain the three significant models regarding literature teaching within EFL classes. The main aim of literature teaching approaches is to offer theoretical background within EFL

context in order to help learners of foreign languages acquire linguistic and literary competence as well as cultural awareness of the target language.

Conclusion

The present chapter has been devoted to the use of literature and literary texts in EFL classes. The chapter has highlighted the common definition(s) of literature. Besides, it has equally shed light on the historical overview of teaching literature. It has also discussed in details the reasons for using literary texts and different criteria for selecting literary texts .Lastly we have concluded the chapter with the different approaches to teaching literature.

Chapter Two

Critical Reading for Literary Texts

Introduction

Reading is seen as one of the efficient skills which may stimulate students in coping with literature. However, since literature deviates from the ordinary language and literary texts show a considerable length and in most times challenging, literary reading is considered as a difficult task that most EFL learners face. Thus, teaching critical approaches and critical reading strategies seem to be efficient ways for enhancing students' comprehension and facilitating the task of reading in general and literary texts in particular.

1. Definitions of Critical Reading

Critical reading is a fundamental skill in teaching and learning literature. The necessity for critical reading skill, mainly for EFL students, is crucial. The recognition of the significance and the need for critical reading has long been felt by educators. It is essential not to fall into the common mistake that critical reading means “doubting all things that you read”, however, being critical basically means understanding and assessing the issue and not finding fault in every idea.

Critical reading is mainly a reading process which is referred to as critical reasoning. Critical reading is an active and deeper way of connection with reading a text. Flynn (1998, p.664) claimed that critical reading” is an interactive process which uses a number of levels of thought simultaneously” in order to go beyond the level of extracting information and to achieve a higher form of comprehension and some degree of proficiency. Whereas, Grabe (1988.P, 56) stated that CR is “a dialogue between the reader and the text”. Another definition was suggested by Richards &Schmidt (2002, p. 134) “critical reading as a critical reaction to what is reading, through making correlation between the content of the reading material and personal standards, values, attitude of the reader “,it offers learners the opportunity to look at the context with a wider point of view . In the same vein ,Carter &Nunan viewed it (2002,P.220 Cited in Pakzad,2012,p.73) as “a reading practice which attends to the ideological underpinning of text, as signalled not so much by what writer chooses as a topic but how people, places, and events are talked about”. Moreover, Aric (2012,p.46) defined critical reading as “ideal reading” he claims that critical reading is being in a communicational interaction with the text and having ability to comment and check the text (cited in Akin & Koray, 2014, p.2445)because critical reading goes further than just being satisfied with what a text says. According to

Wallace (2003), with CR practices, the students are expected to contribute more with their own experiences, opinions, criticisms. Thus, Critical reading will help students to become more autonomous in learning and also to improve their academic achievement.

From those definitions, we can recognize that teacher should teach critical reading to students simply for the reason that if teachers ignore teaching this vital skill, students will not be able to think outside the text given to them and they might become passive learners.

2. Critical Approaches to Literature

2. 1.Introduction

Investigations in the field of teaching and learning literature in EFL context have demonstrated the vital role of theory in dealing with literary texts. Literary theory refers to the set of rules developed from internal analysis of literary texts as well external knowledge that assists students to interpret the text in its real, social and cultural context. At the university level, once students are exposed to literary texts, they find them inaccessible simply because Most of the students lack the required theoretical literary background. Furthermore, according to Barnet, Burto, & Cain (2006, p.2507)” it’s essential to keep in mind, first, that works of literature are extremely varied and we read them for different purposes: to kill time, and to learn about ourselves, to enjoy a fictional vision, to discover strange ways of feeling. It may be best to try to deal with each text in the way that the text seems to require rather than to read all texts according to a single formula”. In addition, even students whose exposure to literature had been extensive often possessed only a narrow concept of interpretive approaches (Guerin, Labor, & Morgan, 2011). For this reason, university literature teachers should focus more on literary theories and skills used in dealing with literary text. Critical approaches or literary criticism

emerged to assist teachers as well as learners discuss and evaluate any literary text and also to help the students solve the ambiguity in comprehending some historical, social and cultural aspects of the reading text.

However, in literary criticism, there are many overlapping approaches. Within this context, Klarer (2004, p.74) states that “the various scholarly approaches to literary texts partly overlap, they differ in their theoretical foundations and are characterized by a number of divergent methodologies. The plenty of competing methods in contemporary literary criticism requires one to be familiar with at least the most important trends and their general approaches. Consequently, in this part, we intend to set up a healthy balance in the student’s critical view through providing them with the most valuable approaches to literary criticism. All the critical approaches to literature will help them to deepen their comprehension of the literary works.

2. 2. Biographical / Historical Theory

When literature in English began to be taught at the end of the nineteenth century, it was considered not as a mean for pleasure but as a source of history and biography. A novel is expected to be more meaningful when either its social and cultural context or the biography of its author is better understood. This approach put the main emphasis on the author, seeking to establish links between the work and the biography of its author and to understand how people in the past thought and felt, in order to be able to interpret and grasp meaning from literary texts. According to this view, the work within its historical context and also dates, facts and events in an author’s life actually assist critics as readers to comprehend and analyze literary works. Barnet, Burto & Cain (2006, p.2520) claim that” the truly good biographies not only provide us with knowledge about the life of the author, but they allow us to go back to the literary texts with a deeper understanding of how they

came to be what they are”. Richard Sewall’s biography of Emily Dickinson, for instance, provides the reader even with the religious ideas that were part of her upbringing.”Moreover, Guerin, Labor, & Morgan argue that “it is a mistake, however, to suppose that poets do not care about social themes or that good poetry doesn’t cover such themes. In fact, poets have been the interpreters and even prophets of their people” (2011, p.45).Thus, the artist social life and milieu certainly help either directly or indirectly forming any authors work because authors are ordinary people and their themes are inspired from their interaction with other people. However, a biographical critic must be careful not to take the biographical facts of a writer’s life too far in criticizing the works of the writer.

2. 3. Formalist Criticism

Formalist criticism is particularly a scientific approach to literary analysis which places a great emphasis on elements of form i.e., structure, tone, imagery, construction of the plot, etc. that figure in the text. Formalist criticism is basically *intrinsic* criticism rather than extrinsic. The essential elements for interpreting and comprehending then evaluating the text are contained within the work itself. However, the external aspects of a literary work concerning the author (his or her biography, other works) and historical, social conditions are intentionally eliminated from the analysis. Formalists assess the text as an independent creation and as a self-contained unity in which each element participates to construct a whole. This approach regards” literature as a unique form of human knowledge that needs to be examined on its own terms” Kennedy & Dana (1995).Moreover, Gerald Jay Goldberg& Nancy Marmer Goldberg (1962 as cited in Barnet, Burto&Cain2006, p.2509) claim that:

That literary criticism is a description and an evaluation of its object.

That the primary concern of criticism is with the problem of unity—

-the kind of whole which the literary work forms or fails to form, and the relation of the various parts to each other in building up this whole. That in a successful work, form and content cannot be separated. That form is meaning

Formalist criticism believes that an artist can transmit to a reader an emotion or an idea through constructing a coherent and comprehensible work. Eliot said in an essay entitled “Hamlet and His Problems” (1919 cited in Barnet, Burto & Cain 2006, and p.2509) “The only way of expressing emotion in the form of art is by finding an ‘objective correlative’; in other words, a set of objects, a situation, and a chain of events which shall be the formula of the *particular* emotion.” However, the supposition that “meaning” is entirely presented within the text is not much supportive today, when many literary critics argue that biographical knowledge about the author, problems of reception and the like are sometimes indirectly related to the literary work.

2. 4. Marxist Criticism

Context-oriented approaches do not consider literary texts as self-contained and independent works of art; however, they seek to set them within a larger context. The significant school which seeks to place literary works in the context of the larger socio-political mechanism is known as a Marxist literary theory. Karl Marx, the leader of modern socialism, believed that life is materialistic.” Guerin ,Labor, & Morgan(2011,p.125) state that” history for Marx demonstrates dialectic between opposing economic forces, as classes battle each other ,but he believed that a socialist future would arrive when the proletariat would revolt and defeat the bourgeoisie”. Thus, Marxist criticism is not actually about revolution but is used as a clue to interpreting contemporary society. In addition, it places a great emphasis on the vital role of literature as an effective mean to portray class conflicts and class distinctions and racism .For them, a literary text is considered artistic

and precious only if it deals with class struggles, social and cultural problems of the society. Based on the writings of Karl Marx, literary texts are analyzed as expressions of economic, sociological, and political factors. Therefore; conditions of production in certain literary periods and their influence on the literary texts of the time are examined.

2. 5. Deconstruction Approach

Deconstruction or poststructuralist criticism is the most current trends in text-oriented literary theory, which considers a text as a structure of signs. Deconstruction uses the linguistic model of Ferdinand de Saussure as the starting point of their analyses, claiming that nothing exists outside the text. This approach identifies textual features and gives close attention to the text and the analysis of the words. Differently from formalist critics; who claim that a proficient author can create a coherent work with a stable meaning so that the reader can easily grasp this meaning; deconstructionists argue that texts are found to deconstruct themselves rather than to provide a stable meaning, i.e., meaning may exist but it is always deferred since words lack ideal correspondence to objects and people may develop diverse interpretations to the same text. According to this approach, texts function in a way that looks like a game of chess. Deconstructive denies any final explication and definitive interpretation to one text and assumes that all texts are open-ended constructs. Thus, Guerin, Labor, & Morgan (2011, p.178) assert that” Because most readers and critics today resist the idea of a single meaning for a literary work, they are still drawn to deconstruction and its freedom”.

2.6. Psychological Approach

During the twentieth century, psychological criticism was mainly associated with psychoanalytic theories of Sigmund Freud. The main central doctrine of Sigmund Freud is the Oedipus complex. Kennedy and Dana (1995)states that “psychoanalytic theories of

Freud changed our notions of human behaviour by exploring new or controversial areas like wish-fulfilment, sexuality, the unconscious, and repression” .Thus, this association led psychological criticism to be one of the most controversial critical approaches to literature and the most abused and for some readers the least appreciated.

Critics within this approach, attempted to interpret literary texts with regard to author’s psychological state. These critics stress the vital role of the author’ s life and circumstances in analyzing their fictional characters, because they think the “meaning” of the work is found not in the surface content of the work but in the author’s psyche. Moreover, klarer (2004, p.91) asserts that “According to psychoanalytic literary criticism, even characters in a text can be analyzed psychologically, as if they were exist in the real world”. One of the most famous psychoanalytic studies of a work of literature is the mental state of Hamlet in Shakespeare’s drama. Psychoanalytic critics raised a question which was whether hamlet suffered from Oedipus complex. Ernest Jones (1949) argued that Hamlet postpones killing Claudius, who has killed Hamlet’s father and married Hamlet’s mother, simply because Claudius has done exactly what Hamlet himself wanted to do(cited in Guerin, Labor,& Morgan,2011,p.2521).However, the crucial limitation of the psychological approach is neglecting the aesthetic value of the texts in favour of psychoanalyzing author and character.

2.7. Reader-Response Criticism

The reception theory or Reader-response theory came as a reaction to of text-oriented approach. This approach focuses mainly on the reader’s point of view. Reader-response criticism says that literary texts are supposed to be read and interpreted by individuals and most of the time the “meaning” of the text is an interpretation created or produced by the reader as well as the writer and not only something put into the work by

the writer. According to the proponents of this approach, any kind of reading may contain different sort of response such as “this is amazing” “this is terrible” “I don’t know what’s going on here” and no author can completely control a reader’s response to every detail of the text. Moreover, they assume that there is no single objective text but there are as many texts as readers because each new individual “text” develops with every individual reading process. Thus, since readers are different, the same text will have numerous interpretations and will not exhibit only one explicit meaning.

This approach views literary reading as a transaction between the reader and the text which depends on the reader’s psychological identity. When reading literary text, the reader produces the meaning according to his or her own personality and his social, religious and cultural background Klarer (2004, P.94), in this sense, asserts that:

Reader-centred approaches examine the readership of a text and investigate why, where, and when it is read. They also examine certain reading practices of social, ethnic, or national groups. Many of these investigations also deal with and try to explain the physiological aspect of the actual reading process. They aim at revealing certain mechanisms which are employed in the transformation of the visual signs on paper into a meaningful text in the mind of the reader.

Moreover, proponents claim that the same reader who re-read the same text two years later may derive a different interpretation.

3. Critical Reading Strategies

3.1.Introduction

The number of reading students has to do and the continual exposure to materials of all kinds makes it crucial for them to be able to read effectively. We know that most students can read but the major concern of teachers is whether they could go beyond a

superficial reading of the text and understand the text critically like reading between the lines and taking notes and highlighting essential passages...etc' simply because if teacher could help them to enhance critical reading skills, they would definitely have good reading comprehension skills and improve their academic achievement.

To do this, students need to acquire the necessary strategies to read critically all kind of text in general and literary texts in particular. There are various strategies that could be used when reading literary texts. CRS proved to be the most efficient study techniques in reading-cantered subjects particularly literature .It seeks to foster the learners' reading abilities and enhance their reflection, comprehension.

Thus, efforts at exploring critical reading strategies are crucial in providing important insights into the reading process; a positive step in attempting to develop the teaching and learning of literature in EFL context.EFL students need to engage with series of strategies to be able analyze, synthesize, and evaluate the text .According to many scholars such as (Axelrod *et al.*, 1999; Peirce, 2006; Linkon, 2008) the basic critical reading strategies in literature include annotating which means circling key words and writing comments or questions about the material in the margins; Contextualizing which requires putting a text within its original historical or cultural context.(cited in M.A. Nasrollahi, P.K.N. Krishnasamy 2015,p. 361).

According to Paris et al. (1996) there are three different text-processing activities that have been proposed for developing critical reading strategies and they are pre-reading stage, while reading stage and post-reading stage. Thus, integrating CRS in literary reading implies step by step activities to guide learners into full comprehension and evaluation of texts.

3. 2. Pre –Reading Activities

Pre- reading activities or advance look at the topic is a very important stage in which the reader previews what he will be reading. Harmer asserts that (1991, p.188).

We will not get students to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened. Especially where the subject matter of the texts may not be immediately appealing to them we have the responsibility to make students interested and to encourage them to tackle the text with positive anticipation.

Thus, Teacher prepares students for learning about the text by activating their prior knowledge about the topic. This activity allows readers to get a sense of what the text is about even before reading it closely. Many researchers stress the significance of prior knowledge activation since they are the most essential element in the BRP. Teachers should use different techniques in that stage in order to motivate and involve students and to make the reading activity easier. Here are some examples of before reading.

A .prediction

At this stage, Prediction is considered as a critical technique in reading process that may enhance the student comprehension. Holmes (1982) claims “prediction is a vital part of comprehension, and if the reader is not able to predict during his reading he is reading blinding”. Using picture or any visual aid can stimulate the learner to make predictions.

B .Ask questions

In critical approach to reading, teachers should encourage students to come out with their own questions also to give answers to questions that are around text-based. Asking

questions aims at focusing attention on text being read. It also raises the learners' reading speed and comprehension. Zimmerman & Hutchins, (2003, p.73) stress this view by saying "questioning becomes a strategy in reading process that help learners to interact with the author and so remain focused throughout the text, and help them to focus attention on what they are to learn". These are some questions that may help the students to make connections with the text:

- What is the title of the text?
- What does it denote?
- Who is the author?
- Are you reading only for general content?

3. 3. While-Reading Activities

During reading Students should be encouraged to think critically and to be flexible, active readers since good critical readers are expected to be able to interact with text The main aim of these activities is to develop conscious reading and to comprehend the writer s' intention. During this phase, the learners read the passage silently and they are expected to interact with content of the text through using two main techniques whereas the teacher monitors their work.

A. annotating

Annotating is an important strategy to employ if the readers want to read critically since it centres the readers focus on content and language. Critical readers read with a pen or pencil in their hands. According to Diyanni (2002) "*annotating is marking, circling, underlying or writing some key words, and the meaning of unknown words (synonym and antonym) and the definitions in the margin.*"(Cited in TALEBI, 2015.P, 1182).Moreover,

students can express their doubts in the form of questions in the margin and even writing short summaries.

B. Analyzing

This stage is very revealing for the critical reader because it makes him analyze both the language and agreements. The critical reader develops understanding by recognizing the skill of the creation of meaning. Thus, analyzing arguments help students to distinguish fact from opinion whereas analyzing language help student to discover patterns of repetitions, the use of specific words and phrases...etc

3. 4 .After- Reading Activities

Post reading activities requires from students to keep returning to the text and connect the old and the new information. In this phase, the reader is expected to expand the understanding gained from the text at the previous stages into writing tasks. Thus, teachers have to implement other activities that have relation with the text which will assist students to think critically like summarizing, synthesizing, evaluating. The teacher plays the role of the evaluator; he has to look whether the purposes of the reading task have been attained or not.

A .Summarising

Summarising the text is an essential technique to test the students' understanding of the text. It can be described as stating the major ideas in a text in a clear and coherent way. The students first look for author's main point while reading and then they switch them into their own style, own words.

4. Critical Thinking

To become efficient readers, Critical thinking assists students to deepen comprehension and to read between the lines .Critical thinking refers to analyzing the elements of a problem in a logical and critical way. It is the ability to determine the main ideas, supporting details, the sequence of events and the structure of the text. When reading literary texts, it is a common practice for most the students to analyze the themes, therefore reading literature and critical thinking are correlated. Thinking critically while reading aids learners to become self-corrective and sensitive to context .Moreover, Critical thinking means good thinking which is against illogical thinking. According to Facione (2006) the following skills are regarded as important factors in developing critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation .Thus, Michael Scriven claims that “training in critical thinking should be the primary task of education” (1985, p. 11).

5. Reading Comprehension

Many researchers and psychologists defined reading comprehension in different ways. Comprehension is generally considered as the essence of reading in which the reader attempts to get the message conveyed by the writer .Reading comprehension is the capacity of treating a piece of writing where students may read the same passage but interpret it in various ways. As a result, understanding a given text differs from one reader to another .Based on The Concise Oxford Dictionary, the word comprehension has nearly the same meaning as understanding, and reading comprehension determines the understanding of a text. According to Snow (2002, p. 7) reading comprehension is *“the process of simultaneously extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or*

purpose for reading". Moreover, the process of comprehension focuses on decoding the writer's words and then using background knowledge to understand and interpret the writer's message (Lenz, 1995). Thus, Reading comprehension is an important critical skill in which students make links between what they read and their prior knowledge and experiences to go beyond what is written in the text and explore the complex meanings of a text.

According To Hedge(2000),Reading comprehension is attached to the readers' purpose in reading which implies different purposes involve different strategies in approaching texts Thus, To become an efficient and independent reader, it is important for a learner to acquire and make use of certain skills and strategies since the lack of strong reading comprehension skill clearly affects students' achievement.

Conclusion

Throughout this chapter we have turned our attention to the critical reading for literary texts in which we have explored that CR will enhance the learner reading abilities whenever faced difficult and lengthy texts particularly literary ones. It started by providing some definitions about critical reading. In addition, it shed the light on three major elements: approaches to teaching literature, Critical reading strategies, and reading comprehension.

Chapter Three

The Field Work

Introduction

In the previous two chapters, we laid out scholars' view of the present research topic, but the current chapter is a presentation of the field work one that will confirm or reject the hypothesis. It represents the second part of our study, which is the analysis of the questionnaires which have been administered to English students at Mohamed khieder Biskra, classroom observation and its main findings. This chapter is divided into two parts, the first one present the research methodology, population and the sample of study, and the research instruments which were used to collect data. The second part is concerned with the analysis of the data gathered from students' questionnaires and classroom observation. Then, the obtained results will be interpreted in order to assert or reject hypothesis. In the end, we will conclude with some suggestions and pedagogical recommendations because they are directly related to the result of our investigation.

Part One

3.1. Methodology

3.1.1. Research Method

The method that was used in this research was the descriptive one. It was adopted as a way to investigate the importance of the students' perceptions about their critical reading strategies to enhance literary texts' comprehension and interpretation.

3.1.2. Population/Sampling

The population for the present study includes second year students in the English department at Mohammed Kheider University of Biskra during the academic year 2016/2017. According to the administration's statistics, this population is composed of 497 students. Since it seems impossible to take the whole number, we have selected randomly a sample of seventy students out of 497 to participate in the questionnaire. The random selection gives each person of the whole population an equal chance of being included in sample and also it somehow ensures reliability and objectivity of our research work. The reason behind choosing to work with second year students is that these students are considered as beginners because most of second year students have little previous knowledge about literature and its characteristics, or even the way of reading and processing literary texts. Moreover, during their second year at university, students are introduced to the subject "literary texts", where they have to read texts, comprehend and interpret them.

3.1.3 .Data Gathering Tools

In order to obtain the information needed for our investigation and to meet the objectives of our study, two research instruments have been used as data gathering tools.

Since our subject study touches directly local students at Biskra University, administering questionnaires to collect data from participants in order to examine their opinion and attitudes toward the importance of critical reading strategies to enhance literary texts' comprehension and interpretation comes to be the most useful and effective technique. The second instrument was a classroom observation in which we were able to gather a life data. The classroom observation took place during the course of literature at the English department at Mohammed Kheider University of Biskra; the researcher played the role of a passive observer and used checklist to record the details.

3.1.3 .1. Description of The students ‘Questionnaire

This questionnaire was administered to seventy-second year LMD students of English at Mohammed Kheider Biskra University. The selection of this sample was randomly chosen. The students answered the questionnaire inside the classrooms and they were asked to raise their hands if they need any extra explanation. In addition, each student is asked to answer the questionnaire alone in order to have valid results. The process took two days; in the first day it was given partially and randomly to students in section one, but not all of them have answered. This is mainly because the students were given too many questionnaires by master students that they want them to answer and also many students were reluctant to answer our questionnaire and said that they have poor English. In the second day, the rest of them were all answered together by students in section two and they are handed back as students finish answering them. The duration between the distribution of the questionnaires and filling them was about a twenty five minutes.

The questionnaire is made of three sections: General Question, literary texts, Critical Reading and Reading Comprehension and Further Suggestions. The questions are either closed questions, asking the students to choose” yes” or “no” answers, or to pick up the

appropriate answer from a multiple choices, or open questions where students“ are required to add comments and suggestion when it is necessary.

Section one: background information

One question was put in this section in order to obtain some general information about participants ‘baccalaureate stream in the secondary school.

Section two: reading literary texts

Section two, however, is composed of six questions (from 2 to 7) .This section is intended to inform us about about the students’ attitudes toward literature in general and a literary text in particular. It tries to question whether the participants are aware of the significance of literary material as input to help them develop their language abilities. Moreover, it attempts to reveal whether they face difficulties in reading literary texts and also identifying what are the main difficulties learners faces when reading literary texts.

Section three: Critical reading strategies and reading comprehension

Section three is composed of 11 questions from (8 to 18). It aims at exploring the critical reading strategies used by students to read literary texts which may help them to understand and interpret the writer's message and to check whether the respondents succeed in reading comprehension or not.

Lastly, we conclude this questionnaire with an open ended question in which learners’ were asked to add any further suggestions concerning the topic under investigation.

3.1.3 .2. The Description of Classroom Observation

In an attempt to have a clear image of how literary texts are taught and to investigate learners’ attitudes towards literary texts, the researcher used the classroom observation as a

key tool to gather reliable and realistic data. Cohen & Manion & Morrison, state that “The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather ‘live’ data from naturally occurring social situations.”(2007, p. 396).

The observation process took place during the second semester of the academic year (2016- 2017) with second-year LMD students of English division at Mohammed Khieder University- Biskra. The observer has attended five (5) sessions of Literature courses exactly from (01/03/2017) to (12/04/2017). Another important issue to be accounted for while describing the literature class is the time allocation for the sessions .In this respect, it was on Wednesday at 11:20 to 13:50 for the section one, and for section two it was also on Wednesday at 13:10 to 14:40. Each session lasted one hour and a half (1:30h) in which literature was taught by the use of authentic literary texts such as novels and poems. In addition, the setting in which the lecture took place was Amphy theatre. Unfortunately, it was possible to observe only one teacher because the whole second-year LMD students were instructed by the same teacher. The observer asked for permission from the teacher, who did not hesitate to collaborate.

In our attendance, we sat in the back of the amphy theatre in order to observe students’ interactions and their movements during the session. Moreover, we have depended on structured observation which is guided through the use of an observation grid (see appendix 2) because it organizes the results of the observation in a very straightforward way and it does not require much time and efforts.

Part Two:

3.2. The Analysis and Discussion of the Findings

3.2.1. The Analysis of the Students' Questionnaire

Section one: Personal Information

Question 01: Your stream in secondary school

Option	Number	Percentage
Letters	14	20 %
Foreign languages	26	37,14 %
Sciences	30	42,86 %
Total	70	100 %

Table 1: Bacculaureate Stream

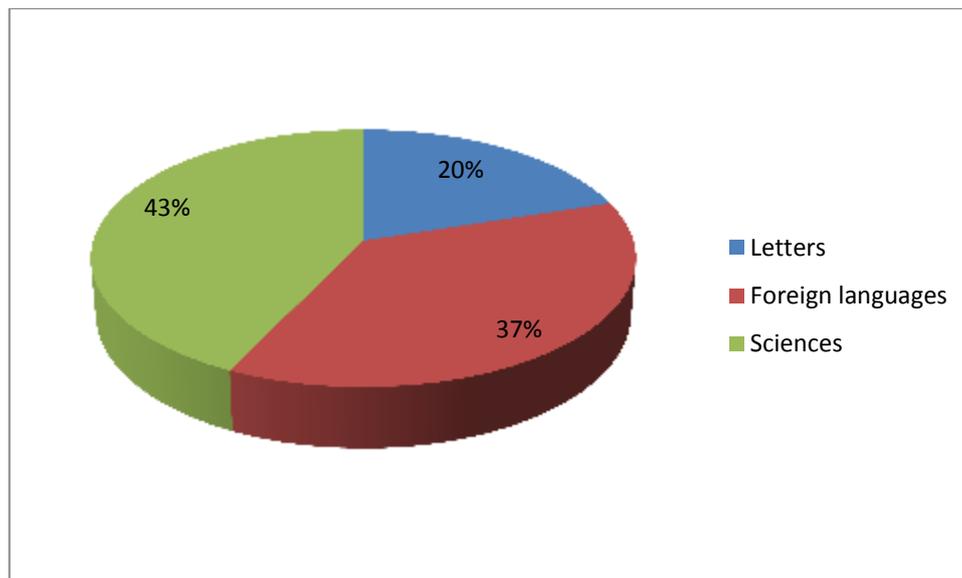


Figure 1: Bacculaureate Stream

The figure number two reveals that the majority of participants nearly (43 %) followed from a scientific stream, while 26 (37, 14 %) of them studied Foreign languages. However, only 14 (20 %) students studied in the literary stream. The obtained results demonstrate that our students may differ in their way of thinking and address educational issues because they have diverse background knowledge and in addition, English-language

time allocation in the foreign language stream is more important in contrast to the scientific one. Consequently, this fact has a considerable effect on our students' language proficiency.

.Section two: Literary Reading

Question 02: For you, Literature course is

Option	Number	Percentage
Enjoyable	39	55,72%
Boring	22	31,42%
Motivating	9	12,86%
Total	70	100%

Table 2: Participants' Attitude towards Literature Course

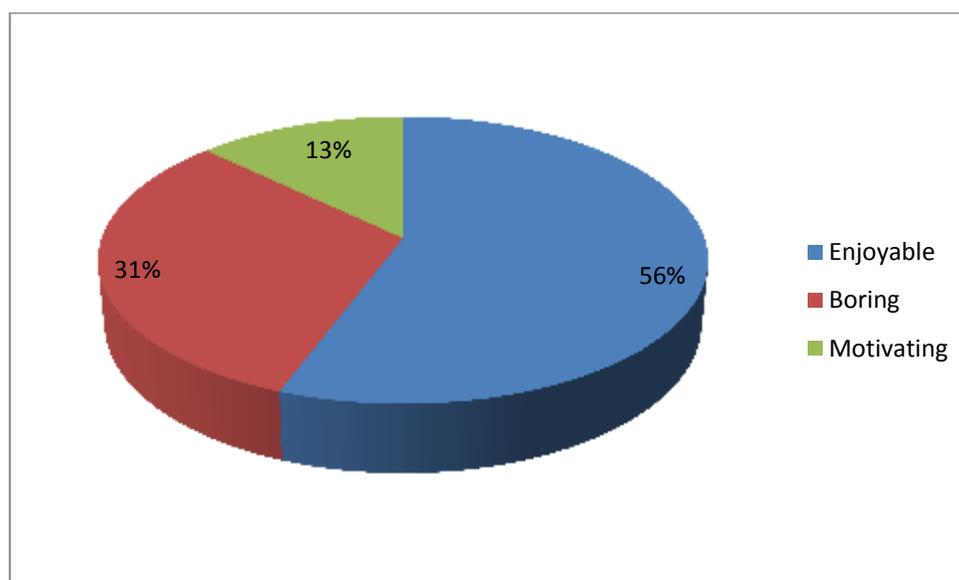


Figure 2: Participants' Attitude towards Literature Course

This question is designed to get how students consider literature course. The figure above shows that more than half of the participants (55, 72%) consider literature as an enjoyable course. A total of (31, 42 %) students believe that literature course is boring. However, just 12, 86% of them find that it is motivating.

Question 03: How many literary works do you read per month?

Option	Number	Percentage
One	28	40 %
Two	7	10 %
None	35	50 %
Total	70	100%

Table 3: Students' Reading Habit

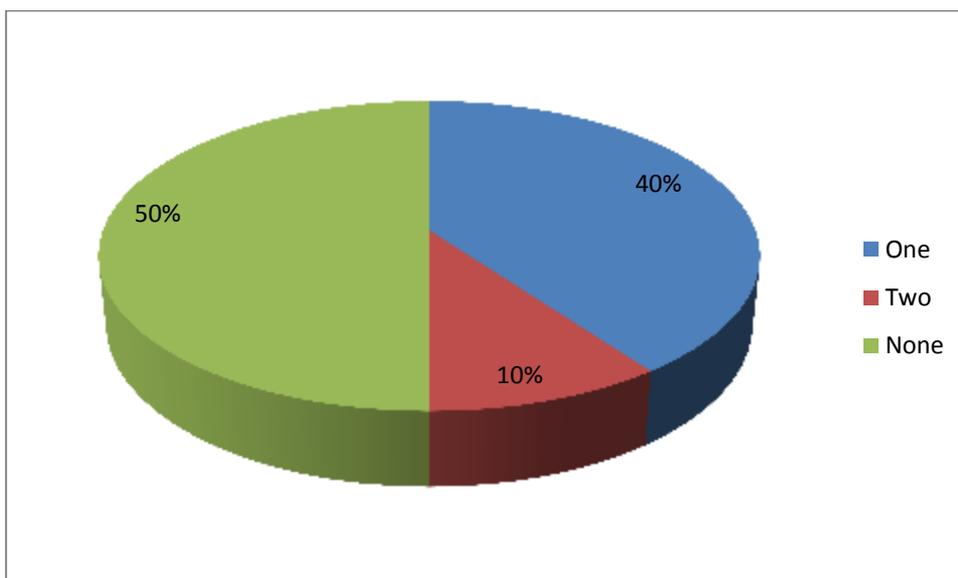


Figure 3: Students' Reading Habit

This question is addressed to the students in order to investigate the extent to which the students are prone to read books especially literary works. The results indicate that the highest number of participants (50%) assert that they read no book per month, whereas (40%) of them state that they read one book per month. It also shows that a few of them (10%) usually read two books per month. Here, we notice the lack of practice in reading literary works; therefore, those students have to read more. The 35(50%) students who said that they do not read literary works per month justified their answers claiming that there are various reasons for abstaining from reading. The answers that were provided by students are the lack of time, laziness, and difficulties in understanding the language.

Question 04:Why do you read the literary text?

Option	Number	Percentage
Expand your language awareness	27	38,57%
For pleasure	11	15,72%
Gain access to cultural background	19	27,14%
Strengthen your imagination	9	12,86%
To meet class requirement	4	5,71%
Total	70	100%

Table 4: Reasons for Reading Literary Texts

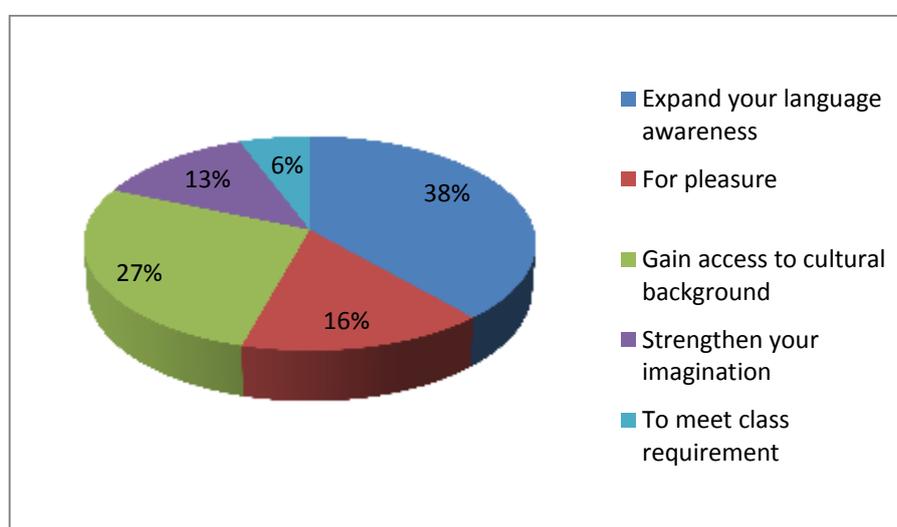


Figure 4: Reasons for Reading Literary Texts

The aim of this question is to elicit from the students their main reasons for reading literary texts. The results show that a significant number of students (38, 57%) think that reading literary materials aid them to improve their language awareness .Another total of (27, 14 %) of the students holds the view that reading literary texts help them absorb and grasp the cultural dimensions of the language they are learning, while (15, 72%) of them state that they read literary texts for pleasure, they read for the sake of enjoyment. In addition,(12, 86%) of participants believe that reading literary texts strengthen their imagination and just (5, 71%) claim that they read for the sake of answering needs related

to their studies. Here, students demonstrate great awareness of the multiple role that literary texts play in their studies.

Question 05: When your teachers assign some literary texts to be read, do you:

Option	Number	Percentage
Often understand them	41	58,58%
Hardly understand them	24	34,28 %
Never understand them	5	7,14%
Total	70	100%

Table 5: Students 'attitudes on Texts

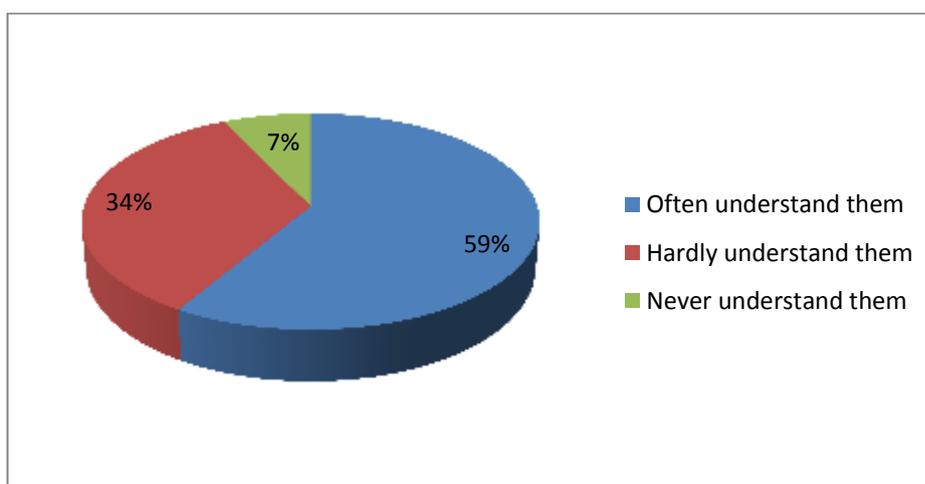


Figure 5: Students 'attitudes on Texts

This question is asked to gather data about students' attitudes toward the literary texts assigned by their teachers in terms of difficulty and whether these texts fit their level or not. Results in table 6 reveal that the majority of the students (58, 58%) often understand literary texts assigned by the teacher, however; others answer by giving (34, 28%) to the option of hardly understand them. Lastly, a minority of (7, 14%) of students claim that they never understand them. The success or failure of the reading to a great extent depends on the choice of literary material and the students' level. Thus, teachers need to pay attention to the criteria of selecting literary texts.

Question 06: What are the main difficulties you find when reading the literary text?

Option	Number	Percentage
A- Linguistic difficulties	14	20%
B- Hidden meaning	21	30%
C- Figurative language: simile, metaphor	12	17,14%
D- Cultural background of literary texts	10	14,28%
A+B	6	8,58%
B+D	7	10%
Total	70	100%

Table 6: Students' Major Obstacles when Reading Literary Texts

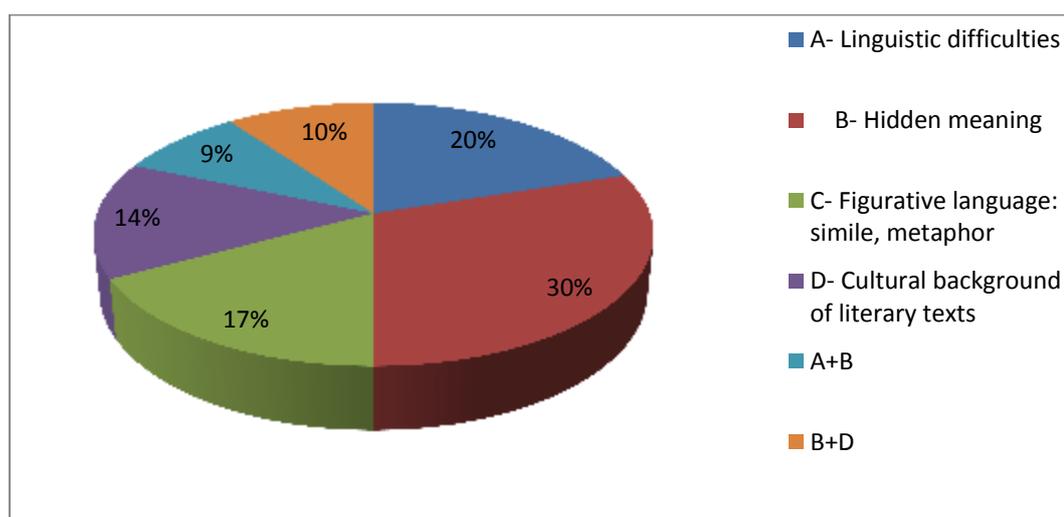


Figure 6: Students' Major Obstacles when Reading Literary Texts

To achieve the comprehension of literary reading material is not an easy task, since several elements may cause problems for students. The purpose of asking the question is to know what the main difficulties behind the learners' failure as they are reading literary materials. 21 of the respondents (30 %) inform us that they have a great difficulty in understanding the hidden meaning of the literary text .This is due to that they do not predict meaning from context and rely a lot on translation and word by word reading which

will lead to failure and frustration. 14 students (20%) claim that they face linguistic difficulties. Meanwhile, 10 respondents (14, 28%) assert that they could not cope with the cultural background of the literary texts. Moreover, 12 students (17, 14%) affirm that they have problems with figurative language and this is due to the lack of literary competence. On the other hand, since this question is a multiple choice, we find that (8,58%) of the students state that they have difficulties with Linguistic knowledge and figurative language, while 7 of students (10%) consider both answers ‘Hidden meaning’ and ‘Cultural background of literary texts’ as the main difficulties when reading literary texts. consequently, students have to read not only for obtaining knowledge but they need to be encouraged to extract hidden meaning from text relying on context. Furthermore, they should have a good manipulation of literary devices and techniques used by writers.

Question 07: When you read a literary text do you usually look for?

Option	Number	Percentage
New words and expression	29	41,42%
New information and facts	15	21,43%
The general context and evaluate the author's views	18	25,72%
Ideas and details in the text	8	11,43%
Total	70	100%

Table 7: Criteria Students Focus on When Reading

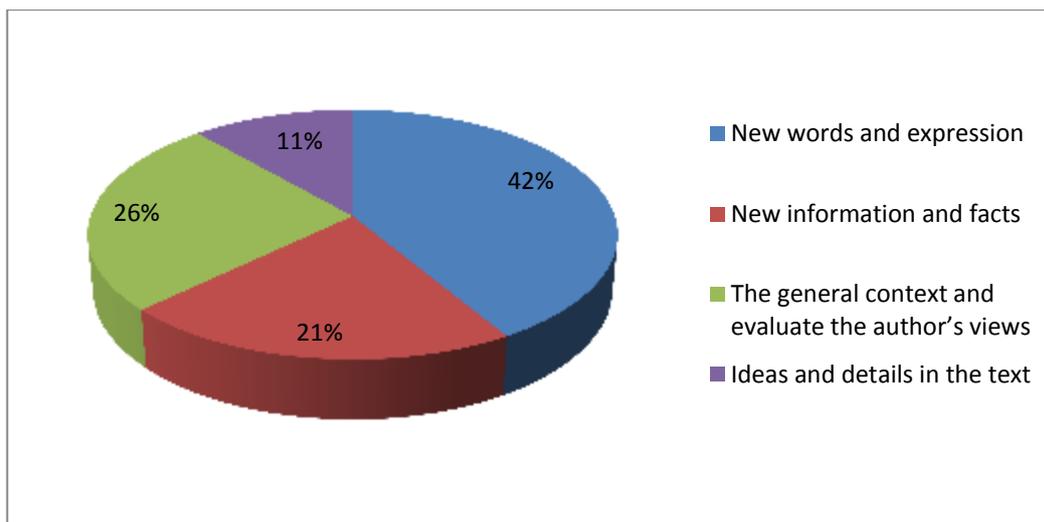


Figure 7: Criteria Students Focus on When Reading

This question is asked to see if students can reach a high interpretation as well as appreciation of the literary text or they just treat literary texts as informational texts. The obtained data display that 29 students (41, 42%) state that they look more for new words and expression when reading literary texts. Fifteen of them (21, 43%) declare that they look on new information and facts. Eighteen students (25, 72%) concentrate on the general context and try to evaluate the author s' views, while the last eight students (11, 43%) direct their attention to ideas and details in the text.

Section three: Critical Reading Strategies and Reading Comprehension

Question 08: When readings in English, if you do not understand an idea, do you:

Option	Number	Percentage
Give up	9	12,86%
Ask for help	14	20%
Try to find a way that may help you understand	47	67,14%
Total	70	100%

Table 8: Students' attitudes toward Reading Problems

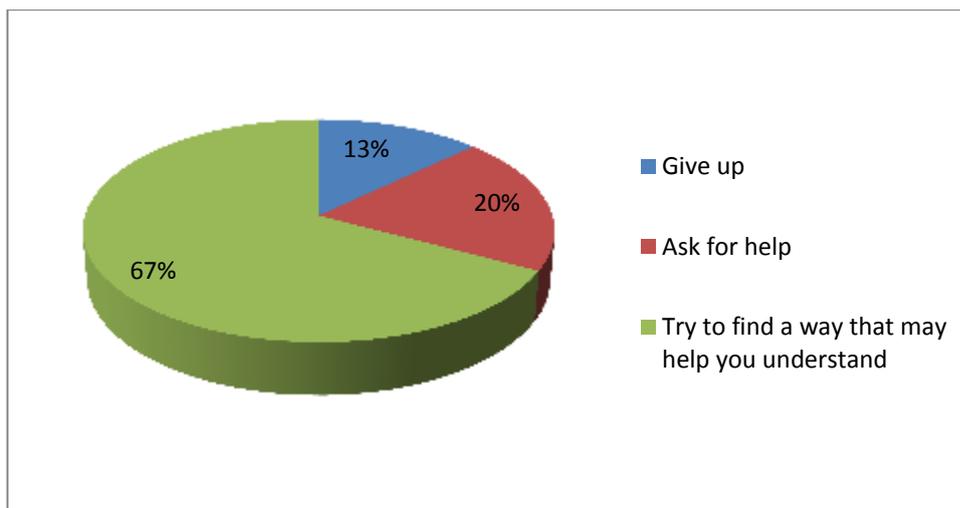


Figure8: Students' attitudes toward Reading Problems

Reading always poses a problem for students since they can't understand all the ideas in a text. The findings in table 09 reveal that the overwhelming majority of the students (67, 14%) when encountering with vague idea in the text they depend on themselves to find a solution that may assist them to understand the text, whereas Some of the participants (20%) state that they ask the teacher or their classmates whenever they come across some ambiguity in the text. However, the rest of the students (12, 86%) stop reading when they do not understand the literary material at hand. Lastly, none of the participants gave us other situations.

Question 09: Do you find the background information (author's biography/setting) helpful to Comprehend the text?

Option	Number	Percentage
Yes	66	92,28%
No	4	5,72%
Total	70	100%

Table 9: Participants' Attitudes about background information of the text

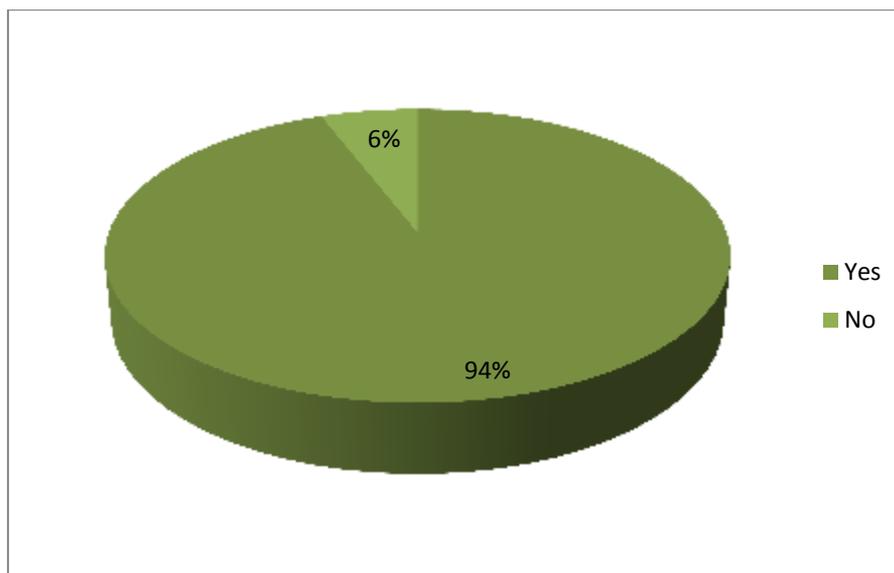


Figure 9: Participants' Attitudes about background information of the text

We set our primary aim in asking this question to check to whether background knowledge (author's biography, setting, culture) related to the text affects and enhance grasping its message. The above graph indicates that the highest numbers of participants (92, 28%) state that background information is helpful to comprehend the text, while only (5, 72 %) of them of adopting the answer "no", they are not helpful.

Question 10: Do you think that you improve your literary reading comprehension if you really use Critical reading strategies?

Option	Number	Percentage
Yes	68	97,14%
No	2	2,86%
Total	70	100%

Table 10: Students' Attitudes towards the Use of Critical Reading Strategies

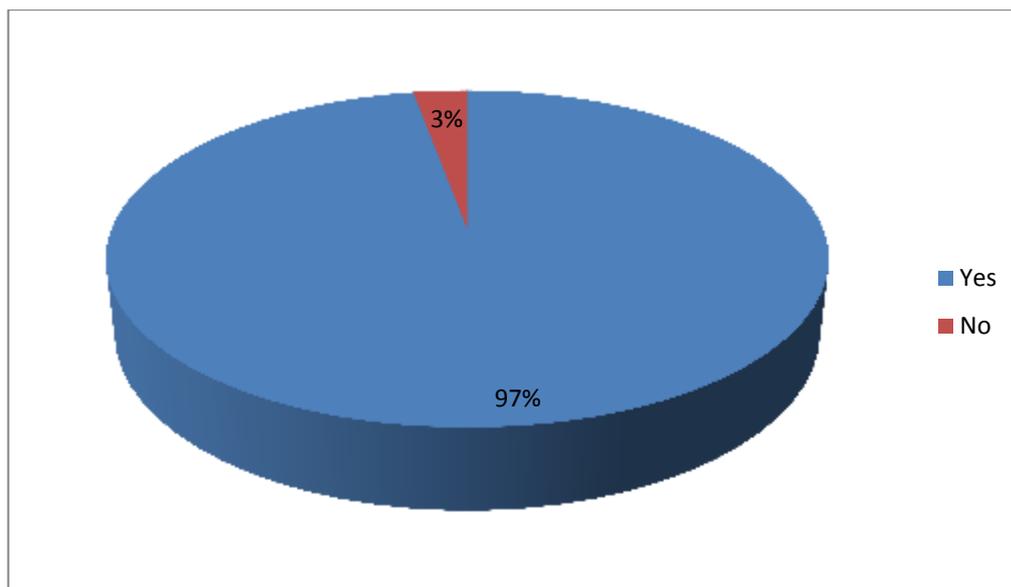


Figure 10:Students' Attitudes towards the Use of Critical Reading Strategies

The table 11 clearly shows that nearly the whole number of the participants (97, 14%) answered positively on the question, which indicates that, the students are aware of the importance of using critical reading strategies to enhance literary texts' comprehension.

Some students 'justification for their agreement:

- Critical Reading strategies help me understand the real meaning of the text.
- Through it, I can reach deep meaning of the text.
- I can gain the general overview of the text.
- To understand the purpose behind every idea in the text.
- Critical Reading strategies help me analyse everything.

Question 11: Does your teacher encourage you to develop Critical reading strategies?

Option	Number	Percentage
Yes	58	82,86%
No	12	17,14%
Total	70	100%

Table 11: Teachers' Encouragements to Use CRS

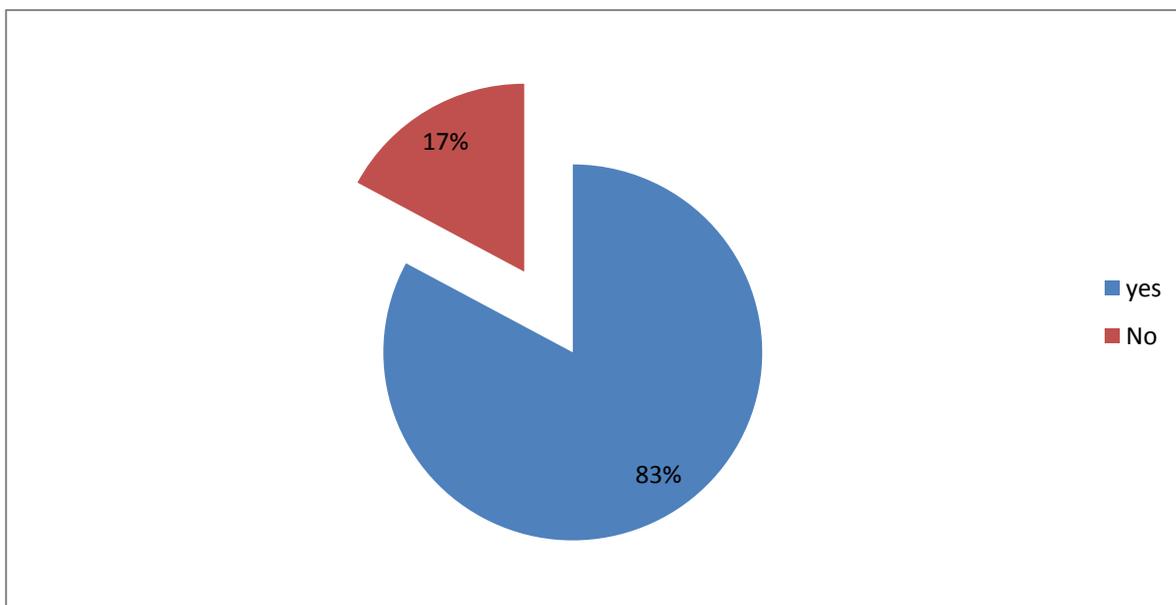


Figure11:Teachers' Encouragements to Use CRS

According to the results shown in table 12, the majority of the students (82, 86%) assert that their teacher encourages them to use CRS, while only (17, 14%) of them claim that they do not encourage them. Positive answers prove the fact that those techniques are vital elements to facilitate the reading comprehension of literary texts.

Question 12: Before reading a text, you:

Option	Number	Percentage
A- Guess the general idea from the title	17	24,28%
B- Predict the content by linking previous knowledge with new information	17	24,29%
C- Read the heading and subheading to predict the content of the text	9	12,85%
D- Read the first and the last parts of the text	2	2,86%
E- Do not do any of the above	5	7,14%
A+B	7	10%
A+C	3	4,29%
No answers	10	14,29%
Total	70	100%

Table12: The Use of CRS in the Pre Reading Phase

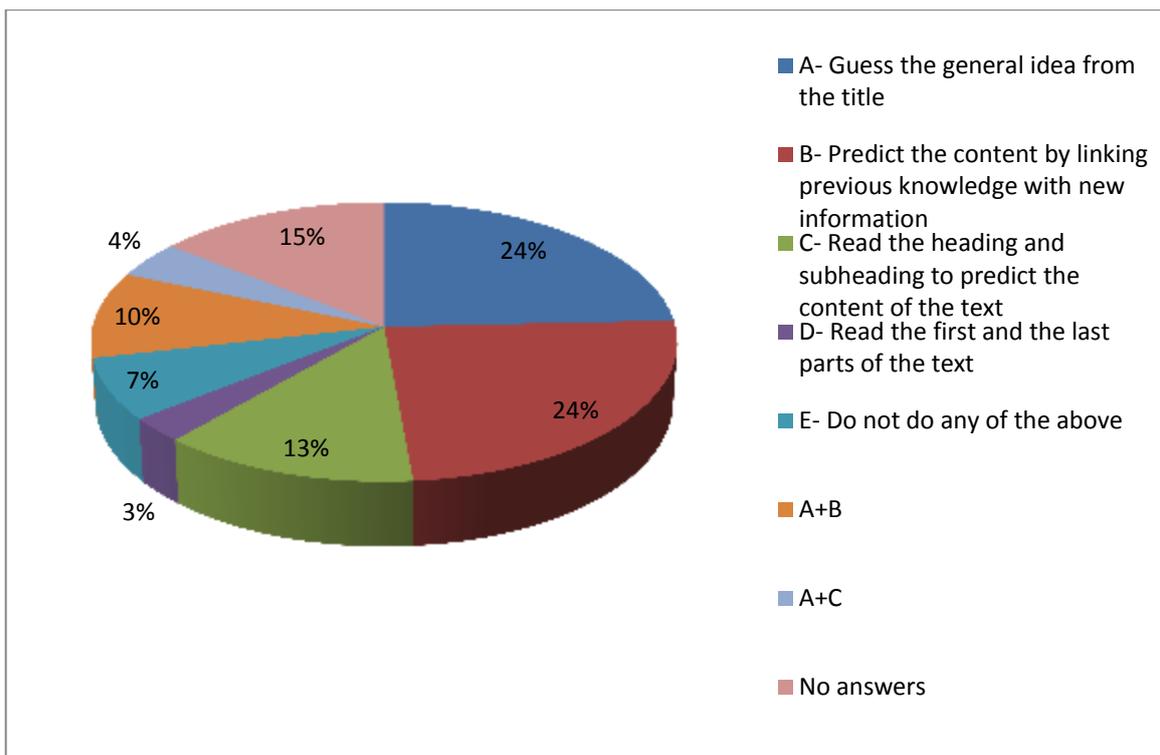


Figure12:The Use of CRS in the Pre Reading Phase

Question 13 aims at discovering whether, in the pre-reading phase, students use critical reading strategy previewing which is learning about a text before reading it and which entails prediction. A detailed reading of the above table allows us to make the following analysis. Seventeen students (24, 28%) inform us that they guess the general idea of a text relying on its title, while the same numbers of students use the prediction of the content by activating prior knowledge. Besides, nine (12, 85 %) of them read the heading and subheading to predict the content of the text. In addition, 2 (2, 86 %) of them choose to read the first and the last parts of the text. Another proportion (14, 29 %) of the sample combines between two the above strategies. In the other hand, 5 (7, 14%) of respondents assert that they do not use any of the proposed options. Lastly, (14, 29%) of the students did not give an answer. The majority of students tend to activate one or more pre-reading strategies. Consequently, previewing may be very useful, particularly for unsuccessful readers. It helps generate a more positive attitude towards the literary text.

Question 13: Do you have any idea about the following terms: annotating, skimming, contextualizing?

Option	Number	Percentage
Yes	26	37,14%
Very superficial idea	33	47,14%
No idea at all	11	15,72%
Total	70	100%

Table 13: Critical Reading Strategies

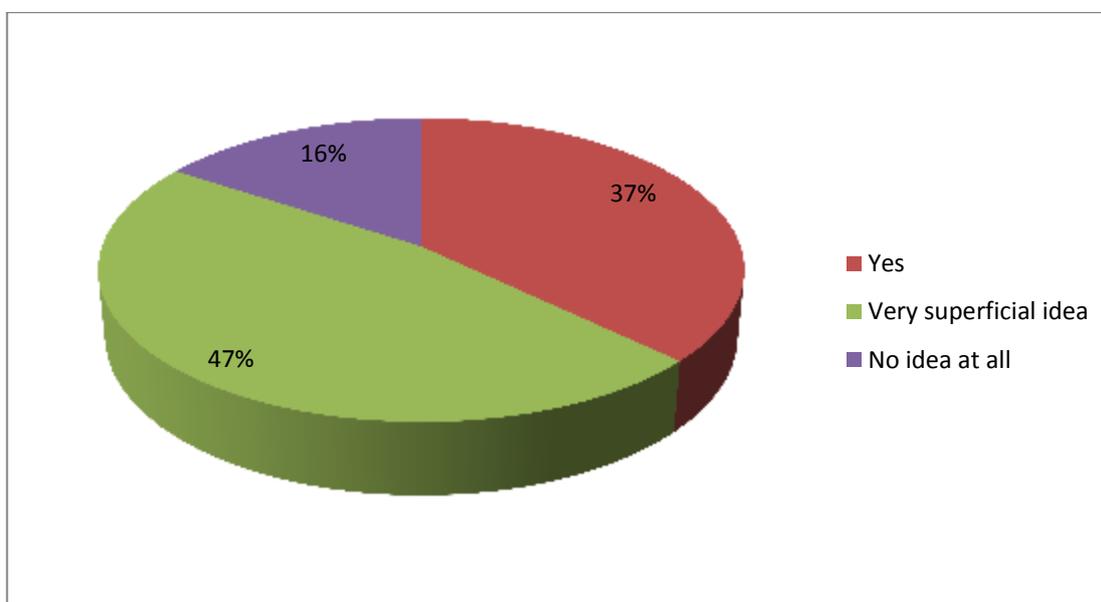


Figure 13: Critical Reading Strategies

According to the above results, we can notice that The highest percentage with 33 answers (47,14%) goes to Very superficial idea, but the second position goes to yes I have an idea about the terms with 26 (37,14%) answers. Finally, the lowest percentage goes to the third option ‘no idea at all ‘with 11 (15, 72%) answers. Consequently, despite using critical reading strategies, students are still not aware of the actual name for each strategy.

Question 14: While reading to understand a text, you:

Option	Number	Percentage
A-Draw circle around the words you knew before	12	17,14%
B- Underline the main ideas	13	18,58%
C- Make an outline	9	12,86%
D- Take notes	17	24,28%
E- Do not write anything	9	12,86%
F-Others	0	0%
A+B+C	3	4,28%
B+C	7	10%
Total	70	100%

Table 14: The Use of CRS in the While Reading Phase

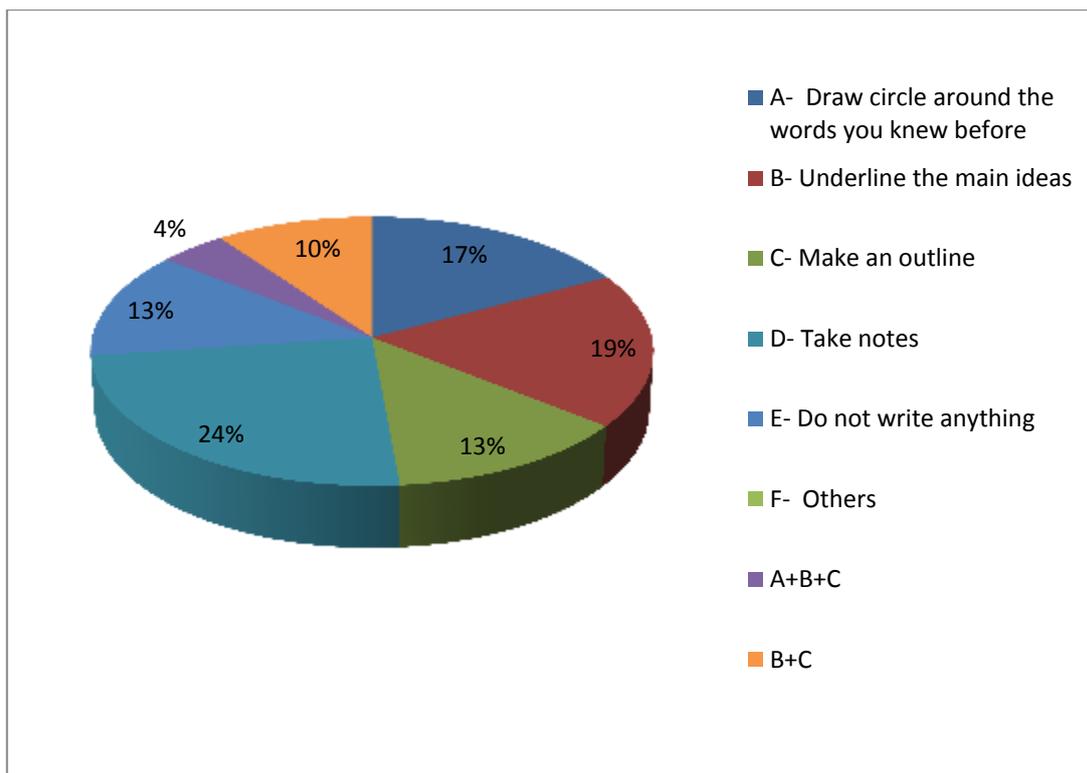


Figure 14:The Use of CRS in the While Reading Phase

The question is asked to find out if the students use critical reading strategies such as outlining, and annotating “which includes underlining, circling, writing keywords...etc” to enhance their comprehension while reading the text. the results obtained denote that (17,14%) of the students they draw circle around the words they knew before to understand the text ,while (18,58%) of them state that theyunderline the main ideas to reach comprehension, also around (12,86%) of the students claim that they make an outline to the text .In addition , the majority of the students(24,28%) assert that they take notes to understand the text . on the other hand , 10 (14,28%) students combine two to three strategies. However, (12, 86%) of them say that they do not use any strategy. Lastly, none of the participants provides us with other suggestions.

Question 15:After reading a text, you:

Option	Number	Percentage
A– Can engage in self questioning	5	7,14%
B–Can retell what happened in the text	17	24,28%
C–Can summarize the text	25	35,72%
D–Can find fact and opinion	4	5,72%
E–Can tell your point of view about text	12	17,14%
B+C	6	8,58%
C+E	1	1,42%
Total	70	100%

Table 15:the Use of CRS in Post Reading Stage

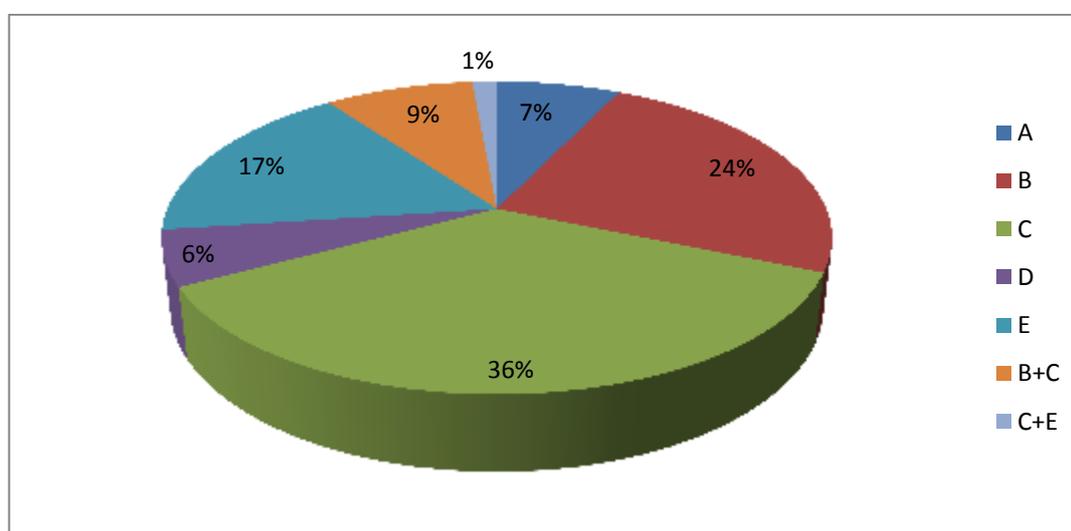


Figure 15:The Use of CRS in Post Reading Stage

The aim of this question is to check students' awareness about postreading strategies. The results obtained denote that (35, 72%) of the students can summarize the text, while (24, 28%) of them can retell what happened in the text, also around (17,14%) of

the students claim that that they can tell theirpoint of view about text .On the other hand, since this question is a multiple choice, we find that (8,58%) of the students state that they can retell what happened in the text and can summarize the text , while only one student (1, 42%) declares that he/she can summarize and can tell his /her opinion. Moreover, (5, 72%) of students assert that they can find fact and opinion.

As a result, the answers gathered show that a higher percentage represents summarizing strategy, which means that in addition to the several strategies used by learners to meet the reading goals, summarizing is the most used strategy.

Question 16:- How often are you asked to express your own opinion and your personal interpretation of the literary text?

Option	Number	Percentage
Always	29	41,42%
Sometimes	29	41,42%
Rarely	8	11,42%
Never	4	5,71%
Total	70	100%

Table 16: The Students' Involvement in Text

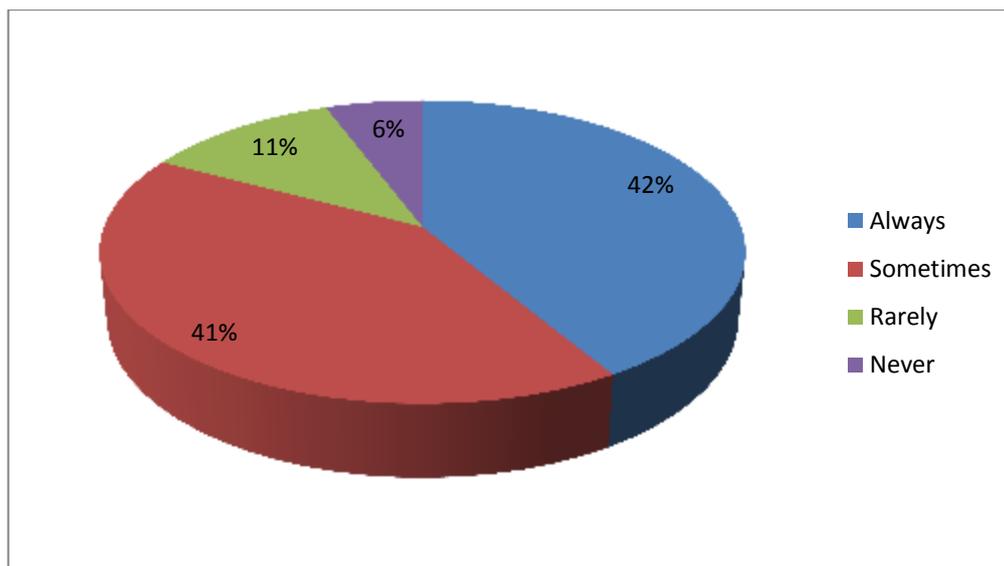


Figure 16: The Students' Involvement in Text

This question has been asked in order to find out whether the students are asked to give their own opinions and their personal interpretations to the literary texts. The figure17 above shows that (42%) of the students answer that they are always given the occasion to express their opinion and personal judgments about the literary text and the same percentage of them (42%) state that their teacher sometimes gives them the opportunity to interpret the text. However, 8(11%) students say that they are rarely asked for their opinions. Finally, only (6%) of them argue that they are never asked to express their opinion.

Question 17:What is your teacher's reaction to your opinion and interpretation?

Option	Number	Percentage
S/he usually accepts wrong interpretations	31	44,28%
S/he usually rejects wrong interpretations	4	5,72%
S/he corrects wrong interpretations	35	50%
Total	70	100%

Table 17: Teacher's Reaction to Students 'interpretation

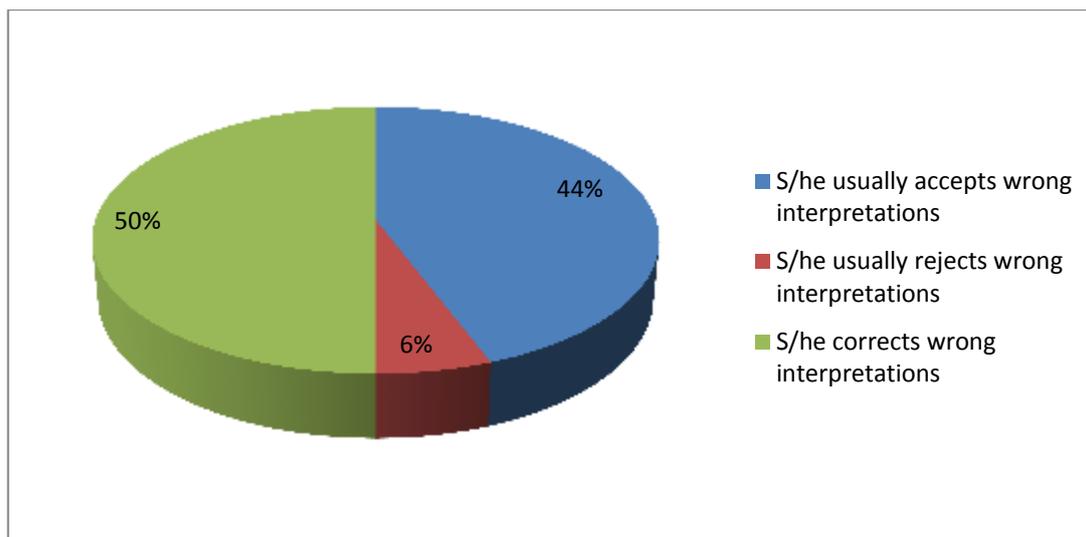


Figure17:Teacher’s Reaction to Students ‘Interpretation

The aim of this question is to investigate the teacher’s reactions to students’ personal interpretations. The obtained results show that (50%) of the participants claim that when they give a wrong interpretation, their teacher directly corrects it. Whereas, 31 of the participants (44, 28%) state that their teacher always accepts wrong interpretation, and asks them to correct it by themselves, this way maybe is the best one because it makes students more aware of their deficiencies. Finally, only (4%) of the participants declare that their teacher rejects wrong interpretation and criticize them.

Question 18: how do you consider your comprehension ability?

Option	Number	Percentage
Very good	7	10%
Good	34	48,58%
Not bad	29	41,42%
Bad	0	0%
Total	70	100%

Table 18:Proficiency Level in ReadingComprehension ability

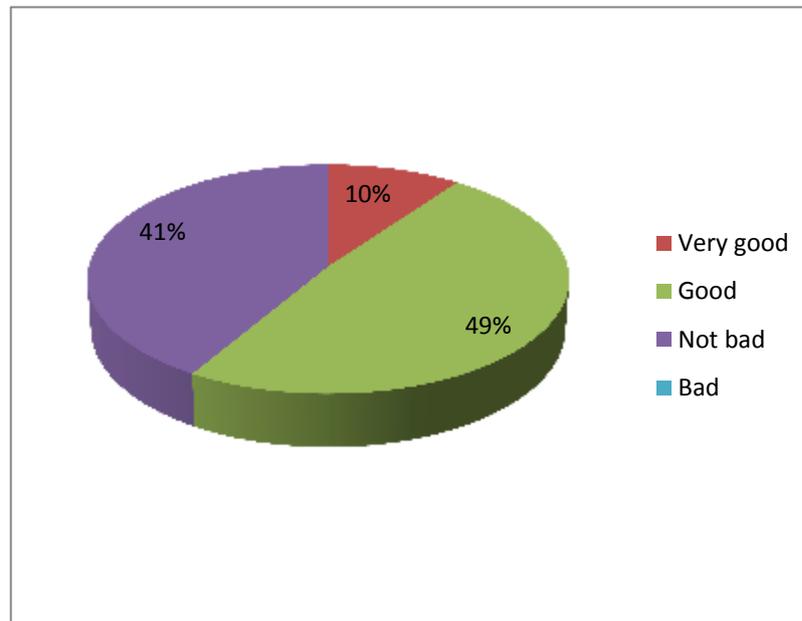


Figure18:Proficiency Level in ReadingComprehension Ability

As it is shown from the table, the majority of the students (48, 58%) have good comprehension reading ability may be because they practice various strategies to access the comprehension and they know which strategy works best to comprehend texts, whereas (41, 42%) of them claim they are not bad. In addition, (10%) of them mention that they have a good reading comprehension. Lastly, no student opt the last choice.

Question 19: Before you hand back this questionnaire, I invite you to add your personal point of view, additional information or suggestions regarding enhancing your comprehension and interpretation of literary text?

This is the last element in the students' questionnaire where participants have the chance to answer with total freedom by giving their suggestions regarding enhancing their comprehension and interpretation of literary text. Unfortunately, the majority of respondents (74, 42%) have no suggestions, whereas, only eleven respondents (25, 58%) offer some suggestions and just a few of them are acceptable answers. Students' suggestions are:

- Encourage students to deal with all kinds of literary works.

- Teacher should support learners to work by themselves, by using the local library, the net...etc to comprehend literary texts and analyze them.
- Giving the learner short stories to read and summarize instead of novels.
- Teachers should not give their views about stories before the student.
- Encourage the students to give their opinion freely and to interpret literary texts by giving them extra marks.
- Students should read not only works assigned by their teachers.

3.2.2. The Analysis of the Classroom Observation

We divided the observation grid into five items during the (5) sessions: attendance, discipline and participation, the content of the session, the way of teaching, and teacher s' feedback. Through our close observation, the following data were gathered:

Concerning the attendance, we noticed that in the first session for,section one, 105 students (50%) out of 211 were present. The second session, students' attendance was equal and it reached (51%) of the whole number. However, in session three, the presence of the students did not reach the half of the class (42%), while in the following two sessions after the holidays, the number of the students 'attendance increased to reach (55%) and (57%) of the total number. For section 2 almost the same rate of the attendance, where we noticed that the majority of them preferred to not attend the class. In general,during the five sessions that we have attended with section 1 and 2, we have noticed that the majority of the students miss the lecture of literature and this is mainly due to the timing of the session itself, which is usually overlapped with lunch time.

A further important thing that we noticed during the observation was the students' participation. We observed that the number of participants in section one was wobbling. During the first and the second session, we found that (31%) of the students were answering their teachers' questions, and only (12%) of them were asking questions. In the third session, we noticed that the number of the participants decreased perhaps since it was the last week before the holiday. However, in the fourth and fifth session, the number of the participants increased compared with previous sessions. On the other hand, we observed that students of section 2 seem to be so quiet and tired and not willing to talk for almost all the sessions and only a few of them were answering their teacher's questions and asking questions mainly due to the time of the session which is allocated at (13:10 to 14:30), or perhaps only a few of them are attentive and motivated.

After a preliminary knowledge of literature acquired during their first year, a rich syllabus is offered to the second year LMD students in order to appreciate a variety of literary genres and different eras of literature. During the five sessions, we noticed that the literature course is very varied. The teacher devoted four sessions for the theoretical side and one session for the practical side. The teacher rarely assigned reading texts because first she had not enough time to deal all the sessions with reading, which was probably due to the length of program and the time of the session which is only one hour and a half per week. Thus, most of the time, the teacher focused on literary studies in her teaching such as explaining literary movements, characteristics of literature style, qualities of some writers and steps in literary analysis. The approach used by the teacher was likely due to time constraint and the need to cover all the points of the programme.

We noticed that during the theoretical session, the teacher transmitted the background information to students. In addition, teacher worked with clarity when explaining the lesson and when moving from one step to another. First, she provided the

students with the title of the lecture then he spent most of the time explaining the notions and the major elements of the theme, and also sometimes he wrote some questions on the board then asked the students to answer in order to give them the opportunity to enrich and extend the discussion. However, during the practical session, the teacher delivered a handout which included a sample from symbolism (last section of Waste Land by T.S.Eliot) and a sample from realism (Mending Wall by Robert Frost). First, the teacher spent 15 minutes recapitulating the main characteristics of both symbolism and realism and then she introduced the reading passage to students. Moreover, the teacher assigned some questions to answer focusing on the most significant components of literary text such as what does the title suggest to you? In addition, a room was left to discussing figurative language. After analyzing the poem, the teacher provided the students with the opportunity to give their own explanations to texts. Here, teacher played the role of a mediator to help readers interact with text and to look beyond the author's word.

In addition, we noticed that the teacher depended on the use of the board to write the lesson plan and difficult words or to explain the lesson, to provide student with examples. She also provided students with handouts.

What was also observed during all the five sessions is that the teacher was always trying to provide her students with a positive feedback and directly answering them in a cooperative way, by correcting their mistakes indirectly. However, we noticed that the teacher sometimes gave negative feedback to her students, and this occurred either unconsciously or when there was a lot of noise hindering the students to listen to her instructions.

3.2.3. The Discussion of the Results

3.2.3.1. Discussion of the Results of the Students' Questionnaire

The analysis of students' questionnaire shows various results concerning each section. However, they are not valid unless they are accompanied with its interpretations. Then, interpreting the collected outcomes appears as a necessary step in the current research because students have different answers in all sections which involve general information, literary reading, and critical reading and reading comprehension.

In the personal information, the students' responses concerning their baccalaureate stream reveal that the majority (42, 86%) of them studied in sciences classes before entering the university, whereas (37, 14%) mentioned that they studied in Foreign language classes, and only 14 students had a Baccalaureate in Letters, for this reason, our students may differ in their way of thinking since they have different background knowledge.

Concerning part two which is about literary reading, according to a great number of EFL participants (55, 72 %), the course of literature is enjoyable; as well as, it is interesting for (12, 86%) of them, whereas other students with (31, 42%) claimed that literature course is boring because those students may have the intention to pursue language studies, not literature and civilization studies. Despite the fact that most of the students have shown their interest in the literature course, the majority (50%) of them claimed that they read no literary books per month. Here, the lack of this habit might be due to educational and cultural background and socio-economic environment that doesn't encourage people to read literary works frequently. Moreover, Question four demonstrates more interesting facts about the students' reasons for reading literary texts. Students with a positive attitude towards literature course believe that literary reading is invaluable source for language enhancement, enjoyment and cultural enrichment. Although the majority of

participants have positive attitudes toward the importance of literary reading, they still face some challenges such as linguistic difficulties, hidden meaning, figurative language ...etc, when they read literary texts assigned by their teacher as it is indicated in figure 5 and 6. Thus, the teacher needs to consider the criteria of selecting literary materials and also has to involve the students in the process of selection through open sessions in which students can share and exchange their attitudes about literary works.

The analysis of the last section reveals important interpretations. More than the half of the participants (67, 14%) when encounter with a difficulty in the text, they try to find a solution that may help them to understand the text. Moreover, a great number of them (97, 14%) consider the use of critical reading strategies as a helpful way in enhancing their comprehension of literary texts. This could be explained that students are extremely aware of the importance of CRS. In addition, the teachers 'encouragement to use CRS as it is indicated in figure 12 proves the fact that those strategies are vital element to improve literary texts' comprehension.

Concerning reading stages, we can say that in pre reading phase, the majority of the students activate the strategy of previewing by reading the heading and subheadings or linking previous knowledge with new information to predict the content, or by guessing the general idea from the content as referred to in figure 13. Whereas, in the while reading phase, second year students use critical reading strategies such as outlining, annotating to understand the message conveyed by the written text. Moreover, after reading the material, the majority of students summarize the text to check if comprehension has taken place. Another important point to be highlighted is the students' involvement in the text. The majority of students make it clear that they are given the chance to express their personal opinions on the texts as shown in figure 17.

The results obtained from the analysis and the interpretation of the students' questionnaire actually confirmed most of the key points that have been hypothesized to conduct this research.

3.2.3.2. The Discussion of the Results of the Classroom Observation

Classroom observation was a significant research tool that helped to reveal realistic facts about literature teaching practices and some important hints about the progress of literature course and as well as students' attitudes towards literary texts. During the sessions that we have attended, we noticed that one hour and half per week seems to be far from being enough for a module that includes the study of both American and British literature. Due to some factors mainly time shortage and length of program, the class was teacher-centered and only during the practical session that the students were able to interact with the literary text and formulate their own personal responses and reactions to messages, as well as literary devices and style used by the author. In addition, we noticed that most of the provided feedback was a positive one; this means that the teacher was completely aware that positive feedback encouraged her students, unlike the negative feedback which de-motivated them. Teaching large number of students within a lecture proves to be impossible to give opportunities to most of students to participate.

Concerning the students' attitudes towards literary texts, we noticed that there were students who really demonstrated a high level of motivation to study literature and they did not show any negative reaction when they received a negative feedback. This category of students represented the dominant fraction of participants most of time, which increased the rate of interaction in the classroom.

Finally, it should be noted that the findings which were obtained from both students' questionnaire and classroom observation enlighten us with several evidences to confirm

the correctness of our hypothesis which assumed that if teachers include critical reading strategies, they may help students to foster their comprehension and interpretation of literary texts.

Recommendations

In the light of the findings obtained from the study, the researcher has strived to come up with some necessary suggestions and recommendations for both Literature teachers and EFL learners.

- Teachers should shift from teacher-centred to learner -centred approach to teaching literature, in order to aid students to explore their own responses to literary texts. Thus, to ensure students' participation and involvement in literature classes, many strategies and techniques can be applied such as prediction activities, summarizing texts, rewriting and so on. This approach aims at involving the students with the literary text and allows them to develop their own perception of it. It also aims at creating a student-centred classroom and the promotion of collaborative learning.

- To have a good manipulation of literary devices and techniques used by the writer, this requires not only linguistic knowledge, but also literary knowledge such as figurative language. Thus, teachers should provide learners with the necessary knowledge and awareness about the characteristics of the language of literature and its deviation from the norms of normal language, in order to help students to process literary materials properly and then strengthen their comprehension and interpretation.

- Since time constraint and the large number of students were revealed as the main problems that prevent teachers of literature from dealing with text reading and analyzing, It is suggested that at least one more TD session of one hour and a half has to be allocated for literature course, in this way the teacher will have the necessary time to deal with the different literary works and also can manage the course effectively.

Conclusion

The current chapter was devoted to the analysis and discussion of the data gathered from the instrumental tools used during the investigation. Consequently, the obtained results confirmed what we hypothesized earlier in the introductory chapter. For this reason, some recommendation is going to be proposed for students and teachers that may help them in improving literary texts' comprehension and interpretation.

General Conclusion

In essence, the present dissertation has been an endeavour to investigate the students' perceptions about their critical reading strategies to enable them to look beyond the author's words and foster their personal responses to literary text. Thus, the study is undertaken in order to test (reject or accept) the hypothesis that states "If teachers include critical reading strategies, they may help students foster their comprehension and interpretation of literary texts".

This research work is divided into three chapters. The first chapter introduced theoretical background about the use of literature and literary texts in FL classes. It highlighted the common definition(s) of literature the historical overview of teaching literature. It also discussed in details the different criteria for selecting literary texts and the different approaches to teach literature. The second chapter of this research, concerned with the critical reading for literary texts. It started by providing some definitions about critical reading. In addition, it shed the light on three major elements: approaches to teaching literature, Critical reading strategies, and reading comprehension.

The third chapter was a presentation of the field work of this study. Its ultimate goal was to test the research hypothesis. Two research tools have been used as data gathering tools. A questionnaire was administered to seventy-second year LMD students of English at Mohammed Kheider Biskra University in order to examine their opinion and attitudes towards the importance of developing critical reading strategies. In addition, classroom observation was conducted during the second semester of the academic year 2016/2017. This observation helped us to gain a realistic data concerning the use of critical reading strategies, and to have a general insight about the students' attitudes towards literary texts.

Finally, the data obtained from the students' questionnaire and classroom observation enlighten us to confirm most of the key points that have been hypothesized to conduct this research. Thus, it is important to include CRS in second year literary texts programme in order to provide them with guidelines and directives when reading literary material.

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Appendices

Appendix 01

STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation .We direct this questionnaire in order to explore **Students Perceptions about their Critical Reading Strategies to Enhance Literary Texts ‘Comprehension and Interpretation’**. This is not a test, so there is no “right” or “wrong” answers and you do not have to write your name. Please give your answer honestly and sincerely.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary, and justify your answer whenever needed.

Thank you so much you for your kind cooperation.

Section one: Personal Information

1-Your stream in secondary school

- Letters
- Foreign languages
- Fact Sciences

Section two: Literary Reading

2- For you, Literature course is

- Enjoyable
- Boring
- Motivating

3- How many literary works do you read per month?

- One
- Two
- None

- If none, why

4 - Why do you read the literary text?

- Expand your language awareness
- For pleasure
- Gain access to cultural background
- Strengthen your imagination
- To meet class requirement

5 - When your teachers assign some literary texts to be read. Do you?

- Often understand them
- Hardly understand them
- Never understand them

6- What are the main difficulties you find when reading the literary text?

- Linguistic difficulties
- Hidden meaning
- Figurative language: simile, metaphor
- Cultural background of literary texts

7 - When you read a literary text do you usually look for?

- New words and expression
- New information and facts.
- The general context and evaluate the author's
- Ideas and details in the text

Section three: Critical reading strategies and reading comprehension

8-When readings in English, if you do not understand an idea do you

- Give up
- Ask for help
- Try to find a way that may help you understand
- Others please specify.....

9- Do you find the background information (author's biography/setting) helpful to comprehend the text?

- Yes
- No

10- Do you think that you improve your reading comprehension if you really use Critical reading strategies?

- Yes
- No

Why

11- Does your teacher encourage you to develop Critical reading strategies?

- Yes
- No

12- Before reading a text, you:

- Guess the general idea from the title
- Predict the content by linking previous knowledge with new information
- Read the heading and subheading to predict the content of the text

- Read the first and the last parts of the text
- Do not do any of the above

13- Do you have any idea about the following terms: annotating, skimming, contextualizing?

- Yes
- Very superficial idea
- No idea at all

14- While reading to understand a text, you

- Draw circle around the words you knew before
- Underline the main ideas
- Make an outline
- Take notes
- Do not write anything
- Others please specify.....

15- After reading a text, you

- Can engage in self questioning
- Can retell what happened in the text
- Can summarize the text
- Can find fact and opinion
- Can tell your point of view about text

16- How often are you asked to express your own opinion and your personal interpretation of the text?

- Always Sometimes Rarely Never

17- What is your teacher's reaction to your opinion and interpretation?

-S/he usually accepts wrong interpretations.

-S/he usually rejects wrong interpretations.

-S/he corrects wrong interpretations

18- How do you consider your comprehension ability?

Very Good good not bad bad

19- Before you hand back this questionnaire, I invite you to add your personal point of view, additional information or suggestions regarding enhancing your comprehension and interpretation of literary text?

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

Appendix 2

Classroom Observation Grade

Teacher: Teacher x

Date:

Observer: MIHI AMINA

Time:

Topic:

Attendance	participation	The content of the session	The way of teaching	Teacher's feedback

Résumé

Ce travail de recherche a comme objectif d'étudier l'importance de perception des étudiants sur la stratégie de lecture critique pour leurs permettre de comprendre la subtilité du texte au-delà des mots de l'auteur et par conséquent se forger une opinion personnel. La plupart des étudiants, y compris ceux du cycle universitaire, éprouvent des difficultés à comprendre et à interpréter les textes littéraires. Ceci est le plus souvent dû à leurs incapacités d'effectuer une lecture critique. L'hypothèse de cette étude consistait à ce que l'introduction par le professeur d'une approche ayant pour but de familiariser les étudiants avec une lecture critique serait susceptible de les aider à mieux cerner les textes littéraires. Pour confirmer ou infirmer notre hypothèse, une étude analytique consistant à soumettre un questionnaire à 70 étudiants en deuxième années de LMD, au niveau de l'université de Biskra pour connaître leurs opinions en ce qui concerne l'utilité de développer une lecture critique. En parallèle, une observation des cours lors du second trimestre de l'année académique 2016/2017 a été effectuer afin de mieux comprendre l'impact de la lecture critique ainsi que l'attitude des étudiants vis-à-vis des textes littéraires. Les résultats obtenus lors de cette étude me prouvent que le professeur et les étudiants sont conscients quant a la nécessité des stratégies critique de lecture pour une bonne compréhension du texte. Cela indique l'importance d'inclure stratégies de lecture critique dans le programme des textes littéraires de la deuxième année.