PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

DJILALI LIABES UNIVERSITY OF SIDI BELABBES

FACULTY OF LETTERS, LANGUAGES AND ARTS

DEPARTMENT OF ENGLISH

USING COMPUTER RELATED TECHNOLOGIES IN READING LITERARY TEXTS
CASE STUDY: 1ST YEAR ENGLISH LMD STUDENTS AT CHLEF UNIVERSITY

Thesis Submitted to the Department of English Language in Candidacy for the Doctorate Degree in English for Specific Purposes (ESP)

Presented by   **Supervised by**

Mrs. Sarah MEHARET   **Prof. Mohammed Yamin BOULENOUAR**

Board of Examiners

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Academic Year: 2017-2018

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Jabir ibn 'Abdullah al-Ansari reported that the Prophet, may Allah bless him and grant him peace, said, "Whoever has a favour done for him should repay it. If he cannot find anything he can use to repay it, he should praise the one who did it. When he praises him, he thanks him. If he is silent, he is ungrateful to him. If someone adorns himself with something he has not been given, it is as if he was wearing a false garment."

Sahih (Al-Albani)

Dedications

Reaching the end of this thesis makes look back at what I have learned. It was not easy to develop everything I aimed to accomplish and it would not have been possible to do it if I did not have the support of all people that are part of who I am. But there are special people who simply seem to be there when everything goes wrong, when it is time to celebrate or when we are just common individuals. My wonderful shelter that makes me feel that I know where I always belong.

To my dearest parents who taught me that the path from dreams to success does exit and that vision is more than eyesight and wisdom is more than knowledge. You have been a source of encouragement and inspiration to me throughout my life, a very special thank you for providing a 'writing space' and for the myriad of ways in which you have actively supported me in my determination to find and realize my potential and to make this contribution to my future.

To my dear and loving husband who encouraged me and put his academic profession on hold so I could realize my dream. My heartfelt thanks for his remarkable patience, unwavering love and wisdom and endless support.

To my wonderful sisters Anfel and Amira and my brother Nasro... life is full of changes, but your love lasts forever.

To my parents-in-law for their unconditioned understanding.

To readers, whom I hope I quench their thirst for knowledge

And to my lovely little daughter queen Nursin...

... I dedicate this thesis.

Acknowledgments

This thesis is the culmination of my journey of Ph.D which was just like climbing a high peak step by step accompanied with encouragement, hardship, hope and frustration. This journey has been much more than just completing a step of study. My highest achievement has been the opportunity to interact with people from different cultural backgrounds. When I found myself at top experiencing the feeling of fulfillment, I realized though only my name appears on the cover of this thesis, many people including my family members, well-wishers, my friends, colleagues, even troublemakers and various institutions have contributed to accomplish this huge task.

I would like to express my profound gratitude for those who have helped me throughout the dissertation stage. I am greatly indebted to my research guide, my supervisor Pr. BOULENOUAR who accepted me as his PhD student and offered me his mentorship. This work would not have been possible without his guidance and involvement, his support and encouragement on regular basis from the commencement till date. Under his guidance I successfully overcame many difficulties and learnt a lot. His own zeal for perfection, passion, unflinching courage and conviction have always inspired me to do more.

My earnest thanks to the honourable members of the jury, I am grateful for their valuable advice, constructive criticism and positive appreciation and counsel. Special thanks and sincere gratitude to Prof. Noureddine GUERROUDJ and

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While writing my Ph.D thesis, I've realized two things: first no thesis is ever really finished and second thanking, after Allah, every collaborative person who helped me to accomplish this work is truly a must.

Abstract

Common in the language classes is to study literature and to read confidently and autonomously both for information and pleasure are among the most valuable and noble aims that students want to gain from language study. At times debates are still going on about how to teach literature in language classes and the renewed interest in using literature for language teaching accompanied with technology. The normalization of technology in many aspects of our lives urges a need to examine the impact of using it in language learning and literature in particular. Moreover, teaching literature remains a difficult task as course content, teaching methods and objectives vary greatly from one teacher to another. This doctoral thesis proposes that there is an eminent need to understand the nature of educational technologies in order to apply them effectively in teaching literature, on one hand, and to measure the readiness and acceptance of the use of technologies by both teachers and students on the other hand, to be planned for in advance rather than leave the whole process to chance.

Accordingly, the study which is conducted in this thesis is an attempt to identify the possible challenges and constraints that preclude first year LMD students' in the Department of English at Chlef University from understanding literature when meeting the module of literary studies for the first time. The possible reasons behind this query could be the students' unawareness of the nature of literary texts and what advantages may be brought about by the latter. In addition to that, despite all these investments on ICT infrastructure, equipments and professional development to improve education in many countries, ICT adoption and integration in teaching and learning have been limited in this context. Moreover, Prensky's (2001) assumption, that this generation's students are "born naturals" at using technology, should not be left unexamined. Although there is a growing literature that covers the students' and the teachers' experiences and attitudes towards computer related technologies used in reading or teaching literature, many aspects of learning and teaching experiences are still unknown such as the students' and teachers' reading habits and what technologies students prefer and why and what educational technologies may be helpful to teachers especially in the context of this thesis. To investigate the situation, this empirical study is conducted with 1st year LMD students at Hassiba Ben BOUALI University of Chlef (Algeria) during the academic year 2016-2017 and

used two questionnaires for students and two questionnaires for teachers besides in-field notes having the opportunity of being teacher- researcher. Then, data was later analyzed and interpreted. Based on the overall findings' analysis, it is found that computer related technologies are indeed an instrument of change for boosting motivation level among the students who claimed that they have positive attitudes towards literature if properly implemented by teachers, who, on their part, showed an understanding of the role of the new technologies in nowadays classes and showed no reluctance to innovative teaching methods.

As this thesis' target was the reawakening of interest in literature and language teaching coupled with the guided assumption of technology integration, some pedagogical considerations were suggested with regard to the syllabus, the teaching learning approach and objectives, and text selection as prerequisite to cope with students' weaknesses and to accommodate to varying reading habits. Besides, some principal recommendations on classroom instructions stepping towards digitized literature circles and discussion based instructions (questioning technique). As an attempt to introduce innovation for teachers to increase the students' motivation and appreciation of reading literary texts, some effective strategies were further stressed namely creating connection with the students' background, ensuring motivation, promoting empathy and fostering appreciation. Going deep with these findings, it was suggested to enhance the role of teaching reading strategies with regard to the emotional and social perspective in learning literature.

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List of Abbreviations and Acronyms

AR: Action Research.

CAI: Computer-Assisted Instruction

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

EHEA: European Higher Education Area

ELLS: English language learners

ESP: English for Specific Purposes

FL: Foreign Language

FLA: Foreign language anxiety

FVR: Free Voluntary Reading

GIR: Guided Independent Reading.

GTM: Grammar Translation Method

HTML: Hypertext Markup Language

IBID: Ibidem

ICT: Information and Communication Technology

IR: Intensive Reading

IS: information system

L1: First Language

L2: Second Language

LLL: Language Learner Literature

LMD: Licence, Master, Doctorate

MMOG: Massively multiplayer online games

MMR: Mixed Methods Research

OPL: On Paper Learning

OSL: On Screen Learning

PDF: Portable Document Format

SL: Second language

TD: Travaux Diriges

TELL: Technology-Enhanced Language Learning
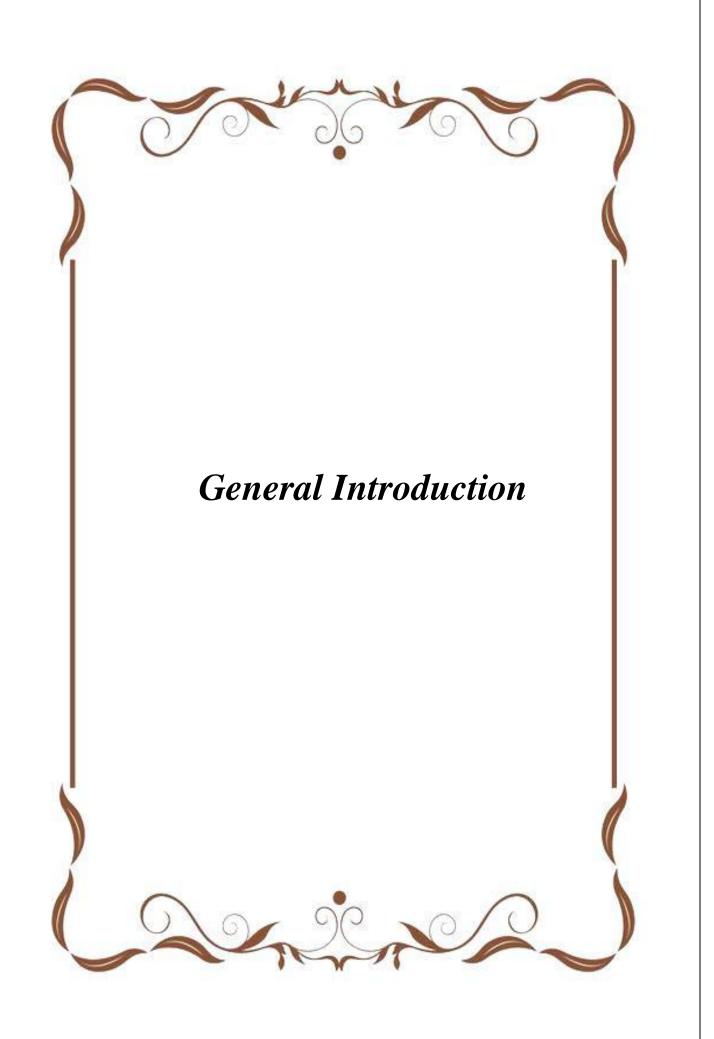
VIZ: videlicet

VR: voluntary reading

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General Introduction

General Introduction

As new technologies become the world mantra changing its facet and manipulating all domains, habits and preferences of reading are directly influenced by those waves of change as the technology of print has shown to be remarkably resilient and adaptable. From being primarily, if not exclusively, connected with printed materials, reading is now carried out on an increasing number of digital mobile reading devices, such as e-readers, tablets and smart phones. Furthermore, literature reading is no exception, the tremendous change that affects the way we teach and the way we learn will undoubtedly impact the way we read and comprehend literary texts. language researchers appear to steadily recognize that studies need to be accomplished in different contexts and that a variety of different approaches are required to gain a profound understanding of the complexity of the nature of research in language learning.

Voicing students' perceptions and personal experiences in using technology for reading can assist teachers in deciding which technology to utilize in their classrooms. Many students nowadays are better equipped with and knowledgeable about various technology tools, as they seem to be, in Prensky's (2001) terms, *"digital natives"*. Often, the use of technology tools in educational contexts such as software or web based applications are reviewed from the perspective of researchers neglecting, sometimes the views of the main components of the teaching and the learning process, the teachers and the learners.

Young (1991) remarked that in many cases computers and their related technologies were introduced into educational contexts *"not as a means, but as an end"* Young (1991:144). Computers were provided with no supplementary measures to enable teachers to develop positive attitudes toward the new tools and to use them. This has often resulted in ad hoc approaches to implementation. In this approach, technology availability is mistaken for technology adoption and use. However, As Baylor and Ritchie (2002) state, *"regardless of the amount of technology and its sophistication, technology will not be used unless faculty members have the skills, knowledge and attitudes necessary to infuse it into the curriculum"*, Baylor and Ritchie (2002: 398). That is, teachers should become effective agents to be able to make use of technology in the classroom.

EFL students who learn English as a major subject are often unfamiliar with critical ways of reading, questioning and analyzing literary texts. They are not equipped with enough background to learn about literature since the traditional system places the highest premium on memorizing linguistic aspects of English. They are used to respond to the receptive skills in the English language such as listening and reading and do well in written skills tests, which mostly focus on grammar, vocabulary and reading comprehension. However, with the global shift in the role of English, English education in EFL situations has been experiencing new phases with the recognition of the importance of communicative language teaching and the cultural orientation of the target language. Thus, the computerization of education, especially literature, is a complex entity that entails the intervention of different agents

In a situation where it seems that students at different levels mainly higher education lack independent reading; they do not actually read much, neither in nor out of the classroom, urgent measures must be created. A situation which Krashen (1993) labels *"a literary crisis"* that uncovers other teaching problems that lie in the teaching of reading which lacks on its part an appropriate methodology. Examining students' reading habits might shed light on students' learning styles outside their classrooms, thus providing the teacher with insights on how to promote students' autonomy in literature classes by means of modern technology.

The selection of this area of research is motivated by the fact that technology can provide more than leveled texts. The true power of new digital technologies (as opposed to the classic technologies based on print) is their capacity for flexibility and adaptability. New reading technologies can provide a highly customizable and supportive apprentice environment in which each student, even when reading alone or in small groups without a teacher, can get just the right level of support and challenge that they need to practice and develop their skills.

Following the above rationale, these primary research questions are raised here to guide the study;

- ✓ What are the teachers' attitudes towards technology implementation in literature classes?

- ✓ Do students have positive attitudes towards literature and towards using computer related technologies in studying literature and reading literary texts?

- ✓ How can computer related technologies help 1st year LMD students of English improve their reading skills in literature?

- ✓ What reading habits do both teachers and students have? And do they influence one another in literature classes?

Other secondary questions may be also generated as follows:

- ✓ Does gender impact the kind of attitudes adopted by students?

- ✓ Are there statistically significant correlations between these variables: improving reading skills, enriching grammatical knowledge, enjoyment, productivity, creativity, and critical thinking, while using computer technologies as a learning tool?

To answer the abovementioned questions some tentative hypotheses are formulated respectively;

- ✓ The teachers may have positive attitudes towards technology implementation in literature classes.

- ✓ Some teachers are reluctant to use computers because they lack the necessary knowledge to do so.

- ✓ Students may have positive attitudes towards literature and towards using computer related technologies in studying literature and reading literary texts.

- ✓ Computer related technologies help 1st year LMD students of English improve their reading skills in literature.

- ✓ Teachers and students may have varying reading habits.

Other supportive hypotheses include:

- ✓ Gender may influence attitudes to a given extent.

✓ Computer related technologies may impact different variables.

What is actually needed is an approach that helps students not only improve their reading skills and develop their vocabulary but also consolidate their knowledge of the language system. A relevant approach seems to be the literature circles which are not a new concept, keeping the model current in the 21st century requires adapting the traditional model to include digital tools that support and attract 21st century learners. The new model may involve social networking and ICTs was not designed because the traditional model was failing, but because we wanted to 'stay ahead of the game' and further meet the needs of our growing EFL population. In short, we wanted to stay in touch with student interests in order to utilize their increased love of reading so we could maximize achievement in more formal outcomes.

Critical literacy is an essential skill for 21st century learners to develop in order to become information literate citizens. Our students need the ability to evaluate, read between the lines, and the skill to unpack meaning from texts. Literature circles strengthen critical literacy skills through activities that develop the students' ability to critically analyze a literary text. As students work together to discuss and share ideas they become involved in deconstructing parts of the text, a valuable critical literacy skill, Dawson & Fitzgerald (1999).

The first year LMD students' primary contact with literature is to appreciate and enjoy literary works more than comprehend them for the sake of maintaining a successful acquaintance with literature and ensuring high interest to read it. For that reason, the overall aim of this thesis is:

The necessary steps to answer the research questions are stated as objectives as follows:

- Investigate students' attitudes towards the use of computers in reading literary texts.
- Draw conclusions about the students' perception of computer assisted learning (CALL, henceforth).
- Identify the opinions of teachers of English related to the use of computer appliances in their classes.
- Identify the main activities they perform with computers.

- Review of the related literature to develop a conceptual framework from which the theoretical foundations for the study questions have been constructed.
- Construct and implement the case study.
- Analyze the results obtained from the collected data.
- Arrive at conclusions from the data generated from the study.
- Suggest some implications that would help teachers and curriculum designers meet the learners' needs in reading literary texts.
- Encourage the use of computer assisted language learning in literature teaching.
- Updating the learning and teaching process.

It is assumed that the participants are capable of describing their attitudes and perceptions as required in the study instruments. It is further assumed that the participants will be candid in their responses to the survey items and the interview questions. The researcher also presumes that the responses of participants involved in this random sample are representative of those of 1st year LMD students constituting the population of the current study.

In an attempt to answer the before mentioned research questions and to test the validity of the hypotheses, we proceed through four interrelated chapters, the content of which is described as follows:

The first chapter is outlined around different parts; theoretical aspects related to an effective literature teaching and the main theories and approaches practically adopted. The first one envelops what concerns literature and literature teaching such as definitions, objectives, approaches, strategies, text selection importance and criteria. It then defines literature and literariness. The second part introduces reading skill in terms of definition, importance and basic types of reading while the third part stresses the important relationship of literature and the four skills with a focus on the main functions of reading literary texts and most common challenges in reading them. Ending with the fourth part that is about different studies correlating the role that literature circles play in fostering the students reading of literature.

The second chapter surveys the literature related to the impact of new technologies on reading literary texts. This chapter debates Prensky's (2001) assumption about this generation being "digital natives." Then it reviews previous

studies about the relationship between attitudes towards literature and the use of technology tools. Also, several findings about the gender impact on attitudes towards technology tools are cited to examine possible positive and negative attitudes towards using these tools to read.
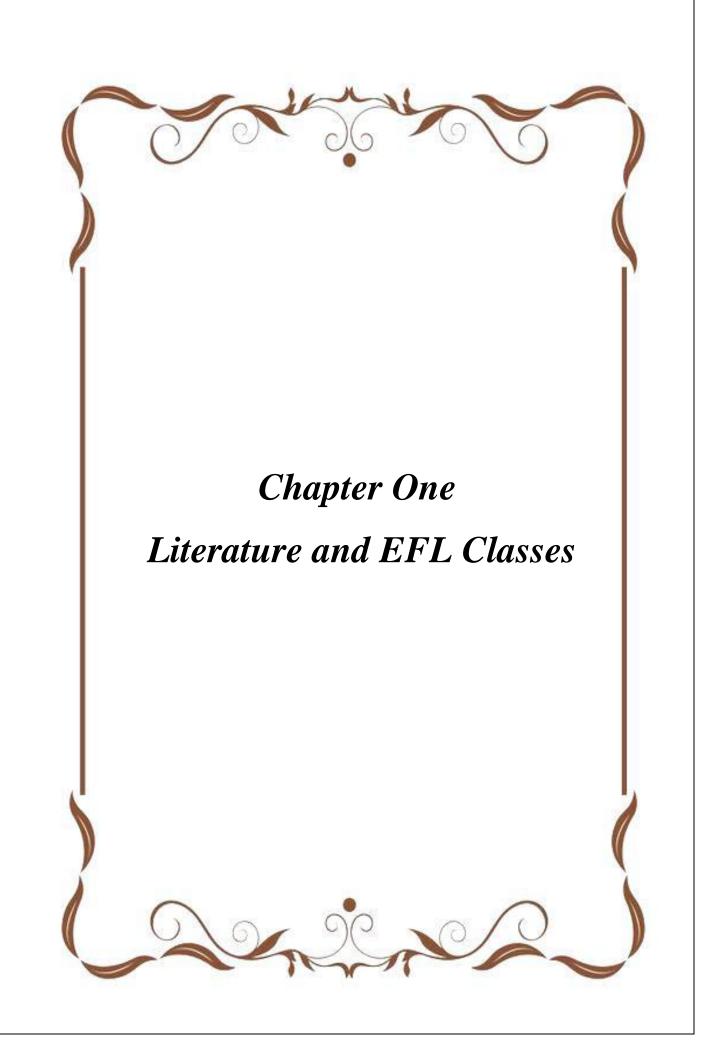
The third chapter intends to present a clear account of the educational context at Chlef University, it deals generally with what, how and for whom methodologies that the English learning teaching situation in general as well as its organization in the specified area of study with regard to syllabus, course content, objectives, teaching materials and instructions concerning the first year literary studies subject in particular. Then, it also represents data analysis and interpretation. On one hand, it introduces a qualitative and quantitative analysis of all the results drawn from teachers and students' questionnaire, interview and observation. On the other hand, it interprets data driven from all of them and provides summary on the main findings accordingly.

The last chapter is fully devoted to the important considerations and recommendations proposed to literature reading studies program (approach, goals, topic and text selection). It also highlights a selection of some effective strategies bringing about the social and emotional learning that call not only for reading to learn but primarily learning how to read literary texts. Furthermore, some pedagogical implications with examples to support students' appreciation and motivation in reading literature are suggested. Last but not least, some samples are suggested with can be accompanied with digitized literature circle strategy.

Writing an action research thesis in the social sciences often requires choosing the appropriate style, strategy, method, population and sample. Almost inevitably these choices raise questions about how researchers would justify, step by step, every single action they take to avoid bias and harsh criticism. As far as this thesis is concerned, the style adopted is a modified version of APA, keeping consistency throughout the thesis.

The case study in this thesis is the researcher's own choice; i.e. it started with a recurrent observation of students' reluctance to study literary texts and failure to interpret them despite the fact that these students dealt with a wide range of texts and

did a series of corresponding activities in various modules. Then, the decision to address this deficiency called for implementing a particular strategy that could help the researcher to find solutions and could take into consideration some specific principles.

Moreover, the researcher is aware of the fact that case studies tend to have in common the principles of *"singularity, particularity, depth, contextualization, triangulation, induction, interpretation and analysis"*, Duff (2008: 21). In this thesis, from the beginning, I was aware of the singularity and particularity of the case, limiting the scope of the study to the groups under investigation. As for the principles of depth and triangulation, various data collection methods were used and the results of these methods were interpreted and analyzed qualitatively and quantitatively despite the fact that it was a case study. For the *"contextualization"* and *"induction"* principles which are of great importance also, the practical part of the thesis or chapter three started with an examination of the social and pedagogical context in which the present work is being produced. Factors such as the teachers of the department, the number of students, the LMD system, the targeted audience and the LMD requirements were all discussed and several aspirations and expectations were recaptured.

Chapter One

Literature and EFL Classes

CHAPTER ONE
LITERATURE AND EFL CLASSES

Through the use of literature, a language learning experience might become at the same time a source of immediate pleasure and satisfaction for the student. This possibility makes literature an appealing teaching device for ESL teachers. Arthur (2006:200).

1.1. Introduction

Reading is a complex information processing skill in which the readers interact with the text in order to create meaningful discourse not just from the words and sentences but also from the ideas and knowledge aroused by them. Successful reading comprehension is a complete grasp of meaning in a text in which dynamic and growing appreciation of interrelationships in the text is required. Additionally, literature can be a useful tool that engages people with stories, which again makes them eager to communicate what they have read.

In the current curriculum, artistic literature has been included into the process of language teaching at the university level. There are a lot of reasons why to use literary texts when teaching and learning a foreign language, and one of them is that *"literature, which speaks to the heart as much as to the mind, provides material with some emotional color that can make fuller contact with the learner´s own life, and can thus counterbalance the more fragmented effect of many collections of texts used in the classroom"* Collie and Slater (1996:2). As a result of this, students working with literature are able to think about different possibilities in solving problems that occur in the text of particular literature. Situations described in literature are often closely related to their own experiences. This helps them to be inventive and come up with various ideas that could be used even in their real life. In this chapter, the researcher will review the related literature to the status of reading literary texts in EFL classes.

1.2. Definition of Literature

Literature is a reflection of society, it mirrors the image of societies that it tackles, these images or events are not necessarily real but they approximate the real ones. Literature is constituted by language and it represents one of the most recurrent uses of language. Language and linguistic analysis can also be employed to access literature from the learner's point of view, Brumfit and Carter (1986: 1) already emphasized the role of literature as *"an ally of language"*.

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According to Langer (1995):

> *Literature plays a critical role in our life, often without our notice. It helps us to explore both ourselves and others, to define and redefine who we are, who we might become, and how the world might be…… In its best sense, literature is intellectually provocative as well as humanizing, allowing to use various angles of vision to examine thoughts, beliefs, and actions,* Langer (1995:5).

Eagleton (2006) describes literature as an imaginative writing in the sense of fiction – writing which is not literally true. For him, this special language is different from the ordinary language we use daily and literature is purposefully intended to renovate societies and transform them into energies that art represents. He goes further to assert that literature's definitions only developed its modern sense in the nineteenth century or with what is known today as the romantic period:

> *Literature in this sense of the word is a historically recent phenomenon: it was invented sometime around the turn of the eighteenth century, and would have been thought extremely strange by Chaucer or even Pope. What happened first was a narrowing of the category of literature to so-called 'creative' or 'imaginative' work. The final decades of the eighteenth century witness a new division and 'demarcation of discourses, a radical reorganizing of what we -might call the 'discursive formation' of English society.* Eagleton (2006:123)

Ramsaran (1983) claims that the use of literature not only enriches linguistic understanding, higher language proficiency and development of creative skills but it also contributes to literary appreciation[1]. Literature is a fantastic source for teaching basic language skills and areas. In 18th century England, the concept of literature was not confined as it is the case today to mean "creative" or "imaginative" writing. What made a text "literary" was not whether it was fictional; the eighteenth century was in serious uncertainty about whether the new upstart form of the novel was literature at all - but whether it applied the standards of *"polite letters"*.

It was used to demonstrate the whole body of valued writing in society like philosophy, history, essays and letters as well as poems. Ultimately, the criteria of

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[1] Ogenlewe (2006: 32) posits that *'literary appreciation refers to the evaluation of works of imaginative literature as an intellectual or academic exercise.'* In this process the reader interprets, evaluates or classifies a literary work with a view to determining the artistic merits or demerits or such a work. Literary appreciation focuses on the adequate grasp of the definitions and applications of traditional literary devices such as plot, character, metaphor, setting and symbolism which may be encountered within texts.

literature were ideological: writing which contained the values and "tastes" of a particular social class qualified as literature, whereas a street ballad, a popular romance and perhaps even the drama did not. At this historical point, then, the *"value-ladenness"* of the concept of literature was reasonably self-evident, Eagleton (2011: 16).

According to Wellek & Warren (1977: 24) the term literature *" seems best if we limit it to the art of literature, that is, to imaginative literature"*. Literature is mainly taught to widen the students' knowledge of the English language and to be enjoyed. One, therefore, finds that while literature can be used as a tool to promote literacy and proficiency in the language, one should never neglect the fact that literature is meant to be enjoyed. To fix the balance between the two is not easy but it is not impossible, Cheng (2008).

Literature in The New Encyclopedia Britannica: Micropaedia is: *"a body of written works. The name is often applied to those imaginative works of poetry and prose distinguished by the intentions of their authors and the excellence of their execution".* Miller (2002) states that the word comes from Latin and it cannot be detached from its Roman-Christian-European roots. Literature in a modern sense, however, appeared in the European West and began in the late seventeenth century. Even a definition of 'literature' as including memoirs, history, collections of letters and learned treatises, as well as poems, plays and novels, comes after the time of Samuel Johnson's dictionary (1755)[2]. The restricted sense of literature as just poems, plays, and novels is even more recent. From eighteenth century, the term 'literary' was extended beyond its equivalence to 'literate': probably first in the general sense of well-read but from mid-eighteenth century to refer to profession of writing. Yet 'literature' and 'literary' are still referred to the whole body of books and writings. All works within the scope of polite learning came to be described as 'literature' and all such interests and practices as 'literary'.

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[2] Published on 15 April 1755 and written by Samuel Johnson, A Dictionary of the English Language, sometimes published as Johnson's Dictionary, is among the most influential dictionaries in the history of the English language. At that time, there was dissatisfaction with the dictionaries of the period, so in June 1746 a group of London booksellers contracted Johnson to write a dictionary. Johnson took seven years to complete the work. Later, Johnson produced several revised editions during his life. Until the completion of the Oxford English Dictionary 173 years later, Johnson's was viewed as the pre-eminent English dictionary.

Literature is regarded as "thoughts" and "feelings" which are portrayed in plain black and white. It is according to Murdoch (1950) a world of fantasy, horror, feelings and visions that are transformed into words. It is also a kind of disciplined technique for affecting emotions. Pound (1971) considers great literature as language charged with meaning to the utmost possible degree. In order to pinpoint the value of literature in the life of individuals, Boas (1931) claims that:

> *literature is the record of experience interpreted by personality that behind every book which the race has preserved is a human being's eager effort to give life meaning, to create beauty, to express vivid emotions and ideas, to make men aware of themselves and the life they lead.* Boas (1931:41)

Bennett (2006) explicates the beauty and importance of literature by saying that:

> *Literature, instead of being an accessory, is the fundamental sine qua non of compatible living. The aim of literary study is not to amuse the hours of leisure, it is to amuse oneself, it is to be alive to intensify one's capacity for pleasure, for sympathy, and for comprehension. It is not to affect one hour but twenty-four hours. It is to change utterly one's relations with the world.* Bennett (2006: 43)

He continues his claim of the importance of literature:

> *An understanding appreciation of literature means an understanding of appreciation of the world, and it means nothing else. Not isolated and unconnected parts of life, but all of life, brought together and correlated in a synthetic map. It is well to remind individuals that literature is first and last means of life and that the enterprise of forming one's literary taste is an enterprise of learning how best to use this means of life.* Bennett (ibid: 44)

Other definitions of literature from different points of view, that we may include here, Moody (1971) who defines it as an umbrella term, that is used to symbolize special aspects of the human experience. Additionally, Lombardi (2013) defines literature as a work that expresses ideas in creative thinking. Literature reading ensures an everlasting happiness to anyone who reads with admiration and enthusiasm. McRae (1994) differentiates between classical literature belonging to the past, or writings produced in a given language or society and that which is considered as a literary canon for all times and pulp fiction by using capital "L" and small "l" respectively.
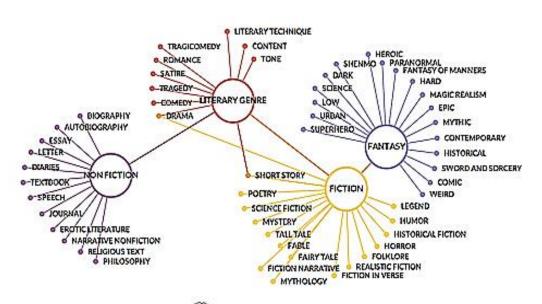
Figure 1.1. Types of Texts. (Taken from: wikibrains)

The above diagram explains the general literary genres that consist of: poetry (written in verse or in rhythmic patterns and lines), prose (could be fiction such as fables, or nonfiction such as autobiographies), and finally drama (generally plays; tragedy, comedy, or tragic-comedy).

1.3. Literary Analysis

It is studying the parts of a work of literature (such as plot, setting, characters, and narration) to see how the author uses them to create the overall meaning of the work as a whole. It is stated as *"Everything has to be pulling weight in a short story for it to be really of the first order",* Wolff (1987: 42). Dealing with the literary text necessitates an awareness of how it is constructed and how its constituent's elements function all together to contribute to the main themes. In doing so, then it will be much easier to understand, analyze, and enjoy it. The main elements include:

I. **The Theme:** When reading literature, one of the most important things we need to explore is its central idea. The theme, then, is the central idea or the message. In fact, it is often introduced indirectly and it is the reader who deduces it from the characters, action and setting that constitute the story. In other words, it is the reader's task to explore it. It is also remarkable that the title of the story can imply a hidden signs about the central theme. In addition, one should bear in mind that the theme is just one of the essential elements that help for

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an understanding of the story yet, it is unable to explain the whole story.

II. **The Character:** includes anyone from human beings or animals involved in acting the events of fictional story. Generally, when one character is obviously central in all main actions of the story, it is referred to as the protagonist, and when the character is in disagreement or conflict with the main character, it is described as the antagonist. Practically, characterization is an important trait that makes fictional stories exciting and real life like works is that the representing characters ought to appear as if they are real. Therefore, characterization means the descriptive account that the writer provides the reader with about the characters 'profile. The writer uses many ways to show this profile, like his/her physical appearance, what he/she says, thinks, feels and dreams, what he/she does or does not do and what others say about him/her and how others react to him/her.

III. **The Plot**: refers to the connected series of events which make up the story, the why for the things that happen in the story. In fact, an excellent story is usually judged by its plot because the plot helps the reader understand the choices that the characters make. Components of the plot include (a) Exposition: This part represents the beginning of the story; the introductory situation and information needed to understand a story, or the way things are before the action starts. (b) Rising Action: the series of conflicts and crisis in the story that lead to the climax. (c) Climax is the turning point in the story that occurs when characters try to resolve the complication. (d) Falling Action: It is all the series of actions that follow. the Climax. (e) Resolution is the set of events that bring the story to an end or a close. It can be happy or sad ending. Sometimes, there is a shifting of time and this is what keeps the reader interested in the story.

IV. **The Conflict** is the essence of any story; it the conflict which creates the plot. The conflicts we encounter can usually be identified as one of two kinds: external conflict and internal conflict.

V. **The Setting** refers to where and when the events of the story take place. It is not only limited to the place, but it also includes the social circumstances i.e. time, social conditions, and atmosphere the events occur.

VI. **The Point of View:** The reader should know that there is always someone between him/her and the action of the story. That someone narrates us the story from his or her own viewpoint. This angle of view from which the events of the story is told is known as a 'point of view'.

VII. **The Tone** is the author's feelings and attitudes towards their characters. It is the emotional meaning of the story, and it is extremely important to the full meaning. The author may use shifts in tone -- from satirical to sympathetic, from light to serious, etc. the reason is to maintain the reader's interest in the story.

VIII. **The Style:** The message about life or human nature that is "the focus" in the story that the writer tells. It is the form the author uses, or "how" things are said. It can involve word choice and language usage that convey the writer's ideas in a particular way: imagery, metaphor, symbol and sound devices such as alliteration, rhyme, rhythm, etc, may be used.

In the figure that appears in the next page, the previously mentioned elements are summarized:
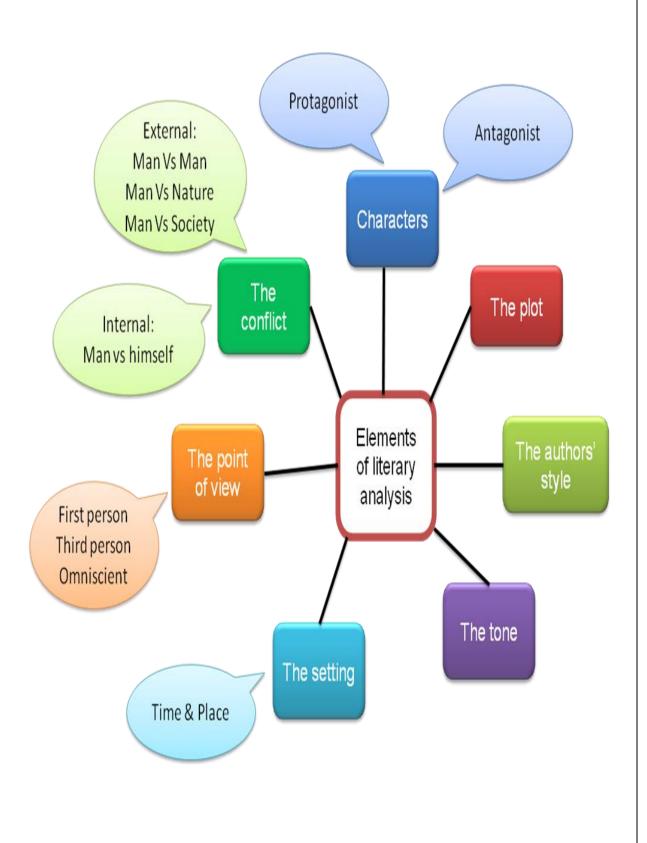
Figure 1.2 Literay elements

1. 4. Literary Texts Selection

Before delving into the discussion of the appropriate means of selecting literary texts for EFL classes, we need to make a distinction between literary and non-literary texts which is, in other words, a distinction between factual and imaginative writing, Honly (2000). The word "text" according to the Oxford Advanced Learners' dictionary (2000) is defined as the author's original words. Furthermore; the text is both the written form of the language and the spoken one. Texts were, primarily, perceived as organized units that are composed of unified morphosyntactically, semantically as well as thematically related utterances.

Later, the notion of textuality started to be elaborated; De Beaugrande and Dressler (1981) define it in terms of communicative purpose that the text aims to achieve. Academically, writing goes beyond the manifestation of language system to reach a successful communication. The latter can be achieved if the following standards of communication are validated: cohesion, coherence, intentionality, acceptability, informativity, situationality and intertextuality[3].

On one hand, literary texts are stories about people, animals, or events that are made up by an author. They are the authors' subjective and personal reflection on reality, in the same stance with his artistic and emotional intent in conveying thoughts and feelings. On the other hand, non literary texts, including official documents, economic and scientific texts. etc, aims at reporting real events and issues as well as explaining, analyzing, arguing and persuading, Gibova (2012). Non literary texts are characterized by their meticulousness in depicting facts, while literary texts are vague and leave the readers with different interpretations of the same text.

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[3] Being **Cohesion** (semantic markers linking ideas to guide the reader); **Coherence** (the writer's text world and its relation to our experience of the phenomenal world depends less on overt markers, more on the ways situations are described and sequenced, issues of causality and time in the construction of the text worlds); intentionality (having a plan or purpose); acceptability (having some use for the receiver); situationality (relevance to the context); informativity (degree of new information); and intertextuality (relations with other texts).

Brumfit and Carter (1986) state that:

> *There is no language that is exclusively concerned with literature but there are rather some uses of language which are more or less literary than others what they refer to as 'literariness'.* Brumfit and Carter (1986:06)

When we say a literary text we mean all forms of literature whether prose or poetry. These genres of literature seem to differ in form, plot and content; yet, they all share universal characteristics which distinguish them from other types of texts. According to Musalat (2012) one characteristic is the special language which is the result of using words and structures in a way that is likely to evoke emotions, enhance imagination or even embrace dream-like states which an ordinary language cannot realize.

As a matter of fact, this special language is a sort of intuitive transmitting center that sends out codes together with explicit messages usually received by a recipient's private receptor. In other words, the kind of message received is determined by the type of receiver the recipient has. Musalat (2012) adds another characteristic which is the form since the literary text aims at creating an excitement for the reader which may be owing to the style used by the author that makes him a real creator of continuous passion in the inclusion of metaphors or the renewed images and by an endeavor to make the form as *"a convenient vehicle for anticipating this new image".*

Besides the previously mentioned criteria, the suggestive power that a literary text contains is what makes us admire it entirely due to our own interpretation and personal analysis of the events it reflects. This power is due to the pattern of sounds, the adoption of words and their unique arrangement in structures and internal rhythm. The expressive function as well is another criterion in that the environment that the author belongs to inevitably influences his conceptions and attitudes which will affect his style of writing. By a complicated process taking place inside the mind and heart, the writer will bring together all these elements, creating what might be described as *"expressive function",* mostly conditioned by the character the writer has been endowed with.

All these as well as others will add quite a lot to the whole apparent surface meaning. It is more likely that these elements will constitute the major part of the text's original message. Timelessness and Placelessness is another question that masterpieces need not to be restricted to either time or place. The place could be anywhere in the world and the time referred to could be immortality itself. They are timeless and placeless, because they are mainly concerned with essential values such as those people constantly take interest in at any time or place. Besides they particularly handle the human themes that always appeal to people wherever they live such as: love, death, suffering, happiness and worry as referred to by As'ad, (1989)

Literary texts enhance learners' motivation to read and push them forward to write about their reflections and interpretations of the text which will improve their reading and writing proficiency as well and gave them the opportunity to negotiate meaning. Gajdusek (1988) believes that literature encompasses mainly two features: the first feature is the internal coherence where all the lines are interrelated in a logical order by using transitions, to create an overall unity of meaning which, according to him, makes the literary text as a means of enriching the learners' communicative competence. The word "cohere", literally, means to hold together and a paragraph is coherent when the reader moves straightforwardly from one sentence to another without the feeling that there are gaps in the flow of ideas, McCrimmon (1967).

The second feature is conscious patterning where literary texts are characterized by recurring patterns of sounds, meanings and structures. This fact makes it possible for the reader to express his opinions when interacting with the text and develop his communicative and interactional competence. Moreover, literary texts organized in that way permit the reader to imagine the world of that story or novel and permit him also to decode the various symbols that are used to express emotions and responses to life situations. Musalat (2012) postulates that literary texts are used as a source and an agent of knowledge, where one can find out the exquisiteness and the richness of the language.

1.5. Criteria of Literary Texts Selection

Literary texts in language classes are selected on the bases of interest and relevance to students. Teachers should check the level of students via a test of placement or any other instrument before prescribing any literary texts for their lectures. It is suggested that the texts are shorter enough so that the students make an optimal use of them before the stipulated time. Meticulous planning is necessary to ensure that the learners get literary texts that are culturally appropriate.

A range of literary genres like short stories, poems, novels, plays can be integrated in the ELT classroom to make learning an enjoyable experience for students. Nowadays, as a teacher I find the classroom atmosphere, in most of times, really out of synch with the ground reality and teachers are in a mad rush due to the pressure of completing the syllabus on time.

Lazar (2000) advocates three criteria in choosing a literary text for language class which are: the type of course, the type of students and factors associated with the text itself. The type of course involves the level of students. The teacher should know that syllabi of first year, second year and third year are not totally similar but complementary in content and should identify the reasons for teaching literature by questioning the number of sessions and hours devoted to the course and to the session to leave a space for extensive texts.

A pedagogical intricacy in EFL classes regarding the selection of text for pedagogical reasons lies in the differences between learners' intentions and styles. One major factor to take into account is whether a particular work is able to reveal the kind of personal involvement by arousing the learners' interest and eliciting strong, positive reactions from them. Reading a literary text is more likely to have a long-term and valuable effect upon the learners' linguistic and extra linguistic knowledge when it is meaningful and amusing.

Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Assigning literary texts that may suit the whole class and foster the learners' discussion and debate is an uneasy task on the part of the teacher. This requires him to investigate the type of the student himself, his linguistic proficiency, his cultural and literary background. The type of student

includes the age group or the dominant age of the students because it increases the students' interests Vis a Vis the text they read. Very naive short stories for example may not be liked by mature learners, Lazar (2000). Also the students' interests may also be questioned either by informal interviews or by administering regular questionnaires.

Being aware of the students' interests, likes and dislikes in relation to literature can increase their enthusiasm and stimulate a permanent love of reading as a whole and a love of reading literature in particular. Some factors related directly with the type of the students and which are of great significance is the culture of the students or at least their regions they belong to or nationalities. Knowing the cultural background of the students is an urgent requirement which will help the teacher to decide on the most appropriate themes and topics in order to avoid taboos or offending students' feelings and to see if the text will assist or delay their understanding , since every culture has its own norms for conversation and these norms differ from one culture to another, some of the norms can be completely different and conflict with other cultures and norms, McRae (1991); Lazar (op. cit).

Identifying the learner's own cultural background is very helpful, but it is still insufficient because of the diversity and difference that may be felt when comparing the learner's own culture and the culture of the target language within which a literary text is written. This means that if a learner reads an English short story basing his interpretation only on his native culture he will not likely understand that text. Lazar (1993:45) avows that *"it was pointed out that readers invariably interpret text in the light of their own world-view and cultural experience"*

The teacher has to notify his students that knowing the culture of the other does not pose any cultural problem or any misunderstanding, quite the reverse, knowing different cultures from theirs will widen their general knowledge. The teacher, too, has to work with text gradually proposing easy tasks that may stimulate the students' interests, Carrel (1987). He may start with texts that are more culturally accessible like those which are written by writers of close or similar cultural stock of the learners and gradually move to writers of a foreign culture. Here the teacher may refer to the themes and topics discussed in a literary work to spot the relevance of the text. Wrong decisions on the part of the teacher will belittle the students' personal beliefs and cultural conventions, or nurture division and political disturbance which

also will hamper students' understanding. In brief, the students' previous experience of literary text reading has to be taken into account, in this case literature of mother tongue is meant, because it helps the teacher to reinforce the foreign literature appreciation.

In a nutshell, the literary text that contains a total deviation from the students' culture may hinder the understanding of the real messages sent by the author. Obviously, this may cause a students' anxiety and a decline in their motivation for the text remains a "mystery" in spite of all teachers' attempts to foster this feeling of being "alienated". The remedy that teachers may apply is the selection of the text that is closer to the students' culture, or they may explain that the main aim is to gain general knowledge or being aware of the culture of the text being studied, Lazar (1993)

Moreover, Duff and Maley (1990: 7) claim that cultural factors present difficulties in that "*it is clearly impossible for outsiders to share fully the range of references of an insider".* The literary texts can also cause problems if they are viewed as *"carrying an undesirable freight of cultural connotations"*, Collie and Slater (1987:2). It is widely recognized that a language involves not only knowledge of grammar, phonology, and lexis, but also certain features and characteristics of the culture.

Lazar (1993) suggests a list of some cultural aspects to be taken into account when using and a literary text in class as summarized in the following table:

Products and objects that exist in a society, but not in another

Proverbs, idioms, metaphors, humor, riddles, and sayings

Social structures, roles, relationships (e.g. Polygamy)

Rituals traditions, customs, festivals

Beliefs, values, superstitions, taboos

Political, historic and economic background

Representativeness: what class, about what people is the text written

Genre and types of different texts in the different languages

The state and level of language

Table 1.1. Cultural Aspects of Literary Texts

Evidently, being at the university, the students have a given linguistic proficiency in English language, for instance, in Algeria, the students, generally, join the university at the age of around 18 years old and a proficiency of 7 years of English learning. Normally, they can, undoubtedly, read long texts, comprehend the abstract ideas in them, move gradually from easy tasks to difficult ones and they also may discuss and work on them.

The nature of literary texts poses some problems as Lazar (2000) elucidates:

> *Literary text departs strikingly from the usual norms of language use, it includes a great many archaisms, rhetorical devices, and metaphors; or it makes use of the dialect or register.* Lazar (2000: 89)

So, it is clearly put forward that there are differences between literary and non-literary texts, the fact that will make the teacher's mission in coping with this issue a hard one. It is borne in mind, that the teacher has to verify the language and figurative language of the text then determines how much of linguistic and rhetorical points have to do with the level of the students. Additionally, Pinar and Jover (2012) raise the following questions:

- *Are the students sufficiently familiar with the usual norms of language use in a given text?*

- *How much of the language in the text will students be able to decipher?*

- *Is the text a part of the students interests'?*

- *Will they feel demotivated by the difficulties of the language?*

- *Will students be motivated by other factors to study the text like visual aids, realia and data show?*

- *Is the text too specialized in its language to be relevant to the type of language the learners require?*   Pinar and Jover (2012: 117)

On the whole, these questions have to be asked before starting any literature class as it predicts the success or the failure of the course and prepare teachers to choose the most relevant and convenient text to the greater part of the students, if not the whole.

The most apparent problem which arises is related to comprehension. Little, Devitt and Singleton (1994:25) state that *"authentic texts are often assumed to be more difficult for language learners to cope with than texts designed for language learners".* However, they argue that this is only the case if learners struggle with the aim of understanding everything. If learners, instead, are challenged to activate relevant knowledge of the world and the language system, the work with authentic texts may construct conditions for further learning. If provided with some help to comprehend the text and by drawing on their existing knowledge, learners will be able to contribute much in the process of understanding[4].

Literature acts a major role in language acquisition and cultural awareness, which eradicates students' prejudices against other cultures, whether major as the Western culture or minor as the culture of an African tribe. Literature provides knowledge and wisdom that affects the personality of its students rather than producing information only. Still, it teaches students to appreciate and respect cultural diversity and be ready to adapt to a multicultural and global education. The students' knowledge of literature teaches them openness and flexibility and to recognize that their way of thinking and their culture is only one possibility and not the only way.

Thus, literature enlightens students and makes them believe in the definition of man adopted by Anderson (1994: 102): *"You are a human being; your home is planet Earth; you are a citizen of a multicultural society; you live in an interrelated world; and you can act to meet global challenges".* Literature helps to fulfill such a definition through its universal themes and humanistic outlook. Hence, students of literature are motivated to move beyond traditional limitations and maintain free and independent points of view, Day & Bamford (2002). McElhatten (2004) supports this opinion when she states that literature helps her students to acquire *"independent thinking"* and that literature is *"a good place to start with."* Literature contributes in developing a new self with a fresh outlook towards others and their culture, which also broadens

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[4] According to Devitt and Singleton (1994), challenging students is also a way of engaging them. If they do not have to struggle with the learning material, they will not make every effort in order to understand and, as a result, they will get bored and their language learning process may stagnate.

students' awareness of the global culture. This enriches the students' experiences and adds a lot to their repertoire of knowledge. Thus, their language is enriched and they are able to weave new meanings into previous understandings and knowledge.

As far as the factors associated with the literary text itself or the literary competence of the students are concerned, Lazar (2000) listed mainly four criteria to be taken into account.

I. **The availability of the text**: it is necessary to make sure of the accessibility of texts that are assigned in the syllabus of literature. The teacher has to review the local library to make sure that the book or the novel required is available if not he has to solve the problem and redirect his attention towards electronic books. Nowadays, however, most of the literary works or else, are available on the net. It is significant here to argue that once they know their syllabi, Learners themselves can do that if they are provided with the required sites. Another solution can be provided here is data show and power point slides can be used also in collective reading sessions or literature circles, Brumfit and Carter (1989).

II. **The length of the text:** The teacher has to estimate time allotted to the text in class and to check the students' time to weigh and decide if time devoted to reading is enough or teacher needs to adjust the length of the text to fit the students' needs. Another necessary point is the role of the teacher in selecting the amount of reading. This includes the part of text that will be read and analyzed, full version or edited, and the amount of information that the learner needs before reading the text.

III. **Exploitability of the text:** It entails the activities that the teacher intends to utilize the text entirely. The teacher should then assign literary passages and devise some activities in order to invest the latent linguistic, cultural, and artistic knowledge in the text. Activities should be varied to test the reader's linguistic as well as literary competence. Activities to test and evaluate the learners' level at figurative language, versification and prosody, theatrical and drama techniques are to be incorporated to enhance the learners' literary awareness. Some extra audio-visuals could be used like films adapted to a

story or a novel, recordings of a play or poem and readings about the life of an author. In general, here, the teacher is required to use many techniques any activities any audio or video support to exploit the text and benefit from the literary and linguistic knowledge inherent in the text, Ellis et al (1991); Nuttall (1982); Carrel, (1987).

IV. **Relevance with syllabus:** This actually requires the teacher to find links and relevance with the whole syllabus content and the objectives set forward to attain some outcome Grabe (1991). Teachers have to take into consideration the aim of dealing with a particular text and not with another. The chosen texts must be in synch with the whole syllabus of literature and the major objectives set at the beginning. When a teacher has to choose a literary text the following check list enables him to decide properly. This list is adapted from Lazer's text selecting (op. cit)

To sum up, in choosing acceptable texts for the EFL context, there are several things to consider. First is the difficulty of the vocabulary and syntax, and teachers should look for works that match the level they are teaching. If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material, Collie and Slater (1990).

Other things that make literature difficult are the historical, social, and political references that add complexity to non-native speakers. The students' cultural unfamiliarity with texts causes problems and makes the students dependent on the teacher's interpretation. As a result, students often have to study literature by listening to the teacher's translation and writing down aspects of the analysis. The teacher, who speaks mostly in the students' native language, monopolizes a large part of the classroom time, which is an unproductive way to learn English. The

combination of difficult language and cultural material creates passive students and negatively affects their motivation owing to the lack of enjoyment.

Literary Text Choosing Checklist

I – Type of Course

-Students Level /Class

-Reasons for Learning English

-Kind of English: Specialty

-Load: Length of Course.

II- Type of Student

-Age and Intellectual/ Emotional Growth

-Interests and Hobbies

-Linguistic Proficiency

-Cultural Background

-Literary Competence

III- Features of Text

-Availability of Text

-Length of Text

-Exploitability

-Relevance with Syllabus

Table 1.2. Check List for Choosing Literary Text (Taken from: Lazar (2000))

1.6. Literature and EFL Classes

Literature instruction has long been at the centre of the curriculum of every educational institution. It continues to be the focus of instruction in most English classrooms because it is considered as the framework of human development. Indeed, literature cannot just be simply taken for granted in the educational system for it plays a vital role in the preservation of individuals' heritage and culture including the traditions and values they represent. It can be considered as one of the shaping influences of life which places the individual above all creations. Utilizing

literature in a language classroom makes the class interactive so that rote learning[5] can be replaced by participative learning.

Students are encouraged to participate and an interactive class will improve communicative competence of the learners and keep a lasting positive impact on their minds. Such an active class can enhance the critical thinking abilities of the learners and make the lectures "unmissable" at the same time maintain a learner centered environment and foster an experiential learning. the experiential learning is an extension of the long-established 'transmit and receive' model where lecturers were seen as experts passing on their wisdom to fresh-faced students who diligently copied down the 'facts' for rote learning in order to be assessed later. Freire (1975) likened this model to a banking concept of education, where:

> *Education becomes an act of depositing, in which the students are like depositories and the teacher is the depositor. Instead of communicating, the teacher makes deposits which the students patiently receive, memorize and repeat. In the last analysis, it is men themselves who are filed away through lack of creativity transformation and knowledge in this (at best) misguided system. For apart from inquiry, men cannot be truly human.* Freire (1975: 58)

Prasad (2015) claims that: *"Literature starts in delight but ends in wisdom"*. In other words, literature not only educates but also amuses students by pushing them to appreciate miscellaneous culture aside from their own and experience emotions owning a universal value like hatred, anger, greediness, love and jealousy. In short, one can say that literature serves a dual purpose. It informs and delights at the same time[6]. Besides, applied linguistics on their part fueled the return of literature to language teaching Belcher & Hirvela (2000).

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[5] According to Boulenouar (2010) Rote learning and summary of content refer to the focus on the basic plot of novels or literary texts, or facts about the writer's life, relevant history and politics.

[6] Many scholars laid a red carpet for the inclusion of literature in language classes and herald its positives: Maley (1989), Collie & Slater (1987); Duff & Maley (1991), Gower & Pearson (1986); Hill (1986); Lazar (1993); McRae (1991), Carter & Burton (1982) , Maley & Moulding, (1985), Brumfit and Carter (1986), Carter, Walker & Brumfit (1989), Carter & Long (1991), Bassnett & Grundy (1993).

Bennett (2006) explicates the exquisiteness and importance of literature by saying that:

> *Literature, instead of being an accessory, is the fundamental sine qua non of compatible living. The aim of literary study is not to amuse the hours of leisure, it is to amuse oneself, it is to be alive to intensify one's capacity for pleasure, for sympathy, and for comprehension. It is not to affect one hour but twenty-four hours. It is to change utterly one's relations with the world.* Bennett (2006: 43)

He continues his claim of the importance of literature:

> *An understanding appreciation of literature means an understanding of appreciation of the world, and it means nothing else. Not isolated and unconnected parts of life, but all of life, brought together and correlated in a synthetic map. It is well to remind individuals that literature is first and last means of life and that the enterprise of forming one's literary taste is an enterprise of learning how best to use this means of life.* Bennett (ibid)

McRae (1994) is of the opinion that literary texts are representational rather than referential. Referential language is very informational but less appealing. Conversely, representational language appeals to one's emotions and as a result extremely interesting. Referential language appeals to the imagination of students and makes them empathetic towards the society as a whole.

Karakaya (2013) draws attention to the language that teachers of language usually find in the readymade texts books and compares it to the language used in real contexts. She mentions that despite the fact that literature is a motivational valuable authentic material which helps to the students' linguistic and personal development and cultural enrichment Language teachers, course book writers, syllabus designers are aware of this truth but reality does not reflect that awareness.

> *Sadly, most of language teachers are content with course books. On the first page of almost all language textbooks, there is "Is this a pen?" question which is not only useless and meaningless but also unnecessary and inappropriate. If you show a pen and ask this question to somebody in the streets of London, he would probably take it as provocation or insulting question.* Karakaya (2013: 155)

She states also, that if we look at course book characters like "Mr. Brown" we can realize that he is of unique features and different from all humanity. She maintains that since people in course books do not forget what they want to say, hesitate, make grammatical mistakes, talk nonsense, gossip, make unfunny jokes and fail to understand other people. In other words, they are not real, but real people from everyday life do all of these things. These kinds of artificial dialogues, characters and situations make students bored and unwilling to learn.

> *Literature works help to use language in a meaningful context and more real life - like situations. Because characters in literary text are from real life, they can lose their temper, tell long jokes or even swear mildly. Therefore, integrating literature into language class can get students' attraction and make them motivated and willing to learning. Using literature is also beneficial for improving students' vocabulary levels since they learn a word in a real-life like context which increases the recall of the words.* Karakaya (ibid)

Literature is traditionally understood as transmission of a set of authors and their works. In contrast, teaching literature refers to the teaching and learning of the skills and abilities necessary to competently read texts literary. Lazar (1994) views literature as a stimulus for students to deal with themes that encourage them to relate to their personal experiences. Similarly, McKay (1982) sees it as a necessary source to increase the learners' motivation to interact with a text and thus, ultimately increase their reading proficiency. In addition to that, Nguyen (2005: 54) considers the use of literature enables teachers to *"bridge the gap between a fixed curriculum and real teaching contexts (...) support teaching integrated language skills."* At the end, if literature has all these potential, the question is what and how to teach it. The answer to this question has to do with the appropriate methods to be used for successful integration.

Moreover, literature is a record of man's thoughts necessary for human development. It helps individuals grow both personally and intellectually (Roberts 1991). Likewise, Langer (1998: 16-17) argues *"literature classrooms are particularly good environments not only for the learning of literary works (. . .) but also for the development of literate thinking, intelligent reasoning, and human sensitivity"*. In line with these thoughts, Baraceros (2001) stresses that literature widens the students' perspectives. Literature enables them to develop an outlook on the events that occur

around them; thereby, giving them understanding and control. Thus, literature is a means that facilitates mature sensibility for understanding among people with different cultures.

Collie and Slater (1987) and Duff and Maley (1990) mention three criteria that advocate the use of literature as a second language teaching tool:

- **The Linguistic Criterion:** defends that literature should be used in language teaching, because it provides the learner with genuine, authentic samples of language, and also with real samples of a wide range of styles, text types and registers. It is of prolific importance for foreign language learners to be trained in a variety of registers, styles and genres and to be able to differentiate the purpose of each of them. As pointed by Van (2009), literature involves a profound range of vocabulary, dialogues and prose. Working with literary texts, students are exposed to real language, originally intended for native speakers and this allows them to become familiar with the target linguistic forms and communicative functions.

These different manifestations of language are not only distinctive linguistically, but also socially, they all have a social communicative function. This has to do with the notion of adequacy. It refers to the fact that a message needs to be linguistically accurate and suitable, as regards not only to its content but also to its form for a more detailed account on the notion of adequacy and its relationship to communicative competence.

- **The Methodological Criterion**: refers to the fact that a literary text has multiple interpretations, these generate different opinions among the learners and this leads to real, motivated interaction with the text, with the fellow students and with the teacher. Interaction is one of the bases of the communicative approach which defends that it is by interacting, by communicating, that the language is learned. It is to be considered that in the literature-based classroom"*the reader is placed in an active interactional role,working with and making sense of the (literary) language"* Brumfit (1986: 15). From the methodological point of view, further aspects that favor the use of literature in the language classroom are the active role of the learner and the literary text as

the central focus of attention. Learners become active, autonomous, and central to the learning process.

One aspect of special importance within the communicative approach is the idea of literature supplying the learner with cultural information about the country whose language being learnt. Our response to the cultural aspect as reflected in literature should be critical. Literature is probably one of the best ways to understand the culture and traditions of the target language, especially in those cases in which a visit or a stay is virtually impossible. This enables students *"to understand and appreciate cultures and ideologies different from their own in time and space, and to come to perceive traditions of thought and feeling and artistic form in those cultures"* Carter (1991: 2). This cultural awareness which is facilitated by literature is also remarked by Van (2009) and Tayebipour (2009).

- **The Motivational Criterion:** is of great relevance because the literary text shows the real feelings of the writer and this generates a prevailing motivation and pleasure of reading in the learner literary texts help *"to stimulate the imagination of students, to develop their critical abilities, and to increase their emotional awareness"* lazar (1993: 19) with the literary text the student accesses this personal experience, if he is touched by the theme and goaded, he will be able to relate what he is reading to his world, to what he knows and feels. Designing stimulating activities that motivate the learners is the greatest challenge for language teachers, and literature has a strong motivating power due to its call for personal experience. Thus, by engaging the students in the plot of the story they feel closer to their favorite characters as a result this motivating commitment creates a positive general effect on the learning process which is at the same time positive for the particular process of language learning.

Another advantage of using authentic texts instead of texts designed for language learning is the idea that students gain motivation and pleasure 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) expresses such a belief, by stating that:

(...) much of the value of using real-life texts to teach foreign languages may be found in the 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. Kramsch (1993:239).

Little, Devitt and Singleton (1994) give three main reasons for using authentic material in the language learning process. The first reason is connected with the idea that authentic literary texts are more interesting to work with because they are written for a communicative purpose and are not designed as an example of a feature of the target language. For this reason, learners are likely to find them more motivating than texts which are made specifically for language learners. Secondly, they have a bigger potential for language acquisition in that they provide a richer linguistic diet. When reading authentic texts, students are encourages to discover the meaning of all of these words. Lastly, because confronting learners with a varied selection of authentic literary texts is essential in creating an acquisition-rich environment. The more authentic texts learners are confronted with, the more opportunities are created for language acquisition to take place. Although there are many benefits of authentic texts in foreign language learning, there are also problematic areas connected to the use of such material.

1.7. Literature and Literariness

Most of the reviewed literature dealing with Literariness goes back to the formalist Roman Jacobson. Among the prominent aims of literary studies is to define what literature exactly is, literariness, then, is what makes a literary text's features distinct from those of non literary texts. Literariness in the Oxford dictionary of literary terms is defined as:

The sum of special linguistic and formal properties that distinguish literary texts from non-literary texts, according to the theories of Russian Formalism. The leading Formalist Roman Jacobson declared in 1919 that 'the object of literary science is not literature but literariness, that is, what makes a given work a literary work'. Rather than seek abstract qualities like imagination as the basis of literariness, the Formalists set out to define the observable 'devices' by which literary texts—especially

poems—foreground their own language, in meter, rhyme, and other patterns of sound and repetition. Literariness was understood in terms of defamiliarization, as a series of deviations from 'ordinary' language. It thus appears as a relation between different uses of language, in which the contrasted uses are liable to shift according to changed contexts, the Oxford dictionary of literary terms (1976: 245)

Roman Jacobson (1960) is the linguist who popularizes the idea of "literariness" (literaturnost) as the ultimate subject of literary work. Jacobson claims that *"The subject of literary scholarship is not literature in its totality, but literariness, i.e., that which makes a given work a work of literature".* The term literariness, then, is what makes a given work a literary one; it distinguishes between literary texts and non-literary ones through special linguistic and formal properties Baldick (2008). Defamiliarization is a typical device whereby a new perception of reality is achieved in a new fashion and renewed purpose. Accordingly, literary texts are typified by a specific language use which seems peculiar and uncommon in some contexts or words are taken out of their usual context and put into another one, which becomes unfamiliar to the reader as in the following example from Charles Dickens' novel Bleak House:

> *(...)Foot passengers, jostling one another's umbrellas, in a general infection of ill-temper, and losing their foot-hold at street-corners, where tens of thousands of other foot passengers have been slipping and sliding since the day broke (if this day ever broke), adding new deposits to the crust upon crust of mud, sticking at those points tenaciously to the pavement, and accumulating at compound interest. Dickens (1853:13)*

Selden (1985) claims that literature is a particular use of language which achieves its distinction by deviating from ordinary language. Consequently, literary texts contain features that stand out from common uses of language, such as: "foregrounding" Mukarovský (1964). Foregrounding involves compact structured formal correspondences of phonological, morphological, lexical, syntactic, and semantic elements like in poetry:

> *What is distinctive about a poem, [...] is that the language is organized into a pattern of recurring sounds, structures and meanings which are not determined by the phonology, syntax or semantics of the language code which provides it with its basic resources".* Widdowson (1975: 36).

According to Riffaterre, each literary text is obviously unique in the sense that it employs a unified, coherent system of signification: *"The text is always one of a kind, unique. And it seems to me that this uniqueness is the simplest definition of literariness that we can find"* Riffaterre (1983: 2). What is called by the hermeneutics "style" is defined here as the main outcome of literariness. But unlike the hermeneutics, Riffaterre's concept of style does not refer back to the author.

> *The text works like a computer program designed to make us experience the unique. This uniqueness is what we call style. It has long been confused with the hypothetical individual termed the author; but, in point of fact, style is the text itself*, Riffaterre (1983: 2).

His position can thus be expressed by a series of equivalences as follows:

$$Text = Uniqueness = Style = Literariness.$$

Even though it has been sustained that literary texts are distinguished from non literary texts by features such as literariness, Rosenblatt (1978: 24) stated that differentiating between the two kinds of texts is not accepted, since *"the same text may be read either efferently or aesthetically"*. Efferent reading is the readers' ability to retrieve the meaning of words or to "take away" bits of information. i.e. the reader is not interested in the rhythms of the language or the prose style, but is focused on obtaining a piece of information, Rosenblatt proclaims: *"the reader's attention is primarily focused on what will remain as a residue after the reading — the information to be acquired, the logical solution to a problem, the actions to be carried out" (ibid)*.

While in aesthetic reading, the reader goes beyond the meaning which the words convey to include the feelings, attitudes and ideas they refer to in relation with his own experiences *"In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text".* (ibid). To sum up, according to Rosenblatt readers can make meanings from the texts they read only at the levels of their minds; it does not take place on the page, on the screen, or in the text, but in the act of reading.

Teachers and literary critics as well view that literature is read and analyzed in a manner that differs from non literary texts. Yet, evidence implies that, linguistically speaking, differences between the two are difficult to consider. In other

words, there are no particular linguistic features found in literary texts that are not found in non literary texts and to some extent they cannot be easily separated for they are interdependent. According to Short (1983), in literary works we find out that language is creatively employs, whereas Carter and Long (1991: 108) see that the creative use of language is important in determining literary merit, but it is ambiguous to adopt this view because the nature of creativity is not clearly defined, particularly when it comes to classifying a piece as literature. Short and Candlin (1986) also mention some similarities between literary and non literary texts.

Carter (1988) determines that a comparison between the language of poetry, as an example of literary texts, and the language of advertising reveals that they are more or less similar in their use of the linguistic features such as rhyme, ambiguity, metaphor, linguistic deviation and fascinating examples of play with words which can be creative and entertaining. In Eagleton's vision (1983: 9), there is no *essence* of literature whatsoever since any text, be it literary or non literary, can be read pragmatically or poetically and this emphasizes Rosenblatt view in the previous paragraph.

1.8. The Nature of Reading Comprehension

In English, there are four skills that have to be learned. They are listening, speaking, reading, and writing. Many definitions are yielded to reading comprehension. Comprehension occurs in the transaction between the reader and the text, Kucer (2001). In reading comprehension, the reader is supposed to draw information from a text then combine it with his background, Celle- Murcia (1996). Reading in second language is not an easy task for reading comprehension learners need to use distinct skills to understand the text. Depend ing on the reader's purposes of reading and the type of reading used, Longman dictionary of language teaching and applied linguistics distinguished different types of reading comprehension. The following are commonly referred to:

- *Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.*

- *Informational comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition and by inferring.*

- *Critical or evaluative comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.*

- *Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage.* Longman dictionary (p. 306)

According to Smith (1985: 102): *"reading is mistakenly considered as the decoding of letters to sounds (...) but reading involves illustrations, descriptions and analysis [...]. So reading is extracting information from a text".* In this case, reading is more than interpreting the sounds carried by the letters; it aims at getting messages from a written text. Eskey (2005) stresses the importance of reading in a foreign language stating that:

> *For second language learners, reading may be both a means to the end of acquiring the language, as a major source of comprehensible input, and an end in itself, as the skill that many serious learners most need to employ... [Students] may need to read it in order to access the wealth of information recorded exclusively in the language,* Eskey (2005: 563).

Nuttall (1982: 2) confers some definitions of reading in three occasions. In the first, she considers reading as decoding, deciphering or simply recognizing words. The second description perceives reading as articulating, speaking or producing words. In the third definition, she incorporates understanding or interpreting meaning. The same idea of decoding is adopted by Harmer (2001) when he avers that reading is *"an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of these messages",* Harmer (2001: 153).

Reading is a receptive skill which is a conscious and unconscious thinking process as the reader applies many strategies to reconstruct the meaning that the author intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience, Mikulecky (2008). She assumes

that as the reader approaches the text, he is using a huge store of preceding knowledge and accumulated experience, including preconceptions about the uses of spoken and written language. All of a person's prior knowledge, experience, and values are organized in categories, or schemata.

Each category, or schema, is connected to many other schemata in a complex mental network. As he or she notices particular ideas or facts in a text, the reader matches that information with background knowledge and is able to construct a version of the text's meaning. Reading comprehension means reading a text then doing a number of activities or actions to show a full understanding of the issue addressed in the text. It is one of English skills that have to be mastered by students. Thus, the role of the teacher is to motivate the students to read the text to have a vital academic success by giving instructions of how to use the prior knowledge for effective results. Brandes and Ginnis (1986: 12) argue that *"Learning what is meaningful and relevant depends partly on what is taught and partly on how it is taught."*

Students are supposed to have a quite full comprehension in reading to achieve an academic success, according to Mikulecky and Jefferies (2004) *"the brain could be compared to very complicated computer information is constantly coming in about what you see, hear, smell, touch, or taste"* (2004: 16). It is important to teach students English through reading as early as possible. During the reading process, students are absorbing new knowledge, drawing inferences and combining it with their prior knowledge as May puts forward*: "The reading process is an intelligent, active process of observing, predicting, and confirming, with a purpose in mind."* Reading involves thinking processes. Daiek and Anter (2004) say that to read successfully, learners need to constantly connect what they already know about the information to the words the author has written. This is also confirmed by Snow (2002) who avers that 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.. In the end of the reading process, they are expected to understand the content of the reading text.* Snow (2002: 07)

Comprehension is an active process in which readers filter meaning from the text and construct understanding via the lenses of their motivation, prior

knowledge and cognitive abilities. Effective readers have a purpose for reading and use their background knowledge and experiences to relate to the text as Grellet (1991) argues that: *"Understanding a written text means extracting the required information from it as efficiently as possible."* In the same flow, Swan (1990) says that:

> *If we say that a student is "good at comprehension", we mean that he can read accurately and efficiently, so as to get the maximum information from a text with the minimum of misunderstanding. We may also mean that he is able to show his understanding by re-expressing the context of the text – for instance, by writing sentences or paragraphs in answer to questions or by summarizing the text.* Swan (1990: 1).

Having a good mastery of the foreign language is highly required but it is not the only factor in successful comprehension for students who speak and write English very well may be so poor at this kind of work and certainly people may be bad at comprehension even in their own mother tongue, Swan (1992). Owing to this fact, comprehension instruction is so crucial in the reading process and English teachers should pay close attention to it so that their students will be equipped with effective reading habits.

Widdowson (1978) states that:

> *Reading as the understanding of discourse does not simply involve the recognition of what words and sentences mean, but also the recognition of the value they take on in association with each other as elements in discourse...what happens when we read with understanding is that we actively work out what the discourse means as we go long, predicting what is to come by reference to what has preceded.* Widdowson (1978: 63)

Widdowson (1990), again, considers reading as the ability to recognize sentences and their meaning as well as the ability to recognize the function of linguistic elements. He uses the term comprehending to define the ability to go beyond the words to decode the meaning that they transmit. Comprehension is recognized as a key process in acquiring language. As Dawson suggests learners who read widely, achieve greater fluency in English and gain confidence and pleasure in learning the language, Dawson (2000).

Strictly the same, Macmillan (1965) in Mackay and Mountford (1978: 112) give a detailed definition of reading where he asserts that: "*Reading is not a single skill*

but a process", comprising a complex set of interrelated skills which involve word recognition and the mastery of basic vocabulary as well as technical or specialized vocabulary as it may be required. It also involves the ability to find out in the material the structures of the sentences, paragraphs, and longer passages that constitute the thought units and the intelligence that is necessary to follow the thought development to make any pertinent deductions, inferences or critical assessments. Lastly, reading includes the ability to concentrate on the reading task. Hence, reading is a psycholinguistic process where language actively interacts with the thoughts.

Teachers cannot predict the success of the students in reading comprehension in a foreign language in the classroom simply because those students are good readers in their native language, although the reading process and the comprehension techniques they use are the same regardless of the language. Here, it is wrongfully considered that students can simply apply successfully the same skills, used in the native language, to reading in English. Reading in English requires a set of thinking skills and attitudes that grow out of the spoken and written use of the English language.

Teaching reading in Standard English to foreign language learners and other means helping them to acquire the literate behaviors and attitudes towards the text, that are practiced by native speakers of English, Mikulecky (2008).In this digital era, class activities should be designed by involving technology. Soetikno (2013) points out that one of the seven principles of the curriculum implementation is using multi strategy and multimedia approach, adequate learning sources and technology and utilize environment as learning sources.

Because literature is a reading-centered activity, teaching it involves a higher consideration of the skill of reading. However, efficient literary reading continues to be an obstacle in the way of both teachers and learners owing to the absence of standard techniques and strategies that could make the task easier. Miliani (2003: 46) argues that "*One should not forget that if we are to establish relationships with literature, it is through reading. Unfortunately, this skill has been and is still given rough handling by the educational system, society at large and the learner himself"*.

Reading English texts offers learners with low abilities and low self esteem who think that they are not capable of learning more confidence that will be more valuable than all new words or structures. Prowse (1999: 59) puts forward: *"Successful reading makes successful readers: the more students read the better they get at it. And better they are at it the more they read".* Likewise, reading is one of the most influential prevailing tools in the field of language teaching according Krashen (1993) who comes with a new approach to reading at schools which is Free Voluntary Reading:

> *In my work in language acquisition I have concluded that we acquire language in only one way: by understanding messages, or obtaining comprehensible input in a low anxiety situation. This is precisely what free voluntary reading is: messages we understand presented in a low anxiety situation.* Krashen (1993:22)

He also emphasized on the impact of reading on students by suggesting that students who often read:

> *Acquire, involuntary and without conscious effort, nearly all the so-called "language skills" many people are so concerned about. They will become adequate readers, acquire a large vocabulary, develop the ability to understand and use complex grammatical constructions, develop a good writing style, and become good (but not necessarily perfect) spellers.* (ibid)

Besides, he suggested that the benefits of free voluntary reading included *"enhanced language acquisition and literacy development, more ideas and information, greater success in life, loss of verbal memory, and more fun."* (ibid)

To sum up, reading is a complex activity that involves both perception and thought. It consists of two related processes: the recognition of the linguistic elements and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

1.9. Types of Reading

Several types of reading may occur in a language classroom, the most significant ones are intensive and extensive reading:

1.9.1. Intensive Reading

It is called also *"Narrow Reading"* or *"a zoom lens strategy"* according to Brown (2000) is the type of instruction that invades most of our EFL reading classrooms. This kind of reading entails a close study of short passages, including syntactic, semantic, lexical analyses and sometimes translation into the native language to study meaning, Susser and Robb (1990). Such reading is called "*intensive*" because the learner *"is intensively involved in looking inside the text at the vocabulary, grammar and is concentrating on a 'careful reading' of the text"*, Holden (2007: 159) which involves the students in reading selections texts about the same or a range of topics. The success of "*Narrow Reading"* on improving reading comprehension is based on the premise that being exposed to a variety of texts treating the topic from different perspectives or by the same author makes the readers familiar with the texts and will inevitably enhance comprehension.

A brief overview of intensive reading indicates that it is *"to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains"*, Day and Bamford (1998: 05). Most teachers would define this type of reading as reading carefully and thoroughly for maximum comprehension in which teachers provide direction and help before, while and after reading followed by exercises that require students to work on various texts.

According to Nation (2009:47): *"Intensive reading is a good opportunity for making learners aware of how the various vocabulary, grammatical, cohesive, formatting, and ideas content aspects of a text work together to achieve the communicative purpose of the text"*. Similarly, Brown (1994) claims that intensive reading calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships and the like.

Another accurate definition provided by Long and Richards (1987) says that *"it is a "detailed in-class" analysis, led by the teacher, of vocabulary and grammar points, in a short passage."* Similarly Brown (1989) explains intensive reading as

> *It calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.* Brown (1989:67)

So, he compared intensive reading to a "zoom lens" strategy. This type of reading is usually classroom based where the student is intensely involved in analyzing the text focusing on the surface structure or linguistic elements (like identifying key vocabulary) or semantic details of a reading. He is also asked to read carefully to construct more language knowledge rather than stressing the skill of reading only. He is also expected to develop rapid reading and word attack skills. The role of the teacher here is to choose the suitable text and activities to develop skills by giving directions before, during and after reading.

Learners' attention in intensive reading is as listed by Vanwyk (2003) focused on the features of the text that are important for comprehension and critical analysis, for example: lexical elements, syntax, cohesive devices, discourse markers and other features especially important for academic reading: discriminating and understanding the difference between main ideas and secondary ideas, separating fact from opinion,

To sum up, Intensive reading involves a number of language and communicative abilities for a close study of the text, a careful analysis of each sentence including the study of vocabulary, i.e. checking the meaning of a word in the dictionary and by reference to the context, Syntax by the recognition of punctuation clues of cohesive elements, of connectors between sentences and paragraphs, paragraphs analysis: recognition of the topic, the main idea and its supporting details, using all the clues available including cohesion and rhetorical structures and the interpretation of visuals especially when dealing with scientific discourse.

Intensive reading is not a lot of fun for students since they never learn to love reading if they always have to analyze every text chosen by the teacher so intensely, simply because it may not interest them. Also, while the texts are often realistic,

usually in order to be so productive, these readings have to be adapted somewhat or written by textbook writer. So we also should teach students to read extensively.

1.9.2. Extensive Reading

Extensive reading is generally practiced for pleasure and by fluent readers in a relaxed atmosphere, usually, outside classroom instruction. It is very useful for enhancing the readers' repertoire of words, automatic word identification and knowledge of the language and the world as a whole, Harmer (1991). The term *'Extensive Reading'* was originally coined by Palmer (1917) and since then, different terms have been used to refer to extensive reading; such as: *"Supplementary Reading"*, West (1935), *"Free Voluntary Reading"* krashen (1995), *"Free Reading"*, Mason & Krashen (1997). Furthermore, the concept of extensive reading operates under a variety of alternative acronyms, including DEAR time (Drop Everything and Read); DIRT time (Daily Individual Reading Time); Trelease (2006)

Long and Richards (1971: 188) identify extensive reading as "*occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words."* Moreover, Brown (1989: 76) explains that extensive reading is carried out *"to achieve a general understanding of a text."* In other words Extensive reading is done for the comprehension of main ideas and not for specific details in order to build the readers' confidence and enjoyment.

Similarly, Nuttall (1982: 99) states that "*The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it"*. Simply put, if extensive reading is facilitated it can ideally be an integral part of the curriculum, enhance the learners' reading ability and general English levels and have knock-on effects on their writing skills, spelling, grammar and speaking, Waring (2009).

Palmer (1964: 29) described extensive reading as *"rapidly reading book after book"*. Also, he contrasted it explicitly with intensive reading or *"to take a text and study it line by line"*. The focus here is on the number of the books read and the meaning with readers' choice and the role in improving their ability of reading. In order to do extensive reading successfully, Day and Bamford (2002) addressed ten characteristics which are summarized as follows:

✓ Students read as much as they can.

✓ The availability of a variety of materials on distinct of topics.

✓ Students have a free will in deciding about the text that they want to read.

✓ Reading is usually for pleasure, gaining information and general understanding.

✓ Reading is its own recompense.

✓ Reading materials are well if they suit the linguistic competence of the students in terms of vocabulary and grammar.

✓ Individualized and silent reading.

✓ Reading speed is usually faster than slower because the aim is not to recognize all the details.

✓ The teacher guides students in setting specific goals for amounts read.

✓ The teacher is a role model of a reader for the students.

Studies have shown that attitudes were changed towards reading in the foreign language and how the students became eager readers thanks to extensive reading. In this respect, Elley (1991:397) reports that the students developed *"Very positive attitudes towards books as they raised their literary level in English".* Furthermore, Day and Bamford (1998) confirm that it is:

> *The ongoing experiences of extensive foreign language reading that have the most potential to establish positive attitudes towards foreign language reading ... extensive reading is a powerful tool for teachers concerned with building and maintaining positive attitudes towards foreign language reading among their students. But the development of positive attitudes is not an end in itself, for attitude influences something equally important in reading: motivation.* Day and Bamford (1998:27).

Both intensive and extensive readings of literary texts are interrelated and contribute to improving students' language skills and self-confidence. If students are required to read a piece of literature, they need to read it carefully. Then, they try to fully understand it by reading more about the biography of the author, his/her other works, and the literary movements of his/her age in order to attain comprehension of its deep messages intended by the author. If students develop the habit of reading,

discover its joy and recognize its importance, the ultimate goals of teachers and the educational process will be reached.

On their part, students also should not restrict themselves and choose to read only the assigned pieces in their curriculum. Given those restrictions, they open portals for frustration and boredom; students can be exposed to a failure of understanding and abandon the idea of being autonomous. Literature is associated with emotions and passion that compel students to reinterpret and deeply reflect on a certain literary piece. These emotions are emphasized by Wordsworth (1800) in Lyrical Ballads when he defined poetry as a *"spontaneous overflow of powerful feelings."* This aspect of literature motivates students to read more about a certain piece of literature and to form their own ideas and interpretations as a reflection of these feelings. This strengthens students' confidence in them and enriches their language as well.

1.10. Reasons for Extensive Literary Reading

Reading is composed of more than a single skill but a combination of skills and processes in which the readers interact with printed words to gain knowledge besides content and delight. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. Some goals of reading according to Baleiro (2010) may include: enabling students to understand the world around them, up warding their interests and finding solutions to their own problems. The benefits of extensive reading are discussed over the last decades and it has been generally approved by many researchers. It is useful to familiarize the reader with the language in order to develop a reading habit, gain confidence in reading by increasing the reading comprehension and make them prepared for further academic courses because they have read great quantities. Choosing a material for extensive reading involves also:

> *Looking through various titles, scanning through books, and, skimming over a few pages to check to see if it is accessible and likely to be interesting to read. In accepting or rejecting reading material, students develop internal judgment criteria that they use to assess language input.* Gilner & Morales (2010: 17).

The selection of appropriate texts is among the important factors for the success of extensive reading because *"In the absence of interesting texts, very little is possible. An obvious principle, but one which is often forgotten, interest is vital, for it increases motivation, which in turn is a significant factor in the development of reading speed and fluency"*, Williams (1986: 42). Supporting this view, Brumfit (1986: 189) mentions the general criteria of texts' selection: *"Linguistic level, cultural level, length, pedagogical role, genre representation, and classic states also referred to as 'face validity'"*, Brumfit (1986).

Bamford (1982) claims that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabulary store will get richer. Extensive reading builds positive attitudes towards reading and the students become motivated to read free from any pressure, they read just for leisure since they feel more autonomous in decision making over their own learning and likely to take more initiative. Consequently, the students become more *" independent readers"* for they are able to read for different purposes rather than taking academic test and having high scores and being able to change reading strategies for different kinds of texts. Accordingly, they become more aware of what is on hand and accessible to them to read as they acquire incidental grammatical skill that is not directly taught.

Definitely, then, language and literature are closely related because Literature is formulated by language and it represents one of the most persistent uses of language. Language and linguistic analysis can also be implemented to analyze literature from the learner's point of view, Brumfit and Carter (1987). Literature has been a widely used teaching tool in different language teaching approaches. However, the aim of using literary texts changes giving more relevance to the literary text as a work of art rather than just studying grammatical structures deductively as it is the case in the grammar translation method.

The role of literature has been changed radically in the tradition of second language teaching to end with an account of its current situation within the communicative approach. In the grammar translation method, literature was the central component because in literary texts, *"meaning is self-contained in the language but it is not to be discovered by appeal to neat, simple, conventional formulas"* that can be

taught and learned, Brumfit and Carter (ibid: 14). As a result, it is essential that the students get more often exposed to this kind of reading that will help them *"search both backwards and forwards, in and across and outside the text for clues which might help to make sense of it"*. Brumfit and Carter (ibid: 15).

Literary texts of the target language were read and translated, used as examples of good writing and *"illustrations of the grammatical rules"*. The focus of this teaching method was on form, on learning the rules of grammar and the lexical items as they appeared in the text. There was no literary interest, nor interest on content. After this method proves its failure in reaching a wide range of learners, literary texts also went forgotten for teachers of second languages. For the structural approaches to language teaching, literature was discredited as a tool, because it represented the old tradition.

The functional-notional method ignored literature, because in this method the importance lies on communication and they present authentic language samples. Literature was not considered either to have a communicative function or to be authentic example of language use. Nonetheless, in the last decade or so the interest in literature as one of the most valuable language teaching resources available has revived remarkably. This is in consonance with the new currents within the communicative approach that see in reading literature the perfect realization of their principles namely developing communicative competence , that is teaching learners to communicate in the second language and accounting for real, authentic communicative situations.

Necessary for us to mention that the value of reading literature is important, as summarized by Baleiro (2010:175) because:

✓ It is authentic and culturally valued material; Lazar (2002); Collie (2000)

✓ It develops students' interpretative skills; Lazar (2002).

✓ It expands students' awareness of the structure of the language both at usage level (knowledge of linguistic rules) and use level (how to use those rules to communicate efficiently); Moss (2003); McKay (1987).

✓ It expands their vocabulary; Lazar (2002); Collie (2000).

- ✓ It is an opportunity for students to become receptive to different cultures, Lazar (2002).

- ✓ It aids them to express themselves creatively and imaginatively. As Littlewood (2000: 48) claims:

  > *The reader's creative (or rather, "co-creative") role, and the imaginative involvement engendered by this role, encourage a dynamic interaction between reader, text and external world, in the course of which the reader is constantly seeking to form and retain a coherent picture of the world of the text.* Quoted in Brumfit (1987: 15)

- ✓ students that read literary texts have access to a vast and diverse range of human experience and reflection and that helps them learn about human relationships and understand more about themselves; Collie (2000)

- ✓ It motivates students to become enthusiastic readers, because a good book has the power of absorbing and fascinating the reader until the end of the plot is revealed and that will surely motivate students to read more. Besides, it is a fact that the more one reads, the more he wants and loves to read and unfortunately statistics reveal that most students do not have reading habits.

1.11. The Role of the Teacher in the Reading Class

Teachers now have many roles to play in foreign language classrooms; they are teachers, facilitators, motivators, evaluators, agent of socialization and importantly strategy trainers. However, besides teaching the content, teachers, should teach strategies, explain them and train students to use them. Also, as teachers of language, we should train our students to determine their goals, choose the appropriate strategy and the suitable reading material as well. Confirming that, Clarke and Silberstein (1977: 45) say that it becomes the responsibility of the teacher to train students to determine their own goals and strategies for a particular reading…to encourage students to take risk, to guess, to ignore their impulses to be always correct. Brindly (1994) in a chapter about teaching reading, claims:

> *English teachers ought not to have the sole responsibility for the development of reading. Nevertheless, English teachers do have a very important and particular role to play. They are responsible above all for the development of active and critical readers.* Brindly (1994: 80).

Mikulecky (2008) proposes that in order to read well in English, the students need to do the following:

- *Develop a schema of the reading process that includes the idea that reading is more than translating—reading is thinking.*
- *Talk about their reading, and explain how they make sense of a text.*
- *Read extensively for pleasure in English, and discuss their reading with someone who can model the literate behaviors expected in an English-language context.*
- *Break the habit of reading every word by reading faster.*
- *Learn to vary their reading rate to suit their purpose in reading.*
- *Employ top-down processes effectively by learning to make connections between what they already know and what they are reading.*
- *Learn reading and thinking skills that fluent readers of English employ unconsciously to strengthen both top down and bottom-up processing abilities.*
- *Enhance bottom-up processing by acquiring the most useful vocabulary and by learning strategies for guessing meaning in context.*
- *Master the basic 2,000 words that constitute approximately 80 percent of texts in English.*
- *Acquire specific reading comprehension skills they can apply strategically.*[7]

1.12. The Reading Literacy

Dealing with literature means reading texts. One of the reasons that pushed many countries to support the students to read literature and develop constant reading habits in their free time is the belief that this contributes to reading literacy. However, it has been proved that policies which focus on encouraging students to read and on offering various possibilities for that might fail to develop reading literacy, especially with students from backgrounds where reading is not part of their daily routine. If teaching does not explicitly train the reading abilities, this assumption is not fulfilled: reading and reading literature can continue to be hard work and the expectation that one should enjoy reading does not match the experience of the students, Pieper et al. (2004).

It is widely recognized that literary texts offer many opportunities for developing language awareness: *"It is literature that encapsulates language in its most subtle and intricate forms where nuances of meaning and ambiguity have to be*

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[7] See Mikulecky (2008: 10)

embraced", Fleming (2006:53). The elaborate use of language often demands close reading: special effort is needed to construct meaning on the level of local and global coherence as well as on the level of integrating prior knowledge since many literary texts show unexpected turns. The use of literary texts for the purpose of reading instruction, then, could at least offer an encounter with literature, especially for those students who have not experienced literature as part of their cultural life. So, one might argue here that the blended view of language and literature is to be preferred.

Basing on the premise that pragmatic studies about literature use in EFL classes often indicate that readers adopt a specific attitude towards literary texts and that this attitude monitors the whole process of reading, one may assume that what seems important in fact is the reader rather than the text. In this case, a specific reading literacy cannot be argued for with regard to the features of the text but would have also and primarily to take into account a wide range of personal variables.

In relation to the literary literacy, what can be identified with *"critical literacy",* and this is the ability to recognize and understand certain conventions of language, the ability to read the words on a literary text and produce literary meaning, Schleppegrell (2002). In other words: *"the fundamental ability of a good reader of literature is the ability to generalize from the given text either to other aspects of the literary tradition or to personal or social significances outside literature",* Brumfit (1987: 188). According to this definition, the meaning is not inherent in texts and it is the reader who creates it in his interaction with the text.

1.13. The Reading Habits

Noor (2011) claims that in any higher learning environment, reading is valued as the most important academic language skill for all second and foreign language learners. Students learn new information and become more competent in their subject matters through reading. Loan (2009), moreover, stresses the importance of reading by claiming that individuals with good reading habits have the chance to widen their mental horizons and to multiply their opportunities. Noor (2011) supports Loan's idea and adds that reading is essential in teaching individuals how to cope with new knowledge in the technologically changing world of today.

Reading habits have been defined differently in the literature, with each study defining reading habits from its own percepective; according to Parlette (2010) reading habits are the manner in which an individual organizes his reading. These habits are acquired gradually from learning letters, words, sentences, paragraphs and complete texts at an early age, between kindergarten and the elementary level. It is noted that for reading to become a habit, it must be encouraged by parents first then by teachers, Parlette (2010). In practice, reading accompanies a child throughout his life, considering that reading is a means for personal growth; it shapes the imagination and plays a critical role in helping the individual to control language and play a role in society, Knoester (2010). Chen (2006) identified indicators of reading habits including frequency of reading, volume of reading, and contents.

Reading habits accompany individuals along their life span and presumably affect their academic life. Akanda, Hoq, & Hasan (2013) indicate that reading is related to learning and learning leads to mental, professional, and human development in general. Owusu-Acheaw (2014) found a link between the students' reading habits and their demographic profiles, academic performance, academic reading[8] and professional growth. Parlette (2010) added several additional variables that affect reading habits like reading efficiency he claimed that students with higher reading efficiency do not read more than students with lower reading efficiency for instance, reading for the sake of enjoyment is an important element in the development of a sense of self and students' ability to satisfy their strong need for enjoyment and relaxation in the transition from high school to university and adulthood.

Owusu-Acheaw (2014) also found that high reading efficiency is consistent with more positive feelings about reading abilities. Possibly, students who do not

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[8] Davidovitch et al. (2016) mention the features of academic reading as follows:

- ✓ Mandatory and requires reading in English
- ✓ Requires skills: vocabulary skills in various languages, familiarity with and understanding of existing theories.
- ✓ Academic studies introduce students to a world of reasoning that differs from the world they were previously accustomed to.
- ✓ Provides exposure to research skills: critical reasoning, organization, judgment, causal relations, objective analysis of research subjects, ethical principles.

read willingly may be subject to negative effects on their academic performance. Annamalai & Maniandy (2013) described the reading habits and reading attitudes of a group of students at a Malaysian technical university and found that students who did not enjoy reading the course materials claimed that the texts were too difficult and caused reading anxiety, and that reading was boring and does not motivate them to study.

Similarly, the most influential impact of technology is arguably on the transfer of information. The traditional way of transferring information, that is, through printed documents, has begun to be replaced by online data. This change has inevitably showed that the digital age has already engulfed people's reading habits. Shen (2006) showed that EFL students' reading habits have shifted from paper-based to internet-based reading. Since reading is a must in developing other critical language skills such as writing, listening and speaking, this shift in reading habits should not be ignored by teachers. As a result "e-" was automatically added to various concepts like E-mail, e-shopping, e-banking, e-commerce, e-government, e-signatures and e-learning are leading concepts among them E-books[9] with a notable mushrooming number of readers of this book format that most of us have used a lot lately because of their long-standing history and the widespread use of information technologies. Liu (2005) further supports that the new reading behaviors are influenced by the growth of digital information available and there is an increase in the amount of time people spend reading electronic media.

Holte (1998) emphasizes the importance of reading in that it increases quality of life as well as creating culture and making cultural heritage available; moreover, he claims that it both strengthens and brings people together (as cited in Akanda, Hoq and Hasan, 2013). The importance of reading is obviously high, so the question becomes what is to be done to facilitate reading? Since technology affects how we

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[9] With different definitions in the various sources, the e-book definition pertinent to this study is that of an electronic format digitizing one or more printed books or a content completely produced in electronic environment that can be displayed, accessed, published on a desktop computer, on any hand-held device with screen or in any custom-designed electronics. They include a book reader hardware and rich text features software (adding bookends, text marking, note taking, etc.) to allow for the same functions performed during traditional reading, Önder (2010).

read by changing the medium from printed to electronic, methods to foster new reading habits should be studied, Holte (1998).

Reading e-books comes with a lot of advantages for users compared to reading printed books[10]. For example; using less paper, e-books take up less space and are easy to carry, searching and note-taking is much easier, the font size can be changed as desired, purchasing, most of the times, is much faster and easier, preservation and protection is simple. E-books can be printed and published in a variety of file formats (HTML, PDF, LIT, PDB, etc.), Day (2001); Yıldırım et al, (2011). For Rukancı and Anameriç (2003); e-books, depending on the technology, can provide enough interaction as between a teacher and a student. It can appeal to students with different learning styles and they can adjust their own reading and learning speed. In addition, it is clear that because of its visual and audio elements, e-books could facilitate learning and teaching, make it more enjoyable and optimize the permanence of learning.

Besides reading online news, users can watch videos and listen to the news available through these applications. E-book readers such as Kindle and Nook are designed primarily for electronic books. Thousands of electronic books can be saved to the reader and can be taken anywhere with ease. They allow us to look up words and translate pages. Readers can gain benefits from some of their features such as adjusting font size, underlining and highlighting texts. Some of them have a text to speech feature which transforms text into audio, thus enabling their readers to listen as well as read. Another type of book that is becoming more and more popular among people is called audio books. Thurrott (2011) emphasizes that audio books provide reading opportunities in new situations like while driving, doing housework, and doing yard work. They are especially useful for those who have poor eyesight to read and for language learners who want to improve their pronunciation skills.

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[10] Ever since the Chinese first invented paper with linen and straw, it quickly outdated books made of bamboo, silk, skin, and papyrus. Today's paper industry relies heavily on trees for its products. It was reported that primary forest area was reduced globally by 60,000 square kilometers per year, about the size of Ireland [greenfacts.org, 2009]. The paper industry and other non-lumber products consumed 1.6 billion trees or 300 million tons of paper each year which equals to 43 percent of the total tree consumption globally. Chao,Fuxman & Elifoglu (2013)

Book choice can communicate information about the reader to society. When an observer makes a positive connection to a reader's choice, a positive experience ensues. Lichti (2012) gives this example by Alberto Manguel who recounted a common positive experience, *"Sitting across from me in the subway in Toronto, a woman is reading the Penguin edition of Borges's Labyrinths. I want to call out to her, to wave a hand and signal that I too am of that faith. She, whose face I have forgotten, whose clothes I barely noticed, young or old I can't say, is closer to me, by the mere act of holding that particular book in her hands, than many others I see daily"* (Manguel, A History, 214, as cited in Lichti (2012))

These advancements in technology have brought about a new trend in reading called digital reading. Online periodicals, electronic books, and audio books constitute much of the widespread technology assisted reading sources. Online periodicals are magazines and newspapers that are made available online for their readers. Since they are online and in a digital format, it is easy to change, add and update their data. With the recent developments in portable devices, applications can easily be downloaded to a mobile phone or tablet computer in order to access them. The news available in the applications can be read anytime, anywhere without an internet connection, Dillon (1992)

The electronic book is one of the many emerging technologies that changes the way we learn and conduct research. Many academic libraries have already incorporated e-books into their collections, while others are planning to do so in order to meet the evolving demands of their academic users. While e-books and e-readers are gaining popularity, a large body of literature suggests that this technology has not yet reached critical mass. Changes in reading technology have profoundly affected society. The advent of punctuation, the codex, and Gutenberg's printing press all revolutionized society and social behavior in regards to books. E-books are the most recent major mainstream technological change in reading, Griffey (2010).

Reluctance to read could be eliminated by these recent developments in reading tools. To sum up, the integration of technology into people's lives has affected the tools from which they read. In addition to printed books, online periodicals, audio books, and e-books have begun to be used widely. The digital formats of the texts provide more than what printed formats do as they have various

features which make reading a fun activity. Recent usability and readability studies of e-readers show that readability is similar in print and e-reading devices after the invention of E-Ink technology, which allowed text to appear paperlike on a screen but that navigation is an area for improvement, Griffey (2010).

Lichti (2012) draws a comparison between reading on paper and on an e-book as follows …In the late fourth century, Saint Augustine described his contemporary, Saint Ambrose, reading—"When he read his eyes scanned the page and his heart sought out the meaning, but his voice was silent and his tongue was still" (Manguel, A History 42). This is the first definite example of silent reading ever recorded. During the Middle Ages, silent reading was still uncommon and not looked at positively by the Christian church. A text read silently *"is no longer subject to immediate clarification or guidance, condemnation or censorship by a listener"* (Manguel, A History 51). Texts read aloud could be shared and enjoyed with others and the text could be explained or even debated. Reading aloud was a social activity with some associated constraints. Reading silently was an isolated activity that allowed more freedom. Although most reading is done silently today, the choice to read a print book or an e-book is similar to the choice to read aloud or silently.

According to Lichti (2012), print books are eye catching with their covers while e-readers privatize book choice by showing the curious eyes of some observers only the e-reader brand. Print books, like reading aloud, communicate to society something about the reader and what they are reading. E-books, like reading silently, privatizes the reading experience. Despite the negative attitudes of users toward e-reading revealed in some studies, other scholarship begins to identify the potential of e-reading for providing new reading experiences not available through print. Many of these positive attributes could benefit EFL learners as well as improve their reading experience. For example, hypertext-linking, Stork (2001) provides an easy way to navigate information; personalization features (such as the ability to make text larger or smaller and to choose font) can aid those with visual impairment; and navigation choices (scrolling or paging) can facilitate a tailored reading experience that closely resembles a format they are comfortable with such as print (Siegenthaler, et al., 2010). In addition to that, other variables are included like, affordability Kilgour (1998), portability, Griffey (2010), ubiquitous access, Hua (2011) and increase opportunity for seniors to participate in book clubs and to read while

travelling, Lichti (2012). Futurist Kelly (2006:43) anticipated that, in the near future, *"all new works will be born digital"*.

Researchers have also examined whether students prefer reading on screen or on paper, and found varying results. One study found that students reported that the main problem in reading was their lack of time, Leff & Harper (2006). Thus, students may prefer to read information that is readily available rather than to engage in a protracted search for academic texts in a library. Attempts are being made to discover the underlying difference between studying on screen and studying from a printed text. The technological differences themselves are not the answer. Rather, readers make use of different learning processes and schemata in both cases. Test performance was found to be poorer when students studied on screen compared to when they studied on paper. It seems that the effective management of the learning process and not the medium is what affects learning, Ackerman (2012).

Palani's (2012) argument reflects a major concern that technology will take control of our lives and affect reading habits because people show little interest in any type of reading as a result of the influence of mass media. Students will not be able to expand their knowledge solely by reading books, science fiction, and magazines. A study conducted by Akarsu & Daryemez (2014) found that students developed a certain level of reading habits, and that the Internet was at the heart of the students' reading activities. Since reading mainly included magazines, news, fashion, and sales, there is a need to maintain a balance between traditional reading and new technologies. In any case, students benefit from another advantage: According to a study by Owusu-Acheaw (2014), students who read non-academic materials including magazines and books, were able to relax. The extensive information on the internet also is a source of enjoyment for students, a source of global news, and a source of academic support. Digital resources help students by creating access to a complete domain that they wish to learn, and in a short time.

As part of universities' technological developments and their their steps towards digitizing the materials available to students, universities in the world offer access to academic texts through their information systems. These systems are an efficient way for teachers to actively monitor their students' continuous learning process. It was found that students who used ebooks were satisfied and noted that

they would like more courses to offer materials on this new medium, and availability of such materials could even influence their choice of a field of study, Simon (2001). In summary, technology has changed the nature of reading for the younger generation. Many students prefer to spend their leisure time watching television or surfing the Internet rather than reading books.

Studies have found that a positive attitude toward reading evokes positive reading experiences. These positive attitudes are acquired through the support and encouragement of motivational factors that affect individuals throughout their lives, and potential encourage higher academic performance levels, Annamalai & Muniandy (2013). However, even students who are not avid readers find the motivation required to study for exams and read all the required materials, Akanda, Hoq & Hasan (2013).

1.14. Literature and the Four Skills

The use of literature as a tool for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is widely recognized in the field of foreign language learning and teaching nowadays. In this section, I will review the related literature of the roles that literature plays in improving different skills. It should be mentioned here that literary texts are not taught in isolation but rather in an integrated way.

1.14.1. Literature and Reading

One major goal of EFL reading courses is to cultivate reading autonomy in the students. Such autonomy is developed through not only sufficient reading proficiency but also sustained reading interest and adequate knowledge of reading resources, Tsai (2007). Since most EFL learners have their primary contact with the target language in the classroom, what is introduced in the class decides for the most part what they may utilize in the out-of-class context. It is thus important to *"empower foreign language students to make effective use of the potential language-learning materials that exist around them"* Ryan (1997:215). Additionally, teachers need to help the students to find out prospectively motivating resources that can be used when the EFL courses end. Teachers of English, then, have to adopt a dynamic, student-centered approach in order to comprehend the literary work, Ryan (1997

The teacher has to focus on the cognitive styles of the students, as formulated by Knowles (1972) that:

- In concrete learning style, learners are active and show interest in information that has an immediate significance and value.

- In analytical learning style, learners are independent, like to solve problems, and enjoy tracking down ideas, they are also serious, push themselves hard, and are vulnerable to failure.

- In communicative learning style, the learner is involved to interact and give feedback.

- Authority– oriented learning style in which students shows that need and linking for sequential progression and structure.[11]

Regarding the interconnectivity of language skills, Brown (2001:140) contended that *"reading ability will best be developed in association with other skills, especially the reading-writing connection"*. Therefore, by considering the potentiality of reading accompanied by writing activities to enhance critical thinking skills, a new way to teach English reading with the aim of engaging learners actively and focusing on developing students' critical thinking through literature works needs to be proposed by language teachers. According to Paul (1995:91), language learners should be trained to be critical readers who can *"question, organize, interpret, synthesize, and digest what they read"*

In other words, in a reading course, discussion begins at the literal level with direct questions regarding the setting, the characters and the plot which can be answered by specific reference to the literary text. When students master literal understanding, they, automatically, move to the inferential level, where they have to analyze the characters, the setting, the theme and the author's point of view. After comprehending a literary selection at the literal and inferential levels, students are ready to work in collaboration. The group discussion which is derived from such

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[11] It is important for a learner to be aware of one"s learning style but Oxford (2003:3) warns us against being too rigid about the various types as they *"are not dichotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua."*

questions can be the foundation for oral and written activities learners should be ready for a group work in which they can share their assessments of the work. The individual evaluation motivates the learners to activate their imagination about the work and even find some solutions to their problems, Stern (1991).

1.14.2. Literature and Writing

Literature is a useful source for writing in EFL classes as subject matter and model. It acts as a model when the student reproduces a writing which is very much similar to the original work or imitates its content, theme, organization or even the style. This can take three forms, the first one is controlled writings which are based on activities that are used in the beginning like rewriting passages of text in arbitrary way to get proficiency on specific grammatical structures or rewrite a third person passage into first person from a character's point of view, Hişmanoğlu (2005)

The second one is a guided writing which is practiced by intermediate EFL students to complete sentences, respond to a chain of questions, sum up or retell the model. This type helps them to comprehend the exercise at the literal level which is a very beneficial approach in this respect. The third form is reproducing the model which concerns activities of paraphrase, adaptation and summary. By using the technique of paraphrasing, students use their own words to reproduce. They are trying to make sense of the given poem, short story, novel or a play. This activity enables students to be aware of the variations between written and spoken English, Stern (1991) Hişmanoğlu (2005).

In this way, one may infer that the literary text is like a stimulus for the students. Literature also serves as a subject matter when the student writing exhibits original thinking like interpretation or analysis or when it emerges from or is creatively stimulated by, the reading. There are mainly two kinds of writing based on literature as subject matter: writing "on or about" literature which comprises the traditional assignments like written responses to questions, paragraph writing, in-class essays, and take-home compositions - in which students analyze the work or in which they reflect upon the literary devices and style and writing "out of " literature which means making use of a literary work as the basis for composition - creative assignments developed around plot, characters, setting, theme, and figurative language. There are many forms of writing out of literature, such as adding to the

work, changing the work, drama-inspired writing and a letter addressed to another character, Stern (1991). These categories are so helpful for EFL classes.

One benefit of having literature as the reading content is that in a writing course whose reading content is literature, students make inferences, formulate their own ideas, and look closely at a text for evidence to support generalizations. Thus, they learn how to think creatively, freely and critically. Such training helps them in other courses which require logical reasoning, independent thinking, and careful analysis of the text, Spack (1985). Literature constitutes of a variety of themes to write on in terms of guided, free, controlled and other types of writing, Hişmanoğlu (2005).

1.14.3 Literature and Speaking/Listening

The reason for learning the language is to be able to use it in practice, to understand and to make oneself understood. Thus, the most frequent way of using it is speaking. According to Ur (1991), speaking plays an important part in learning a foreign language. She says:

> *Of all the four skills /listening, speaking, reading and writing/, speaking seems intuitively the most important. People who know a language are referred to as ´speakers´ of that language, as if speaking included all other kinds of knowing, and many if not most foreign learners are primarily interested in learning to speak,* Ur (1991:120).

The study of literature in a language class has been associated with reading and writing for long, yet, it can play an equally momentous role in teaching both speaking and listening. That may take different forms like: Oral reading where teachers can make listening comprehension and pronunciation interesting, motivating and contextualized by playing a recording or video of a literary work or reading literature aloud themselves. Having students read literature aloud contributes to developing speaking as well as listening ability, dramatization because literature-based dramatic activities are valuable for ESL classes by facilitating and accelerating the development of the oral skills since they motivate students to achieve a clearer comprehension of a work's plot and a deeper comprehension and awareness of its characters.

Dramatization also requires classroom performance of the scripted materials where the students can make up their own scripts for short stories or excerpts of

novels, adapting them as closely as possible to the real text. Based on the story, they might guess what the characters would say and how they would say it. Improvisation is a more systematic activity, i.e., a dramatization without a script, role-playing, pantomiming, reenactment, discussion and group activities may center on a work of literature.

Foreign language anxiety (FLA) is a major element which affects performances and acquisition of foreign language learners. It occurs more in output language abilities such as writing and speaking than in input abilities, Chiu et al. (2010). In the study of Chiu et al. (2010), a high percentage of students reported that they become anxious, easily, when they spoke in English. Accordingly, students who scored high on anxiety in the study of Horwitz et al., remarked that they are afraid to speak in the foreign language (1986).

Though the results of the study of Macintyre and Gardner (1991) presented that speaking is the most anxiety-provoking activity in second language acquisition, half of their students reflected the use of speaking skills as confidence-building experience. Thus, it can be implied from this study that, when there is no anxiety provoking situation, speaking a FL can increase students' self-confidence. The level of self-confidence is one of the most important factors provoking anxiety because, when students experience high self-confidence, they are not afraid of making mistakes or having other students laugh at them. Besides, it was found in the study of Park and Lee (2005) that low self-confidence or high anxiety levels affect students' oral performances negatively. Zheng (2008) stated that when students are supposed to complete an oral task, their anxiety level can increase. Giving oral presentations and performing in front of other students was reported to be one of the most anxiety provoking situations, as well,Ohata (2005); Woodrow (2006). Ohata (2005) and Ay (2010) also mentioned the effect of "unpreparedness" on students' speaking anxiety. In this situation, a student reported that s/he feels weird, and prefers to keep his/her silence during whole class, and wishes not to be asked any questions (Ohata, 2005).

People are often anxious about their ability in a foreign language, especially in listening/speaking situations, which leads to a type of anxiety called *"communication apprehension",* Macintyre & Gardner (1991). This type of anxiety plays such a crucial role in FL speaking anxiety that even talkative people become

silent in a FL class when they have communication apprehension, Horwitz et al., (1986); Ay, (2010).

1.15. The Students' Challenge of New Words

Reading comprehension requires reading quickly (reading fluency), keeping track of what words are in the sentences (working memory), vocabulary meaning and text conventions (semantics/grammar), and understanding what is read (receptive language), Berninger & Richards (2002). I believe here that owing to the nature of literary texts are full of metaphors, connotations, and are varied in formal and informal dictions. Students frequently face linguistic difficulties that may affect their understanding. Ultimately, the challenge in facing such linguistic difficulties reside in knowing how to relate the rules of grammar with syntax which destroy all hurdles for comprehending the language that enable learners to access the pleasure of the literary text and at the same look at this challenges as a source for language mastery enrichment through an enjoyable experience.

Hayne (2007) lists some specific challenges that English language learners (ELLs) face when learning to read literature in English are:

- *An abundance of idioms and figurative language in English texts*
- *Difficulty of unfamiliar vocabulary*
- *Use of homonyms and synonyms*
- *Grammar usage especially the "exceptions to the rules"*
- *Word order, sentence structure and syntax*
- *Difficult text structure with a topic sentence, supporting details and conclusion*
- *Unfamiliarity with the connotative and denotative meanings of words*
- *ELLs may not have practice in expressing an opinion about text.*
- *Use of regional dialects*
- *Fear of participation and interaction with mainstream students*
- *Story themes and endings can be inexplicable*
- *Literary terms for story development are not understood*
- *Unfamiliarity with drawing conclusions, analyzing characters and predicting outcomes*
- *Imagery and symbolism in text are difficult.*
- *Difficulty with understanding what is said by the teacher and being able to take notes.* Hayne (2007: 59-60)

Certainly, the proficiency of language learning is highly required for access to meaning of the literary text. Knowledge of foreign languages calls for developing certain skills and knowledge acquired far from the linear meaning of words and

sentences. It is, then, a common belief that most students encounter many difficulties in studying literature. The linguistic difficulty that characterizes the literary language is the primary challenge that students face when they are exposed to literary texts in the first phase. Nuttall (1982)

According to Smith (1985:94), *"the most preferred and efficient strategies for proficient readers when they come across a word that is unfamiliar are to skip or to predict from context".* In other words, instead of neglecting the whole literary piece because of the unknown words that challenge the readers' understanding, the reader needs to skip them only. This is considered as the major reaction and the basic word attack skill for students and the following procedure can be followed to train students to ignore words, Nuttall (1982:75-76). Nuttall suggests a five-step procedure to train students to use the strategy of skipping unknown words. The first step starts with supplying an incomplete text (words and phrases omitted). Then, students are asked to answer questions from the incomplete information.

The second step is completed with the same exercise but this time with difficult words which are not essential for getting the gist of the message and answering the questions. If students do the task, it means that some words can safely be ignored. In the third step, the teacher tries to help students identify the words they must look up. Then, a short text which contains a number of new words is supplied, and students are given a number of simple questions aiming at testing the understanding. The task, then, is to find out the number of questions that can be answered without looking any words. The fourth stage is an extension of the above exercise; that is, a certain number of new words are included in a text and students look them up in order that the text could be comprehended well to answer the questions. In the end, ignoring certain unknown words is one of the best techniques for readers.

I will summarize using Smith' words (2004)

> *It is not necessary for any reader, and especially not for beginners, to understand the meaning of everything they attempt to read… They always have the liberty to skip passages and to ignore many small details, either because they are comprehensible or because they are not relevant to their interest or needs.* Smith (2004: 169)

The technique of skipping unfamiliar words is also advocated by Grellet (1981) who says:

> *When we read, our eyes do not follow each word of the text one after the other at least in the case of efficient readers. On the contrary, many words or expressions are simply skipped: we go back to check something, or forward to confirm some of our hypotheses.* Grellet (1981: 10)

For Grellet, skipping words is something natural provided that comprehension is not interrupted. Evidently, readers are not going to ignore all the unknown words; they just skip words whose meaning is not important to the comprehension of the text, yet, deciding on the words is vitally important to the purpose for reading text. One of the strategies used to determine if the meaning of a particular word is necessary to the overall meaning of the sentence is to read the sentence without that word and see if a general meaning is clear. Another strategy is to examine the grammatical function of the word. If it is an adjective or an adverb, readers can probably get by without it. If, on the other hand, an unknown word appears several times and seems to be a key to the general idea, then that word needs to be dealt with. Nouns and verbs are usually important enough to the basic meaning that readers cannot get a general idea without knowing what they mean, Grellet (1981)

1.16. Literature Circles Model by Daniels (1994)

Literature circles[12] are small, temporary discussion groups who have chosen to read the same story, poem, article, or book. While reading each group-determined piece of the text, each member prepares to take specific responsibilities in the upcoming discussion, and everyone comes to the group with notes needed to help perform that role which provide a specific framework allowing EFL students to have real, meaningful discussions about literature in English.

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[12] As discussed by Daniels, Karen Smith's fifth grade class was one of the first to officially implement literature circles in 1982. It was by pure chance that they began their discussions groups. Her students found sets of books that she had tucked away in the back of the classroom, and on their own began talking to 21classmates about the books and determining how far they would read before discussing the books again. Harvey Daniels and 20 other teachers joined in 1993 to begin to write a book about a reading strategy that they had begun using in their own classrooms. This strategy was literature circles, *Bedee (2010)*.

Literature circles have been implemented in many classrooms around the world[13], Daniels (2002). They can be used to help students learn several skills. Nichols (2006:95) states, *"The children need to learn strategies for holding themselves and others accountable, inviting and expecting quiet members to contribute, and monitoring the purposefulness of their talk and the negotiation of meaning"*. Daniels (2002) considers *"11 key ingredients"* for literature circles:

- *Students choose their own books.*
- *Small temporary groups are formed, based on book choice.*
- *Different groups read different books.*
- *Groups meet on a regular, predictable schedule to discuss their reading.*
- *Kids use written or drawn notes to guide their reading and discussion.*
- *Discussion topics come from the students.*
- *Group meetings aim to open, natural conversations about books, so personal connections and open-ended questions are allowed.*
- *The teacher serves as a facilitator, not a group member or instructor.*
- *Evaluation is by teacher observation and students self-evaluation.*
- *A spirit of playfulness and fun pervades the room.*
- *When books are finished, readers share with their classmates, and then new groups form around new reading selections.*   Daniels (2002: 18)

Daniels (2002) indicates that literature circles are an excellent way to help students take ownership for their learning. Literature circles allow students book choice, as well as the ability to set programs with their group members to determine how many pages they should read at a time. They also help students to develop their communication skills, by deciphering the most effective way of expressing their thoughts in a way in which all group members can understand their main point.

To conduct successful Literature Circles in the EFL classroom, Furr (2004) replaces the first four of Daniels's Key Ingredients with the following:

➢ *Teachers select materials appropriate for their student population.*

➢ *Small temporary groups are formed, based on student choice or the Instructor's discretion.*

➢ *Different groups are usually reading the same text.*

➢ *When books are finished, readers may prepare a group project and/or the Instructor may provide additional information to "fill in some of the gaps" in*

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[13] Daniels and his colleagues decided to experiment with bringing the centuries-old tradition of adult "book clubs" or "reading groups" into elementary and secondary classes.

Furr (2004: 4-5)

Effectively, I agree with Furr's changes that he made from the Daniels model of literature circles which, basically, concern the teacher's need to select texts at an appropriate level for our students and to set a pace that is also appropriate for EFL students. While Daniels insists that "students choose their own materials" and read at their own pace, EFL students need more guidance, not only with choosing text that is not overly difficult, but they also need guidance in choosing materials that they are able to use as a basis for discussion in English.

Long and Gove (2004) completed a study involving engagement strategies and literature circles. Their research concluded that participation in these activities permit students to think and respond more critically, become more reflective, and push themselves to read, talk, question, feel, and think out of the box. Wilfong (2009:164) states, *"Traditionally, the literature circle strategy was applied to fiction. Recently it has been updated and used with a variety of texts including nonfiction"*. Even though the literature circle format is highly effective according to research, there are other reading activities that have been proven to be effective as well.

What Literature Circles Are... and Are Not ...

Literature Circles are . . .	Literature Circles are not . . .
Reader response centered	Teacher and text centered
A component of a comprehensive literacy program	The entire reading curriculum
Groups of readers formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled "talk time" without accountability
Guided primarily by student insights and questions	Guided primarily by teacher- or curriculum-based questions
Intended as a context in which to *apply* reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive "recipe"

Table 1.3. Literature Circles Defined (adapted from: Schlick & Johnson. (1999)

1.17. Benefits of Literature Circles

Recent evidence demonstrates that literature circles positively impact student learning processes and language development. Literature is considered as one of the most helping useful authentic teaching material to improve basic language skills particularly reading. Thus, the major objective of introductory literature courses particularly in EFL context is not merely to introduce students to particular literary works and concepts but essentially to help students get engaged in reading these works and to boost students' motivation and appreciation in the act of reading and to gain a mastery over the language being studied. Much of this impact is directed towards several important areas for language learning, including the following.

> ➢ Most important of all the benefits, literature circles help students develop reading comprehension skills[14] that are essential when reading a text. Literature circles support strategies such as visualizing, connecting, questioning, inferring, and analyzing that are vital to solid comprehension and lively conversation, Daniels and Steineke (2004). Since the assigned roles in literature circles require students to draw the events, create questions, and summarize the text, learners are called upon to use a variety of strengths and skills to prepare for the discussion. As students perform their roles, they draw information from the text, pay attention to details to support their ideas, highlight main ideas, and respond critically to what they have read by making judgments about the characters' intentions and actions, and about how and why things happened in the story.

> ➢ Literature circles help to provide a safe environment where learners feel secured to maintain confidence and take risks while interacting in a foreign language, Burns (1998); Larson (2008). Learners may feel more comfortable working with their peers than being constantly monitored or corrected by the teacher and may be more willing to share their viewpoints without feeling anxious about making mistakes.

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[14] The ability to read text, processes it, and understands its meaning.

➤ Literature circles create responsible and motivated students who feel a sense of ownership of knowledge. Literature circles are one important tool to motivate students because they are given a voice in what they read and they are more likely to learn and enjoy the experience. Additionally when they are afforded the opportunity to discuss what they are reading with others, who are also reading the same text, their understanding deepens and becomes more meaningful, Burner (2007).

➤ Enabling them to choose the literary texts and have a social interaction may have powerful effect on their achievement, Burner (2007). Daniels (2002); Chi (2008); Williams (2009) have initiated research in which they claim that when students work in coordination with peers in collaborative groups they encourage each other's efforts and that this leads to increased motivation and effort. Grambell (1996:27) says that *"opportunities for choice give students a real purpose to invest and commit themselves, thus becoming highly motivated in what is called "engaged reading".*

➤ Reading specialists emphasize on all the aspects of literature circles like discussion, student's own interpretation and responses, and collaboration as important components for providing a way for students to engage in critical thinking and reflection, Schlick and Johnson (1999). In the quest of learning a second/ foreign language, students learn in collaborative discussions with peers often play a vital role in reinforcing comprehension skills. According to Egbert (2007); Ketch (2005) the active involvement that takes place entails both speaking and listening to distinct perspectives which deepens language learners' understandings.

➤ Scaffolding is the support given to students during the learning process so that they can cope with the learning task (Sawyer 2006). Almasi, McKeown, and Beck (1996), for example, note that the discussion and the exchange of ideas that occur in literature circles can support a deep understanding of a text. This scaffolding shapes students' attitudes, helping them realize that solutions for their reading challenges are easily found, and increases their interest and

involvement in assigned roles. Ediger (2002) emphasizes that literature circle gives a chance for students to meet up with their personal learning styles and optimize achievement and progress in literary activities.

> ➢ Research has found that the target language is learned more effectively when second language learners have a variety of opportunities to practice real communication, Krashen (1981); working in literature groups provides students with opportunities for social interaction and communication about issues important to them, Echevarria, Vogt, and Short (2008); Nagy and Townsend (2012). Throughout the noteworthy oral discussions that occur in literature circles, learners have more opportunities to practice oral skills, which eventually may help to develop their oral proficiency, 8Souvenir (1997). Day's (2003) and Pitman's (1997) studies show that through literature circles students increase their independence and have better oral and written communication skills such as ability to clarify and justify their thoughts and ideas.

Reading interactions may have positive effects on writing skills in general; they may also assure greater participation and involvement as students share and shape their opinions on paper. Teachers can assign engaging and challenging group-writing activities that stimulate students' critical thinking, such as choosing a different ending to a short story, writing a short critique, or addressing writing prompts that reflect knowledge of what they have read, Webb et al (1998).

When a literature circle goes well, one can easily see many EFL students operating in something similar to what Vygotsky (1978) calls *the "zone of proximal development"*, ZPD, in other words, EFL students are able to discuss issues in English and to solve problems in collaboration with their peers that they cannot possibly deal with on their own. While the individual Role Sheets are straightforward, when they are combined in a discussion group, EFL students are able to engage in a deep textual analysis and formal academic discussion, Daniels (2002). For him, the advantages of integrating literature circles in class can be summarized as a spirit of playfulness and excitement that permeates the classroom and that is added to the literature classes. Obviously, if the literature circles are not

fun, then we are simply repackaging the type of lessons which students tell us that they dislike.

adapted from Daniels, 2002

Book Title

Word Wizard

Discussion Director

Summarizer

Researcher

Illustrator

Passage Master

Connector

Identify and study new and interesting words.

Ask open ended questions to promote thoughtful discussion among group members and the global community.

Represent the major events in the text in any format.

Investigate interesting aspects of the story such as setting, author, historical context.

Express you perspective of the text through through any medium.

Identify and interpret memorable , special , and important sections of the text through any medium.

Represent connections between the text and personal or life experiences of people you know.

Figure1. 3. Daniels (2002) Model of Literature Circles.

Lehman and Scharer (1996) believe that discussion is one of the most meaningful ways to discover what others are thinking about literature. When students have the opportunity to discuss what it is they are reading they are able to stretch their thinking beyond their own limits and gain the insight of others. Lehman and Scharer (1996) found it important to provide opportunities for students to discuss what they are reading in unpredictable ways. Questions predetermined ahead of time limit students' thinking. However allowing students to talk with one another can deepen their understanding and therefore can lead to a strengthened understanding of the text being read. This comprehension is critical for the success of students in reading literary texts.

Clarke and Holwadel (2007) found that because of literature circles their students enjoy and understand books so much more. Literature circles provide for great opportunities to discuss books and foster the students' love of reading. Long and Gove (2003) argue that students are more likely to engage in purposeful and reflective discussions with literature circles because they are interpreting the text from more than one perspective or point of view. In literature circles students question one another, change their point of view and push one another to delve deeper into the text.

Long and Gove (ibid) found that students who participated in literature circles became more curious about what they were reading as well as more involved and absorbed in the texts. Lehman and Scharer (1996) argue that when teachers create an environment, such as a literature circle, they are promoting curiosity and inquiry amongst their students. Teachers who use literature circles push their students understanding beyond the obvious by having them discuss with one another their viewpoints and questions.

Daniels (1994) holds that literature circles give students the power to select the books they will read and discuss on their own as well as opportunities to understand their readings in cooperative learning groups. Consistently, students are instructed on what to read. Literature circles give them the opportunity to read what they want to read and that choice can be powerful. Daniels (ibid) feels it is critical for students to choose their own books in literature circles. Groups are formed by the choice of the reading material rather than the typical grouping by ability. This opens up the opportunity for students to read with other students of multiple reading abilities. Discussions stem from student interest and connection rather than the common classroom pattern of the teacher asking the questions and the students taking turns answering them.

According to Azmi (2013), in Literature Circles, each student is responsible on carrying out his role and also abides by the group's expectation. The common roles in literature circles are:

     I.   Discussion Facilitator who develops a list of questions that the group might discuss about the section of the literary text to be discussed for that meeting

II. Passage Finder who locates a few significant passages or stanza of text those are thought-provoking, funny, interesting, disturbing, or powerful.

III. Illustrator who draws sketches or paints a picture, portrait or scene relating to the appropriate section of the novel.

IV. Connector is a person who locates several significant passages or stanza in the novel or poem and connecting these passages to real life.

V. Summarizer is in charge of preparing a brief summary of the reading that was assigned for that day's meeting. The summary should include the main ideas or events to remember, major characters, symbols or other significant highlights of the text.

VI. Vocabulary Enricher who is also called the Word Master or Word Wizard, records important words for that day's reading. Words that are unusual, unknown, or that stand out in some way are usually chosen by the student.

VII. Travel Tracer records where the major shifts in action or location take place in the novel or poem. Keeping track of shifts in place, time, and characters helps students keep track of important shifts in the text.

VIII. Investigator works where background information needs to be found on any topic relating to the book. Historical, geographical, cultural, musical or other information that would help readers connect to the text is often researched and shared with the group

IX. Figurative Language Finder who identifies various types of figurative language, including but not limited to simile, metaphor, personification, hyperbole, and idiom. Obviously, LC trains the students not only to be independent and active in ESL classroom but also give freedom to the students to explore their creativity, ideas and perception without any boundary or negative perceptions toward literature or language learning.

Furr (2004) likens literature circles to magic as EFL students use their imagination in a number of ways. First, EFL students feel as if they are having interesting, important discussions in English while participating in literature circles. I contend that because the Literature Circle Role Sheets give each group of students a set of clear, yet, complex, tasks, they are able to have discussions at a far deeper level than those commonly heard in EFL classrooms which use *"course books"* or "discussion-based" textbooks, Furr (2004)

1.18. Literature and Methods of Teaching

English and American literatures have been part of the non-English speaking countries syllabi for more than 100 years now, Stern (1985) and our syllabi in Algeria are no exception. Learning a foreign language in the early part of the 20th century, as Kramsch (2000) claim, often meant a close study of the canonical literature in that language which was the case in the Grammar Translation Method (GTM). It was the dominant method that was best exemplified by the formal teaching of Greek and Latin where literature was a key element. Literary texts in the target language were used as examples of good writing and *"illustrations of the grammatical rules"*, Duff (1990: 3). The focus of this teaching method was on mastering grammar structures and vocabulary. There was neither literary interest nor interest on content.

Unfortunately, after the GTM fell in disuse and has been criticized in the mid part of the 20th century because GTM fails to develop language skills and communicative competence of the students, the rule in language classroom was a consistent rejection to the use of literature. The language teaching method based on the translation of Classic texts resulted rather inefficient when applied to teaching modern languages and, as a result, the tendency at the time was to eliminate literary texts from language classes to emphasize on teaching language skills mainly. In fact, from the 40s to the 60s, literature disappeared from the language learning syllabus, Carter (2007). This paves the way for linguistics to be the heart of the language programs, Widdowson (1982). Literature was initially the main source of input for teaching in language classes in the era of GTM but since then it has been removed. Indeed, with the beginning of structuralism and Audio-Lingual method, *"literature was downplayed and ergo discarded to the periphery"*, Collie & Slater (1987:.2).

Also in the era of Communicative Language Teaching, literature was marginalized and more attention was given to dialogues and conversations which were more practical the real world situations and in the students' daily lives. Maley (2001) argues that holding this negative attitude towards the implementation of literature in language classes is due to a scarcity of empirical research confirming the significance of literary input for language classes. Maley states that what exists right now as empirical research on literature and language teaching are restricted to action research in small scales. The first half of the 1960s was indeed a turning point in this sense despite all the efforts done to bring back literary texts to language class but they were in vain.

Structural approaches to language teaching also relegate literature and deem it as an old-fashioned tool, while the functional-notional method ignored literature to oblivion as far as it lacked a communicative function, Llach (2007). Ergo and Topping (1968) advocate the total exclusion of literature from the foreign language curriculum because of the complexity of its structures and its nonconformity to the standard grammatical rules. For him, literature did not contribute in the achievement of linguistic proficiency of foreign language students. The mid 1980s witnessed some changes after teachers and educators got troubled by the lack of basic content knowledge and skills noticed among the students of languages, Stern (1985). This issue grants a place to an urgent need to introduce students to basic literary texts as much *as "to teach the necessary strategies and study habits to enable them to undergo highly demanding reading requirements in most tertiary level courses"*, Gilroy-Scott (1983: 1).

As a result, the need for the reintegration of literature as an integral part of the communicative language programs was clearly expressed as a long-term objective in the mid-80s. Brumfit and Carter (1986), Gajdusek (1988) and others defend *"the right use"* of literature in the language classroom especially for mature EFL students. At about the same time, Maley (1987, cited in Carter and Walker (1989) makes a distinction between two approaches: the study of literature itself and the use of literature as a means for language learning. As he points out, the second approach is based on the conviction that literature is language in use and can therefore be exploited for language learning purposes. Literature could be used in this sense as an

ideal tool aimed at developing the sort of skills and offering the kind of reading experience that non-literary texts cannot provide, Kramsch (1993); Hess (1999).

Currently, further researches demonstrate the necessity of the rehabilitation and the use of literature in different EFL situations. Thus, many investigations were done to re-explain the role of literature in language learning for the development of language materials, syllabi, and curriculum as well as to describe the affective nature of the interaction between the language learner and the literature of the target language and the benefits of literary texts as an essential part of integrative language teaching, Kramsch (2013); Liddicoat and Crozet (2000) and Hanauer (2001), Carroli (2008); De Blasé, (2005); Bagherkazemi and Alemi (2010)[15].

1.19. Critical Approaches to Literary Analysis

Kennedy and Gioia (1995) declare that: *"It is inevitable that people will ponder, discuss, and analyze the works of art that interest them."* Standard critical thinking tools, so useful elsewhere, are readily adaptable to the study of literature. It is possible to analyze, question, interpret, synthesize, and evaluate the literary works you read in the course of pondering, analyzing and discussing them. Literary criticism is the field of study which systematizes this sort of activity, and several critical approaches to literature are possible. Some of the more popular ones, along with their basic tenants, are listed below. This section reviews the related literature of the main critical approaches to literature as summarized and quoted by Kennedy and Gioia (1995).

➢ **Formalist Criticism:** This approach regards literature as *"a unique form of human knowledge that needs to be examined on its own terms."* All the elements necessary for comprehending the work are inherent within the text itself. These elements include; form, style, structure, tone, imagery, genre. What gives a literary work status as art or as a great work of art, is how all of its elements work together to create the reader's total experience. A primary goal for formalist critics is to determine how such elements work together

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[15] Multidimensional advantages of literature as a means for developing EFL skills are being explored by Alderson (2000), Kern (2000) and Hur (2005), among others.

with the text's content to shape its effects upon readers. The appreciation of literature as an art requires close reading and a step-by-step analysis and explanation of the text. An analysis may follow from questions like, how do various elements work together to shape the effect on the reader?. For formalists, Style and theme influence each other and due to this interdependence in form and content that a text becomes a "literary text" and taking elements in isolation (like theme, character, play and setting) may destroy a reader's aesthetic experience of the whole. In addition to that one may claim that the formalist criticism is evaluative since it differentiates great works of art from poor works of art. Other kinds of criticism don't necessarily concern themselves with this distinction. In brief, Formalist criticism is decidedly a "scientific" approach to literary analysis, focusing on facts that can be verified (evidence in the text).

➢ **Biographical Criticism:** Real life experience may contribute either directly or indirectly in shaping the author's work. This approach *"begins with the simple but central insight that literature is written by actual people and that understanding an author's life can help readers more thoroughly comprehend the work"*, i. e knowing and understanding the author's life can help us better understand the work. Hence, it often affords a practical method by which readers can better understand a text. 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 that writer, the biographical critic *"focuses on explicating the literary work by using the insight provided by knowledge of the author's life.... biographical data should amplify the meaning of the text, not drown it out with irrelevant material." Briefly,* facts from the author's life are used to help the reader better understand the work; the focus is always on the literary work under investigation.

➢ **Historical Criticism:** This approach *"seeks to understand a literary work by investigating the social, cultural, and intellectual context that produced it- a context that necessarily includes the artist's biography and milieu."* Historical critics aim at understanding the effect of a literary work upon its original readers' i. e, its day and it may also explore how meanings change over time and how time and place of creation affect meaning in the work.

➢ **Gender Criticism:** This approach *"examines how sexual identity influences the creation and reception of literary works."* Originally an outcome of feminist movements, gender criticism today includes a number of approaches, including the so-called "masculinist" approach advocated by poet Robert Bly. The impact of gender criticism is feminist and takes as the main principle that the patriarchal attitudes that dominated western thought resulted in literature that is *"full of unexamined 'male-produced' assumptions."* Feminist criticism tries to correct this discrepancy by analyzing and combating such negative attitudes towards women in societies. Other goals of feminist critics include *"analyzing how sexual identity influences the reader of a text"* and "*examining how the images of men and women in imaginative literature reflect or reject the social forces that have historically kept the sexes from achieving total equality."*

➢ **Psychological Criticism:** Fundamental figures in psychological criticism include Sigmund Freud, whose *"psychoanalytic theories changed our notions of human behavior by exploring new or controversial areas like wish-fulfillment, sexuality, the unconscious, and repression"* as well as expanding our understanding of how *"language and symbols operate by demonstrating their ability to reflect unconscious fears or desires"*; and Carl Jung, whose theories about the unconscious are also a key foundation of mythological criticism. These critics hold the belief that great literature truthfully reflects life and is a realistic representation of human motivation and behavior. Psychological critics may choose to focus on the creative process of the artist, the artist's motivation or behavior, or analyze fictional characters' motivations and behaviors.

➢ **Mythological Criticism:** This approach emphasizes *"the recurrent universal patterns underlying most literary works."* It combines insights from a variety of academic disciplines like anthropology, psychology, history, comparative religion, etc. it concerns itself with demonstrating how the individual imagination shares a common humanity by identifying common symbols, images, plots, etc. It *"explores the artist's common humanity by tracing how the individual imagination uses myths and symbols common to different cultures and epochs."* One key concept in mythological criticism is the archetype, *"a symbol, character, situation, or image that evokes a deep*

universal response," which entered literary criticism from Swiss psychologist Carl Jung. According to Jung, all individuals share a *"`collective unconscious,' a set of primal memories common to the human race, existing below each person's conscious mind"*-often deriving from primordial phenomena such as the sun, moon, fire, night, and blood, archetypes according to Jung *"trigger the collective unconscious."* Another critic, Northrop Frye, defined archetype in a more limited way as *"a symbol, usually an image, which recurs often enough in literature to be recognizable as an element of one's literary experience as a whole."* Mythological critics tend to view literary works in the broader context of works sharing a similar pattern.

➢ **Sociological Criticism:** This approach *"examines literature in the cultural, economic and political context in which it is written or received,"* exploring the relationships between the artist and society. Sometimes it examines the artist's society to better understand the author's literary works; other times, it may examine the representation of such societal elements within the literature itself. One influential type of sociological criticism is Marxist criticism, which focuses on the economic and political elements of art, often emphasizing the ideological content of literature; because Marxist criticism often argues that all art is political, either challenging or endorsing (by silence) the status quo, it is frequently evaluative and judgmental, a tendency that *"can lead to reductive judgment, as when Soviet critics rated Jack London better than William Faulkner, Ernest Hemingway, Edith Wharton, and Henry James because he illustrated the principles of class struggle more clearly."* Nonetheless, Marxist criticism *"can illuminate political and economic dimensions of literature other approaches overlook."*

➢ **Reader-Response Criticism:** This approach takes as a fundamental tenet that "literature" exists not as an artifact on a printed page and no text is self-contained independent of a reader's interpretive design. it attempts to describe the internal workings of the reader's mental processes. It recognizes reading as a creative act and a creative process. It tries *"to describe what happens in the reader's mind while interpreting a text"*. According to reader-response critics, literary texts do not "contain" a meaning; meanings derive only from the act of individual readings. Thus, it stresses the plurality of readings of the same text. Critics study how different readers see the same text differently,

and how religious, cultural, and social values influence readings, a reader who re-reads work years later may find the work shockingly different. Reader-response criticism, then, emphasizes how *"religious, cultural, and social values affect readings; it also overlaps with gender criticism in exploring how men and women read the same text with different assumptions."* Though this approach rejects the notion that a single "correct" reading exists for a literary work, it does not consider all readings permissible: *"Each text creates limits to its possible interpretations."* So, Instead of focusing only on the values embedded in the text, this type of criticism studies the values embedded in the reader. Intersections between the two are explored.

➢ **Deconstructionist Criticism:** This approach *"rejects the traditional assumption that language can accurately represent reality."* Deconstructive critics believe that language doesn't accurately reflect reality because it's an unstable medium; literary texts therefore have no stable meaning. Deconstructionist critics regard language as a fundamentally unstable medium-the words "tree" or "dog," for instance, undoubtedly conjure up different mental images for different people-and therefore, because literature is made up of words, literature possesses no fixed, single meaning. According to critic Paul de Man (1955: 67), deconstructionists insist on *"the impossibility of making the actual expression coincides with what has to be expressed, of making the actual signs (i.e., words) coincide with what is signified."* As a result, deconstructionist critics tend to emphasize not what is being said but how language is used in a text resembles formalist criticism in its close attention to the text, its close analysis of individual words and images; there the similarity ends, because their aims are in fact opposite. Whereas formalist criticism is interested in "aesthetic wholes" or *constructs*: "how the diverse elements of a text cohere into meaning," deconstructionists try to show how the text "deconstructs," "how it can be broken down ... into mutually irreconcilable positions." deconstructionists aim to demonstrate irreconcilable or opposing positions--they *destruct* (or deconstruct)--by proving the instability of language, its incapacity to convey anything definite. *(another scheme to be added here to summarize the theories)*

Timeline of Literary Theory
by Karen Nelson

Classical Theory
400 B.C. - 400 A.D.
(Plato, Aristotle, Socrates, Horace)

Medieval Theory
400 A.D. - 1400 A.D.
(Augustine, Quintillian, Geoffrey)

Renaissance & NeoClassical Theory
1500 - 1700 A.D.
(Castelvetro, Corneille, Dryden, Giraldi)

Romantic Theory
1750 -1850
(Schleiermacher, Coleridge, von Schiller)

Marxism
1870s/1920s - present
(Althussen, Bakhtin, Jameson)

Psychoanalysis
1930s -
(Freud, Bloom, Cixous)

Formalism
1900s - 1970s
(Wellek, Warren)

Russian Formalism
1920s
(Jakobson, Eichenbaum, Shklovsky)

Semiotics
1920s - 1950s
(Saussure, Propp, Griemas, Shklovsky)

New Criticism
1940s - 1970s
(Ransom, Wimsatt & Beardsley)

Structuralism
1950s - 1980s
(Levi-Strauss, Jakobson, Lacan)

Archetypal Theory
1930s - 1950s
(Frazer, Jung, Frye)

Post-Structuralism
1960s - Present
(Levi-Strauss, Jakobson, Lacan)

New Historism
1980s - Present
(Greenblatt, Foucoult)

Cultural Studies
1990s - Present
(Levi-Strauss, Jakobson, Lacan)

Reader Response
1960s - present
(Fish, Iser, Jauss, Barthes)

Deconstruction
1960s - present
(de Man, Derrida)

Post-Colonialism
1990s - present
(Fanon, Said, Spivak)

Gender Studies
1990s - present
(Butler, Kristeva)

New Aestheticism
1990s - present
(Levine)

Post-Modernism
1970s - present
(Jameson, Lyotard)

Queer Theory
1990s - present
(Sedgwick, Butler, Berlant)

Feminist
1970s - present
(Armstrong, Sedgwick, Tuttle)

Figure 1.4. Timeline of Literary Theory by Karen Nelson

1.20. Arguments for the Inclusion of Literature in the Language Classes

Hadaway et al. (2002) suggest three benefits of using literature for teaching language. The first advantage considers the contextualization of language. Students get familiar with the application of language in various conditions when they read a literary work. The second benefit considers social factors which are embedded in different genres of literature. The third advantage considers the natural and meaningful application of language which are accomplished via illustrations and use of descriptive language in literature. According to Obediat (1997), literature can help learners obtain a competence in target language, learn the usage of idiomatic expressions, speak accurately, and become more fluent and creative in the target language. Also, as Custodio and Sutton (1998) observe, literature opens doors of opportunity and permits learners to ask, criticize, and investigate. Briefly, literature represents a rich resource of authentic material for the learner. If the learners achieve this material, then they will be able to internalize the language at a high level, Elliot (1990).

There is a growing number of the literature that supports the value of literature in foreign language teaching programs[16] and the role of literary texts in the language classrooms, Collie & Slater (1987); Johnson (1981); Widdowson (1983). Some practitioners believe that literary texts should be used for language teaching purposes for a number of reasons. Carter & Long (1991: 50) considered the study of literature as *"a sine qua non for the truly educated person"*. Lazar (1993: 67) states that literature should be used in the language classroom and she outlines the following:

- It is very motivating.
- It provides authentic material.
- It has general educational value.

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[16] Many scholars emphasize the benefits of using literature for language teaching and learning purposes. They support the argument that the study of literature can facilitate the development of language proficiency, Lazar (1993); McKay (1982); Widdowson (1984) as well as cultural awareness , Akyel & Yalcin (1990); Ghosn (2002); Lazar (1993), (1994); McKay (1982); Parkinson & Thomas (2000); Shanahan (1997), critical thinking Ghosn (2002); Lazar (1993); Parkinson & Thomas (2000), and motivation, Akyel & Yalcin (1990); Ghosn (2002); Lazar (1993); McKay, (1982); Parkinson & Thomas, (2000) in a foreign/second language classroom.

- It is found in many syllabi.
- It increases students' awareness of other cultures.
- It is a stimulus for language learning. Therefore, they will develop their writing skills i.e. literary texts foster personal involvement in learners, and might give them the opportunity to relate their personal experiences to the content of the subject matter.
- It develops students' interpretative abilities.
- Students enjoy it and it adds fun to the classes.
- It is highly valued and has a high status.
- It expands students' language proficiency.
- It encourages students to talk about their opinions and feelings i.e. creative and critical thinking

Literary texts, then, are a rich source of classroom activities and can prove to be very motivating for learners. Literature opens a new world to the students. It cultivates the critical abilities of the students. It encompasses every human dilemma, conflict and yearning unraveling the plot of a short story is more than an automatic exercise. It demands a personal response from the learners and encourages them draw on their own experiences. By doing so, learners become more personally invested in the process of language learning.

Other writers in the field of ELT also state various reasons and justifications for incorporating literary texts in the language classroom. Hirvela (2001: 117) considers reading literature as one of the best methods to inspire the learners. He asserts that literature creates a continuous ambition for learning the language and this may help language teachers in a variety of ways:

- Conventional texts used in ELT, which are, most of the times, information based so in activities with these texts the learners act as passive ones only. Literary texts encourage the students to be identified with or react against the characters that attract their attention. The learners become more active, involved and engaged while learning the language through literature. The imaginative properties of the literary texts foster the students' academic literary skills, which is not so easy if only a non-literary text is used as the language teaching material.

- Literature increases creative activities that stimulate the learners' imagination to solve mysteries and answer questions and foster deeper connections.

- Literature also provides many examples of "deviant language" usages. These can be used as a resource for the teacher to expose the students to a variety of text types and different uses of language, thus it helps to teach the language and enrich the learners' vocabulary stores.

By reading literature, students are exposed to various cultures as well as various styles and levels of English. Ur (1996: 201) also lists some of the advantages of literature as a language teaching resource, which are summarized here:

- Literature is a very enjoyable resource to learn a language.
- Literature provides examples of different styles of writing, and also representations of various authentic uses of the language.
- Literature is a good resource for increasing word power.
- It encourages developing various reading skills in learners.
- It can be used as a springboard for exciting discussion or writing.
- It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student.
- English literature (in general) is a part of the target culture, and therefore it has a value as part of the learners' general education.
- It encourages critical and creative thinking.
- It enriches the students' world knowledge.
- It makes the students aware of various human situations and conflicts.

Some important reforms in English teaching give much more attention to literature. Probably, if the works of literature were of no use to interpret and deal with the world of reality, there would be no need to spend time on them. However, justifications for the incorporation of using literary texts in EFL/ESL classrooms are numerous and a number of researchers have written and applied literature in defense of it tells its own tale. The grounds for such decision are almost common among many: Literature is interesting, cultural driven, authentic, and a good source of linguistic knowledge.

One common ground for the utilization of literature is the interest learners take in reading literary texts. McKay (1982: 531) reported *"to the extent that the students enjoy reading literature, it may increase their motivation to interact with a text and thus, ultimately increase their reading proficiency"*. According to Collie and Slater (1990), there exist four main reasons which explain the usefulness of literature. These reasons are being a valuable authentic material, cultural enrichment, language enrichment and personal involvement. For being a valuable authentic material, Collie and Slater asserts literature as an *"authentic"* material. To make the meaning of authentic material clear, Nunan (1989) reveals *"any material which has not been specifically produced for the purpose of language teaching"*.

Moreover, Mackey (1982) argues that literature can be used to develop the linguistic knowledge either on usage or use level. Usage involves the knowledge of linguistic rules, and use requires employing these rules for effective communication, widdowson (1978). Furthermore, Povey (1972:187) argues that *"literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax"* (as cited in Mckey,1982:529). In this respect, Tomlinson (1985:09) states that literature is a beneficial element in the language classroom because: Poems, stories and extracts from plays, novels and autobiographies can involve students as individual human beings who can gain rich exposure to authentic English, as well as opportunities to develop communication skills as a result of motivated interaction with texts and with their fellow students, (as cited in Butler, 2006:50).

Ibsen (2000: 137) explains that *"aesthetics"* comes from the Greek word aisthethikos, which means 'I feel, I perceive', in other words, being capable of perception. This shows that aesthetics is related to both physical and affective qualities. Art has the power to affect people emotionally and lead to insight. Accordingly, one of the reasons for including literature in education is for experiences of art. The general opinion of literature is that it constitutes written texts of a certain quality which is culturally valuable and which represents human conditions and thoughts. In addition to this, literary language serves an important educational purpose.

Additionally, literary texts can help students understand the cultural norms and values embedded in the language i.e. by using literary texts, EFL students are given the opportunity to study and use English in a language context, in addition to that, they are provided with access to the values and ways of thinking of the people whose language they are studying, Lazar (1993). Students will compare and contrast the target culture to their own culture and thus gather a new peace of knowledge.

Literary works are not written for the sake of teaching a language. Just like a magazine paper, cartoons or newspaper articles, literature gives real examples of language. In literary works, we can find more real-life like narratives than we can find in puesedo narratives in course book, Lazar (1993). In literary texts, we can find something about *"fundamental human issues".* For example, in the plays of Shakespeare, we can enjoy the seventeenth century's issues in human lives. Therefore, it can be said that the meaning given in the literary works transcend through centuries. For cultural enrichment, while learning a new language, learning the culture in which the target language has nourished is also important because the use of the language has given their shape through the culture.

While reading E. Hemingway's or F. Scott Fitzgerald's works, we can discover the decay of American Dream in 1920s. Learners can discover the customs, possessions, fears, feelings, thoughts of the people who live in that culture which is beneficial to widen their perspectives. Learners also explore how the native speakers of the target language speak in the literary texts. Overall, as Collie and Slater (1990:58) stated, *"Literature is perhaps best seen as a complement to other materials used to increase the foreign learners' insight into the country whose language is being learnt"*

In that sense, reading proficiency is in close relationship with motivation which is in turn the result of the interest one takes in reading. Motivation is undisputedly a driving force to fulfill any action and reading proficiency is no exception. In this regard, Bagherkazemi and Alemi (2010: 6) have noted out that *"in order to interact with, rather than react to a text, reader motivation is of critical significance and literature, when approached in the right way, does guarantee this motivating effect"*. In addition, literary texts contain characters which readers easily identify with and so saying they share emotions and feelings which finally lead to personal involvement (Adlert, 1972, as cited in Thom, 2008; Floris, 2004, as cited in Khatib & Nourzadeh,

2011). One obvious benefit literary style can serve is involvement and joy which facilitate learning by fostering more active and critical thinking which in turn results in an opportunity for learner-centered activities and collaborative group work, Gajdusek (1988).

In the same line of thought, Carter and Long (1991:3) propose three models to justify the use of Literature. The first model in their discussion is the cultural model which represents the literature that evokes the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms. The second model is the language model. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, the personal growth model that entails students engaging with the reading of literary texts, appreciating and evaluating cultural artifacts and components and in broader terms, the understanding of our society, culture and ourselves as we function within. As English teachers, the literary text is one of the tools ready in our hands to offer the students language learning and contribute to foster their cultural awareness.

Building on previous reasons for the teaching of literature in a second language, Parkinson and Thomas (2000: 11) add that *"it provides a good model for good writing; it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language; therefore facilitating intelligence and sensibility training".* Lastly, it is claimed that literature helps enhance the psycholinguistic aspect of language learning as it focuses on form and discourse processing skills and expands vocabulary and reading skills. Literature, in addition, has experienced a revival with the advent of communicative approach in language teaching as it provides learners with authentic, pleasurable and cultural material, Hall (2005: 57).

1.21. Arguments against the Use of Literature in Language Classes

Any given argument or notion is not without its opponents; one such notion is the idea of integrating literature in language teaching. In contrast to the aforementioned positive opinions, there are some negative opinions associated with the use of literature for language teaching purposes. Owing to the linguistic difficulty and the need to know about the culture of the target language, language teachers may

be reluctant to benefit from the works of literature in the language classes, Edmondson (1997).

McKay (1982) mentioned three general reasons why literature does not guarantee language learning: First, structural complexity of literature and its unique use of language do not help learners in learning of grammar. This is also a matter of concern as Savvidou (2004:2) has noted *"the creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse"*. Second, students with academic or occupational goals cannot benefit from studying literature. In addition to that, literature is a representative of a particular culture; its comprehension is rather difficult. Along with the aforementioned oppositions, there are a number of hardships with literature which undermine its uses in EFL/ESL classroom.

A series of them have been enumerated by Lazar (1994), she believes that in the first place language grading is a noteworthy matter since *"many literary texts, whether prose or poetry, are written in language which includes vocabulary, grammatical structures, and syntax considered too complicated to be included in the syllabus for learners at lower levels"* Lazar (1994:115). This is well assisted by Savvidou (2004) when she specified the discourse of literary texts compared to those of non-literary.

In her assumption, literary discourse requires the learner to *"infer, anticipate and negotiate meaning from within the text to a degree that is not required in non-literary discourse"* Savvidou (2004: 2). The second objection according to her is the literary competence of students at lower grades which consequently raises the question whether they have been successful at making a correct interpretation of a literary text. As for the third opposition, Lazar (1994: 116) claims *"A further problem with using literature at lower levels is that it is considered too highly specialized an activity to be of interest to less advanced students".* This is further supported by Akyel and Yalcin (1990) (as cited in Su, 2010) whose findings suggest that literary texts are interesting to advanced student while lower level students in terms of proficiency think it is unattractive and boring.

In sum, Savvidou (2004: 282) summarizes the reasons that few experts argue against teaching literature as below:

- Literature is particularly complex and inaccessible for the foreign language learner and can even be detrimental to the process of language learning.

- It is difficult to imagine teaching the stylistic features of literary discourse to learners who have a less than sophisticated grasp of the basic mechanics of foreign language.

- The creative use of language in poetry and prose often deviates from the conventions and rules which govern standard, non-literary discourse, as in the case of poetry where grammar and lexis may be manipulated to serve orthographic or phonological features of the language.

The reader requires greater effort to interpret literary texts since meaning is detached from the reader's immediate social context. The result is that the reader's "*interpretative procedures*" may become overloaded. Akin to this idea, McKay (1982) states that one of the most common opinions against the use of literature for language teaching purposes is the structural complexity and unique use of language, which will not help the teaching of grammar. On one side, the advantages and disadvantages of using literature for language teaching purposes are taken into consideration by teachers and other practitioners and on the other side, different approaches to using works of literature in the language classroom are suggested so as to overcome the difficulties stemming from the literary works as course materials.

One of the most popular classifications of approaches to the use of literature is the one made by Lazar (1993). She suggests identifying the needs of learners first, and then applying the most appropriate model accordingly. In her model, three approaches are mentioned, basically, language-based mode[17], literature as content[18] and literature as personal enrichment[19].

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[17] This model includes integrating language and literature syllabuses, which emphasizes the use of grammar, lexis, and discourse categories to make aesthetic judgment of literary texts.
[18] In this approach, literature is the basic course content. Literary texts are analyzed in terms of their historical and cultural backgrounds, their genre, and rhetorical devices.
[19] This approach gives students a chance to reflect on their personal experiences, opinions, and feelings. Texts are the basic stimuli for the classroom activities.

1.22. Studies on Attitudes

Awareness of the students' attitudes helps the teacher motivate reluctant and poor readers to instigate to take an interest in reading by learning to use the sub-skills of reading. It will help to introduce students to the different strategies that efficient and fluent readers use to comprehend different types of passages. Attitude is recognized as an important indicator to understand human behavior and is considered as a mental state that includes beliefs and feelings, Latchanna & Dagnew (2009). Beliefs are one of the essential points correlating with learning foreign languages, Ajzen (1988). Attitude has cognitive, affective and conative components; it involves beliefs, emotional reactions and behavioral tendencies related to the object of the attitudes, McGroarty (1996). For him, it has an evaluative aspect, a disposition and tendency to react positively or negatively to something. Students' attitudes can hinder their learning, if they are turning a negative view towards their ability to learn a new language, Lennartsson (2008). Ellis also states that negative attitudes can impede learning a language (1994).

Fortunately enough, attitudes are not static and can be changed by identifying the sources of negative attitudes and correcting them. Students' negative attitudes can be transferred to positive, leading in turn to positive results, Lennartsson (2008). Holding positive attitudes towards learning a language is surly a good start for learning a language. As Kramsch (2006) indicates language learners are the whole persons with hearts, bodies, minds, backgrounds, etc., not only communicators and problem-solvers, and the whole is to be taken into considerations. Students with positive attitudes will spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions, Baker (1993). Attitudes, therefore, affect the rate of development and the final proficiency achieved in the target language.

The term "attitude" is defined by Longman Dictionary of Contemporary English' as *"a way of feeling or thinking about someone or something, especially, as this influences one's behavior".* Language attitudes, however, are different from other general attitudes in the sense that they are specifically about language and speakers of the language. In fact the term language attitude, as it is applied by sociolinguists today, includes the outlook and stance towards speakers of a particular

language as also a variety of behavior concerning language. Regarding the meaning of attitudes, different researchers gave different, but somehow related, definitions of the word, attitudes are: *"Learned predispositions to respond positively or negatively to certain objects, situations, concepts, or persons",* Aiken (1980:2). Attitude is defined also as a characteristic that is an indicator of the individual's understanding and feelings towards a subject that motivates him to show either positive or negative behavior. Attitudes, in this way, affect success and failure of the educational process directly.

While positive attitudes provide success and higher achievement of the students during their learning, negative attitudes provide a complete failure, Gagne, Briggs & Wager (1992). Attitudes are often shaped by the social context, *"they are developed early in childhood and are the result of parents and peers' attitudes",* Brown (2000: 180) as well as contact with others from different cultures. Attitudes towards a language, such as whether a language is worth learning or not, usually start at home. Social context also supports provision and practice for second language learning at home. Families that have positive attitudes towards English for example, might provide reading materials and practice in an informal learning context. Attitudes, then, are an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or English Language Teaching opinions about the referent, Gardner (1985).

Zimbardo (1969) has suggested a three-fold definition of the concept of attitudes, for him, it consists of three components: affect, cognition, and behavior. The affective component consists of *"a person's evaluation of, liking of, or emotional response to some object or person".* The cognitive component has been conceptualized as *"a person's beliefs about, or factual knowledge of, the object or person".* The behavioral component involves *"the person's overt behavior directed toward the object or person".* The previous definition is significant in that it provides us with ideas about how to measure them. The affective component could be measured by physiological responses or verbal statements of like and dislike, while the cognitive component might be measured by self-ratings of beliefs or by the amount of knowledge which a person has about some topic. The behavioral component could be measured by observation of how the person behaves in specific stimulus situations, Zimbardo (1969). Lambert (1963b) proposed a *"social*

psychological model" to put emphasis on the cognitive factors like language aptitudes and intelligence as well as affective factors such as attitudes and motivation. In his model, he admits that the degree of the individuals' successful acquisition of a second language depends upon ethnocentric tendencies, attitudes towards the other community, orientation towards language learning and motivation.

The relation between motivation and attitudes has been considered a prime concern in language learning research. Gardner and Lambert (1972: 3) state that *"his [the learner] motivation to learn is thought to be determined by his attitudes towards the other group in particular and by his orientation towards the learning task itself"*. Additionally, Lifrieri (2005) affirms that:

> *Attitudes are necessary but insufficient indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment.* Lifrieri (2005:14)

Overall, a better understanding of students' motivation and attitudes may assist EFL teachers as well as curriculum designers to work out language teaching programs that generate the attitudes and motivation[20] most conducive to the production of more successful ESL/EFL learners, Gardner & Lambert (1972).[21]

Following the above definitions, in the present thesis, students' attitudes toward ICT consist of students' feelings toward ICT (affective), students' belief and factual knowledge of ICT (cognitive) and students' behavioral intentions and actions

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[20] Attitudes are related to the motives of studying a language which can be divided into two main categories; integrative and instrumental motives. Integrative motives refer to situations where a person learns a second language in order to participate in the target language group's cultural activities. Instrumental motives refer to practical purposes of learning a language such as in order to get a better job or to pass examinations. Students with positive attitudes will spend more effort to learn by using strategies such as asking questions, volunteering information and answering questions. Fortunately, attitudes do not remain static; they can be changed through the learning process such as by using appropriate materials and teaching techniques.

[21] Considering the relationship between the students' background (be it cultural or the like) and the one added by L2 culture often has an effect on students' attitudes toward the second language. Some researchers, including Lambert (1990) speak of two major types of bilingualism: *"additive"* and *"subtractive"*. In the former, the learners think they are adding something new to their repertoire by learning a new language, while nothing is taken away in return. In the latter, they think learning a new language threatens their prior knowledge. Successful language learners are considered to be in the former category. Of course, many other factors are involved as well.

with respect to ICT (behavioral). The operational definition of "attitudes toward ICT" in this respect is students' knowledge, belief, liking and intent for future use of ICT.

Students' attitude is one of the main factors that determine their success in language learning. Factors like better teaching strategies, classroom and social environment can help reduce negative attitudes. Attitudes also improve as a result of language learning as learners who learn well will acquire positive attitudes, Choy (2002). One of the main challenges in learning literature are caused by the text itself, such as the language of the text, especially when there is a mismatch between the texts selected and students' language ability and attitudes. Even teachers cannot agree on the type of texts that should be taught although they generally agree that the texts should be carefully selected to promote intellectual development, independent thinking which are so interesting to adolescents and meet certain cultural and aesthetic standards, Agee (1998). Struggling readers share the same problems which are weak comprehension, lack of interest and confidence, Arvidson & Blanco (2004). They spend a lot of time looking up or guessing meanings of words which might result in regressive eye movement, losing sight of the plot or the bigger picture by the time they reach the bottom of the page or the end of the story, Choy (2002).

Literary style and structure pose a problem for students in trying to comprehend literary texts, Davis et al (1992). To avoid frustration and students' lack of participation, it is vital to ensure that the language of the text match the students' proficiency level and that there is a match *"between the linguistic expectations in the language syllabus with those of the literature component syllabus"*, Ganakumaran (2002:65).Unfamiliar vocabulary, grammar and sentence structure hamper students' understanding of texts. Students tend to misinterpret key words or fail to recognize them and focus instead on the less important part of a text, Fecteau (1999). When faced with unfamiliar or difficult words, phrases or sentences, students use their lower-level reading skills where they look at a sentence or phrase for clues instead of using higher level skills such as inferencing or guessing a word's meaning, Kaur & Rosy (1999).

Attitudes can be impacted, also, by the author's background. If the author is from a different background, students need to be aware of the cultural norms in the

author's world to be able to identify language deviances and their significance, especially in poetry. Students also need a good grasp of the target language to appreciate choices and deviances in the text. Poems are generally disliked due to the abundance of figurative language and images which students fail to interpret Fecteau (1999). Linguistic structure in poems can be especially confusing such as the use of irregular punctuation, capital letters and organization. Students generally feel that poetry contributes very little to their language development compared to other genres such as short stories and novels. Although literary texts provides contexts in which ESL students can learn more about the L2 culture, McCafferty (2002), unsuitable texts can create distance between the text and the readers, especially culturally, Saraceni (2003). Besides linguistic skills, students also need background knowledge to fully comprehend literary texts, Horowitz (2002) which are written by authors who assume their readers share the same background knowledge, similar values and norms. When students encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their own culture, which might result in inappropriate cultural representation that leads to a negative attitude.

The primary purpose of the literature is not to convey information, rather to involve readers in direct experience. Accordingly, literature seems to have potentials to help the teacher run the class, as Maley (1989) believes that literature enjoys some qualities including universality, non-triviality, personal relevance, variety, economy, etc. and these features make literature a special source for teaching a second language. This is while literature, through its potentials for communication and interaction, might be able to raise learners' motivation and attitudes. And this needs to be put into research. When dealing with reading in a foreign language, motivational factors are important to consider. Literature can solve the problem of motivation and attitude for many learners, since it, by nature, is interesting and can motivate learners to go to the language, McKay (1982). Sometimes students are faced with a cultural reference that is totally alien to them, which has no parallel in their own culture, such as the notion of autumn to the students who live in hot areas, as found in Robert Frost's poem, The Road Not Taken. At other times, students come across something familiar to them which might represent something else in another culture, such as death which is symbolized by the colour black in Western society but associated with white among Muslims.

Understanding culture is made even more difficult as the values which shape and influence characters and their point of views are not explicitly portrayed in literary texts. Students' misunderstanding is due to the teachers' lack of cultural awareness, the lack of support material that address cultural issues and introductory classes that pay minimal attention to the cultural elements of the texts, Kaur (2002). Besides cultural values, the topic of the texts can be remote to the students, not only in terms of experience but also historically, geographically or socially. Students prefer reading texts that address issues of youth, relationship and changes in social values. Texts favored are those with clear language, careful organization and thought-provoking themes. The successful integration of technology in the classroom depends more on *"human and contextual factors than on hardware or software",* Valdez et al. (2000:4), this change, however, requires investment in time and efforts.

Groff and Haas (2008:12) mention that one of the challenges of the new educational systems is that there is a huge gap *"between traditional scholastic cultures and the culture of today's learners."* The failure of schools is also reported by Prensky (2010:2) who concluded *that "[t]here is so much difference between how students and teachers think."* Prensky also added, "Increasingly we're failing to deliver what students need in the ways they need it." Regardless of the big considerable advance in technology, classrooms still lag behind and in most cases do not reflect the type of technologies flourishing outside the school and the way they are used, Groff & Haas (2008). This gap between students' expectations and classroom practice is reported by Marzano (2009):

> *Students are using personal technology tools more readily to study subject matter, collaborate with classmates, and complete assignments than they were several years ago, but they are generally asked to "power down" at school and abandon the electronic resources they rely on for learning outside of class,* Marzano (2009:10)

One factor in the successful implementation of computers in the classroom is users' acceptance, which in turn might be greatly influenced by users' attitudes. For this reason, students' attitudes toward computers have been studied with different samples and instruments by many researchers since the 1980s. Attitude has been found to be a predictor of the adoption of new technologies such as computers, Anderson et al. (1979). Positive teacher attitudes toward computers are widely

recognized as teachers conceptualize and approach teaching in a limited number of qualitatively different but related ways. Broadly, teachers who perceive learning as the accumulation of information are more likely to view teaching as the transfer of information. Such teachers are more likely to use a teacher-centered approach where the teacher imparts information to students and uses assessment techniques which encourage and test rote learning. In contrast, teachers who view learning as conceptual change are more likely to view teaching as facilitating conceptual change. Such teachers are more likely to use a student-centered teaching approach where independence in learning is encouraged through discussion, debate and questioning among students and assessment which reveals conceptual change, Prosser & Trigwell (1999).

Gardner (2009) emphasizes the use of technology as a tool to individualize instruction and to meet the needs of individual learners. As Gardner (2009:33) puts it *"It's certainly easier to individualize if you have one or just a few youngsters in your charge. But particularly in the era of the new digital media, individualization has become much easier."* Individualization is only achieved through the change of instructional practices to serve the needs of different students, Willis & Mann (2000). For Tapscott (2009) there are at least four basic conditions needed to create a healthy learning environment:
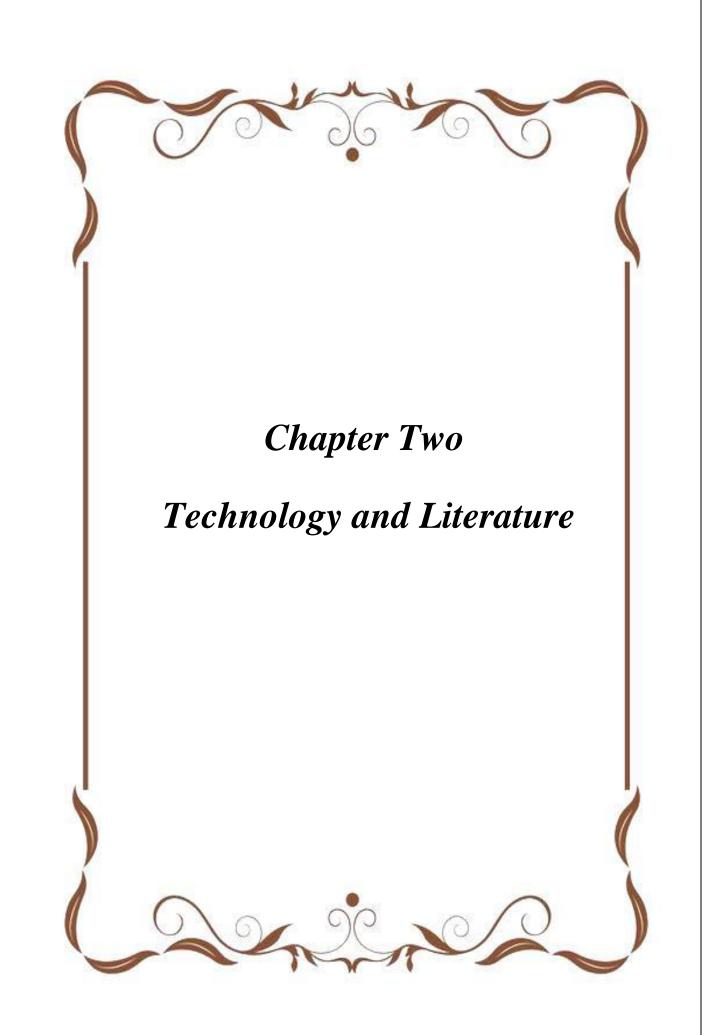
- The education system should be student-centered.
- There is a great need for classroom interaction to create a safe learning environment.
- There is a need to differentiate and individualize leaning to meet the needs of individual students.
- Collaboration and cooperation are fundamental classroom practices.

Though these conditions are of major importance to technology integration, technological tools once used effectively will maintain a positive learning environment.

1.24. Conclusion

Literature provides opportunities for foreign language classes that can appeal to the students with various learning styles. Literary texts are reliable sources of linguistic inputs and can help the students practice the four skills. In this chapter, I reviewed the benefits of using literature in foreign language teaching. Literature can help the students enhance their perception of other cultures and societies. Also, literary texts can consider authentic subjects like love and war that one may experience in the real world. Indeed, literature is representational instead of referential. While referential language tends to communicate at only one level and is informational, representational language of literature considers the students as humans and involves their feelings and perceptions of the real world. Literary texts help the students to activate their imagination and develop their emotions. This is of course when we approach literature as a literary experience not merely for vocabulary and grammatical points because having this literary experience is the key point in succeeding or failing to take literature in EFL classes. To do so, literature should be the source of immediate pleasure and satisfaction, students should not be overloaded with new vocabulary or grammatical points, and they are to discover what is there in that piece of literature by themselves.

The role of literature in the EFL classes has been re-assessed by many experts, and now many of them view literary texts as providing rich linguistic input, in addition to effective stimuli for students to express themselves and negotiate meaning. In this way, literature can be a potential source of learner motivation. Literary texts offer a rich source of linguistic input and can help learners to practice the four language skills in addition to exemplifying grammatical structures and presenting new vocabulary. This review of the literature, also, gives us some insight into the factors that support or hinder literature integration in language syllabi. The different methodologies have been thoroughly investigated. The literature shows us that attitudes are influenced by the immediate environment of people and that they are changeable ove time. It also concludes that there are many factors that play a major role in motivating both teachers and students to adopt positive attitudes.

Chapter Two

Technology and Literature

CHAPTER TWO

TECHNOLOGY AND LITERATURE

Learning in the minds of most people refers to a process of acquiring knowledge or skills, while teaching and instruction are activities that can sometimes aid this process. Psychologists have provided rather more technical definitions, in which learning is seen as a change in behavior due to experience or practice, and teaching is regarded as the facilitation of that process by means of the deliberate intervention of a human being or instructional system ... As far as the difference between instruction and teaching is concerned, the terms can be regarded as virtually synonymous, except that teaching is often regarded as the product of human beings, whereas instruction can derive from a person, book or even a machine. Knapper (1980: 46)

2.1. Introduction

Computers and technology play starring roles in our personal and professional lives as well as in the classroom. Since the 60's of the twentieth century, the rapid growth of technological devices has revolutionized different fields of science. In line with such advancement, the creation and use of computers and latest technologies has had a tremendous impact on various aspects of scientific study. Computers, which were primarily used for mathematical concerns at its commencement, have had their unique place in every part of our lives. Soon afterwards they started to be utilized in general education especially in language learning and teaching. The convergence of a variety of technological, instructional, and pedagogical developments altered teaching and learning process in recent times. Recent technology challenges the educational structures which facilitate learning. Besides that, developments in the field of computer technology and the diffusion of other technological devices such as multimedia gadgets and other network resources pre-figure the development and implementation of innovative teaching strategies and teaching literature is no exception. In this chapter, I will review the related literature to the use of technology for educational purposes.

2.2. Technology in Language Classroom

Today's life is highly affected by the era of information technology and technology plays an important role in developing societies. As a result of the ability to communicate globally and the information explosion, education must change. Initially *"when someone mentions technology in the language classroom, your first impulse is to think about computer technology, mostly because computers have so pervaded our daily home and workplace contexts",* Brown (2001:143). According to Reiser & Dempsey

(2007:44) *"a meaningful integration of technology in classroom can be traced back to the early part of the 20th century when visual aids such as films, pictures, and lantern slides were commonly used in public schools".*

After that, motion picture projectors, sound motion pictures, the radio, the television, Video Cassette Recorders (VCRs), computers and the Internet came to be used in chronological order. As a matter of fact, computer technology is the greatest technological tool to empower students' language learning because with computers learners can access different applications like internet, email, software, games, speech processing, digital videos among others which gives them the access to different authentic materials and sources that will motivate them to learn and use English.

For this reason, Warlick (2000) said *"we need technology in every classroom and in every student and teacher's hand because it is the pen and paper of our time, and it is the lens through which we experience much of our world"* (as cited in Rao, 2012: 01). Based on this actuality it is indispensable to take advantage of the modern technological facilities in supporting the task of English language learning and teaching. Hence, EFL learners need further language support as they need to do practice in listening to the language as well as reading, speaking and writing it in order to develop their experience and skills and to gain an overall mastery, Ybarra & Green (2003). For accomplishing those tasks, they need to use various tools which can help them learn the language effectively.

Furthermore, Learning is based upon four tenets: meaningful learning is more than accumulating knowledge; knowledge and skills are linked; learning requires far transfer, being able to apply principles to a new situation; and cognitive load, transfers between long-term memory and working memory are unlimited (recall), but transfers between working memory and long-term memory (learning) are limited because working memory can be easily overloaded, Cook and McDonald (2008). In a technology enhanced classroom, students will learn the self-directed learning (Henceforth, SDL) process, they learn by playing; learn when they want to; manage their own time; and possibly graduate earlier, Chaulk (2009). SDL is not new; it is defined by Knowles (1975) as:

A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes, Knowles (1975: 18)

Knowles (ibid) believes that by 2020, all education from primary to higher education would be SDL. For him, a typical classroom in which technology is integrated is characterized by the following:

- The students are actively involved in classroom activities such as discussions and experiments.

- The environment is democratic, interactive, and student centered.

- The teacher prompts and facilitates the classroom activities in which students are encouraged to be responsible and autonomous.

- The students work on their real-world scenario problems and projects in groups, and discovery, learning, and knowledge construction and assimilation are interactive and dynamic.

- There is a great emphasis on social and communication skills as well as sharing, collaborating and exchange of ideas.

The term "New Technologies" includes communication techniques for language teaching in which the personal computer plays a central role, Davies & Hewer (2012). However, there exist other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language skills (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the English language learner (ELL) should be familiar with using computers and internet, and capable of interacting with these techniques. The effect of technology has become huge in teaching and learning the language in addition to the teacher's role. In other words, the role of the teacher together with the role of the technology can lead to advanced learning results, Sharma (2009).

Utilizing any form of technology in language classroom is considered as an appealing way for language learning because it engages the learners in various skills; speaking, reading, listening and writing by rendering the tasks easier, Ilter (2009). Nonetheless, according to Schwartz & Pollishuke (2013), technology without the clear objectives and the consistent use of the teacher does not suffice. It requires a subtle knowledge of the curriculum and effective instructional strategies that permit to give learners engaging learning experiences to be able to use and relate to their prior knowledge.

In educational settings, technology can be accessed by learners either as they learn from it which implies a given passivity or as they learn with it which infers an active and a permanent participation, Reeves, (1998), Hill et al. (2004). In particular, learning from technology, as an approach, considers computers as tutors that deliver instructions to the learner, Ringstaff & Kelley (2002), but in learning with technology, learners are *no longer solely taking the information, [but are also] contributing to the knowledge base",* Hill et al.(2004). In this case, when computers are connected to the internet they are promoting social interaction and considered as *"resource to help (students) develop higher order thinking, creativity, research skills, and so on",* Ringstaff & Kelley (2002: 79).

Moreover, talking about technology in education leads us definitely to think about flexible learning, Gordon (2014). Flexible learning enables learners to choose aspects of their study. This is typically the "when, where and how" of learning, Gordon (2014), although there are some broader dimensions, such as being learner-centered, Moran & Myringer (1999). Thus, flexible pedagogy may refer to ways of considering approaches to teaching and learning that support the student's choices. Technology-enhanced-learning, also known as e-learning, considers the use of Information Communication and Technology (ICT) in its widest sense to improve the learning experience. Hence, flexible pedagogies and technology may be considered natural partners, flexible learning can be provided by and supported through technology, and conversely, technology can encourage flexible approaches to the delivery and evaluation of learning.

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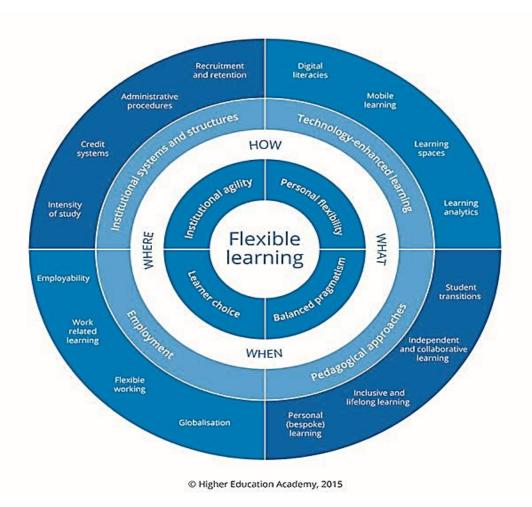
Figure 2.1. Components of Flexible Learning, taken from Gordon (2014)

To highlight how technology has had a major impact over the past two decades, Gordon (2007) presents an overall discussion of the concept of using technology to help language learning. Her work notes that *"many reports present strong assertions that technology can catalyze various other changes in the content, methods, and overall quality of the teaching and learning process"* (2007: 179).

Moreover, she found that:

> *Technology benefits young learners by enhancing their physical abilities such as hand-eye coordination and fine motor skills. It can also improve children's understanding of the world around them, develop their flexibility and ingenuity, enrich their world view and expand their openness of mind,* Gordon (ibid).

Gordon's view is supported by Chapelle (2003) who argues that technology is vital in modern society to the overall development of language ability by students, both inside and outside the classroom. Chapelle stressed that:

> *Most English as second language teachers would agree that their students need to practice English outside the classroom if they are to increase their communicative competence.* Chapelle (2003:11).

With students now presumably far more engaged in the learning process if technology is involved, the practice outside the classroom has developed rapidly over the last two decades; Chapelle (2003) states that:

> *There exist some changes prompted by technology for English language teaching…the fact that computers were involved and that interacting with the computer often required them to use English at least part of the time, meant that the English they used was in a way shaped by technology.* Chapelle (2003:11).

What Chapelle means is that in modern educational contexts, students are increasingly influenced by technology and this has even adapted the way that English language is processed. The view that technology has a growing influence in the English classroom is also proposed by Cohen and Cowen (2007). They underlined that:

> *The use of technology in the classroom can greatly benefit English language learners technology provides many opportunities for students to interact with classmates or other students located in a different location. It allows students to engage in authentic learning tasks.* Cohen and Cowen (2007: 572).

This acknowledgement by Cohen and Cowen (2007) is one that underpins the wider thinking in the field, with the belief that technology can have a positive impact on the students' learning. The following figure summarizes the main components of e-learning:
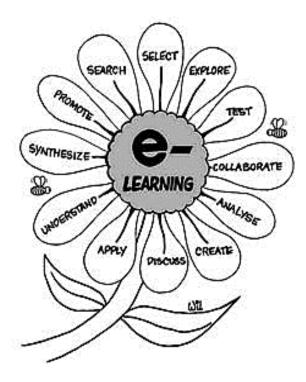
Figure 2.2. Components of E- Learning, taken from Holmes and Gardner (2006:3)

2.3. The Nature of Computer Related Technologies

Information and Communication Technology "ICT" can be defined as *"forms of technology used for creating, displaying, storing, manipulating, and exchanging information"*, Nguyen (2012:3). Within the scope of the current study, ICT specifically refers to computer-based technologies such as desktops, laptops, tablets, smart phones, and software and internet-based technologies including emails, websites, and social networking sites for the purpose of English teaching and learning, Davies & Hewer (2009).

The dynamic nature of technology contributes to the existence of different definitions of technology in previous studies which are related to technology transfer. The discussion of the concept of technology is crucial in order to get a clear understanding of the nature of technology and examining what technology consists of what. Finding an exact definition of technology in precedent studies is not an easy task, Reddy and Zhoa (1990); therefore technology has been defined from different perspectives. Existing studies on technology transfer and international technology transfer have attracted researchers from various disciplines including organizational

management, political science, economics, sociology, anthropology, marketing and recently management of technology, Cusumano and Elenkov (1994); Zhoa and Reisman (1992).

ICT was associated with the most sophisticated and expensive computer-based technology. However, ICT also includes the more conventional technologies, which are seen as an integral part of our daily lives, such as radio, television and telephone technology. While definitions of ICT are varied, it might be useful to accept the definition provided by United Nations Development Programme (UNDP):

> *ICT is basically information-handling tools- a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the "old" ICTs of radio, television and telephone, and the "new" ICT of computers, satellites and wireless technology and the Internet. These different tools are now able to work together, and combine to form our "networked world", a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe,* UNDP (2006: 284)

The same claim was provided also by Reddi (2000), for him talking about ICT, means that we refer not only to the latest computer and Internet based technologies, but also to simple audio visual aids such as the transparency and slides, tape and cassette recorders and radio; video cassettes and television; and film industry in general. These older and more familiar technologies are referred to under the collective heading of "*analogue media*" while the newer computer and Internet based technologies are called the *"digital media".* However, in today's world, with the increased convergence or blending of the engineering designs and with the coming together of the satellite and the computer, the dividing lines between these different media are becoming blurred and consequently, the way people define and refer to ICT is also getting blurred.

In fact, the term "technology" is inherently an abstract concept which is difficult to interpret, observe and evaluate, Blomstrom and Kokko (1998). Regardless of the extensive research done on this subject, the literature related to the field is fragmented along different specialties and generally there is no commonly accepted paradigm, Reddy and Zhoa (1990). Lan and Young (1996) stress that technology definition is varied according to authors and context of disciplines.

Because of this, the concepts, variables and measures relevant to the study are different from one study to another, Kumar et. al (1999). Technology is regarded as the firm's 'intangible assets' or 'firm-specific' which forms the basis of a firm's competitiveness and will generally release under special condition, Dunning (1981). Tihanyi and Roath (2002) propose that technology can include information that is not easily reproducible and transferable. Based on this argument technology is seen as *"tacit knowledge or firm-specific, secrets or knowledge known by one organization",* Nonaka (1994: 167).

The concept of technology as information holds that the technology is generally applicable and easy to reproduce and reuse, Arrow (1962). However, Reddy and Zhoa (1990: 59) contend that the early concept of technology contradicts with a strand of literatures on international technology transfer which holds that *"technology is conceived as firm-specific information concerning the characteristics and performance properties of the production process and product design".* They further argue that the production process or operation technology is embodied in the equipment or the means to produce a defined product. Pavitt (1985) suggests that technology is mainly differentiated knowledge about specific application, tacit, often uncodified and largely cumulative within firms.

The earlier definition by Sahal (1981) views technology as *"configuration",* observing that technology relies on a subjectively determined but specifiable set of processes and products. The current studies on the technology have connected technology directly with knowledge and more attention is given to the process of research and development, Dunning (1994). By scrutinizing the technology definition, there are two basic components that can be identified: (1) 'knowledge' or technique; and (2) 'doing things'. Technology is always connected with obtaining certain result, resolving certain problems, completing certain tasks using particular skills, employing knowledge and exploiting assets, Lan and Young (1996).

According to Kumar et. al (1999) technology consists of two primary components: a physical component which comprises of items such as products, tooling, equipments, blueprints, techniques, and processes; and the informational component which consists of know-how in management, marketing, production, quality control, reliability, skilled labor and functional areas. The concept of

technology does not only relate to the technology that embodies in the product but it is also associated with the knowledge or information of it use, application and the process in developing the product, Lovell (1998); Bozeman (2000).

Technology is also embodied in people, materials, cognitive and physical processes, facilities, machines and tools, Lin (2003). Based on Sahal's (1981) concept, Bozeman (2000) argues that technology and knowledge are inseparable simply because when a technological product is transferred, the knowledge upon which its composition is based is also diffused. The physical entity cannot be put to use without the existence of knowledge base which is inherent and not ancillary. MacKenzie and Wajcman (1985) define technology as the integration of the physical objects or artifacts, the process of making the objects and the meaning associated with the physical objects. These elements are not distinctive and separable factors but form a 'seamless web' that constitutes technology, Woolgar (1987). In defining the term technology, all the three elements must be understood as being inter-connected to each other and a change in one element will affect the other two elements.

Thus, ICT is not something new nowadays. We are all living in the decade of multimedia and the millennium of the Internet and the World Wide Web (WWW), Yunus et. al (2009). Somehow or rather, ICT appears to be a force which has changed lots of aspects in life. It influences business field as well as the trade, marketing, science, entertainment and most importantly, the education field. Indeed, computers and ICT are things we cannot manage without today and in the future, Mohamed (2003). In the education field, ICT is applied in assisting students to be more effective in their learning. It aids the teachers in doing the administrative works efficiently. The concept of ICT in education is seen as a system that enables information gathering, management, manipulation, access and communication in various forms, Ministry of Education (2003).

Gordon (2014) summarizes most of the related terminologies that include recent applications and developments in IT and ICT that are used in teaching and learning include:

- Computer-based/-assisted/-aided learning/training: these forms of teaching comprise the use of a computer as the basis for delivery and may be implemented to educate or train depending on the focus of the material;

- Courseware: a form of computer-based learning, typically learning materials delivered through a computer;

- M-learning: a form of e-learning where the delivery platform is a mobile device – e.g. a laptop, smart phone or tablet;

- Virtual learning environments: portals to provide access to learning support, including course information, communication (forums, messaging, announcements), course content (lecture notes and sources), and assessment and feedback;

- Immersive learning environments: models (typically 3D) where participants can learn in a simulated environment or virtual world;

- Personalized learning: tailoring the learning experience to an individual student's needs. This has the potential to match the mode and learning style to students which is a key feature of flexible pedagogies;

- Computer-based assessment/e-assessment: utilizing computer technology to assess students. These can incorporate multiple-choice testing, parsing of language or comparison of symbolic (mathematical) expressions. They may be diagnostic, formative or summative;

- Open learning: sharing of learning resources through open licensing and agreements, eg massive open online courses (MOOCs);

- Collaborative technologies: Web 2.0 offers community and user involvement that maps well onto many learning activities.

As seen above, ICT is very prominent as it provides lots of medium for the teachers and the students to explore and enhance the teaching and learning process. ICT is seen as a skill for life, now as important as being literate and numerate, Simmons & Hawkins (2009). This implies that one without the ICT skill is a person

who is left behind and needs to adapt to the changes, Gordon (2014). It should be noted that living in the 21st century requires an advanced and systematic tool, which can foster a better and more conducive learning process. Bakar et al. (2008) mentioned that the teachers' role in schools is to ensure the teaching and learning process to be executed in par with the current development is indeed needed. By integrating the ICT in the educational system, this standard will be indirectly increased.

Effective integration of ICT in educational context would call for a whole institution to be networked to ensure access to multimedia and learning- rich resources via the school's Intranet and the Internet wherever students and teachers are, in or out of school. As computer technology plays an integral role in our personal and professional lives. The ability to utilize this technology has become the new literacy for the 21st century and is of critical importance in enabling Algeria to compete successfully in the global community. For future generations to maximize their capability to operate within competitive and technologically driven economies, it is critical to foster computer abilities at every level of the schooling process, and teachers and students are central to this endeavor, Riel (1998).

The computer labs and classroom computers need to be sufficient in number to allow ready access by students and staff in most modules. A wide range of peripheral and remote working devices, including video-conferencing, is provided and integrated into the curriculum. Large and small group presentation facilities are readily available. Despite the above desired situation, most Institutions face barriers to effective integration of ICT in the teaching and learning process; limited infrastructure in terms of satisfactory physical conditions of laboratories and the subsequent accessibility of the resources (ICT) to the learners, Singh (1993).

Developers of educational multimedia have focused on information access and presentation, Singh (1993). However, it is easy to see that multimedia has tremendous potential to enhance the vividness with which information can be presented and ease with which it can be accessed, the main barriers to learning are not generally that appropriate information is difficult to access or insufficiently presented. The problem is linked with that information, Shank & Kass (1996). Accessibility and use of ICT allows students to investigate more thoroughly the real

world; Riel (1998). They can more readily access information sources outside the classroom and can use tools to analyze and interpret such information. Information may be accessed through online systems or through data logging systems, Riel (1998). The technologies allow them to receive feedback, refine their understanding, build new knowledge and transfer from school to non-school settings as reported by the Committee on Developments in the Science of Learning (2000).

Some time ago it was a bit difficult to provide institutions with technologies due to logistical constraints and the amount of material to be covered all of which can now be addressed with ICT. What can be learned is broadened and deepened, Grégoire inc. et al. (1996). Barriers, associated with ICT integration that fall within the physical realm are beyond the direct control of the teacher, Loveless (1996). These barriers are all around accessibility and infrastructure and include decisions about purchasing, locations of wiring drops, and decisions regarding the placement of computers in centralized labs verses placement of computer pods in classrooms. Placing computers in centralized labs may provide students with efficient exposure to technology but severely limit the technology accessibility for classroom instruction, Loveless (1996). Labs deny teachers the flexibility of deciding when technology should be incorporated into instruction and may send the message to students that computers are not central to learning or the activities in their classrooms. In addition, physical limitations of the classroom including size and location of desks, often limit choices of room arrangement and do not provide the space that is necessary to add computers to be used as technology centers.

The latest definition given by Mascus (2003) has broadened the concept of technology where technology is defined as:

> *The information necessary to achieve a certain production outcome from a particular means of combining or processing selected inputs which include production processes, intra-firm organizational structures, management techniques, and means of finance, marketing methods or any of its combination*, Mascus (2003:44)

Other scholars such as Tepstra and David (1985) suggest that technology as a cultural system concerned with the relationships between humans and their environment.

From the systems perspective Afriyie (1988:214) defines technology as encompassing: *"the basic knowledge sub-system; the technical support system (software); and the capital-embodied technology (hardware)".* This perspective views that technology recognizes the need to identify the different elements of a particular country's technology that are complementary and mutually reinforcing. The previous studies done by the researchers have offered various definitions and concepts related to technology from different disciplines, contexts and perspectives. The Table 2.1. below shows a list of definitions and concepts of technology (in a chronological order) which was gathered from the previous literatures.

Table 1. Various Definitions of Technology from Previous Literatures

Year	Scholars	Definitions
1968	Merrill	Technology connotes the practical arts, bodies of skills, knowledge and procedures for making, using, and doing useful things.
1968	Strassman	The tools, a stock-pile of utensils, but to a kind of tool-using behavior, a set of methods for making specific goods.
1970	Jones	The way in which the resources inputs are converted into commodities.
1971	Hawthorne	The application of science to solve well-defined problems.
1972	Galbraith	The systematic application of knowledge to practical tasks.
1976	Teese	A set of knowledge or experience related to the production of a product or the implementation of a process.
1981	Hawkins and Gladwin	The specialized knowledge pertaining to the production of the goods and services in organized economic activity, including the knowledge and skills required to manage a set of interrelated technical processes.
1983	Pacey	The application of scientific and other organized knowledge to practical tasks by ordered systems that involve people and organizations, living things, and machines.
1987	Woolgar	An integration process of physical objects, the process of making the objects and the meaning associated with the physical objects. These elements are not distinctive and separable factors, but form a seamless web that constitutes technology
1989	Goulet	The application of science because of their special relationship.
1991	Methe	A process where its origins and destination are connected and its dynamic nature is highlighted.
1992	OECD	A structure or a network due to various feedback loops between it and other sub-systems within a society, and to its obviously non-linear development projections
1992	Natarajan and Tan	The knowledge or expertise that is required in the production or assembly of a given good. Technology therefore embodied in the related machinery and utilized by a firm.
1996	Levin	Technology is not really a 'thing'; it is better characterized as an approach. It is the application of scientific principles to solve practical problems. Technology has been described as having three facets: material artifacts (things), the use of artifacts to pursue a goal, and the knowledge to use these artifacts.
1996	Burgelman et al.	The theoretical and practical knowledge, skills, and artifacts that can be used to develop products and services as well as their production and delivery systems. Technology is embodied in people, materials, cognitive and physical processes, facilities, machines and tools.
1998	Lovell	Technologies are separated into 'product technologies' (associated with the physical and engineering aspects of equipment) and 'process technologies' (associated with the processed by which problems are solved).
2002	Tihanyi and Roath	Information such as a patent, know-how or trade secrets. Conversely it can be modified as equipment, component assemblies/parts or as a final product. Production techniques/processes, which require necessary skills to apply different methods of production, represent a combination of tangible and intangible technology. Technology can also include information that is not easily reproducible or transferable.
2003	Maskus	The information necessary to achieve a certain production outcome from a particular means of combining or processing selected inputs which include production processes, intra-firm organizational structures, management techniques, and means of finance, marketing method or any of its combination. Technology may be codified in formulas, blueprints, drawings, and patent applications or uncodified in the sense of requiring implicit know-how on the part of personnel.
2006	Reisman	The development and application of tools, machines, materials and processes that help in solving human problems.

Source: Sazali and Raduan (2011)

Table 2.1. Various Definitions of Technology from previous Literature.
Source : Sazali and Raduan (2011)

2.4. Definition of Hardware

The word *"hardware"* stands for a set of electronic components that comprises a computer case with power supply, a motherboard, a processor with a heat sink and fan, a memory card, a mass storage device, a keyboard and mouse for input and of course a monitor for output. The motherboard or main board is the primary circuit board within a personal computer. Many other components connect directly or indirectly to the motherboard. Motherboards usually contain one or more CPUs, supporting circuitry like the central processing unit (CPU), is that part of a computer which executes software program instructions temporarily. A PC's main memory or also called the primary store, is a fast storage that is directly accessible by the CPU, and is used to store the currently executing program and immediately needed data whether mass storage device or hard drive stores programs and data permanently even when the power is off; they do require power to perform read/write functions during usage. The video card - otherwise called a graphics card, graphics adapter or video adapter - processes and renders the graphics output from the computer to the computer display, also called the visual display unit (VDU), and is an essential part of the computer, Broy et al, (1998).

2.5. Definition of Software

"Software" is a term that refers to different kinds of programs used to operate computers and related devices. Technically, "software" stands for a set of applications and programes that run through "hardware" or electronic components, it is called as such because it is has a virtual activity that needs an electronic container to perform a task. Generally "Software" is the binary language which consists of instructions that tell the computer what to do and how to behave through the already stored or pre-stored digital codes to finally have the possibility to use the computer technology for a general or a specific need. The domain of software is divided into two main fields, the operating systems and the programs/applications (The terms "application" and "application program" are synonymous). "Systems software" includes the operating system and all the utilities that enable the computer to function; "applications software" includes programs that allow users perform tasks like word processing, calculation and digital manipulation either for the sound or the image.

2.6. The Web

The Web is a remarkable invention by the British Tim Berners-Lee and has transformed the nature of CALL, but in many respects the advent of the Web caused us to leap backwards in terms of some aspects of CALL pedagogy, Halpin (2010). Early CALL materials on the Web displayed a lack of interactivity[22] particularly, poor feedback. Web-based materials are improving, especially those incorporating sound and video, but there are still far too many of the point-and-click-let's-move-on-quick variety, and the Web has not yet caught up with CD-ROMs and DVD-ROMs in terms of video quality and interactivity, Davies (2002). There are very few websites that offer the learner the possibility of recording and playing back his/her own voice, a popular key activity among both teachers and learners that has been possible since the widespread use of the tape recorder in the 1950s. A common criticism leveled at Web-based teaching and learning materials is that they are uninspiring compared to established materials such as those on videocassette, audiocassette or broadcast TV. Many Web learning environments contain a collection of true/false or multiple-choice exercises that are much the same as those created on the BBC micro in the 1980s, Davies (2002).

Many teachers use the Internet for language teaching as it can be very useful for language learners and may open up a wide range of opportunities for language teachers. Gunn and Kassas (2010) observe the availability of the internet has reduced the confines of the language classroom and provided language educators with more opportunities to bring technology into the classroom than ever before. The advent of the internet has also provided opportunity for teachers to enhance classroom experiences in creative ways and to invoke the use of technology within the classroom on a regular basis. Students can be encouraged to be active participants in the class by using the Internet appropriately. For example, using Internet polls and online quizzes provide the students opportunity to input individual responses and receive instant feedback. Similarly, online language games provide instant feedback while stimulating student interest and motivating student participation. It is important also to consider the role and impact of the World Wide Web (WWW) in today's teaching and learning process, Gunn and Kassas (2010).

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[22] The forgotten art according to Sims (1996)

According to Lee (1992:54), the inventor of the World Wide Web, the World Wide Web is *"a global information universe using techniques of hypertext, information retrieval, and wide area networking"*. In addition, the WWW has recently been further advanced with the introduction and application of Web 2.0 tools. According to Miller (2005:245) the Web 2.0 is the network that acts as a platform, spanning all connected devices; Web 2.0 applications are those that *"make the most of the intrinsic advantages of that platform delivering software as a continually updated service that gets better the more people use it, consuming and remixing data from multiple sources"*, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an "architecture of participation," and going beyond the page metaphor of Web 1.0 to deliver rich user experiences, Bader (2010), Fuchs (2010).

The concept of Web 2.0 began with a conference brainstorming session between O'Reilly and MediaLive International, is also known as the second generation of the World Wide Web. One of the major advantages of Web 2.0 over the first generation World Wide Web is that it is not static as the former but is more dynamic and organized. Another functionality of Web 2.0 is the open communication facility it offers to Web-based communities of users opening up more potential for sharing of information. Blogs, Discussion Boards and Wikis are examples of Web 2.0 components.

There are many reasons for using the World Wide Web in language teaching. The WWW has a rich array of teaching tools available to language teachers as it creates possibilities for learners to come into contact with the target language and culture in various ways, Otto and Pussack (2009). These tools include multiple web browsers and search engines. Different browsers like Internet Explorer, Mozilla Fire Fox and Google Chrome, and search engines such as Google, Yahoo and Alta Vista support the teachers and the learners to make the best use of online resources and teaching/learning materials. A simple search using any engine such as Google or Yahoo will direct the searcher to many websites which are closely related to the search topic. Otto and Pussack (2009:787) further note that *"Web development tools have matured and, consequently, there has been a dramatic increase in Web-based language learning materials"*.

For example, websites used to provide information only. Now, websites are interactive, receiving input and providing feedback, and catering to multiple learning styles. Another reason for the successful use of the World Wide Web is the linking of information with the help of hypertext. According to Shin and Son (2007), the World Wide Web is a valuable tool, loaded with vast information, for students who are independent self-directed learners. Given these endless possibilities, ICT, then, has the potential to promote students' motivation levels so that they may become more independent learners. Web-based language instruction offers advantages for self-directed and independent learning. According to Pino (2008:66) *"Web-based language instruction can promote independent learning in a nonthreatening environment"*.

Undoubtedly, learning will take place more effectively when there is a relaxed atmosphere, and when the students feel the freedom to communicate without the fear of making mistakes. Pino further points out that web-based learning resources can cater to the needs of the individual learner by allowing the learner to select learning materials that suit his or her learning styles and personal preferences. Allowing students to have a say so in the way he or she learns is an important part of getting students to buy into the language learning expectations of any classroom. In addition, Pino observes that various online applications provide ELL with opportunities to interact with other learners which facilitate a range of language functions in an authentic context, *"asking questions, giving responses, sharing opinions, making suggestions, and correcting themselves and each other"* (ibid). Web-based education has the potential to lead learners to more self-directed and independent learning.

2.6. A Historical Overview of Technology and Education

In order to discuss how best we can integrate technology into the classroom, we need to review the historical relationship between technological innovation and education. *A "meaningful integration of technology in classroom"* can be traced back to the early part of the 20th century when visual aids such as films, pictures, and lantern slides were commonly used in schools, Reiser & Dempsey (2007). Then came motion picture projectors, sound motion pictures, the radio, the television, Video Cassette Recorders (VCRs), computers and the Internet in chronological order

(ibid). In 1913, Thomas Edison announced, *"Books will soon be obsolete in the schools. . . . It is possible to teach every branch of human knowledge with the motion picture." (*Cited in Reiser & Dempsey (2007)). In a similar context;

> *A medium that gained a great deal of attention during this period (1920s and 1930s) was radio. By the early 1930s, many audiovisual enthusiasts were hailing radio as the medium that would revolutionize education. (. . .) However, contrary to these sorts of predictions, over the next 20 years radio had very little impact on instructional practices,* Cuban (1986: 220).

Technology and foreign language education are not stranger to each other. In the sixties and seventies, language laboratories were being installed in numerous educational settings. The traditional language laboratory was comprised of a series of booths, each providing a cassette deck, and accompanying microphone and headphone. Teachers controlled their students' interactions by using a central control panel. The basic premise behind this technology was that if verbal behavior was modeled, and then reinforced, students would quickly learn the language in question. The language lab activities were therefore grounded in a stimulus-response behavior pattern. The more drill practice the students encountered, the faster they would learn the second language. Cuban (1986).

While the language laboratory was a positive step in linking technology and language education, it was soon recognized that such activities were both tedious and boring for learners. Furthermore, the amount of student-teacher interaction was minimal, and individualized instruction was irrelevant. Besides the pedagogical deficiencies, the audio equipment was cumbersome and prone to breakdown, and had only one function-to disseminate auditory input. These factors put together led to a shift to the communicative approach to second language education, namely, computer assisted language learning.

Unquestionably, the internet is one of the modern world milestones that symbolizes *"an extraordinary human adventure",* Castells (2004:09). The e-Testimony to the Web-based Education Commission comes to a decision that *"there is no going back, the traditional classroom has been transformed",* Kerry and Isakson (2000:01). The internet has revolutionized most of the life domains and language learning and teaching paradigm is no exception. It marks the emergence of

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online learning and Web-based language teaching era. One of the major features that distinguishes it from other instructional technologies is the easy *"access to information that was never available before in a school library",* Berger (1998:71). It offers learners the instructional space to enjoy and make full use of multimedia resources.

Microcomputers and quality CALL software provided yet another medium for language learning. The potential as both a teaching and learning tool are widely written about in the educational literature. At present, there are a variety of computer applications available including vocabulary, grammar, and pronunciation tutors, spell checkers, electronic workbooks, writing and reading programs, as well as various authoring packages to allow instructors to create their own exercises to supplement existing language courses. In addition to the range of software available, CALL has also been shown to increase learner motivation, Blake (1987).

Chun and Brandl (1992) also propose that the interactive and multimedia capabilities of the computer make it an attractive teaching/learning tool. Computers can provide immediate feedback to students and students can work at an individualized pace. Software can be designed to include sound, graphics, video, and animation. Moreover, information is presented in a non-linear sequence enabling learners to select the exercises or concepts they wish to review.

Despite the advantages and widespread use of CALL, it continues to suffer from criticisms for several reasons. Many believe that learning and practicing grammar rules of a foreign language through fill-in-the-blank exercises, for example, does little to improve a speaker's ability to produce grammatically appropriate utterances, Armstrong & Yetter-Vassot (1994). Others point out that CALL suffers from its rigidity in light of the complexities of natural languages. For example, a program designed to provide drill practice on French verb conjugation is useful for only that and nothing else. Recently, however, we are beginning to see encouraging and promising results in the area of CALL software development. Interactive video and programs which provide more authentic and communicative task-based activities are being created, which are more in line with the current theoretical and pedagogical views of learning.

Papert (1984:422) indicates that the computer was going to be *"catalyst of very deep and radical change in the educational system"*. With the exception of computers and the Internet, Reiser and Dempsey argue that:

> *As a new medium enters the educational scene, there is a great deal of initial interest and much enthusiasm about the effects it is likely to have on instructional practices. However, enthusiasm and interest eventually fade, and an examination reveals that the medium has had a minimal impact on such practices.* Reiser and Dempsey (2007:18).

During the last decade, the use of the Internet and personal computer in the classrooms at all levels has become very common as the speed of the Internet increased and the processing power of the PC climbed. The question is whether the recent development and classroom adoption of computer technology will affect the education in an effective way from which the past technological innovations have.

2.7. The Growth of Technology Use in Education

As ICT has changed the language teaching and learning process it has also imposed certain challenges to educators and teachers. Bate (2010:142) points out that *"Each new wave of ICT innovation carries with it a barrage of opportunities and risks that challenge and constrain educators who seek to optimize the use of ICT for teaching and learning"*. Teachers faced with the latest ICT innovations must be trained how to use these new tools. One of the significant challenges that schools face today is the managing and marshalling of resources to achieve desired, as well as, mandated school based ICT outcomes, Lee and Woods (2010). Garrett (2009) describes the advantages of video recording of class room activities to serve pedagogical purposes. However, Garrett also notes some challenges underlying the use of authentic video materials. According to her:

> *The extent to which authentic video can be genuinely integrated into a language course depends on teachers" ability to gauge the comprehensibility of the language content and the intrinsic interest of the material for their classes.* Garrett (2009: 699).

A worldwide increase in the demand for foreign language instruction and learning has stimulated interest in how technology can help meet students' need. The use of technology in teaching foreign language has been increasing dramatically over recent decades as the merits of technology in language learning and teaching are

becoming more widely acknowledged worldwide. Teaching and learning foreign language through technology has become a new trend in foreign language education all over the world. Technology is playing a greater role during class and home study, as computer-assisted instruction and interactive media technologies supplement the traditional use of the chalk and the blackboard. The increasing connection between English and technology creates new demands for English higher education, Zhang (2003).

The potential benefits of ICT integration in English language teaching are being recognized by the authorities, increasing funds has been spent recently on language labs, computer multimedia equipments, and wireless network in classes and in campus to meet learning and teaching purposes to improve the situation throughout the country. Woodrow (1987) points out that integrating technology into the educational curriculum has the potential to change the process of education significantly. He also suggests that any successful change in educational practice dictates the development of positive users' attitudes towards the new technology. Zhou (2003) concludes from a review of literature of the kernel academic journals published in China from 2000-2007 that some teachers indicate that interaction between teacher and students in the English class is so important that no technology can take the place of it. They propose that instruction using ICT should be viewed as an enhancement to the traditional way of teaching rather than a substitute for it, Zhou (2003).

In the European Union as an example, an overwhelming majority of teachers in Europe (90%) use ICT to prepare their lessons, Empirica (2006). All European Union (EU) countries have invested in ICT in schools and this has included spending on *"equipment, connectivity, professional development and digital learning content"*, Stella, (2006:2). Furthermore, the European Union has also set targets for enhancing digital literacy, skills and inclusion, European Commission (2012). Outside the EU, apparently the same contexts reappeared. In the US, the Office of Educational Technology (OET) has developed a "National Educational Technology Plan", OET (2010) for transforming education through the power of technology. Across East Asia, *"enthusiasm for the use of computers and other information and communication technologies in education is undeniable and widespread"*, Trucano

(2012:101). Similarly, Tella et al. (2007:5) report that *"the use of ICT in ... African countries generally is increasing".*

In fact, it is now difficult to disagree with Pegrum's view *"that technology and education have a tightly intertwined future",* Pegrum (2009:5). The increase in investment in ICT by education departments around the world since 1998 has been well documented, Becta (2004). In one study of the effect of ICT implementation in educational contexts, Ilomäki (2008:67) found two types of *"ICT stories".* The first saw expectations for ICT being overestimated in the majority of cases, with the process of implementation being top-down *and "without a strong commitment of the schools or the teachers".* In some cases, however, success came when the focus was placed on the needs of a specific school and was supported by internal improvement of that school. The effect of supporting teachers and on training teachers to use ICT can also not be underestimated. Things, then, have come a long way since Levy wrote (1997):

> *CALL remains a peripheral interest in the language teaching community as a whole, still largely the domain of the CALL enthusiast, and there is scant evidence to suggest CALL has really been absorbed into mainstream thinking, education, and practice.* Levy (1997:3).

Integrating technology in the classroom changes the kind of relationship between the teacher and the students. According to November (2010: \11) *"Adding technology to the classroom is the easy part. The difficult work is reshaping the relationship between teachers and students."* Groff and Hass (2008) note that the use of technology in the classroom helps develop a partnership between teachers and students. This partnership, Prensky (2010:15) notes, *"emphasizes the roles of each group, teachers and students, as different, but equal."* Groff and Haas (2008:12) observe that one of the biggest challenges of the new educational systems is that there is a huge gap *"between traditional scholastic cultures and the culture of today's learners."* The failure of schools is also reported by Prensky (2010:2) who concludes that *"there is so much difference between how students and teachers think."* Prensky also adds, *"Increasingly we're failing to deliver what students need in the ways they need it."*

Regardless of the big considerable advance in technology, classrooms still holdup behind and in most cases do not reflect the type of technologies flourishing outside the school and the way they are used, Groff & Haas (2008). This gap between students' expectations and classroom practice is reported by Marzano (2009):

> *Students are using personal technology tools more readily to study subject matter, collaborate with classmates, and complete assignments than they were several years ago, but they are generally asked to "power down" at school and abandon the electronic resources they rely on for learning outside of class.* Marzano (2009:10).

To effectively integrate technology, teachers should start to explore other alternatives. As Allen (2010), puts it:

> *We teachers must begin by setting aside our traditional ideas of how things should be done in the classroom and accept that our students really have grown up on a different planet.* Allen (2010:6),

According to Jayson (2010:5), because the *"younger students are immersed with technology; the educational system has to change significantly."* Similarly, Hoyer (2010: 2) argued that *"educators must reframe what they teach so that the students understand the significance of what they learn."* Accordingly, teachers need to understand that *"today's learners will not live in a world where things change relatively slowly, but rather one in which things change extremely rapidly"*. So whatever the subject educators are teaching, they have to teach it *"with that future in mind",* Hoyer (ibid) and see to it that individual student needs are taken into consideration. Papert, in considering the integration of computer in learning as the turning point in the history of education, avers: *"We are at the point in the history of education when radical change is possible, and the possibility for that change is directly related to computers"* Papert (1980:23).

To this end, King (2002) identified six elements for success in online teaching and learning, especially focusing on teachers' understanding of the potential of technology use in the classroom setting. These elements are:

- *presentation of accurate, current, and substantial content;*

- *in-depth dialogue among course participants about the content meaning, application, and implication;*

- *the ability for learners to be able to ask questions and share responses in an environment that can be personalized to support responsiveness, trust, and insight;*

- *the ability of the technology to work smoothly enough to not detract from learning;*

- *the capability to facilitate collaborative work among learners easily; and*

- *the development of assignments that can both apply to the classroom and to academic research.* King (2002:235)

Additionally, computers permit teachers to work with small groups of students, as small as needed, to control the whole class. They help teachers meet the varying student needs and reassess how students learn and what the nature of useful information is Gulley (2003). Computers in the classroom also play an integral role on the effect of educational outcomes. It is easier to update a computer program in most of times used in many classrooms than it is to upgrade the knowledge and teaching strategies of thousands of teachers in those classrooms, Bennett (1999).

2.8. Strengths and Weaknesses of ICTs

The use of computer technologies has proven useful in the language classroom by aiding teachers and learners in:

- Enhancing student motivation and improving classroom climates;

- Allowing for increased input through the development and use of input-rich and multimedia materials;

- Facilitating vocabulary development and acquisition, especially through the use of multimedia materials;

- ICTs allow each individual to relate to the medium and its content.

- The availability and use of ICT can help students exploit enormous possibilities for acquiring information for schooling purposes and can increase learning through communication, Riel (1998).

- Interactivity is the way in which a person can relate to the content, go forward and backward in the content, start at any point depending upon prior knowledge instead of always in a sequential way.

- Opening windows for new thinking, an atmosphere of innovation

- Distance and climate insensitive: It does not matter where you are, or how the weather is, you can still access and learn from ICTs.

- Global access to knowledge

- Can serve multiple teaching functions and diverse audiences: ICTs, especially the computer and Internet based can be useful in drill and practice; to help diagnose and solve problems, for accessing information and knowledge about various related themes.

- Learning becomes interactive and joyful through multimedia tools

- Aiding teachers in providing correction and feedback via computer-mediated feedback on, for example, writing and pronunciation;

- Enhancing listening comprehension and retention through exposure to authentic materials and access to tools such as speed modification and captions;

- Facilitating increased writing through the use of writing software, email and chat rooms;

- Encouraging dialogue between classmates and partner classes and the use of authentic language as well as increasing sociocultural awareness. Chun (2011); Elola & Oskoz (2011); Robin (2011); Shrum & Glisan (2009).

Gentry and Csete (1990:27) have also written that pressures from business, industry, and government will *"force the educational establishment to better prepare graduates for the workplace"*. Several of the points they mentioned are that:

- Increased access to electronically delivered instruction will provide new channels of instruction developed independently of traditional educational systems.

- Artificial intelligence will have an increased role in education; as technology becomes easier to use, more educators will become adopters.

- Bonnet (1997) argues that the availability of visual digital technology (such as animation, simulation and moving images) involves students and reinforces conceptual understanding. ICT use also encourages development from a teacher-focused or teacher-led model to a more student-focused model in which students work together, make their own decisions and take an active role in learning.

- Technology-capable students will require the adoption of technology; independent learning skills (lifelong learning) will need to be supported.

- People conforming to technology will shift to technology fitting the diversity of the people using it.

- According to the Swedish National Agency for School Improvement (2008), ICT provide a positive impact on learning and student performance when it becomes an integrated element in the classroom and teaching.

- ICT constitutes an input in the student learning process that should help produce better learning output. The availability of ICT resources can enhance learning by making education less dependent on differing teacher quality and by making education available at home throughout the day, Mbwesa (2002). Bonnet (1997) argues that the use of ICT can positively transmit knowledge to students.

Overall, the literature has accepted that technology is not a new fashion only and has had a profound impact on the development of students in the classroom setting and therefore the debate has switched from whether the use of technology should be supported to that of how it can be incorporated to ensure the greatest success in the classroom. Like all innovations that we have come to accept and live with, ICTs also have strengths and weaknesses. We should list these because it is important to know what they are especially if we are to plan and use them effectively. But ICTs also have weaknesses which must be understood. Some of these include (according to Kasworm, Rose & Gordon (2010)):

- High infrastructure and startup costs: It costs money to build ICT systems and to maintain them.

- Tend toward centralized uniform content in economies of scale: The larger the numbers, the lower the cost. This means that sometimes we try to reach large numbers so we make content common, not taking into account individual differences. Factors having to do with skills, support, time and attitudes.

It is significant that teachers see themselves as generally lacking the required skills. It can be a distraction and that teachers often fail to monitor closely what the students are working on online for teachers and their students, the availability of modern computers, peripherals, networking and resources within an increasingly diverse range of technologies is an essential part of learning and teaching in the 21st century. All in all, Davis (2000) asserts that increased availability of ICT is especially useful for students who suffer from learning disabilities since ICT use allows teachers to prepare suitable tasks for individual needs and each individual more effectively. However, authors like Cox (1999) believe that allowing certain students to use computers distracts them from focusing on the task at hand.

Quite essential to the argument of availability are the issues of whether or not the teachers and students have convenient access to computers and their accessories let alone the software that is necessitated in the context of their day-to-day research, collaboration, teaching and student evaluation, Fabry, et al. (1997). Furthermore, students and teachers should have confidence in these facilities, which is in turn reliant on the facilities, reliability or degree to which the teachers and students are sure that they will have access to them at all expected times and utilize them predictably to the amelioration of their academic work, an issue on which consensus is enormous as is clear from ICT in education scholars like Russell (1997), Ross (1997), Guha (2000), Mumtaz (2000) and Pelgrum (2001).

2.9. Web 1.0 and Web 2.0

The prevalence of technology in our daily lives has made it a basic and an influential element of contemporary societies. The term *"Web 2.0,"* as O'Reilly (2005) states, was first coined by Dale Dougherty in 2004 to name what was seen to be a new era of web technologies. Dispute was put forth as to the need to develop a new term and definition; opponents to the notion argued that it was merely a new

"buzzword" Ullrich et al. (2008:706) roaming around. However, it has now become accepted that Web 2.0 is an actual phenomenon that is mainly about allowing the user to be more involved in contributing and interacting with the web than it used to be in previous times.

A recent example of Web 2.0 essential role in people's daily lives could be witnessed in what is called in media as the Arab Spring, where a spark for historic revolutions in Syria and Egypt started on social media pages, Stepanova (2011). This kind of usage of social media, or Web 2.0, has given it a significant role in shaping students' expectations of their learning experiences. With all the development that the web has gone through from its early age, during the last few years, Harrison and Thomas (2007:2) note that developers as well as users have started witnessing what Anderson describes as, *"a 'second phase' –a new, 'improved' Web version 2.0"*. The main feature that sums up the difference between both phases is the power given to users. Unlike Web 1.0, Web 2.0 allows users to "contribute as much as they can consume", Anderson (2007:4). Such an interactive and social aspect can be effectively employed to help language learners in their learning process, Harrison & Thomas (2009). Franklin and Harmelen (2007) define this phenomenon as:

> *A variety of different meanings that include an increased emphasis on user generated content, data and content sharing and collaborative effort, together with the use of various kinds of social software, new ways of interacting with web-based applications, and the use of the web as a platform for generating, re-purposing and consuming content.* Franklin and Harmelen (2007:4)

Brown (2012:51) states that, given the nature of Web 2.0, *"it can provide students with an arena in which to become collaborators in the generation of knowledge, rather than passive recipients of knowledge"*. The issue of the student's centeredness and involvement in the learning process helps him relate to the language and its usage more. Holtzman (2008) agrees and indicates that integrating Web 2.0 in classrooms adds to the lessons a *"personal"* and *"meaningful"* aspect. Sendall, Ceccucci and Peslak (2008) support this view and add that students' need to learn how to use language in these contexts has become essential since many of these services have become an integral part of the students' daily lives. They explain that if institutions do not utilize Web 2.0 services in classrooms, they *"run the risk of*

becoming irrelevant to the culture of discourse for young people and to the way in which people interact and exchange ideas" Sendall, Ceccucci and Peslak (2008:5).

One of the elements that shape this need is the fact that online interaction has developed its own communicative patterns with different expectations and usages, Double (2007). For example, Double points out that *"the fast-paced environment of the Internet demands immediate responses rather than perfect phrasing"* (p. 18). Not only that, but also a new set of vocabulary and pragmatic rules has evolved for these services. The latter would help prepare learners:

> *For the digitally-driven post-industrial world into which they'll graduate – a world where our understanding of knowledge, culture, truth and authority are in the process of being rewritten,* Pegrum (2009: 28).

The Web 2.0 tools increase interactivity, in which numerous users can make use of applications to add content to existing sites. Among the services that are available on the Web 2.0 that have been used in language learning settings include Weblogs (blogs), wikis, audio and video broadcasting (known as podcasting) and other media sharing sites, as well as social network sites and massively multiplayer online games (MMOGs).

Blogs: Blogs are chronologically ordered, Web-based publications, which can include text as well as pictures, videos and links.

Wikis: The term comes from the Hawaiian for 'quick' and a wiki is a collaborative web space allowing for pages that can be created and edited by multiple users easily without any knowledge of web design. The wiki is similar to the blog in that it allows for quick and easy publishing, but the more flexible structure of the wiki means that it is good for project work, whilst the blog is better as an ongoing record of classwork as the latest work is always displayed at the top of the page. A wiki is *"a website where anyone can edit anything anytime they want"* Richardson (2006: 59). These pages usually allow for the code behind a page to be edited. A wiki can be a collaborative creation among a variety of individuals.

Podcasts: Podcasting or videoblogging is audio and video broadcasting. Teachers, then, can create podcasts to share with students, or they can direct their students to specific podcasts in the target language or to language learning podcasts.

Social network sites: mostly known as social media, such as Facebook, allow users to upload photos and videos and to send each other public or private messages, as well as offering internal chat functions. Accordingly, some social networking sites have been designed specifically for educational settings.

Massively multiplayer online games (MMOGs): they allow users in distant locations to collaborate by sharing resources as well as participating in forums centered around the game itself. MMOGs have also been used to allow adolescent students to experiment with identity formation and socialization.

Although Cormode and Krishnamurthy (2008:97) note that *"deciding whether a given site is considered Web 2.0 or Web 1.0 can be a difficult proposition,"* there are well known and identified services that are known to be a part of Web 2.0 rather than Web 1.0. These services form what can be described as the most important aspect of Web 2.0. They are offered by different hosting companies and accessed through the Internet to create *"online communities based on greater degrees of interactivity, inclusion, collaboration, authentic materials and digital literacy skills",* Harrison and Thomas (2009:112). These services, as Franklin and Harmelen (2007:4) note, are *"interchangeably called Web 2.0 systems, Web 2.0 services or Web 2.0 applications".*

2.10. The E- Generation

Prenksy (2001a: 1) describes Digital Natives as the generation that *"have spent their entire lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all the other toys and tools of the digital age"* and Digital Immigrants as the generation that grew up before the digital age, who have adapted to technology but their fluency is limited by growing up in a non-digital world. Prenksy contends that curriculum and Digital Immigrants are holding Digital Natives back and advocates that teachers change to a constructivist methodology with learners using technology to find answers, with instructors providing support as needed and change the curriculum to relevant traditional curriculum and new technology based curriculum. Prenksy (2001b) believes that continuous exposure to technology via video games has rewired the brains of the Digital Natives and to take advantage of this, educational video games should be

used. Playing a game committed to long-term memory is one thing, but their learning is still limited by working memory, which has not changed.

Through the years, Prensky has proposed many technologies as the vehicle for transforming formal education: simulation, Prensky (2001c); modding older open-source games, Prensky (2003); complex educational games, Prensky (2005a); cell phones, Prensky (2005b); Web 2.0 software, Prensky (2007); and student created games, Prensky (2008). As Fee (2009) states:

> *Today's young people have been using digital technology from a very early age: desktop and laptop computers, games consoles, mobile/cellular phones and other handheld devices, and all the connectivity of the internet.* Fee (2009:2)

Different terms were developed to describe these users, who as Pletka (2007) states, are born between 1980 and 2002. These terms include, *"digital natives",* Prensky (2001), *"Net Generation"* Tapscott (1998), or *"Generation Y"* McCrindle (2006). Digital natives in most studies are compared to "digital immigrants," those who, although born before the Net Generation, still make use of Internet technologies. Despite the assumption that both natives and immigrants mostly utilize the same services, each age group is claimed to deal with the Internet in general and these services in specific differently. These differences are not limited to the use of technology. Kárpáti (2009), for example, highlights in a figure the differences between digital natives and immigrants in the context of learning and teaching.

Digital Native Learners	Digital Immigrant Teachers
Prefer receiving information quickly from multiple multimedia sources.	Prefer slow and controlled release of information from limited sources.
Prefer parallel processing and multitasking.	Prefer singular processing and single or limited tasking.
Prefer processing pictures, sounds and video before text.	Prefer to provide text before pictures, sounds and video.
Prefer random access to hyperlinked multimedia information.	Prefer to provide information linearly, logically and sequentially.
Prefer to interact/network simultaneously with many others.	Prefer students to work independently rather than network and interact.
Prefer to learn "just-in-time."	Prefer to teach "just-in-case" (it's on the exam).
Prefer instant gratification and instant rewards.	Prefer deferred gratification and deferred rewards.
Prefer learning that is relevant, instantly useful and fun.	Prefer to teach to the curriculum guide and standardised tests.

Table 2.2. Differences between Digital Native Learners and Digital Immigrant Teachers, taken from Kárpáti (2009:150)

In fact, Web 2.0 services are not designed, primarily, to serve the purpose of language learning; yet, only recently have teachers started seeing Web 2.0 services as a tool that can be implemented for educational purposes, Abbitt (2009); Rollett et al.

2007; Sendall, Ceccucci and Peslak (2008) and Ullrich et al. (2008). Although not a lot of that attention was specifically given to language teaching classrooms as claimed by Küfi and Özgür (2009), techniques to use these services in education, generally speaking, can be implemented or at least be insightful for language classes. First of all, being a part of the e-learning environment, the benefits of Web 2.0 services may be represented by the benefits of integrating technology in class in general. Chapelle and Jamieson (2008:7), for example, note that technology eases the function of *"individualized interaction"* as each learner has the privilege of interacting with the computer in response to his/her own needs.

Web 2.0 can be thought of as *"a shift from what were primarily informational tools to what we might call relational tools – so that if Web 1.0 was the informational web, Web 2.0 is the social web",* Pegrum (2009: 18). Web 2.0 tools have proliferated in recent years, and as most allow for some degree of content creation and communication, they are often ideal for language learning. At the heart of Web 2.0 is the blog, short for web log. At its most basic, a blog is an online journal that can be used by teachers to publish information about a course, links to resources and other information directed to learners or other teachers. Ease of use was identified as one of the most important factors behind *"the significant proliferation in the number of teaching blogs"* used by secondary school teachers in a recent study, Lai and Chen 2011).

Similarly, Scott and Ryan (2009) and O'Conner and Gatton (2003) also point out that computers and the Internet:

> *Offer new possibilities for pedagogy which included decentering the role of the teacher, increasing interactivity and collaboration, emphasizing processes, and viewing learners as co producers of knowledge,* Scott and Ryan (2009: 106).

Web 2.0 services are even more beneficial because, as Richardson (2006) notes, they have the potential to bridge the gap between students (digital natives) and teachers (digital immigrants). The reason for that, Richardson explains, *"is because by their very nature, they are relatively easy for anyone, native or immigrant, to employ in the classroom"* (2006:7). Web 2.0 services also assist a teacher, as Son (2007) points out, in creating a more student-centered language classroom due to the

nature of Web 2.0. Richardson (2006) also points out the importance of the learning environment these services can create for students. He mentions that it enables students to *"construct, develop, sustain, and participate in global networks that render time and place less and less relevant",* Richardson (2006: 8).

To sum up, in Felix (2003) words, as he claims that the paradigm shift in pedagogy towards constructivism was already occurring in the absence of technology, but that multimodal and networked technologies enhanced its appeal. Learner-centered, personalized views of learning have long been in existence and have also been boosted by the inherent changes in the nature of the web which have altered the approach to the use and development of technologies. As a consequence of this, learners can no longer play the role of passive recipients of information, but rather should assume a new role as active participants in the process of developing their own expertise through selecting, deconstructing, building and creating knowledge and new meanings together with their interlocutors.

Figure.2.3. The Web 2.0 Contents in Contrast with Web 1.0

Source: (www.rosettastone. co.uk)

2.11. Computer Assisted Language Learning

In order to help language learners, teachers need to become familiar with technology. Common acronyms for technology-enhanced language instruction include CALL (Computer Assisted Language Learning), CELL (Computer Enhanced Language Learning), and TELL (Technology Enhanced Language Learning). Therefore, CALL is considered, narrowly, as an approach to language teaching and learning in which the computer supports the courses. Davies (2002:1) claims that: "*Computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element.*

Computer Assisted Language Learning (CALL), according to Levy (1997:1) who provides the following concise definition, is: *"The search for and study of applications of the computer in language teaching and learning".* For researchers like Davies (2002), Davies et al. (2011)) that definition summarizes most of CALL characteristics. Although technology is the key to CALL, the teacher needs to create a whole learning environment system with his or her students, Egbert (2005). Ultimately, the computer is not a substitute for a teacher; it has to be seen as a support or medium for language teaching and learning. There are many uses of the computer in the classroom; however, it is important to note that when using a computer, students should be involved in the authentic learning settings, Egbert (2005). The following conditions, based on Egbert's (2005:239) work, can be achieved effectively by CALL and guarantee greater success in foreign language and literacy acquisition:

- Students feel empowered and validated.

- Students take an active role in the process.

- They receive continued comprehensible input in the target language as well as in their primary language and are immersed sociolinguistically, having the benefit of multiple instructional media, a sustained instructional-learning environment, and varied input and feedback sources, Anderson, Grant, & Speck (2001).

- Students are motivated, they do not feel intimidated, and have ample time to complete their assignments, Egbert (2005).

CALL is a term used by specialists to elucidate the use of computers as part of a language course, Gündüz (2005). She adds that according to the traditional view of CALL, it is considered as a way of *'presenting, reinforcing and testing'* the different language skills. This process can be described as follows:

> *The learner is first presented with a rule and some examples, and then answers a series of questions which test her/his knowledge of the rule and the computer gives appropriate feedback and awards a mark, which may be stored for later inspection for the teacher* , Gündüz (2005: 197).

The field of computer-assisted language learning (CALL) is expanding. Since Burns' (1979) doctoral dissertation, arguably recognized as the first study on the impact of computer-assisted instruction on learner uptake, Hawisher & Selfe, (2007), CALL has *"evolved at a remarkable rate"* Levy & Stockwell (2006:1). The term CALL, as opposed to other acronyms, such as CAI (computer-assisted instruction), or TELL (technology-enhanced language learning), is preferred in this publication mostly *"because of its now well established presence in the discourse surrounding the topic",* and because of its focus on *"the technology itself",* Hubbard & Levy (2006:9).

CALL, and more precisely technology in CALL, has been widely used to promote learning, assess learners' language, and collect data for all kinds of investigation. As mentioned by Hernández-Ramos (2005), the effects of technology used by teachers and students should not be merely defined as questions of access, but instead be further regarded as questions of (a) availability in terms of appropriateness of software and technical support, and (b) integration in terms of a person's training. In other words, the effect of technology use should support teachers' productivity and students' accomplishments with regard to language learning.

The nature of computers that is endlessly patient and non-judgmental, Wegerif (2004) makes them so suitable in enabling repetitive language learning activities that provide instantaneous feedback to the user. In an EFL context, learners can really benefit from self-directed vocabulary and grammar-based exercises, particularly those that monitor voice input and assess the accuracy of pronunciation. In the past, technology has predominately been used to find and consume

information, whereas today's learners have become particularly adept at creating and collaboratively developing content for a wide variety of purposes, for example, the Web 2.0 tools such as blogs, forums and wikis. Moreover, learners are now becoming increasingly interested in the concept of *"content curation"* that means selecting, sifting, showcasing and sharing content with friends, family and peers, Hubbard & Levy (2006).

Some learners have found English learning software like Rosetta Stone (www.rosettastone. co.uk/) and Eurotalk (http://eurotalk.com/en/) effective for swift acquisition of surface language. However, *'drilling and skilling'* can sometimes lack context in the way that information is presented to the user, potentially limiting long-term acquisition of language. The narratives are built around familiar settings like the school, family and neighborhood, allowing learners to internalize contextualized vocabulary and learn simple grammatical rules through fun-based repetitive exercises built around each scenario, Pim (2013). Meaning is made explicit through a family of characters set within familiar settings and typical storylines. Full audio-visual support and synchronous feedback to a user, makes this type of CALL particularly successful for language learning. However, like any product targeted at a specific market, some of the content will inevitably be culturally loaded. Teachers will need to think carefully about selecting media and resources from one cultural domain as this may skew learners' perceptions of what Standard English is, or should be, Pim (2013).

2.12. Teachers' Barriers in up taking ICT for Educational Practices

As ICT have originated and developed in developed countries, its implementation in developing countries may encounter reluctance because of the teachers' and the students' perceptions and related stereotypes of its influences on the nation and the institution they belong to. Implementation of ICT into the classroom has often been investigated by focusing on a teacher's individual characteristics, such as a teacher's pedagogical conceptions or experienced problems. The second major focus has been on school level: how the school should support teachers' implementation processes. Third, some of the studies have focused on external aspects, such as teachers' training or necessary technical or pedagogical support, as well as the lack of appropriate educational material, Terrell (2011). Only

very few studies have focused on the societal level: how the educational system is organized, and how this supports the implementation or the transformation of teaching practices.

In the following section some of the main results reported in the earlier studies are described in a detailed report by the British Educational Communications and Technology Agency Becta (2004)

- Resistance to change is a factor which prevents the full integration of ICT in the classroom. This resistance can be seen in terms of teachers' unwillingness to change their teaching practices, and also in terms of schools as institutions finding it difficult or being unable to re-organise in ways which facilitate innovative practices involving ICT. Cuban et al. (2001).

- The teachers' levels of engagement in ICT and their level of confidence in using the technology. Teachers who have little or no confidence in using computers in their work will try to avoid them altogether. Dawes (2000); Larner and Timberlake (1995); Russell and Bradley (1997).

- Teachers are sometimes unable to make full use of technology because they lack the time needed to fully prepare and research materials for lessons, particularly where this involves online or multimedia content. Time is also needed for teachers to become better acquainted with hardware and software. Fabry and Higgs (1997).

- Inappropriate training styles result in low levels of ICT use by teachers. Courses which lack pedagogical aspects are likely to be unsuccessful (Veen, 1993), but there also needs to be an element of ICT skills training, Preston et al. (2000).

- Little evidence was found in the literature to support the view that age affects levels of teachers' ICT use. Younger teachers are no more likely to make use of ICT in their work than their more experienced colleagues, Bradley and Russell (1997).

- Technical faults with ICT equipment are likely to lead to lower levels of ICT use by teachers. Recurring faults, and the expectation of faults occurring

during teaching sessions, are likely to reduce teacher confidence and cause teachers to avoid using the technology in future lessons (Bradley and Russell, 1997). In addition to the unavailability of technical support.

- There is a close relationship between levels of confidence and many other issues which themselves can be considered as barriers to ICT. For example, levels of confidence and therefore levels of ICT use are directly affected by the amount of personal access to ICT that a teacher has (Ross et al., 1999; Cox et al., 1999; Guha, 2000), the amount of technical support available (Cuban, 1999; Bradley and Russell, 1997), and the amount and quality of training available Pina and Harris (1993); Lee (1997).

- Levels of access to ICT are significant in determining levels of use of ICT by teachers Mumtaz (2000). However, it is not necessarily the case that a school with low access does not have enough equipment; it may be that the amount of equipment is adequate but inappropriately organised in the school. Equipment should be organised in such a way to ensure maximum access for all users, Pelgrum (2000); Fabry and Higgs, (1997).

- There is some evidence to suggest that teachers' gender has an effect on the degree to which they use ICT, with male teachers making more use of ICT than female teachers, and with female teachers reporting greater levels of computer anxiety than male teachers. This may have a significant negative effect on the use of ICT in primary schools, where there are more female teachers than male teachers. Bradley and Russell (1997.)

Actually in Algeria computer labs are being installed across the majority of the universities, but for many students and teachers the use of this type of technologies necessitate a complete pedagogical program to help them mastering basic function of such a means, in other words, familiarity does not equal proficiency.

> *Schools and teachers are asked to integrate Information and Communication Technology in their everyday practice. It is often argued that technology in education will make schools more productive and efficient, will improve teaching and learning, will provide authentic and engaging learning experiences, and will better prepare students for the workforce,* Brown (2001: 234)

Both teachers and students who are skillful in computing do not know how to apply these skills in learning and teaching situation. According to the American Web-Based Education Commission (2006: 365) training helps teachers transform lifeless equipment into useful tools. Creating high-tech educational tools without training teachers to use them would be as useless as creating a new generation of planes without training pilots to fly them. *"...We must train the nation's teachers— and the principals and administrators who lead them—or investments in high-tech educational resources will be wasted..."*.Teachers are the keys to effective use of web-based tools and applications, but first they must become skilled at using them. It is the teacher, after all, who guides instruction and rules the teaching context in which computer related technologies are used.

Besides other factors, teacher's skill as such, more than any other factor that determines the degree to which students learn from their computing and Internet experiences. Teachers must be comfortable with technology, able to apply it appropriately, and conversant with new technological tools, resources, and approaches. If all the pieces are put into place, teachers should find that they are empowered to advance their own professional skills through these tools, Brown (2001). The key strength of successful academic results is firstly a good teaching to achieve better learning; thus training the trainers in effective use of computers for educational purposes remains very important. As mentioned here *"Technology is just a tool. In terms of getting the learners working together and motivating them, the teacher is the most important."*, Bill Gates (1999) from American Businessman Quotes.

2. 13. Technology and Motivation

Motivation can be considered as the major driving force to adopt technology in the classroom. Nonprofit and governmental organizations have been actively proposing guidelines for using technology in the classroom. For example, the International Standards for Technology in Education (ISTE) National Educational Technology Standards for Teachers (NETS-T), ISTE National Educational Technology Standards for Students (NETS-S), No Child Left behind (NCLB), The National Education Technology Plan and the Learning for the 21st Century Report provide guidelines to promote technological proficiency in the classroom, Bitter &

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Legacy (2000). Although they are mainly developed for children, they are equally applicable to small general education college classrooms.

In contrast to traditional language classroom, students can study more independently, leaving to the teacher more time to concentrate efforts on those parts of language teaching that are still hard or impossible by the computer, such as pronunciation, work on spoken dialogue, training for essay writing and presentation. Chitra claims that: *"The computer offers students self-instructional tasks that let them master prerequisite skills and course objectives at a speed and level dictated by their own needs."* Chitra (2010:75)

To confirm Chitra's view I state Brennan's view:

> *Educational technology promises to democratize learning, increase access to multiple information resources, decentralize instruction, and remove hierarchies in communication and interaction in English language learning classrooms,* Brennan (2009: 2).

In the following section I will summarize the main motivating reasons for using computer related technologies in language learning and teaching:

- Autonomy, since each student, the same class, has his own standards, interest, background, motivation and capacity of learning. CALL provides self-instructional tasks that enable students master the prerequisite skills and course objectives according to their own needs and capacities. We can say that CALL provides individualized instruction.

- Learning language no longer means imitating pre-produced language patterns, but rather it is acquiring language in a creative way, each student at his own pace.

- Learning at one's own style, because every student has his own ways of acquiring language skills which makes it almost impossible for teachers to identify and teach every student in his own learning style. CALL helps providing materials which are compatible with any learning style and the students select what is suitable according to their need, interest and style of learning. When they are doing so, students get involved and find the learning easier, fascinating and interesting.

- Immediate response to the activities which makes learning faster. With CALL, the correction of students' mistakes is made instantaneously with the assistance of technology. The learning process is speedy with instantaneous corrections and consolidating the correct forms of the language.

- Learners can study wherever they have access to a computer and Internet.
- Successfully completing computer-based courses enhances self-knowledge and self-confidence and encourages students to take responsibility for their learning.

Although almost all educators agree that we should adopt technology extensively in the classroom, the way in which we should use it varies significantly. The educators have been pondering two main ideas for the technology in the classroom. One is to adopt the technology to improve the traditional lecture based teaching and learning. McKeachie (2006) in a collegiate instruction book covers this approach in depth. The other is to reform the traditional approach into the constructivist approach and apply the technology to enhance the new learning paradigm. Constructivism[23] is *"a model of learning that asserts that knowledge is not passively received but is actively created inside the mind of every learner"* National Research Council (2002:88).

The constructivists aim at revolutionizing learning and teaching by leveraging technology for student centered learning, project-based learning, real life problem-based learning, collaborative learning, active learning, and alternative assessments, Bain (2004). He also presents this approach as a characteristic of *"the best college teachers"* as he reports:

> *According to the traditional view, memory is a great storage bin. We put knowledge in it and pick out what we need. Thus you often hear people say, "My students must learn the material before they can think about it," presumably meaning that they must store it somewhere for later use. The best teachers don't think of memory that way, and neither do a lot of learning scientists. Instead, they say that we construct our sense of reality out of all the sensory input we receive, and that process begins in the crib.* Bain (2004:132).

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[23] A typical classroom which is monitored by a constructivist may be characterized by the following:
- The students are actively involved in classroom activities such as discussions and experiments.
- The environment is democratic, interactive, and student centered.
- The teacher prompts and facilitates the classroom activities in which students are encouraged to be responsible and autonomous.
- The students work on their real-world scenario problems and projects in groups, and discovery, learning, and knowledge construction and assimilation are interactive and dynamic.
- There is an emphasis on social and communication skills as well as sharing, collaborating and exchange of ideas.

The characterization is in line with the new educational paradigm envisioned by ISTE.

OLD PARADIGM	NEW PARADIGM
Teacher-centered instruction learning Single sense stimulation Multi-sensory stimulation	Student-centered
Single path progression progression	Multi-path
Single media	Multimedia
Isolated work work	Collaborative
Information delivery exchange	Information
Passive, receptive learning based learning	Active, inquiry-
Factual, knowledge-based informed decision	Critical thinking,
Reactive response	Proactive, planned
Isolated, artificial context context	Authentic, real-world

Table 2.3. Comparison between Old and New Paradigm

Source: (Wikipedia, constructivist teaching strategies).

These days, the majority of university teachers and almost all educationists reject the traditional method of teacher-dominated classroom discussions and the passivity of students who merely listen to their teacher while he/she interprets the literary texts. A shift happens when the focus is directed to the student's rather than teacher's response to the text, Duckworth (1987). He summarizes this modern tendency by saying that: *"Meaning is not given to us in our encounters, but it is given by us, constructed by us, each in our own way, according to how our understanding is currently organized"* Duckworth (1987:112). *"The emphasis will be more on what students do than what teachers do, and where there will be performance assessment of student learning rather than standardized achievement testing"* Elmore (1991:83).

2.14. Technology Enhanced Reading

The focus of this thesis is on reading that takes different formats owing to technology. Holte (1998) emphasizes the importance of reading in that it increases quality of life as well as creating culture and making cultural heritage available; moreover, he claims that it both strengthens and brings people together (as cited in Akanda, Hoq and Hasan, (2013)). The importance of reading is obviously high, so the question becomes what is to be done to facilitate reading? Since technology affects how we read by changing the medium from printed to electronic, methods to foster new reading habits should be studied.

This venerable activity has undergone some recent technological changes. More and more materials are available electronically, and for those who want to read something in an electronic format, there are often many options available. One may read from a standard computer screen, a tablet computer, a small- device such as a cell phone, a reading-specific digital device (an e-reader like Kindles), or one may simply print out the relevant materials to read offline. Print is also an option and still an important one for many. Although academic libraries are attempting to adjust to these new types of reading, it is not possible to adjust well without a strong understanding of students' reading habits across these formats.

Noor (2011) claims that in any higher learning environment reading is valued as the most important language skill for all second and foreign language learners. Students learn new information and become more competent in their subject matters through reading. Loan (2009) stresses the importance of reading by claiming that individuals with good reading habits have the chance to widen their mental horizons and to multiply their opportunities. Noor (2011) supports Loan's idea and adds that reading is essential in teaching individuals how to cope with new knowledge in an ever technologically changing and developing world of today.

Throughout the literature, e-books have been described in multiple ways. Most research on e-books defines them as texts that are digital and accessed via electronic screens. There are two formats in which e-books exist. These are page fidelity e-books and reflowable digital e-textbooks, Jeong (2012); Nelson (2008); Vassiliou & Rowley (2008); Chesser (2011). Page fidelity e-textbooks are simply scanned pictures of the printed version of the book. An example of this is a PDF file

with no dynamic media, no active web links, and no capability to manipulate font or pictures. Page fidelity e-books are often unavailable on handheld mobile devices. Reflowable e-books use a flexible format system that includes dynamic media and allows the user to modify both the layout and interactive features of the e-book to suit the display medium, Chesser (2011). Students can access e-textbooks in a static location such as a stand-alone computer or on a mobile device.

As e-books have grown in popularity, so has scholarly interest in the contrasts between electronic and printed materials. Some studies have addressed the behavior of users with electronic and print reading materials, and how electronic and print behaviors differ.

- The Pew Research Institute found that although the print is still dominant, there was a dramatic increase in e-book reading between June 2010 and December 2011. The number of respondents who had read an e-book, rather than a print book, "yesterday" rose from 4% of readers to 15%. However, the same study found that 88% of those who read e-books had read print books as well.

- There are several reasons that readers or students in particular, may choose one reading format over another. Readers' personal preferences may come into play when they are selecting reading formats. Shrimplin (2009) et al. found four distinct groups of readers who consume print and electronic texts in different ways: Book Lovers, who preferred print, Technophiles, who preferred electronic formats, Pragmatists, who use whatever format best suits their needs at the time, and Printers, who print out electronic texts to read them.

- Chelin et al. (2011) found that students used e-books if they were easier to access or if the print edition was not available, rather than because of any preference for them.

- Demographic characteristics may influence the use of e-books. In a study conducted by Caporn et al. (2011) they found that the younger students in their study, who were between the ages of eighteen and twenty-one, were more attracted to e-books than older students were.

- Some subjects in that study felt that limited printing was one of the drawbacks of this format because they did not wish to read these materials from a computer screen. Broadhurst and Watson (2007) speculated that students will demand additional printing credits if many materials are made available electronically.

- The constraints of time and space may also play a role in format choice; Shelburne (2009) found that faculty and students appreciated computer-based e-books for the speed and convenience with which they can be accessed, but many readers prefer to print out sections rather than rely on a computer and an internet connection for access.

- For e-books used away from the computer, however, portability is often considered a benefit. For instance, participants in Marshall and Rutolo's study (2002) often used small reading devices while travelling or situations in which printed versions would have been more burdensome.

- Chelin et al. (2011) note that students may use computer-based electronic formats because of inertia; since students are used to doing most of their work at the computer, it is easier for them to use texts they can access without leaving their computers. Throughout the literature, it appears that many students enjoy the convenience of accessing materials electronically, but they often print out materials to use them.

2.15. Technology Acceptance/Resistance in Classroom

The teacher's openness to change influences his willingness to integrate technology into the classroom. Despite the tremendous increase in the role of IT in education, it is facing considerably high resistance, Hu, et al. (2003); Gilbert (1996). Rovai and Childress (2003) advocate that many teachers actively resist using computers even though there are ample researches that clearly show achievement and opportunities to learn would increase with the integration of information technology. Although it is generally viewed as an internal prerequisite to success, it is closely tied to external factors such as professional development and a supportive climate.

As a result, fostering technology usage among individual teachers remains a critical challenge for administrators, technology advocates and policy makers. Thus, it is reasonable then to identify conditions and determinants of technology usage among teachers in order to realize the shift of paradigm in the usage of computer with the advent of IT. Although an attitude of openness to change facilitates a teacher's acceptance of technology, critical to this acceptance is the need to see relevance in the process. Arriving at a significant usage of computer technology in the field of education can be influenced by many factors.

Teo (2011) defines technology acceptance as a user's willingness to employ technology for the tasks it is designed to support. According to Ertmer (1999) the integration of technology in classes by teachers would not be automatic even if barriers such as access, time and technical support were removed. From the review of literature related to technology integration in educational contexts by Mumtaz (2000), it is reported that the three interlocking factors that affect take-up of ICT are institution, resources and teacher. Overall, the literature suggests that, teachers and institutions uptake of the technology in education plays an important role before the technology can successfully be embedded in the education system. Teachers' technology acceptance is one of the issues being addressed by several scholars.

Bingimlas (2009) identifies several major barriers to successful ICT integration in teaching and learning environment, which include lack of confidence, lack of competence, and lack of access to resources. Sheingold and Hadley's survey (1990) suggests that teachers who were exceptional users of computers for teaching were also highly motivated. Therefore, awareness and motivation are intertwined. At this stage it is worth examining the reasons and constraints that prevent teachers from effectively using the technology resources often found in modern classrooms. Prescott (2007) points out that teachers need to gain new knowledge and skills concerning ICT use in the classroom. In his opinion, teachers often adhere to the norms with which they are familiar even when they are faced with the need to innovate. According to Park and Son (2009) one of the most common barriers that prevent teachers from using technology is the time factor. Similarly, Otto and Pussack (2009) identify the issue of lack of time for teachers to deal with technology in language teaching. They observe that:

> *Combining the normal academic responsibilities of teaching, research, and service with the realities of busy family or personal schedules usually translates into little time to devote to technology, regardless of how compelling it may seem.* Otto and Pussack (2009:787).

Another reason for the lack of enthusiasm about utilizing technology by language teachers is that they do not have a major role in the decision making body regarding which ICT devices or services should be bought for language teaching. Garrett (2009) observes that in many schools, teachers cannot decide which technology items are purchased. The language media/resources centers in the schools are often taken over by information technology services and transformed in to mere computer labs with support staff who may know little about the ways in which language teachers might make use of technology in their lessons, Garrett (2009). A final reason for the poor implementation of technology in language teaching can be attributed to the gap between teachers *"beliefs and the schools"* strategic vision. Bate (2010) notes:

> *In the same way teachers' beliefs shape ICT practices at the level of the individual, a school's culture sets the conditions for ICT practices at the level of the organization* Bate (2010:1045).

Hence, it is vital that there is a mechanism which allows teachers to bridge the gap between their beliefs and practices, and their school's strategic vision. Cuban (2001) also notes that computers have been "oversold" but have not been effectively integrated into classrooms believing that only few teachers have shown an efficient integration of computers for instructional purposes, Cuban (2001); Green, (2001). Hoter (2000) adds that teachers' technology knowledge does not necessarily guarantee that they will integrate it into their lessons in the classroom. Even in those contexts where technology is used, reports tend to show that teachers are not using it in ways that help students in their learning, Anderson & Becker (2001); Cuban, (2001); McCannon & Crews (2000).

Practically, many studies were implemented to identify factors that facilitate or prohibit computer usage among teachers, Mumtaz (2000). Based on the prominent models of IT usage, there are a number of personal, behavioral, and environmental factors that influence a teacher's use of technology and this could be classified as the technology acceptance constructs, Hu, Clark & Ma (2003). Personal and behavioral

factors that have been identified frequently are attitude, perceived ease of use, perceived usefulness, self-efficacy, and computer compatibility. Alternatively, the environmental factors of subjective norm and job relevance too may contribute to or inhibit teachers' performance in using computers, Dusick (1998).

Thus, some of issues that relate to technology acceptance might be, again, teachers' acceptance in terms of their awareness and motivation towards the use of technology in teaching and learning process. Teachers' awareness on pedagogical usage of technology plays important roles in determining whether they will use it in classrooms or not. In a research by Ngozi et al. (2010), it was reported that, even though the teachers could identify the specific technological tools which are useful for education, they however were not aware of in what way the tools can be used. Level of motivation among teachers was also seen to be related to a successful implementation of technology within education system. A teacher's motivation is positively related to ICT use in the classroom, Karsenti et al. (2006).

When users are aware of the value of a tool, they will be motivated towards the use of it, Solomon (2003). Besides awareness and motivational factors, teachers' professional development is also one of the key components that ensure a successful integration of technology into classroom teaching. Several studies have divulged that ICT-related training programs help to influence teachers' acceptance towards technology in classrooms, Hew and Brush (2007); Keengwe and Onchwari (2008). In addition, Mueller et al. (2008) also relate technology training to successful integration of technology in the classroom. Lawless and Pellegrino (2007) claim that if a training program is effective, educators will be eager to involve it in pedagogical activities.

According to Tella et al. (2007), when planning introduction of new technology or when it is being used, implementing technical support or support services generally are very important. According to Jones (2004), teachers might not be willing to use the technology in classrooms if technical problems always occur and less attention is given by the institution to ameliorate the situation. It was further agreed by Eteokleous (2008) that organizational factor is one of the three categories of factors that influence teachers to integrate computers in the classroom. Lacking of regular supports would make teachers less likely to put priority on computer

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instruction, Eteokleous (2008). Thus, it is clear in this sense that institution also plays a key role in determining teachers' direction toward technology integration in pedagogy.

Therefore, with just the right amount of training, teachers may wish to adopt and integrate ICT into their teaching. They may tend to not fully understand the impact and potentiality of technology in, Ritchie & Rodriguez (1996), but with enough training and experiences in using ICT, it would catalyze a jumpstart for teachers to make use of technology effectively for the purpose of teaching and learning. It is also undeniable that institutional factor also plays a key role in determining teachers' well acceptance towards technology. Several studies have agreed that institutional supports have influenced teachers' perceptions toward educational benefits of certain technologies, BuabengAndoh (2012); Gaffney (2010); Lim and Khine (2006).

Hussein (2010) argues that many teachers, even now, do not feel prepared to integrate technology into content and language classrooms. However, he points out, *"regardless of the barriers involved, if teachers do not have sufficient training, or support, meaningful integration will be difficult, if not impossible to achieve"* Hussein (2010:76). Therefore, it is important to identify the barriers that prevent the use of ICT in teaching and take measures to overcome those barriers. Various other reasons exist for not using ICT in the EL classrooms. Chambers and Bax (2006) conducted case studies at two institutions in South-East England and identified the following issues as hindrances for the normalization of CALL in EFL classrooms. The inconvenient distance between the institute and computer laboratories was a hindrance in using ICT effectively in EL teaching. They also found that activities that were hosted at the computer labs such as examinations, tutorials, and staff training were obstacles for using the labs for EL teaching.

Chambers and Bax (2006) case studies reveal that poor layout of some classrooms also created obstacle for appropriate integration of ICT in EL classrooms. Additionally, teachers" lack of time due to conventional administrative and classroom duties, and their lack of confidence in using technological devices in teaching further contributed to the poor or little use of ICT in teaching. Misconceptions of stakeholders concerning the role of computers in language

learning, and the absence of evaluation of current ICT practices in EFL teaching were also found as obstacles for using technology appropriately. Non-integration of CALL into syllabi, lack of support and guidance for teachers, and insufficient teacher training and development programs were seen as obstacles for the meaningful integration of ICT in EL classrooms. Moreover, insufficient CALL materials, lack of support to overcome technical failures, and little pedagogical support were further hindrances for the effective integration of ICT into EL teaching.

2.16. A Shift in the Teacher's and the Students' Roles

Among the most important aspects about using technology in the class is how students are able to incorporate it in their learning process. Over time, it is seen that students feel more confident in using different technological resources in their language classes, since they are immersed in an era in which technology plays an important role in their lives, they adjust themselves in order to use this resource in their learning environment. Most students benefit from it, even when they are at home, for example students are able to continue their practices or communicate with other peers when doubts or inquiries arise about any topic so far discussed in class, so technology becomes a type of tutor for the students. At the same time, technology helps students to learn at their own pace, Gulley (2003:1). There is evidence that technology favors those students who are unable to react to present difficulties in interacting in class with their peers, Nunan (1999) states that:

> *Interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem solving, such as interpersonal solving, foreign language or second language learning.* Nunan (1999:26).

These facts render technology as a useful tool for students and help their learning practices to become more interesting and challenging, not only for acquiring a second language but also to be able to reinforce their technological skills. Students can get various authentic reading materials either at school or from home by connecting to the Internet and those materials can be accessed 24 hours a day. In a word, technology also provides the interdisciplinary and multicultural learning opportunities for students to carry out their independent studies. Learning a language is a continuous process as well as technology, this enables us to understand that both processes can become together to improve students' language skills and make them

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feel that language classes are becoming part of their daily lives. As stated by Kopfler et al. (2009:13) *"learners construct their understanding not just through interaction with the material, but also through collaboratively constructing new knowledge with their peers"*.

These changes have been filtered down into the educational context; however, teachers have gradually realized the need to adapt their practice in order to reflect the changing nature of technological use in the wider world. In the past, technology has predominately been used to consume information, whereas today's learners have become particularly adept at creating and collaboratively developing content for a wide variety of purposes, for example Web 2.0 tools such as blogs, forums and wikis. Moreover, children and young people are now becoming increasingly interested in the concept of *"content curation"* or selecting, sifting, showcasing and sharing content with friends, family and peers, Kopfler et al. (2009)

In the traditional classroom, the teacher talks most of the time and the learner is required to memorize this information for later reproduction. The main task of modern teachers and educational institutions is to increase the students' autonomy and to overcome this traditional notion in which students view teachers as the sole keepers and deliverers of knowledge, rather than themselves. According to Appleman (2000:127), one of the ways to enhance students' role in learning and become self-reliant is to use university books containing *"reader-friendly language"* because this encourages students to read and to be more active as a result of their understanding of the texts. This, he adds, *"encouraged students to listen, not of the most plausible or seemingly 'correct' interpretation, but for the diversity represented in their peers' responses".* This eventually leads students to extrapolate concepts from the complex ideas represented in literary masterpieces, which motivate them to explore on their own the greater social and psychological themes expressed in the literary texts. Thus, students explore the texts to unveil their profound meanings. This breaks down the long-established mode in which *"students bring with them a past history that leads them to believe that there is one right answer or interpretation and the teacher has it",* Short (1996: 214).

Despite the fact that literary experience is highly personal, this does not mean that the students' autonomy and self-reliance are associated with isolation and total independence from their teachers. Self-reliance makes the students more social

because it encourages them to interact with their peers and exchange views with them, which sharpens their understanding and enriches their linguistic skills. Therefore, literary activities are *"intertwined with language socialization",* Willett (1995). In addition, literature is essentially linked with the norms, values and beliefs of society. Fish (1980) affirms this social dimension of literature:

> *If the self is conceived of not as an independent entity but as a social construct whose operations are delimited by the systems of intelligibility that inform it, then the meanings it confers on texts are not its own but have their source in the interpretive community (or communities) of which it is a function. Moreover, these meanings will be neither subjective nor objective.* Fish (1980:353)
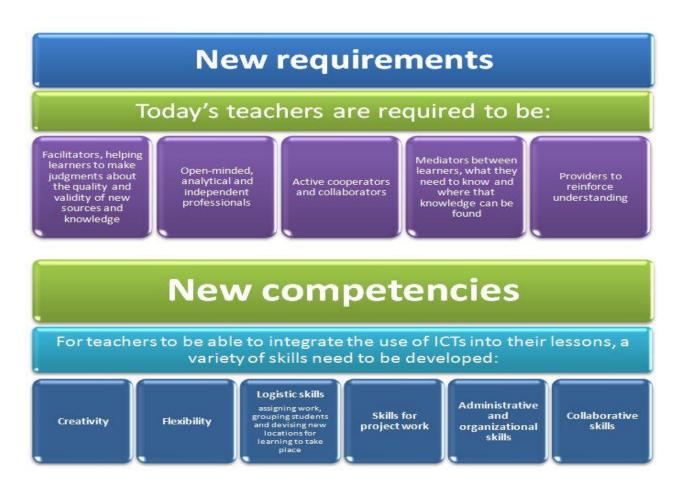
Figure 2.4. New Competencies and Requirements,

taken from: (www.rosettastone. co.uk)

Hermann (1999) poses some challenging questions about technology's effective use in education. Hermann concluds that the value of the educational use of technology depends on the ways those teachers integrate different technological tools in their courses, the time and the efforts that both teachers and students invest in, and cost issues. His study suggests that much more investigation was needed to understand *"how, how much, and how well those particular technologies are being used in those particular educational activities"* Hermann (ibid: 29).

Nowadays, educationists are becoming increasingly aware that faculty members' technology competency is required in order to integrate technology in higher education, Rogers (2000). Specifically, not only the educators have to surmount the hurdles to learn to teach with technologies effectively; institutions also have to provide the necessary support to train faculty members so that they have the proper knowledge and skills. Rogers (ibid) suggests, furthermore, that the main

paradigm shift with regard to integrating technology in the classroom is that the teachers are no longer the center of the learning experience. As technology is used in learner-centered ways, such as in collaborative wikis and in online discussion, the role of the faculty has the potential to shift from *"sage on the stage"* to *"guide on the side"* Rogers (ibid: 20).

2.17. Tech- Savvy Teachers

While technology can play an important role in supporting and enhancing language learning, the effectiveness of any technological tool depends on the knowledge and expertise of the qualified language teacher who manages and facilitates the language learning environment, Rogers (2000). This is not to indicate, however, that the administrative staff should permit technology to drive the language curriculum and use it to replace certified language teachers. Language technology companies have made unsubstantiated claims about their products' abilities to help students learn languages, thus, this should not confuse administrators to think that these technologies can be an effective cost-cutting measure. There is currently no definitive research to indicate that students will acquire a second or a foreign language effectively through technology without interaction with and guidance from a qualified language teacher. *"Technology is just a tool (...), the teacher is the most important."* Bill Gates (as cited in Rao, 2012: 1). In any learning environment teachers must play the role of facilitators of the learning process, they should allow students to experiment with the language by themselves.

Schrum, Shelley & Miller (2008) define those educators who identify themselves as being comfortable with technology, using it extensively in their personal lives, and employing it professionally in teaching and student learning as *"tech-savvy"*. Becker (2000) examined the differences between "exemplary" and more typical computer using teachers along the dimensions of the teaching environments, personal backgrounds, and teaching practices. His study (completed in 1994) concludes that these individuals taught in a variety of schools but they shared the characteristic in which resources *"had been used to nurture and support the kind of teaching practice"* that would provide opportunities for teachers to develop their skills in technology, Becker (1994:289). They also had more well-rounded educational experiences than other teachers and a greater personal commitment to life-long learning. In technological terms, these data were gathered a lifetime ago and

it is worth reexamining teachers' classroom environments, personal backgrounds, and teaching practices to understand how tech savvy teachers are acquiring their skills and using technology.

Teachers should understand that technology is just a "tool" in which students have the opportunity to expand their language practices in different environments and not only in the classroom by itself. The teacher must become creative and "modern" when using technological resources in class, because they cannot just be dependent on them, instruction is necessary, too. Besides, teachers must be well trained in order to be able to use technology in the best way. Underlying these new methods are the hopes that teachers will learn the skills to effectively use technology as an effective part of their instruction, Guerrero (2005). Due to the increased pressures placed upon teachers to use technology by authorities and professional organizations, expectations to use technology to prepare teachers at the preservice and inservice levels have risen.

Various circumstances add pressure by increasing technology expectations for teachers and seek to make high-stakes testing more pervasive than ever before, Amrein & Berliner (2003). If teachers are properly taught how to use technology before they enter a real classroom, their technological skills will increase, and their likeliness to use technology in the classroom will improve. Studies have shown that when teachers attend educational technology courses that emphasize technology use skills as part of the curriculum, the teachers' computer self-efficacy improves, Koh & Frick (2009:214).

When students are able to use technology in class the generational gap is diminished and teachers are seen as part of their daily life. In an era in which technology is an everyday issue for adolescents and young adults, the fact that technology should be implemented by teachers in their classes is a must, Guerrero (2005). For these reasons, language teachers need to find the right ways to give students their feedback in order to help them to increase their linguistic level. According to Sokolik teachers need to be aware of the things that technology can't do well. She mentions five things like: appropriate translation, providing appropriate feedback to learners, voice recognition, grammar checking and essay marking (as cited in Murcia, 2001:480). Hence, teachers must have in their minds the pros and

cons of using technological tools in the EFL class to fulfill their role as language facilitators successfully.

2.18. Technology and the Four Skills

Listening, as a skill in language learning, is defined as the process of identifying and understanding the speech of the speakers. It entails understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning, Saricoban (1999). Accordingly, the listener should be able of doing these four things at the same time. Therefore, listening is very important in the process of language learning. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a fundamental role in student's language development, Saricoban (1999).

Below, several technical ways for improving the listening capability of the EFL students are summarized. The use of computers in reducing listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills, Hoven (1999).

- Computer-based listening tests are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student.

- Broadcasting Listening to TV and radio educational language programs is another technical way for developing the ability to comprehend any linguistic input. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media.

- The use of CD-player devices is another modern tool for listening comprehension. CD-players are electronic instruments used specifically to

run audio CD-ROMs. Lectures and listening examinations can be saved on these audio CDs for an afterward use by the ELL student.

- Tape-recorders are one of the oldest technical listening tools, and their use is rapidly decreasing now a days. However, they are still be utilized in certain cases and are attached with some English language learning text-books.

Similarly, reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the target language, Constantinescu (2007). According to him, during the reading process, the language learner can improve his vocabulary and lexis, acquire new information and enhance his real-world knowledge. Several methods can be utilized to improve the reading ability of the learner through the use of technology. Some of them include:

- Computers can raise the interest of reading for learners by the use of simple and easy to understand text. Reading-based computer programs can be used to enrich the learners' vocabulary, fluency, and the overall comprehension of various texts. This also can enable EFL students to augment their interaction with texts, pay their attention to individual needs, and enhance their abilities to read texts they would not otherwise be able to read, Ybarra & Green (2003). Computers can perform several tasks simultaneously and run programs at a very high speed. Learning computer programs can check exercises after they are performed by students, move students gradually from easy to more difficult problems according to their abilities. Computers can also be used to correct answers for the learners, and to simulate tests in an easy to understand manner, AlKahtani, (1999).

- Multimedia also are computer programs that use a mixture of text, graphics, sound, video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills.

- Browsing the internet, which is certainly, a modern technological way that convenes the persons' expectations to develop their English language skills. There are manyweb sites prepared solely to enhance the reading abilities of English language learners. There are also a huge number of resources

available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters, Kenworthy (2004). Browsing these resources and sites will obviously enhance the learner's vocabulary and reading ability.

- Use of electronic dictionaries is another way for improving the vocabulary of the learner focuses on the utilization of electronic dictionaries designed specifically for English language learners. These dictionaries have several built-in functions and tools that are not provided in book dictionaries, Constantinescu (2007). Electronic dictionaries are also easy to use and represent quick tools for vocabulary acquisition.

- Reading CD-ROM Based Newspapers: Compact discs (CDs) can be used to store large amounts of information digitally. For example, all the articles published in one newspaper for one whole year can be stored on a single CD. Besides, a searching computer program can locate any subject or article on the CD within few seconds, Seedhouse (1994). Newspapers which are stored on CD-ROMs can provide an effective and easy way for getting and reading information to enhance the learner's background knowledge and vocabulary of words.

In the same vein, human communication can be taken place between the speaker and the listener if only they understand each other. Both speaker and listener have a positive function to perform in simple terms. The speaker has to convert his message into spoken language, while the listener has to understand the language of the speaker. Inserting technology in learning English language speaking can take several forms as follows:

- The use of internet voice chatting which is the process of voice communication between the speaker and the listener through the internet. This process may be very beneficial to the learner if the other side speaker is a native language talker.

- Use of Speech Synthesis Programs that are computer programs which can generate voice signals and decode human sound. These types of programs are defined as artificial intelligence computer programs and can be a very useful

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tool for improving the speaking capability. Practicing with such programs will strengthen vocabulary and pronunciation abilities as well.

Lastly, the writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills are:

- Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for the students. However, the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts in an effective way.

- Grammar skills can also be improved with the aid of word processing programs. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil, Ybarra and Green (2003).

- Writing E-mails is also a modern way for writing and transferring messages through the internet. Using e-mail can be a very effective means for improving writing skills. Students can use E-mails to learn how to respond to the incoming messages using some formal statements and meaningful language, Singhal (1997).

- Internet text chatting is another important technical method for developing writing ability. It provides an on-line and quick tool for writing and expressing thoughts, transferring ideas, and responding instantaneously with the other side writer.

2.19. Normalization of ICT

CALL has been defined by Beatty (2003:7) as *"any process in which a learner uses a computer and, as a result, improves his or her language"*. Bax (2003) posited the idea that the process of computers becoming part of classroom use is a "normalization" process. Television, mobiles and other technologies, which once were considered very modern inventions, become normal and essential in our daily life. Similarly, computers become normal in the life of millions of people around the world. They are important part in many aspects of our daily life. However, in language instruction, it seems that computers did not reach the same stage. There are some teachers, students, and even mangers who still think that computers are "extraordinary", and they have some kind of negative perceptions about their benefits in language teaching and learning.

When computer is considered as normal, then the stage of normalization can be achieved. According to Bax (2003) normalization is the stage when a technology is invisible, hardly even recognized as a technology, taken for granted in everyday life. Some elements should be considered to achieve this stage. Bax (2003) summarizes these elements as follows:

> *CALL will reach this state when computers ... are used every day by language students and teachers as an integral part of every lesson, like a pen or a book. Teachers and students will use them without fear or inhibition, and equally without an exaggerated respect for what they can do. They will not be the centre of any lesson, but they will play a part in almost all. They will be completely integrated into all other aspects of classroom life, alongside course books, teachers and notepads. They will go almost unnoticed.* Bax (2003: 23)

Normalization can be defined as the stage in which *"CALL finally becomes invisible, serving the needs of learners and integrated into every teachers' everyday practice",* Bax, (2003: 27). The concept was recently revisited by Bax (2011), which was felt necessary because of the changes in technology use, especially the internet, which has *become "a high-stakes environment that pervades work, education, interpersonal communication, and, not least, intimate relationship building and maintenance",* Thorne and Black (2007: 149). While technology is, as research seems to indicate, not yet normalized in language education, and, as Thomas (2009) states:

…while those involved in educational technology often assume that their pursuits are central to what is happening in their institution, the reality is that a rather limited percentage of any given group of educators, either in the school or university sector, consistently integrate technology to any great effect… Thomas (2009: 55)

Bax (2003) presupposed a state of normalizing of CALL which will be reached when computers are used every day by language students and teachers as an integral part of their lessons. Bax (2003: 24) suggested that in this state of normalization teachers and students will use computers without fear or inhibition, and equally without an exaggerated respect for what they can do. *"They will not be the centre of any lesson, but they will play a part in almost all"*. He surmised that when a state of normalization has been reached, computers would then be completely integrated into all other aspects of classroom life, alongside course books, teachers and notepads and would *"go almost unnoticed."*

Most importantly, he said that CALL would be normalized when

Computers are treated as secondary to learning itself, when the needs of learners will be carefully analyzed first of all, and then the computer used to serve those needs, (ibid)

Bax looked forward to this state and suggested three approaches to CALL: restricted, open and integrated. In restricted CALL would be where tasks were simple and the teachers' role is mainly monitoring. In the open CALL stage, there would be a wider variety of tasks and students would often interact with each other. He thought that the third stage, which he called integrated CALL, had not been reached at the time of writing, but would represent a normalized state when the computer would be invisible and integrated into the syllabus (see the Table below).

Content	Type of task	Type of student activity	Type of feedback	Teacher roles	Teacher attitudes	Position in curriculum	Position in lesson	Physical position of computer
Restricted Call	Closed drills, quizzes	Text reconstruction Answering closed questions Minimal interaction with others.	Correct/ incorrect	Monitor	Exaggerated fear and / or awe	Not integrated into syllabus-optional extra Technology precedes syllabus and learner needs	Whole CALL lesson	Separate computer lab
Open Call	Simulations games	Interacting with the computer Occasional interaction with other students	Interacting with the computer Occasional interaction with other students	Monitor/ facilitator	Exaggerated fear and /or awe	Toy Not integrated into syllabus-optional extra Technology precedes syllabus and learner needs	Whole CALL lesson	Separate lab – perhaps devoted to languages
Integrated Call	Word processing Email Any as appropriate to the needs	Frequent interaction with others students Some interaction with computer through the lesson	Frequent interaction with other students Some interaction with computer through the lesson	Facilitator / manager	Normal part of teaching - normalised	Tool for learning, integrated in syllabus, adapted to learners" needs. Analysis of needs before decisions about ICT	Smaller part of every lesson	In every classroom, on every desk, in every bag

Table 2.4. Approaches to CALL, taken from: Bax (2003)

2.20. Normalization Revisited

At a later time Bax (2011) has revisited the concept of normalization. His findings show that normalizing CALL involves more of a socio-technological basis than implied in his previous writings. Bax questioned some assumptions that had arisen from his earlier writings: that normalization would always occur that it occurs to the same degree and progresses through the same steps, and that it is desirable that normalization should occur. He states that:

> *The first concern when considering the use of a new technology in language education is to examine closely whether this technology will in fact deliver the expected benefits, or whether the same thing could be achieved by other means, perhaps at less expense or in a shorter time frame, or in a manner more in keeping with the social and cultural norms of the target setting and its teachers and learners,* Bax (2011: 8)

Bax concedes that there may have been a lack of detailed theoretical grounding in his earlier publication and that other aspects of the concept needed to be readdressed or clarified. He restates his position on the technical fallacy and that simplistic assumptions about the power of new technology are not helpful. He says that a more balanced view is to accept that interactions between society and technology will be complex probably involving a number of factors interacting together:

> *If we are properly to understand the role of technology in society and in education, and of how technological change occurs, we need to accept that the interaction is... complex,* Bax (ibid: 3).

Effective integration of technology will change the classroom to an environment that *"will soon include technology as naturally as the teacher's desk"*, Manthey (2000: 31). The change, according to Dorman (2001: 32), will affect the teaching methodologies:

> *The approaches to learning will become less linear and sequential and more hypermedia-driven; less teacher-centered; and less instruction-orientated and more discovery-oriented. The teacher will be less of a transmitter, more facilitator.* Dorman (2001:32)

Computers in the classroom can alter pedagogy and encourage teachers to create a constructivist learning environment, Huffman, Goldberg, & Michlin (2003). The use of technology in the complex classroom environment should be viewed as a

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"gradual process of implementation and change", Hall & Ford (2001:75). Change should be viewed as a process, not an event, Hall & Ford (2001). The literature concerning technology and change shows support for the use of computers in the classroom. In terms of Huffman et al. (2003: 156) "*Computers can be used to help teachers create a constructivist leaning environment in the classroom*". Oberlander (2004) has pointed out that learning systems have undergone change towards constructivist concepts and practices. This pedagogical shift happened at the same time that technology became more prevalent in schools. Huffman et al (ibid) have stated that technological innovation may only be *"successful if it incorporates a constructivist philosophy of education"*. Constructivists view learning as:

> *a process where students interpret information in light of existing knowledge, and actively construct understanding, rather than receive information from an authoritative source such as a teacher,* Huffman et al, (ibid)

Before teachers can implement any changes, they need to be empowered with robust professional development programs that fully integrate computers in the classroom. There are definite *"signs of a more fully integrated approach to CALL emerging because of Web 2.0",* Motteram and Stanley (2011: 2).

Aside from Web 2.0, more traditional uses of ICT continue too. Jewell (2006) points out that many stand-alone applications such as word processing and presentation software (for example Microsoft Powerpoint) can be used effectively by secondary school learners to *"improve their language skills through research and by sharing their findings in oral presentations"* which also *"provide real-world contexts and technological skills and enable students to develop confidence in their language abilities"* (2006: 176). Whether using established or emerging tools, it is when technology is utilized by teachers and learners and thoroughly integrated into the curriculum that wide-ranging benefits can be detected.

There are a number of different conclusions that can be drawn from the case studies presented here:

- Using technology to enhance language learning, as Jewell mentions *"allows for increased learner autonomy and control, providing a more student-centered pedagogy"* with learners at the centre of the learning process and

"more actively engaged in their learning than in traditional direct instruction methods", Jewell (2006:178).

- Learning technologies are becoming more normalized in language classrooms, as Bax (2003) predicted, and teachers are beginning to *"stop seeing them as technologies and start seeing them as tools which suit some purpose and not others"*, Pegrum (2009: 23).

- Many teachers are self-directing their own learning when it comes to using technology, and are increasingly turning to online communities of practice, taking courses and building their own skills to act as a support system to help with the implementation of learning technology. Finally, encouraging the use of educational technology in secondary language education has wider implications. As Dooly (2008:20) mentions, *"if we are truly interested in preparing our students to be responsible citizens in an increasingly technologically advanced society, then our way of teaching our students must reflect this"*.

2.21. Peculiarities of the Adult Learner

In 1973 Malcolm Knowles published a seminal work exploring the term andragogy, defined simply as *the "art and science of helping adults learn"*, Knowles (1980:43) and in his later publication, Knowles et al. (2011) as *"the science of understanding (theory) and supporting (practice) lifelong and life wide education of adults",* a refinement that elevates the dimensions of theory and practice relevant to this discussion. In this section, some central premises of the adult learner are presented that have gone on to influence both understandings of formal and informal learning, and of teaching practice in the area of higher education.

The first and most defining of these is that what adults[24] bring to any learning context are individual experiences of life, of the world, and of prior learning. This understanding may indeed appear as a truism to readers who are possibly adult learners themselves, and was certainly not a new observation in 1973. In the most recently edited update on Knowles' original work, Knowles et al. (ibid) take us back

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[24] This category in emphasized here owing to the nature of the students who are the main participants in this thesis.

to Lindeman, writing in 1926, who, himself influenced by the thinking of John Dewey, argued that the starting point of adult learning is the learner and their reality:

> *Every adult person finds himself in specific situations with respect to his work, his recreation, his family life, his community life – situations which call for adjustments [...] Subject matter is brought into the situation, is put to work, when needed.* Lindeman (1926) in Knowles et al., (2011:36).

The identity of the adult language learners can be defined in relation to all of these domains, and across second and foreign language cultural settings, Belz (2002), which we may not always either be aware of, or actively acknowledge. The role of experience in learning is not simply a point of reference, however. It is considered central by various adult educators and in itself suggests adult learning is an essentially problem-oriented endeavor that the experiential both informs, and at the same time is a focus of activity. Kolb (1984:67), whose contribution to understanding of the role of the experiential in learning is recognized, argues that "*it is the process whereby knowledge is created through the transformation of experience*" and reflection is instrumental in that transformation. Adult learners profit from being able to relate material and tasks to prior and current experience, but also through opportunities for new, lived experiences through which they can reflect and act on implications for them as individuals, Tennant and Pogson (1995). The fact is that:

> *models of adult learning developed from Technology and adult language teaching within adult education move beyond examinations of learning as a decontextualised process to address questions relating to the meanings of, and motivations for, learning in people's lives,* Barton and Trusting (2003: 32).

Deriving from this, adults may also be assumed to be goal-oriented in their language learning, and Mezirow (1997:8) notes that *"often, adult learners' immediate focus is on practical, short-term objectives".* These may be to enter higher education through preparation for examinations such as IELTS or TOEFL; to access study in higher education in EAP or ESP courses; for employment reasons where English is an international language of business communication; or to integrate into a new cultural setting. Adults may also have less academic or workplace orientations such as leisure or travel, Mezirow (ibid). However, as teachers, we must be careful

not to make too many assumptions that all adult language learners are equally purposeful and directed.

Merriam (2001) describes how understanding of andragogy has modified over time to take better account of the contexts of adult learning, and the specific characteristics of the adult learner, and their own learning background. Motivations may indeed be varied. For some learners, the goal may simply be to pass an exam imposed by an institution, though this focus is no less immediate than more intrinsically motivated objectives. There may, therefore, be both intrinsic and extrinsic impetuses, impacting on what happens in the language classroom and indeed, on how self-directed an adult learner is prepared to be. Learning to pass an exam may result in much less self-direction than in the adult looking to be able to study in an English-speaking country or attend an English-speaking conference.

As Cotterall (1995: 97) observes, *"All behavior is governed by beliefs and experience".* In her exploration of factors impacting on adult learner readiness for autonomy, the role of the teacher is ranked highest with *"diagnosing difficulties, allocating time, establishing the purpose of activities"* characterizing many learners' perceptions. This, evidently, has implications for teacher practice in general, and for the ways in which technology might be harnessed in different settings. It also must be remembered that, on the whole, language learning is a relatively small part of multi-faceted adult lives.

The *"social and cultural situatedness"* in Kern's terms (2006:186) in any scenario is important. As a consequence, as Smith and Strong (2009:2) suggest, adult learners "usually require immediate value and relevance from their studies, and they often learn best when they are engaged in developing their own learning objectives". Adult learners may, therefore, have developed very strong perceptions of what works for them, and how they want to learn. With respect to integration of technology this can act as a powerful filter. Those preferences may have developed through positive or negative learning experiences; they may be culturally situated; they are grounds for negotiation to help the learner towards the most impactful learning.

Oxford and Crookall (1989) review a number of studies into language learning strategy use amongst adult learners and exemplify by reporting on a study

by Sutter (1987) with refugees learning Danish as a second language, whose initial strategy preferences they describe as being *"related to ethnic and personal biases"*. They recount teachers negotiating new strategies to make the most of the social learning setting they found themselves in, for instance:

> *Students' desire to make word lists (their preferred strategy) was channeled into the creation of a dictionary, which was done co-operatively, a camouflaged social strategy that facilitated the preferred technique and was therefore non-threatening*, Oxford and Crookall (1989:413).

More recently, Kennedy (2002:430) explores cultural expectations in relation to the Chinese learner in Hong Kong and observes that whilst understanding prior learning can empower the language teacher, *"Hong Kong adult learners are receptive to new modes of learning and go on to adopt learning styles quite different from those they deployed in school"*. He describes a stereotypical picture held by teachers of *"rote learning"* preferences of the adult Hong Kong learner, not borne out in practice. Supported by research by Tang and Biggs (1996), who reported pragmatic use of schoolchildren's strategies relevant to the exams which drove their academic trajectory, Kennedy observes that this did not equate with a preferred learning style that carried over into adult learning; nor did it mean that adult learners would not establish more purposeful strategies in a new learning setting. These very situated studies serve to remind us that *"a learning approach must not be confused, as it often is, with the context-independent learning style"*, (Tang and Biggs (1996: 165); in Kennedy, (2002:438)).

This forwards us to a final premise of andragogy and that it is the unique relationship between learner and teacher. In recognizing the adult with all they bring to the learning context, he or she should *"feel accepted, respected, and supported"*, Knowles (1980:47). Knowles talks of *"a spirit of mutuality between teachers and students as joint inquirers"*. As our teachers explore technology in use with their learners, there is a sense of mutual engagement, responding to needs, seeking feedback on what works, and finding ways round apparent barriers. To summarize, in the words of Burns (1995):

> *By adulthood, people are self-directing. This is the concept that lies at the heart of andragogy ... Andragogy is therefore student-centred, experience-based, problem-oriented and collaborative very much in the spirit of the humanist approach to learning and education ... the whole educational activity turns on the student.* Burns (1995:233)

These principles of andragogy are useful reminders of what defines our adult learners, but how they play out for different learners in specific settings is various. As Merriam (2001:6) points out, over time this resulted in *"andragogy being defined more by the learning situation than by the learner"*. This chimes with our current understandings of the socio-cultural dimension of language learning and pedagogy of particularity, Kumaravadivelu (2001) which proposes that:

> *For language pedagogy to be relevant, it must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio-cultural milieu.* Kumaravadivelu (2001:538)

This takes nothing away from an awareness of the adult learner and all that they bring to the learning table, but applies a layer of contextual sensitivity that helps us to understand the decisions our case teachers take in their use of technology. Teachers of adult learners reading this chapter may find themselves in a higher or further education setting, a private language school which may be a local or international organization, or a franchise; they may be in a business or industrial setting, dealing with learners in small groups or one-to-one teaching scenarios; they may be teaching outside a formal institutional setting from their homes or the homes of their learners. These settings are key drivers in many ways. Exploring technology use in formal adult learning, Mumtaz (2001) identifies how institutional perspectives on the role of technology in particular subject teaching are influential in teacher decision-making. Institutional drivers might mean that teachers find themselves able to be more or less autonomous in their decision-making around approach, materials and means, including use of technology.

2.22. Synchronous and Asynchronous Learning

Both synchronous and asynchronous learning involve online components that allow a group of users to interact with one another. The main difference between the two has to do with the immediacy of response. If the time between one electronic submission and another is delayed, then the communication would be classified as asynchronous. If the communication is more simultaneous, however, then the communication would fall under the category of synchronous. The difference then is that synchronous communication is very similar to real time face-to-face interaction but is accomplished through electronic programs that allow for a more immediate response, Alvarez-Torrez (2001); Biesenbach-Lucas (2004).

- Synchronous Learning**:** Some synchronous programs include online chatting, both textand graphic-based, as well as video conferencing through programs such as Skype and Google video chat, Alvarez-Torrez (2001). Alvarez-Torrez describes the synchronous communication as *"real-time communication via a local or global network"* (p. 313). Proponents of synchronous learning programs emphasize its close resemblance to face-to-face communication in that some communicative techniques, such as turn taking, interruption of discourse, and negotiation of meaning, are often present, even through the use of online technologies. If synchronous learning is just an extension of face-to-face communication, the question might be asked whether the integration of synchronous online learning is superfluous to an already sufficient system of communication, Alvarez-Torrez (ibid).

- Asynchronous Learning: In comparison to synchronous learning, it is online communication between two or more participants that occurs within a delayed time frame. The communication is interactive but participants' contributions are separated by time. It is precisely this delayed response that allows for such advantages as reflection and self and peer revision, Biesenbach-Lucas (2004). With the advent of Web 2.0 applications, the discussion of technology integration has turned from synchronous to asynchronous communication models. Although chat and video conferencing are still used, programs such as blogs, wikis, and threaded discussions are quickly becoming the dominant programs of communication, Elgort, Smith, & Toland (2008). One caveat mentioned by Elgort et al. (2008:207) is that these

asynchronous applications may be seen as *"social software"* and adds that *"care must be taken to emphasize the academic nature of student contributions"*.

Synchronous Media	Asynchronous Media
Audio-graphics and CDs Audio conferencing, as in a telephone conference Broadcast radio and television Teleconferencing off line Computer conferencing such as chat and Internet telephony	Audio and video tapes E mail Computer file transfers Virtual conferences Multimedia products, Web based learning formats

Table 2.5. Types of Media/ICT Technologies used in Education, taken from: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_13.pdf

In short, synchronous media require all participants to be together at the same time even though in different locations. Asynchronous ICTs allow for participants in the learning process to be at "different times" and "different places"

2.23. Technology and Literature Teaching and Learning

Literature is an expression of life through the medium of language and in the EFL classroom it is often seen as an authentic means of learning the target language, Sidhu, Fook & Kaur (2010). In addition, society without literature or one where literature is relegated to the outermost margins of social and personal life is a deprived society, Bapoo (2007). Literature serves as an avenue to inculcate the reading habits among the students. Undeniably, in order to study the Literature component, students need to read the literary texts. These texts would encourage students to read which results in promoting language acquisition and expand students' language awareness, Nair et al. (2012).

There are a number of benefits in using visual aids in teaching literature. These benefits are of paramount importance in maintaining a good momentum of reading interest among students. Firstly, using visual aids in teaching literature creates strong engagement between students and the texts. The use of visual aids like pictures, videos and projectors encourage students to read texts with interest, which

make it easier for them to understand the abstract ideas in the texts. This proves the use of visual aids act as 'vehicles' that can be used to enhance the act of reading. Similarly, in research related to the use of multimedia applications for language teaching and learning literature, it has been stated that the insertion of visual aids in teaching enables authentic communication between students and literary texts, Nair et al. (2012).

Thus, it allows the students to have full concentration on the texts which leads to their understandability of the story and flow of the texts. Secondly, students will be more motivated in learning literature. The students have no interest in learning literature due to the difficulties they encounter in the literary texts even though they show positive attitude towards the implementation of literature in English syllabus. In a study conducted by Sivapalan, Wan & Ishak (2009), the importance of audio visual and other visual aids in enhancing students' interest in learning literature was shown. For example, the use of voice clips in teaching poems is vital because it could help students to understand the meaning and the message of the poems better. Apart from that, the insertion of animation of texts and graphics in the web-based multimedia as a tool to teach literature increases students' interest in learning and reading literary texts. Thirdly, the use of visual aids in literature teaching helps students to comprehend with literary concepts. Learning literature in English for ESL learners is quite challenging. Learners often encounter difficulty in understanding the literary concepts of the texts.

In order to cope with this learning problem, visual aids such as graphics, illustrations, pictures, audio, and video can be used to serve as a helpful tool in facilitating students' understanding of the literary concepts occurred in the texts. The characteristics of the visual aids like sound, light and color can trigger and stimulate students' understanding of the texts. Furthermore, learning literature through film puts struggling readers at less of a disadvantage. It was found out that the use of films help students to visualize clearly the literary theory and cultural aspects found in the texts.

2.24. Literature and the Hypertext

The term *"hypertext"* was coined by Theodore Nelson, in 1965, when he planned the Project Xanadu whose main purpose was to create a hypertext that could store all world literature so that anyone could access it from any computer. Also, according to most sources, the first hyper fiction[25] was created by Michael Joyce, in 1987 and it was entitled *"Afternoon: a Story".* Comparing the hypertext to the linear model of the printed text, the former has no predefined beginning, middle or end, it has a very flexible sequence and it can be described as:

> *A non-sequential writing-text that branches and allows choices to the reader, best read at an interactive screen. As popularly conceived, this is a series of chunks connected by links which offer the reader different pathways.* (Theodore Nelson (1967) quoted in Vaz 2002: 33)

About thirty years later, Marie-Laure Ryan in Cyberspace Textuality defined hypertext as a: *"Text broken into fragments ("lexias", "textrons") and stored in a network whose nodes are connected by electronic links".*

The above discussion leads us to think of *"digital literature"* which can be distinguished at three quite different meanings, Koskimaa (2003):

- Digital Publishing. This is a perspective which focuses on the production and marketing of literature, and books in general, with the aid of digital technology. It includes such phenomena as eBooks, Print on Demand, Audio Books made available as MP3 files, etc. Content-wise, it is literature in the traditional sense, as digital technology mainly serves here for packaging and distribution purposes. Even though developments in this field have been much slower than expected, there is still a potential for important changes, as people read more and more from computer screens and expectations for online accessibility constantly increase. Literary texts may prove to pose the strongest resistance to this development, but the situation is entirely different when we consider textbooks and other non-fiction works, Koskimaa (2003).

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[25] A literary text written to be read in a computer

- Scholarly literary hypertext editions for educational and research purposes. This category includes hyper textually annotated literary works, as well as multimedia implementations of literary classics. Due to royalty rights, these are mainly older works. Early accounts were quite enthusiastic with regard to the educational potential of literary hypertext editions, Landow (1993), on one hand. McGann (2001), on the other hand, strongly advocates the latest possibilities opened up for research by hyper textuality and other digital technologies.

- Digital texts are always programmed text, text based on computer code. This opens up a limitless field of literary play and experimentation, as texts can be programmed to behave in a more or less dynamic way. This perspective is called *"cybertextuality"* and the works *"cybertexts"*, in accordance with Aarseth (1997). Cybertextuality is an umbrella term for different types of digital texts, such as hypertexts, kinetic texts, generated texts, texts employing agent technologies, etc. All three categories pose important questions for literary studies research and bear implications for literary education.
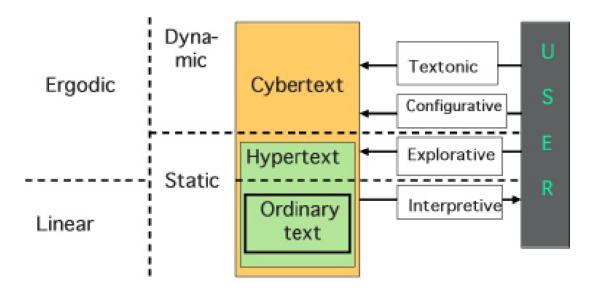
Figure 2.5. User Functions and Their Relation to Other Concepts.

Source : (www.rosettastone. co.uk)

In learning and teaching modern technology can be utilized, mainly the Internet, with its tools such as search engines, email, instant messaging and many other features. Therefore, it is not surprising that The National Council for Accreditation of Teacher Education (NCATE) (www.ncate.org) and The National Council for Higher Education (NCHE) (www.chea.org) in the United States are replete with references to technology and its employment in teaching at both schools and universities. Accordingly, literature and literary studies greatly benefit from the internet in multiple ways, for instance, the majority of English literary pieces with many comments and interpretations are available free online. This encourages students to visit several sites to learn about different interpretations of the text they are reading. It also enables them to communicate with others, impart their own opinions, and adopt an independent point of view for many literary issues as a result of a whole critical thinking. This also gives a globalized social dimension to literature, as students can use the internet to communicate with their peers and provide alternative arguments.

Those various social interactions need to be understood in relation to the broad cultural and social contexts that shape current situations. Collins (1990:110) called this general process the *"enculturation model"*. A student becomes *"a member of a new culture"* and is aroused to *"break the ice"* with other cultures, thus providing greater motivation to learn more about the English language and strengthen the bonds with it to enable him/her to communicate with people around the world. In fact, sharing experiences with others through the internet undoubtedly enriches one's own experiences and the literary experience with the text itself because it becomes deeper and new dimensions are discovered.

Through the internet, students can create literary groups and construct a community of literary academic practices through synchronous and asynchronous communication, for Lantolf (2000:219) *"Language learning is a situated social practice that occurs through social interactions"*. Students can also find persons with different interests and improve their self-reliance through their determination to choose and express their own opinions in different literary aspects. Thus, this globalization of literature gives students an opportunity to experience the lives of others and enables them to find their way in this connected planet.

Furthermore, the internet enables the students to study the target literature and gives them the opportunity to learn about the current and past civilizations. This leads students to become independent and compels them to improve and develop their language, which, as the internet convinces people all over the world, is English. University students nowadays are aware of the importance of the web-based global and multicultural educational systems that provide a platform for everyone, McGann (2001).

In addition, they are more likely to develop their understanding in this convergence of great change. Undoubtedly, the enormous volume of literature online enhances students' ability to engage in global diversity and become more independent to choose from great varieties. Thus, universities in our country are in an urgent need to adjust their education system to reflect such changes. Regarding literary literacy, it can be identified with *"critical literacy"* and this is the ability to recognize and understand certain conventions of language, the ability to read the words on a literary text, and produce literary meaning, Schleppegrell (2002: 2). In other words:

> *It is the fundamental ability of a good reader of literature is the ability to generalize from the given text either to other aspects of the literary tradition or to personal or social significances outside literature,* Brumfit (1987:188).

According to this definition, the meaning is not inherent in texts and it is the reader who creates it. This depends greatly on eac one's interaction with the text.

Cybertexts or literary works employing networked digital media, are expanding the scope of literary discourse to the fields of *"the artefacts and the systems of signification and communication that most clearly demarcate our contemporary way of life from others"* Gere (2002:12). Thus, they address what we currently refer to as *"digital culture"*. As Morris (2006:3) says: *"what we do and see does not match the inscriptional or representational conventions through which we think"*. In other words, we are dealing with the new digital technology in our daily lives, especially in communications and media use, and that is what we *"do and see"*. On a practical level, then, the new media technology is with us in a very fundamental sense. At the same time, however, our conceptual categories and

theoretical ways to try and grasp the world, *"the conventions through which we think"*, are borrowed from the era preceding the digital age.

Thus, a new phenomenon, cyberliterature, has emerged and many authors use this complex and versatile genre. In addition to ordinary hypertext processing programs, those created for writing cyberliterature (hypertext poetry or prose, such as Intermedia, Storyspace) and also literature written with these programs can be ordered from the internet. The most comprehensive definition of cyberliterature would proceed from the concept of digital literature – namely, literature created and presented by means of computer (presented mostly in the web, but also on a CD or on a computer hard drive), Gere (2002). In narrower terms, the concept of cyberliterature can be characterized by certain computer-specific qualities: multilinearity, lexias (blocks of text connected with various hypertext links) joined by links, linking a written text with multi-media, interactivity, etc. In the English language a parallel term hypertext literature has been used, Gere (ibid).

This discussion will be but a tip of the iceberg. Turning our attention to digitalized and mediatized world works which do not operate on the premises of the 20th century (or older) literary theory is required before we can hope to remodel our conventions of thinking to fit the current experience. Approximately, cybertexts employ techniques such as hypertextuality, interactivity and programmability, and there is a grey area where literary cybertexts clearly give way to works which might be classified as games or (interactive) cinema. We do think, however, that there is much to gain by keeping the literary world open to these new developments, and thus acknowledging the fact that 'literature' is a historically changing concept, rather than strictly adhering to traditional literary forms and genres. This means that 'writing' should be understood today in a broader sense than previously; especially programming, the writing of computer code, should be included in this expanded notion of writing, Viires (2002).

Cyber literature could therefore serve as an umbrella term which could tentatively be divided in three, Aarseth (1997):

- All literary texts available in the internet (WWW). This term covers prose or poetry texts available at the home pages of professional writers; anthologies

of prose or poetry published and digitized; collections of classical texts (e.g. Project Gutenberg2); online literature magazines (e.g. Ninniku3), etc.

- Non-professional literary texts available at the Internet, which inclusion in literary analysis expands the boundaries of traditional literature. Here the net functions as an independent place of publication. The term would cover home pages of amateur writers, groups of unrecognized young authors and their portals (e.g. Kloaak 4). Here we might also include peripheries of literature, such as fanfiction or blogs describing people's daily life, also text-based role-playing games and collective online novels.

- Hypertext literature and cybertexts. These would include literary texts of more complex structure, which exploit various hypertext solutions, but also intricate multimedia cybertexts. Such cybertexts would be the most authentic example of multimedia artefacts, merging literature, visual arts, film, and music.

For readers, there is a need for what Aarseth (1997:2) calls *"ergodic"* activity, the kind of *"nontrivial"* action required to traverse the text. This ergodic activity may take the form of choosing from available hypertext links, setting the parameters of a text generator, taking an active character-role within the represented fictional world, etc. Computer code is always involved at some level of the cybertextual work. It is worth noting here that what must be considered is when we look at cybertextual literary works, how 'deep' do we need to look, Aarseth (1997). Although most cybertexts do not require advanced computer skills from the reader, the situation is somewhat different from the perspective of a researcher or a teacher[26].

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[26] In order to understand the specific nature of cybertextuality, one needs to know the basics of programming. This does not necessarily mean mastery of specific programming languages, but rather a more general understanding of how computer programs are put together and what they are capable of doing. Mateas (2005), for example, has talked about the necessity to teach *"procedural writing and thinking"* as part of education in the new media. There is also a special category of works which require a more profound understanding of the software environment. These include, for example, poems which are written in such a way that they work as executable code in a certain programming language; these works can be seen as a literary branch of *"software art"* or *"code art".*

The entire conflict between hypertext and cybertext theory (the main representative of which is Espen Aarseth) becomes evident first and foremost in the context of technological progress. While the hypertext literature created in the late 1980s and early 1990s was primarily text-based and was characterized by linking various blocks of texts together, modern hypertext literature exists more commonly in the form of complicated multimedia works combining written texts with video clips, works of music, media art. Approaching these with an ordinary hypertext theory yields limited results, thus Espen Aarseth and other representatives of his school have used the concept of cybertext for the analysis. Expanding the context and observation of the relation of cyberliterature with, say, postmodernism is hindered by one aspect, namely, favoring technology, the positive attitude towards technological advances has been most characteristic of modernism, whereas postmodernism has generally been opposed to new technologies.

Global changes in the world form the general background of the body of research related to the use of educational technologies available today and this thesis is no exception. Modern society has advanced into an information or communication society, and this change has necessitated the reconceptualization of progress in the cultural sphere. New forms synthesizing different means of expression have emerged next to traditional forms also in literature. The interrelation of computer technology and literature constitutes one aspect of this convoluted and modern set of issues. Virtual space generated by computer network functions here as a new medium, Viires (2002).

2.24.1. The Reader of the Cyber Literature

Another paradoxical view is the argument that *"a reader becomes an author"*. A work of cyberliterature presented as a hypertext is characterized by links connecting blocks of texts and the reader follows these links and makes choices. Such active reading has been commonly called interactive reading, arguing that by doing so the reader becomes an author. At the same time these links have been intentionally created by the original author. However, Parks (2002)[27] notes that these links impose limitations during the reading since the reader follows the path created

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[27] In his article Tales Told by the Computer (2002), which discusses classical cyberliterature texts such as Shelley Jackson's Patchwork Girl and Stuart Moulthrop's Hegirascope,

by the original author, even though there may be more than one synchronized path to choose from. Although different readers do not probably read these paths in the same order, the reading is still determined by the author. According to Parks:

> *But to say that this, making a choice between links, makes me a co-writer, to the same extent as the author who prepared the texts and decided what links would be available to me, where, and when, is absurd. I have written nothing,* Parks (ibid:90).

2.24.2. Fan Fiction

Fanfiction is one of the most intriguing peripheral phenomena in online literature. Based on the previous categorization of cyber literature, this phenomenon covers texts available in the internet which cannot be considered literature, but which incorporation in literary analysis would expand the boundaries of traditional literature. Fanfiction (or fanfic) is still marginalized also because it combines popular culture and literature in a unique symbiotic relationship.

The scope of fanfiction in the net is infinite, fanfiction in the broad sense is composed of texts that are created as a so-called pseudo-sequel to a book, comic book, anime, television series or a movie, which is not created by professional writers but amateur authors, i.e. fans, Ecks and Hale (2000). Fanfiction's characters are usually the same to those in the book or film that they are based on; also, the settings might be the same (although not necessarily), and the fanfiction author usually adds new storylines. The main reason behind creating fanfiction is the authors' fascination with the fan objects and their aspiration to see favorite characters in scenes other than those proposed by the authors of the original books and films. Another reason is entertainment and communication with the fan community who all like the same book and film, Ecks and Hale (ibid)[28].

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[28] Few articles have been written about fanfiction, mostly authored by fanfiction authors themselves.

2.25. Studies on Gender

The prevalence of technology has increased at a phenomenal pace and has occupied a large proportion of most of our lives and classes. Rathbun and West (2003) report that 65% of children have access to home computers in 2000, compared to 32% in 1993. This is almost a doubling of computers in seven years. With the continued growth and prevalence of technology, gender differences in the use of and attitudes toward technology as indicated by past studies, become even more important to understand, Nelson and Cooper (1997).

This section is purposefully intended to know if gender makes a difference in reading achievement, particularly with technology. In order to debate and update the theoretical frameworks guiding the inquiry into gender differences in literacy learning, with a focus on reading, a review of previous research examining these differences in academic achievement is required. As a matter of fact, some long-established findings linking gender with interest in reading specific types of text are available. It is not a happenstance to claim that some studies indicate that boys are inclined to choose adventure, sports, science and information, while girls choose mystery and romance.

Presumably, girls are likely to read about male protagonists and their adventures; boys are less likely to read about female protagonists and their activities, Norvell (1958). According to Davies (1989), students tend to align themselves with characters of their own gender and to interpret what happens from that viewpoint. In a follow-up study, Daly, Salters, and Burns (1998) find out that the renarration of the story content follow significant gender patterns. In their study, the boys in their study outperform the girls on both immediate and delayed recall tests when the protagonist was a violent male. Clearly there are complex gender relationships that are important for understanding student interest in literary texts. Most of these studies have used elementary school students. With older students levels of motivation for reading are generally lower. Motivation for reading appears to decline significantly in the early to middle years of high school according to a study done by Wigfield & Guthrie (1997).

Conversely, Johnson and Greenbaum (1983) suggest that many of these findings have focused on differences and excluding similarities in the reading

interests of boys and girls. In addition they argued that a substantial number of the research studies were reporting responses to titles and annotations rather than responses to the actual texts. It has been widely argued that the gender effects seen in educational research are an outcome of sets of common interests or self-schema; Bergin (1999), Fivush (1998).

Forwarding the discussion towards gender impact on attitudes towards technology in learning, it is found that the debate over the gender gap that was initiateed since the 1980s and it still persists in the new millennium. According to Linn (1999), the difference in gender attitudes and uses can be traced back to the placement and use of computers in education, where they were mainly used in research and administrative offices by white males. Females were introduced to computers in word processing and secretarial classes, while males used computers in advanced math classes. The integration of computers and IT into the education system has greatly influenced the mindset towards IT as a result; numerous studies[29] have been conducted to study the extent of this gap, Margolis & Fisher (2002). Basically, when computers are implemented in language courses, the students' roles, attitudes, reflections are important points to be considered in terms of the effectiveness of technology use in instruction.

As early as the 1980s, studies report that females exhibit more negative attitudes towards the use of computers compared to males, Marshall& Garver (1985); Koohang (1987). Hence, although the literature shows that extensive research related to gender and attitudes towards IT has been carried out over the years; such findings may be irrelevant today because of the ever expanding nature of IT. Mitra et al. (2000) report that gender has had a mediating effect on attitudes and perceptions towards IT but it is important to note that IT was an adequate term then when

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[29] Several researchers found that attitudes toward technology differ significantly between males and females, with males indicating greater interest and knowledge (Bame, Dugger, deVries, & McBee, 1993; Boser, Palmer, & Daugherty, 1998; Comber, Colley, Hargreaves, & Dorn, 1997; Durndell, Glissov, & Siann, 1995; Hale, 2002; Nelson & Cooper, 1997; Teasdale & Lupart, 2001; Wolters, 1989; Young, 2000). Other researchers found that female students perceive technology as more difficult and less interesting than male students (Boser, Palmer, & Daugherty, 1998; Krendl & Broihier, 1990; Teasdale & Lupart, 2001; Wolters, 1989).

computers were mostly used for mathematical and word processing tasks but today, computers are being used in various facets of life.

Related literature indicates that EFL learners usually had positive attitudes towards the computer technology use in classrooms, Garcia (2001); Daigle, 2003; Isman et al, (2004); Meharet (2012) and Award and Alkaraki (2013). Similarly, Kutluca (2011) settles on the status of computer usage and the attitudes towards computers of prospective preschool teacher and to investigate of several variables on their attitudes. Results indicate that prospective preschool teachers had positive attitudes toward computers about taking computer course and computer ownership. The findings indicate that learners placed a lot of importance on using computers in their study.

Researchers have found that the technological environment at home directly impacts the gender differences, for example, more males than females perceive their home as being more technological, and more males than females rate both parents' occupations as more technical, Boser et al. (1998). Males indicate a greater interest and knowledge of computers than females; Teasdale & Lupart (2001), which result in more time spent on the computer. According to Wolters (1989), the technological environment at home has a moderate influence on attitudes toward technology.

Sacks and Bellisimo (1993) mention that female attitudes towards computers become more positive when they spend more time on computers. Other studies show differences in gender perceptions, where females view the computer as a tool, while males view the computer as more of a toy for fun, American Association of University Women Educational foundation, (2000); Becker, Kottkamp, Mann, and Skakshaft (1999). Silverman and Pritchard's (1996) study supports this gender attitude difference. In their study, females' attitudes toward technology go from enjoyment of technology education and confidence in technological abilities at the beginning of the study, to negative attitudes by the end of the study that result from monopolization of equipment by males and the males making fun of the females. In this light, males generally spend more than half of their time playing games and females spend the majority of their computer time sending e-mails and working on assignments, Teasdale and Lupart (2001).

The view of technology is reflected in another study conducted by Ray, Sormunen, and Harris (1999), who found that females had more positive attitudes regarding computers than males. Ray et al. find that females consider technology as a way to increase productivity. However, when the AAUW focus group was asked to identify someone who is really good with computers, they describe a man. Females appear to have developed a *"we can, but I don't want to"* philosophy toward technology, AAUW (2000:7). Females who are attracted to technology often have a friend or relative that encourages them to pursue their interest; this encouragement is an important factor for females who take nontraditional courses and are considered to be *"path breakers",* Silverman & Pritchard (1996).

This is not surprising as Liaw (2002) also indicate that males have more positive perceptions towards computers and Web technologies than females. Although they may not provide conclusive evidence of specific gender disparity, this is definitely a cause for concern as IT is considered a crucial tool for effective teaching and learning in most curricula. Akin to this, many researchers have revisited this issue and many are continuing to do so. For example, Houtz and Gupta (2001) find significant gender differences in the way females and males asses their ability to master technology skills. Even though both genders are positive about their technological ability, males rate themselves higher than females. Similarly, Shashaani and Khalili (2001) report that female undergraduate students have significantly lower confidence than males when it comes to their ability to use computers. Females also report feeling helpless, nervous and uncomfortable around computers. Nevertheless, both genders, view computers as a useful tool and equally believe that computers have positive effects on individuals and society.

Tsai, Lin and Tsai (2001) reported similar results in their study which showed no significant gender differences in the perceived usefulness of the Internet. Consistent with earlier studies; Houtz & Gupta (2001); Shashaani & Khalili (2001) and Margolis & Fisher (2002), Broos (2005) also found significant gender differences favoring males in terms of attitudes toward new communications technology, the extent of computer use and self-perceived computer experience. Even when females perceived themselves as being more competent in using computers, they expressed higher computer anxiety levels compared to males.

Other important variables are also documented over the gender disparity in technology, such as students' computer experiences, socioeconomic status and age, in explaining gender differences. In the case of students' computer experience, Chen (1985) discloses that females and males respond with similar levels of interest toward computers when they have similar amounts of computer experience. Later in 1997, Shashaani provides further evidence that computer attitudes and experience were reciprocally related. He reveals that students who are more knowledgeable in computers use computers more frequently and have greater access to home computers. Regardless of their gender, they are more interested in computers and more confident when working with them. This suggests that the discrepancy between male and female attitudes can be reduced to a certain extent if computer experience[30] is controlled, Shashaani (1997).

Kirkpatrick and Cuban (1998) note that the gender gap is narrowed when both genders are exposed to the same amounts and types of experiences when using computers. On the contrary, Kadijevich's (2000) study found that males exhibited more positive attitudes toward computers than females even when computer experience was controlled. This means that such experience does not necessarily have a mediating effect on computer attitudes. Most of the early studies revealed that computer experience played a role in narrowing the gender gap while other studies indicated that such experience might be gender-based. Broos (2005), for instance, finds that prior computer experience would only have a positive effect for males. More experienced male users showed greater positive attitudes toward IT while females with equal computer experience reported having computer anxiety.

Todman (2000), alternatively, finds that the reduction in computer anxiety for males is more apparent over time than in the case of females. Similarly, socioeconomic status and age are also important variables to consider. Shashaani (1994b) finds that socioeconomic status, as indicated by parents' occupations and

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[30] In Miltra (1998)'s study, respondents who report higher use of computers indicate a more positive attitude toward computers on all the different attitude scales. The results suggest that computers were used for several different activities, and the level of use was related to attitudes toward computers. Similar findings are stated in a study conducted by Divine and Wilson (1997). It shows that students with more experience in computing show more positive attitudes toward computers, clearly in terms of confidence and non-anxiety.

incomes have a significant influence on students' attitudes towards computers. Students from families with higher socioeconomic status are found to have more positive computer attitudes than those from families with lower status, Shashaani & Khalili (2001). It can be assumed that those from the higher socioeconomic end are more likely to have a computer at home or have better opportunities of gaining access to one. In terms of age, studies have also found gender differences in attitudes in younger individuals and the differences increase among older individuals, Kirkpatrick & Cuban (1998); Jennings & Onwuegbuzie (2001).

When the factor of gender was taken into consideration, female students tend to have more positive attitudes towards learning and working with computers, Hashim & Mustapha (2004). Kay (2008) reveals that males have significantly more positive affective attitudes toward computers. However, in many studies, gender did not have an impact on learners' attitudes. For instance, there was no significant difference between male and female students in their attitudes towards Internet and computer use, Abedalaziz, Jamaluddin & Leng (2013). There were not even significant differences between male and female students in terms of being motivated to use computers and computer facilities for communication and writing, Isman et al, (2004). When the factor of experience or year of using computers was investigated, most findings revealed a possible impact on learners' attitudes.

Likewise, many studies report that greater frequency of computer use leads to positive attitude, Teo (2006). There is only a study which shows that experience in using computers does not affect learners' attitudes, Isman et al. (2004). Computer knowledge is a critical factor which should not be disregarded. Mohd et al (2007) found a significant correlation between computer attitudes and students' computer skills.

2.26. Obstacles of Technology Integration in Class

The use of technology within the classroom in particular has been the subject of intense debate in recent years, Zhang & Barber (2008). Initially the debate focused on whether it was possible to integrate technology into the classroom without disrupting the learning process, Maddux & Johnson (2005) and whether technology should even be considered as a part of the teaching and learning process, Heide & Henderson (1994). However, with the growth of technology's importance to

society, as well as the belief that everyone now and in the future will need to apply their technology skills during their working life, this debate has become moot, Cennamo (2012).

The latest debate is the influences of technology on teaching and learning inside and outside the classroom and what obstacles there are to its successful implementation, with the knowledge that these obstacles need to be worked out and resolved due to the relative importance of using technology in society, Cennamo, Ross & Ertmer (2010). Several problems are reported within the integration of technology in the classroom, owing to the fact that teachers are not ready yet for its use and lack training and confidence when using technology, Petrina (2007). This lack of confidence and training mean that students suffered greatly from using technology because the literature notes that it was simply used as a way of projecting images, rather than allowing them to embrace technology and learn how to apply it in their own learning.

A study by Evertson and Weinstein (2006:543) indicates that *"the problem of managing technology in the classroom is one of the greatest challenges mentioned by teachers"*, while Morella (1997) stresses that teachers lack training and were often less skilled in using technology than their students, meaning that many were afraid to implement technology in the classroom and the learning suffered as a result. Hence, common sense dictates that in institutions that lack sufficient access to technology, effective technology integration would be a daunting, if not impossible task. It appears that Maddux's (1998:8) claim that *"it is essential that computers be placed in classrooms. Until that happens, true integration is unlikely to take place"* is a truism. The main obstacles in the classroom environment with regard to the use of technology tend to revolve around the teacher's lack of training, leading to the view that technology is not implemented to its maximum potential, Hanson & Rilling (2006). This view is supported by a range of scholars within the scholarly debate on the subject.

A study by Adelsberger, Kinshuk and Pawlowski (2008:424) stresses that in developing countries, the three most *"frequently listed problems are large classroom sizes, lack of infrastructure and inadequate teaching staff"*. However, these issues are not simply limited to developing countries. Kobayashi's (2008) work notes that

although developed nations have smaller class sizes, it is often true that they still lack the infrastructure and that teachers (particularly those that are older and have not had recent training) are far too out of touch with technology to be able to apply it successfully, meaning that students often receive an imbalanced education in terms of their knowledge of technology. The work indicates that the major problem with integrating technology is that:

> *As technologies become increasingly important to school education, teacher-training is challenged by insufficient access to suitable software and a lack of knowledge about the classroom use of IT,* Kobayashi's (2008: 516).

The inadequate training for teachers can seriously impact upon the overall success of the implementation of technology in the classroom and this should be viewed as one of the major obstacles apparent in the present day, Chiazzese (2005). In this way, the debate has shifted from the view that technology was not important to the belief that it is central to societal development and that the education system is woefully unprepared for its implementation. Despite the importance of the lack of training, it is possible that there is another more important obstacle to the successful implementation of technology in the classroom. However, perhaps the most important aspect is handeled upon by, Vrasidas & Glass where they claim that:

> *A lack of technology training, resistance to, negative attitudes toward technology and instructional changes, as well as personal biases are important factors...certainly, teacher's beliefs and practices are instrumental in how technology is used in the classroom.* Vrasidas & Glass (2005:33).

These viewpoints indicate the importance of teacher attitudes and this will be a central part of the focus for the primary research in this study. The attitude of the teacher, perhaps derived from the lack of training and other associated factors, therefore leads to either the successful inclusion of technology into the curriculum, or rejects this implementation due to negative beliefs and a lack of confidence (Lloyd, 2000). There also are problems associated with the hardware when using technology in the classroom, rather than simply idealistic issues or problems involving the ability to use technology appropriately by both students and teachers.

A study by Pass (2008) reveal that there are hardware concerns with the use of technology, with problems including

> *glitches with the technology, the freezing of programs while attempting to run them, difficulties accessing files, students storing work on servers and forgetting passwords and downed equipment occurring for various reasons* , Pass (2008: 83).

Moreover, Pass notes that when using technology, these reasons included:

> *The failed attempt to access and use video and audio streaming because of too little bandwidth, electricity outages, programs freezing up and sometimes a lack of computer expertise resulting in lost data,* (ibid: 83).

Evidently, from this statement the belief emerges that there are numerous obstacles relating solely to the hardware and software of technology systems rather than external factors such as the ability of the teacher in charge. The viewpoint that hardware issues are often serious problems in the classroom that has attempted to integrate technology is supported by Cennamo (2012). Her work identifies that:

> *It would be simple if all teachers had to do was install a piece of hardware or software and then it would operate forever without any problems…Classroom technologies though like all technology needs to be updated, regularly monitored and can suffer from a range of problems that can render their use impossible at a moment's notice in the classroom.* Cennamo (2012: 202).

These two studies clearly indicate that even if teachers are well trained and can use the technology successfully in the classroom, they are still often victims of hardware and software failures due to the limited lifespan of some technologies and the lack of knowledge in terms of fixing it. Moreover, even simple problems such as the lack of power could result in a lesson built around the use of technology being rendered useless at the last minute, with the teacher needing to refer back to traditional methods of teaching and learning. Having identified the debate existing over the use of technology in education, it is necessary to view how its use can be implemented by teachers in the classroom.

According to Ertmer (1999) teachers would not automatically integrate technology into teaching and learning even if barriers such as access, time, and technical support were removed. Furthermore, Cuban, Kirkpatrick, and Peck (2001),

in reviewing the frequency of teacher technology use in technology abundant high schools, state that decision makers believe that creating abundant access to technology would lead to an increased level of technology use in the classroom. However, while this is certainly a requirement, it is but an initial step. They found that abundant access to technology was not enough to ensure technology integration.

To eliminate barriers, Rogers (2000) notes that "*the less sophisticated technology integrator will require more professional development (sessions on ways to integrate technology) and more basic technical support because they are less independent*". Ertmer (1999) explains that:
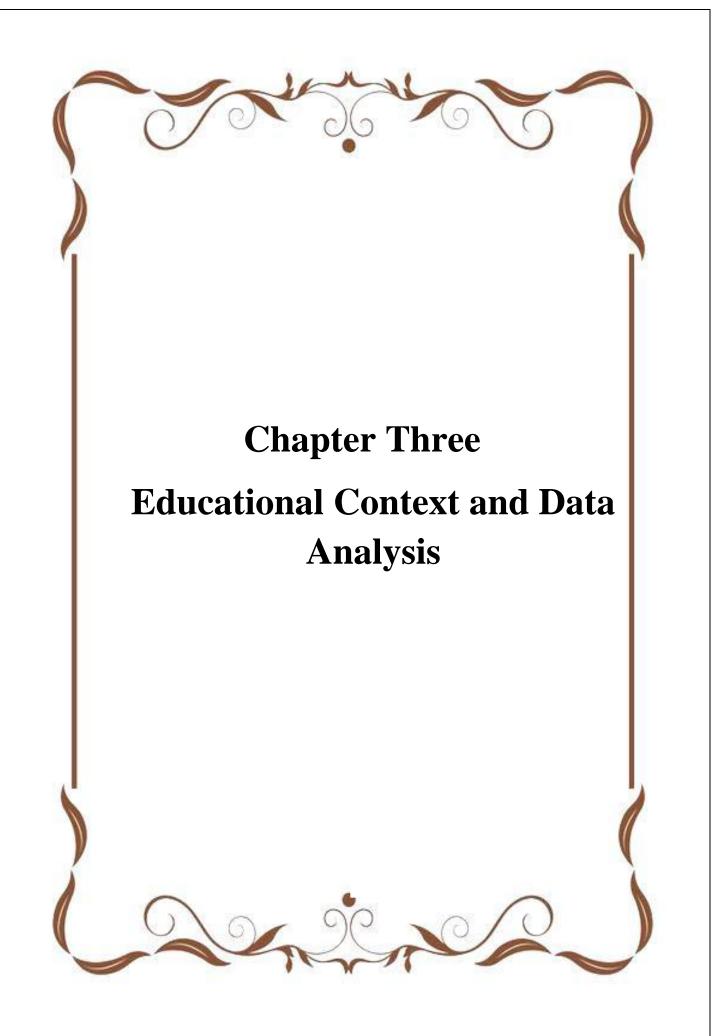
> *less advanced levels of professional development could mean that teachers will need opportunities to observe models of integrated technology use, to reflect on and discuss their evolving ideas with mentors and peers, and to collaborate with others on meaningful projects as they try out their new ideas about teaching and learning with technology.* Ertmer (1999:48)

2.27. Conclusion

Modern societies have been deeply transformed by the ubiquity of technology and the integration of computer technology into nearly every conceivable aspect of life, from the revolution in communication to education. The Internet is a relatively new environment that has affected all aspects of people's life, whether social, linguistic, economic, or academic. As a result of this revolution, professors, students, and universities have become increasingly dependent on computers and related technologies. There is a convergence between technology and learning and teaching, and this relation has reached a point at which discernible borders no longer exist between the elements of teaching and learning. Thus, it is essential to prepare students to function in a technology-rich and information-based environment.

This review of the literature gives us some insight into the factors that support or hinder technology integration. The roles of computers, teachers, students, methodologies, and professional development have been thoroughly investigated. The literature shows that there are many factors that play a major role in motivating teachers to adopt positive attitudes. These include teachers' and students' technology skills, students' interest in the subject, the adoption of an effective student-centered constructivist methodology, a progressive process of technology integration, peer

support, adequate professional training, and on-going follow up. This thesis adds to the literature by investigating the relationships between the literature and teachers' and students' attitudes to technology integration in class.

Literature points out, also, that when moving from the teacher-centered instruction to student-centered instruction, technology is the important support to develop the students learning. Computers become powerful tools in educational settings as they provide facilities and support to students' learning activities. Recently, there has been a substantial increase in interest in using computers to improve quality in teaching and learning. Computer-based learning has an impact on education by affecting students' productivity by offering valuable learning experiences and showing a great impact on their learning and development. While teaching English literature, computers can support the teacher in order to enhance the students' skills to perform well in reading, writing, listening and speaking activities. Using computers and internet can improve EFL learners' language abilities, and they also reach real learning experiences. In addition, computers contribute beneficially to learners' learning and development. They gain the opportunity to access useful language resources and communicate with native English speakers through computers and Internet. They can be moved gradually from easier to more difficult tasks according to their levels. They can be stimulated, drilled or explained a certain task when they fail to do it successfully by using computers. Computers also facilitate teachers in their teaching. Teachers can handle a lot of activities and carry out programmed functions at amazing speed through computers. They can check exercises after students are done anytime anywhere.

Chapter Three

Educational Context and Data Analysis

CHAPTER THREE
EDUCATIONAL CONTEXT AND DATA ANALYSIS

… Human essence is no abstraction inherent in each single individual.
In its reality is the ensemble of social relations. Marx and Engels (1968: 29)

3.1. Introduction

This chapter provides a systematic description of the educational context at the University of Chlef with a particular emphasis on 1st year LMD students at the university level as it provides an analysis of the collected data. As a result of development of the current learning environment, teachers are urged to adhere to the increased use of advanced educational technologies such as websites, online resources, PowerPoint, and discussion forums. Notwithstanding, teachers may find themselves focusing more on the "bells and whistles" or the prestigious side of novel technologies and forgetting the noble goal of fostering the students' learning.

A concern for teachers should be that we do not overwhelm students with technology; this could increase the students' frustration and reluctance to use technology itself, hindering their efforts to learn the course content. One possibility to assure that teachers are positively influencing the learning environment with their use of new technologies is by asking the students what their opinions are with regard to technology use in literature classes. Based on the knowledge that students have different learning styles and may need course content presented in a variety of ways, assessing the teachers' attitudes towards the integration of technology in teaching literature is essential.

The status of literature in the department of English will be discussed in this chapter, also, with explicit elucidation of the stated objectives and the adopted methodology in teaching it. The place of literature in the English curriculum is also dealt with in the context of this study. Besides, part of the chapter is devoted to a description, a presentation of the research methodology, design and instrumentation used to collect reliable data in relation to the research questions and the theoretical background which was presented earlier that would hopefully pave the way towards other empirical research.

3.2. The Educational Reforms in Algeria

Any attempt to depict the Algerian linguistic landscape, leads us to search in a rich and multifaceted background. The various languages and dialects taught and used either in academic or non-academic contexts makes of Algeria a particular Arab nation that one would map Algeria under the heading of "*linguistic plurality* (or *diversity*)" Medjahed (2011: 73). Classical Arabic is used as the national language in the media, while Algerian Colloquial Arabic and Berber are spoken in informal daily life situations. As described by Tabory and Tabory (1987):

> *The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situations by states planning their linguistic, educational and cultural policies.* Tabory and Tabory (1987: 63)

The quest of language education reforms in Algeria is among the most crucial issues involved in language research and an area that is extensively explored. As a matter of fact, Algeria witnessed a heavy colonial heritage that impacts not only its social life but also its educational policy. French controlled all aspects of life, namely government, business, economy and education for around 132 years.

An eradication policy of the French imperialism over the language, the identity and the culture was adopted after independence in 1962. The first education reform *"was passed in 1971 introduced the nine-year basic education program. Further reforms in 1976 extended the period of compulsory education from 6 years to 10 years"* Boulenouar and Meghit (2014:286) .Education was free and compulsory for all Algerians and a process of Arabization[31] of the educational system was launched. The aim behind the Arabization policy was, according to the government, to re-establish Algeria's Arab-Islamic heritage, Mize (1978) and to reinforce the Algerian strategic

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[31] Arabization is the policy that states that Arabic language is the national and official language, Tabory and Tabory (1987); Ennaji (1991) and that it should be used in all levels of the Algerian official context mainly in education. The policy involved Arabizing the educational system by providing Arabic teachers and Arabic-written materials. Literacy programs were also launched in all cities of the country, Ezzaki and Wagner (1992)

position within the Arab world, Malley (1996). Additionally, the main purpose of Arabization was to turn the Arabic language as a true instrument of thought and work to reach the requirements of time and to overcome the prejudice of language literature and poetry, Benmayouf (2010: 56-57).

Consequently, for securing the process of Arabization, the Government of Ahmed Ben Bella (1916-2012) as a first president of Independent Algeria (1963-1965), initiated "*the policy of linguistic Arabzation in primary schools*" Benrabah (2007:229) and later he stated that *"Literary Arabic was to be introduced to the educational system",* Grandguillaume (2004:27). Besides, civics and religious lessons were provided on top of this. During the presidency of Houari Boumediene (1965-1978), the process of Arabization was emphasized with great attention by importing hundreds of Arabic teachers and imams from the Middle East. This resistance was due to the power of Islam and Arabic as stated by, Gordon (1966:137), (as cited in Benrabah (2007: 229):''*Islam and the Arabic language were effective forces of resistance against the attempt of the colonial regime to depersonalize Algeria''*.

However, the number of such Arabic teachers could never be compared to the thousands of French and Algerian-French teachers who had been sent to secondary schools during the 1960s and 1970s. With an unclear future, and this is well explained by the declaration made by his first Minister of Education, Ahmed Taleb Ibrahimi: *''this [arabization] will not work, but we have to do it...'',* Grandguillaume, (1995:18). Strangely enough, the Arabization process was gradually narrowed in 1977, when Mostefa Lacheraf was selected as the Minister of Education. He believed that: "*French could serve as a ''reference point, a 'stimulant' that would force the Arabic language 'to be on the alert',* Berri* (1973:16).

Although Algeria claimed political sovereignty, it depended greatly on France in many sectors, mainly in science and technology, Hayane (1989). Hence, this period was characterized by a bilingual educational system. French language was used in the teaching of science and technology, whereas Arabic was used in the teaching of the Social Sciences. Unsurprisingly, within a decade or two, new national universities and some selective "Grandes écoles" were created in independent Algeria. Accordingly, new

administrations in science, industry, university, research and alike worked according to the French standards and usually spoke and wrote in the French language. The late seventies marked the turning point in the Algerian educational system and the Arabic language was declared the language of instruction for all subjects except sciences and medicine courses. It was steadily imposed in the whole educational sector.

Algeria, which was getting out of the bloody civil war[32] of the 1990's known as "la décennie noire" had to engage in a process of adaptation to the job market. Faced with Arabization, mass Higher Education and graduate unemployment, the crises that characterized the period were cultural, social and educational. As an urgent measure, the authorities as well as a large part of the population have felt the need for educational reforms, which should include among other things, the introduction of English at an early stage. At the 21ST century, English has gained considerable space shortly because of the rapid development of Information and Communication Technologies.

From the socioeconomic perspective, the situation turned to be opened to more worldwide connections, and thus, French domination was decreased due to the urgent need to use English as a lingua franca[33] and gaining the promotion as language of scientific knowledge worldwide, the place of English language is progressively rehabilitated by the policy maker considerations worldwide within the current multicultural[34] world and as a means of communication in a likely to be a globalized Algeria. Algeria, then, unquestionably strives hard to provide its population enough support and serious opportunities to achieve the qualification of International Citizens. This qualification is only possible via the reinforcement of the teaching and learning of English at all levels of education.

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[32] The country's internal instability because of political and ideological conflicts, which led to an armed confrontation in 1992 between the Algerian government and the Islamic armed groups, Fuller (1996) and Ciment (1997). This was described by the foreign press as a civil war in which more than 100,000 Algerians have been killed from both sides Sweeney (1997). Many reconciliation attempts have been tried, but with no success.

[33] According to Harmer (2001: 01) it is *"A language adopted for communication between speakers whose languages are different from each other's and where one or both speakers are using it as a second language"*.

[34] The term multiculturalism was used as descriptive and normative, Heywood (2000:227). As a descriptive term, when it refers to *"Cultural diversity ... as a normative term, multiculturalism implies a positive endorsement, even celebration, of communal diversity, typically based on either the right of different groups to respect and recognition, or to the alleged benefits to the larger society of moral and cultural diversity"*, Bloor (2010:272).

The Algerian authorities, indeed, took sincere measures for the reconsideration of English Language Teaching (ELT) in various settings including higher education. In this respect new reforms have been adopted and at a large scale: starting from 1993; in a step towards internationalization, it was thought by the Algerian government to introduce English as a subject at the primary level instead of French. As stated by the British Council (2010):

> *It was felt that English as a historically neutral language in the Algerian context would be able to play the modernizing role that was hoped for from French but without the colonialist and non-Islamic associations that French had,* British Council (2010: 13)

English is taught in the primary school[35] as a new process to enhance the foreign languages teaching at an early age by giving the opportunity to primary school pupils to pick up either French or English as a compulsory foreign language. It is estimated that between 1993 and 1997, 1.28% of 2 million schoolchildren chose English over French. Teachers were more than 90% Algerian at all levels.

As from September 2003; English in Algeria is taught for seven years from middle school (4 years) for students aged twelve to secondary school (3 years) for students aged eighteen, instead of five years, two in middle school and three in secondary school as it was the case before 2003. Correspondingly, Mami (2013: 243) believes that: "*disparities in the use of French started to fade away at the cross-roads leaving more space to the teaching of English as a second foreign language*".

Today, as the process of Arabization did succeed in increasing the Arabic users, French language has started to lose much of its ground in the socio-cultural and educational environments. As a result, the Algerian government response to the actual global language changes is interpreted practically considering English as a compulsory

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[35] The program was experienced only in some primary schools but stopped because the majority of parents preferred French to English, Grandguillaume (2004:6). Belmihoub (2015:36) added: "*I suggest that parents of these pupils may have felt that their children would find it easier to acquire French, which has been in use in Algeria since 1830. Their choice could also be explained by the fact that most jobs require proficiency in Arabic and/or French; rarely was English required at the time. This might also explain why the English option did not become a national requirement*".

foreign language for pupils beginning in the first year in the middle school cycle since 2007.

Following the consequences of Arabization, when the Algerian universities first adopted a system based on the French model[36], it resulted in duplication of academic offerings and a complete loss of credits by students changing programs, Benrabah (1999). Some reforms were introduced to modernize the university system in 1971 and other reforms were introduced in 1988. Despite that, the universities still follow the French model, and the French language remains widely used for academic purposes.

Remarkably, the number of the French teachers declined compared to the number of Algerian teachers which increased after 1980. In 1981-82, for instance, 64.6% of the teachers at all levels of education were Algerian. By the academic year 1990-91, the percentage had increased to 93.4%[37]. Furthermore, a decree introduced the total Arabization of the first year of social and political science, law and economics at university offering new horizons for Arabized baccalaureate holders, Grandguillaume (2004). Conversely, the French model together with the Arabization process created a generation of students with a language handicap that prevented them from understanding the courses content and had devastating effects for the baccalaureate holders who followed scientific and technical streams at university; where subjects were taught uniquely in French such as the medical stream, electrical engineering, computing, architecture and the like. This was illustrated by Entellis (1981)

> *Indeed, increased Arabization of primary and secondary school curriculum without concurrent language uniformity at the higher levels has created enormous tensions and frustrations for those "Arabizants" unprepared to cope effectively with French-language instruction, and therefore destined to "dead-end" jobs, since nearly all openings in the public and private sectors require some level of bilingualism and, in certain fields, trilingualism.* Entellis (1981:84)

The Arabization long term policy with both its political and cultural aspects created a big gap between the basic education, i.e. from primary to secondary school and

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[36]It means that the university faculties were autonomous in administration and in designing the teaching curricular.

[37] Retrieved from: http://www.country-data.com/cgi-bin/query/r-379.html (viewed on 30-06-2017)

the university that prepares the students for future professions. Any failure in educational programs could possibly hurt society as well as country's economy. In other words, educational programs no longer meet the new socio-economical data, as they provide a monotonous training where the concept of general culture is completely absent. Besides, a significant failure rate owing to ambiguity of the future among students and the Lack of motivation among teachers and students. · Centralized management of the university[38].

Undoubtedly, the Algerian educational system has become *"obsolete in a world that moves, goes fast and with the everlasting innovations and the necessary changes induced by the digital revolution"*, Haraoubia, Minister of Higher Education (2007).In order to cope with the forces of globalization and rapid technological advances, Algeria needs to setup appropriate plans to reduce the undesirable consequences. To meet these challenges, Algeria seeks to be part of a system that can serve as an opening to the outside world. This requires reforms in different domains. Therefore, as a response to various challenges, European countries, followed by worldwide ones, decided to harmonize their training courses for higher education and to adopt a system of common diplomas based on the Licence-Master-Doctorate scheme, more commonly known as the LMD[39] system. This reform covers the educational fields. Prior to its official

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[38] Annual Report 2006 -07, Department of School Education and Literacy &Ministry of Higher Education, Algeria.39.

[39] The LMD system (Licence-Master-Doctorate) is a new organizational framework for university courses which is currently being implemented in all European countries including France, Italy, Germany and Great Britain. It has been introduced in Algeria in September 2004 and it is made of: *Licence (3 years): 180 credits-for 30 credits a semester (2 semesters a year). *Master (2 years): 120 credits-for 30 credits a semester (2 semesters a year). *Doctorate: 3 years of research. This system responds as put by Herzallah & Baddari (2007:21) to the necessities of the globalization of knowledge by improving higher education. It aims at:

- Organizing the training offer in the form of courses, allowing students to benefit from support and advice of an academic advisor (tutor).
- Enhancing the professionalization of higher education.
- Promoting the learning of transferable skills (mastery of foreign languages, computer skills, internet).
- Benefiting trade and recognition of diplomas at international level.
- Encouraging students" mobility.
- Encouraging the students" access to the world of work.
- Allowing students to build up a personalized education plan gradually.

implementation, there has been a pilot stage after a long discussion held by teachers of higher education.

The decision is the product of more than a year of debate which took place in some universities naming Annaba and Constantine, Idri (2005). The LMD system has reshaped the architecture of higher education and brought about new tools to facilitate its implementation and enhance cooperation, mobility and competitiveness between different parts of the world in view of achieving teaching quality and responding to the new world's demands.

In the year 2004 – 2005, Algeria has integrated the principles of the Bologna Process set in Europe in the year 1999. The LMD system was established during the year 2004 on an experimental basis in ten higher education institutions; then it was gradually generalized to be implemented in all the Algerian Universities. The traditional programs and curricula have been replaced by new offers of formation adapted to the unique needs of the country. Algeria has experienced the policy and principles of the Bologna Process, which was launched in 1999 by the Ministers of Education and university leaders of 29 European countries. Its aim is to create a coherent and cohesive European Higher Education Area (EHEA), its broad target is put by the European University Association (2004): *"The Bologna Process does not aim to harmonize national educational systems but rather to provide tools to connect them".* Adopting the Bologna Process is a voluntary decision taken by each country and its higher education community to support the principles[40] underlined in the European Higher Education Area. European University Association (2004)

If we reflect upon this system in the Algerian context, we may find that the Ministry of Higher Education *"In order to render the LMD architecture more beneficial, a number of measures have to be adopted at the level of curriculum design"* Mami

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[40] These essential principles can be summarized as follows:
- Ensure a high teaching quality according to the social demand; in terms of access to higher education;
- Achieve a harmony with the socio-economic development in all possible interactions between the university and the world.
- Be more open to the global developments, particularly in science and technology;
- Encourage international cooperation and diversity.
- Lay the foundations of good governance based on participation and consultation.
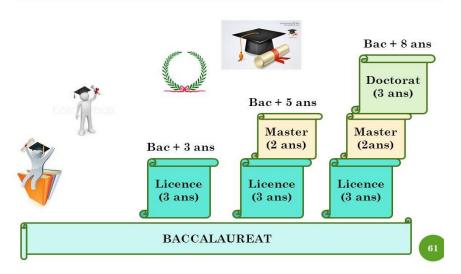
(2013:246). The Ministry of Higher Education, then, has assigned special commissions to evaluate the Licence[41] and Master's offers. According to Mami (2013) Success would rely on the following perspectives:

> ➢ *Planning and evaluation of the students' needs as well as those liaised to the socioeconomic market.*
> ➢ *Developing multimedia at the level of oral expression and vocabulary.*
> ➢ *Encouraging student enhancement with mobility*
> ➢ *Creating cooperation between universities who share the same objectives and interests.*
> ➢ *Create listening cells and audits in order to register students' propositions.*
> ➢ *Prepare students for vocational education through the choice of English.*
>
> Mami (2013:246).

The structure of the LMD system is summarized below:

Figure 3.1. The Structure of the LMD.

Source: http://player.slideplayer.fr/33/10262927/data/images/img85.png

It is pertinent in this respect to explicate some of its key components to help the reader be more included in the Algerian experience with the LMD system. I shall first

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[41] A term that we use in Algeria to mean a Bachelor of Arts (BA) in the Anglo-Saxon system of education

introduce the three constituent elements of the system which is articulated around three levels of training, each corresponding to a degree. These are:

- The Licence or Bachelor: it corresponds to a course of three years after the Baccalaureate and aims at inculcating the learners a high level of technical skills and aptitudes. The licence can lead to a professional degree, which prepares the students for immediate integration into the workforce, or a nonprofessional degree aimed solely at preparing the students for the next diploma, namely the Master.

- The Master: it covers an additional two years course after the License and encompasses a scientific and technical training program which enables conception, orientation, and direction of socio- economic activities. The Master completes the Bachelor's education. There is a professional Master which is oriented towards active working life and a research master for students interested more particularly in continuing towards the third degree which is the Doctorate.

- The Doctorate or PhD: it is prepared in three years and terminates the university curriculum. The Doctorate is based on training through research which will enable students to work in fields of orientation and innovation[42].

Oddly enough, a number of educationalists consider that this reform does not suit the Algerian context. For instance, Benrabah (2007: 70) claims that: *"So much has been said by the ill-intentioned adversaries, the poorly-informed public, and the badly-trained supporters. So between the rock and the hard place, this reform cannot develop harmoniously".* In an attempt to respond to such claims, Haraoubia (2013), Minister of Higher Education, states: "*those stating that the LMD system has failed, did not understand the real content of this system until today!"*

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[42] Commission des Programmes Universitaires. (2004) Cursus des Licences en Langues Etrangères. Ministère del'Enseignement Supérieur et de la Recherche Scientifique, avril 2004, Alger, Algerie

3.3. The LMD Key Terminology

In this section the main key terminology related to the LMD system will be explained[43]:

➢ **Semestrialization**: For a better organization and more flexibility in the system, the division is based on semesters rather than years of formation. The semester is the period of time necessary to complete an actual course of study during an academic year. In this new structure, the academic year is divided into two academic semesters. A semester counts 16 weeks of study and assessment, comprises 4 modules in average and includes at least 300 to 360 hours of study, depending on the type of degree under preparation. The first semester lasts from mid September to the beginning of January, whereas the second one from early February to the end of May. The examinations are held at the end of each semester.

➢ **Teaching Units**: Three main teaching units make up the skeleton of the whole system where other subjects are grouped. A teaching unit is a set of lessons organized in a coherent pedagogical manner and logical educational progression. Each semester covers four main teaching units. These make up the skeleton of the whole system and are organized in a pedagogic and coherent way, they cover: the Fundamental Unit, where the rudimentary and core subjects are grouped. The Methodological Unit, which is primarily destined to prepare learners to acquire skills in methodology. Thus, by the end of their formation, they will be able to be active workers in the field of research. The Discovery Unit, where students can get acquainted to new subjects in new fields, so they can widen the scope of their knowledge. This eases the passage from one discipline to another and is one of the facilities offered by the LMD system. The Transversal Unit, comprising compulsory foreign language that can be French or Spanish and ICT courses. The diagram below summarizes what was mentioned in the previous section.

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[43] Taken from : Faculté des Lettre et des Sciences Humaine de l'Université de Béjaia (2005). Guide d'Information sur le Système LMD (Licence- Master- Doctorat), mars 2005, Béjaia (cited in Idri (2005)).

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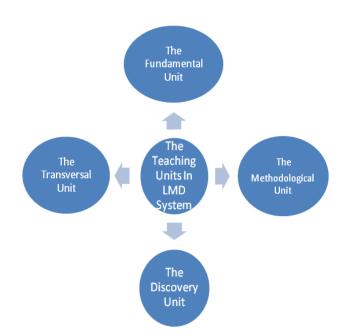
Figure .3.2. The Main Teaching Units in the LMD System.

➢ **Credits:** Each Teaching Unit corresponds to a number of credits that is capitalized and transferred. The total number of credits for each semester is equal to 300 (180 in the licence and 120 in the master degree). In the LMD system, the courses are organized on the Credit System. It is a system whereby the university uses a unit or credit to measure the completion of a course that is required for an academic degree. In other words, a credit is a unit quantifying the volume and importance of the acquired knowledge and training as well as the work done by the student (i.e., lectures, tutorials, practical work, work placement, term paper, project, personal work, examination, etc) in each teaching unit and for each study semester. Each teaching unit corresponds to a number of credits that can be capitalized and transferred; these are more technically called ECTS (European Credit Transfer and Accumulation System). The total number of credits for each semester is equal to 30. Therefore, the licence curriculum, which comprises 6 semesters, corresponds to a validation of 180 ECTS, whereas the Master degree, which covers 4 semesters, corresponds to a validation of 120 ECTS. These

credits are awarded only when the course has been completed and all required examinations have been successfully taken.

➢ **The Domains**: They cover many coherent disciplines including other subjects that lead to other specialties and particular options proposed to the students. The diploma obtained carries the name of the specialty.

➢ **The Module**: It is the basic unit of university education assigned in one semester. It consists of one to two coherent and autonomous disciplinary elements allowing a smooth assessment of learning outcomes. Each module has a minimum of 75 hours of study (or 10 to 25 days of field work). In a modular program, courses can be taught in the form of theoretical courses and / or practical field activities.

➢ **Tutoring**: This is a new pedagogical activity for the teacher introduced in the LMD system. This component increases the contact between the teacher and the student outside the classroom i.e. the teacher-learner interaction becomes regular. Hence, teachers will play the role of the guide as they can inform the students, basically 1ˢᵗ year licence students, about pedagogical information they may need and get informed about the students' inquiries. Moreover, the task of the teacher becomes wider here as he is supposed to advise and orient his students throughout their learning process.

➢ **Evaluation:** The evaluation of knowledge, skills and competencies are key components of the LMD system. In this process, the evaluation of students' learning is semestrial and not annual. Students are assessed and given grades, first, during the semester through continuous or ongoing assessment. This consists of marking the students for each assignment completed during the lectures and class works (written and oral tests, papers, short talks, reports, presentations, homework, etc) and it is called the TD mark. Second, a final exam is organized at the end of each semester, in addition to a possible catch- up exam. Each institution establishes its own assessment policy within general university guidelines and has to make it public to the students. These regulations concern, among others things, the modes of assessment, cheating, late submissions, and absences, as well as the procedures for the consultation of the exam copies by

students. The final mark of a module is composed of the overall average of the grades obtained in the different types of assessments using a weighting scale. This weighting is determined by the teaching staff of the module. At the end, a module is acquired either by validation or by compensation

➢ **Validation**: In order to pass from one year to another or even from one cycle to another, the student should validate all the modules. A module is validated if its global mark is superior or equal to 10 out of 20 and without any mark lower than a given threshold (i.e., 5/ 20) in its composing elements. Therefore, a course is validated if all its modules are validated and all its semesters are validated.

➢ **Compensation**: It is happened when the student who does not reach the pass mark in the units, can conform the semester if he gets the pass mark in all joint units.

➢ **Debts:** A student can pass to the following year even if he did not validate all his modules if the global average is equal or superior to 10 out of 20, yet he remains indebted in the modules that were not validated and he has to pass debt exams until he gets the required credit.

➢ **Substitute Exams:** To emphasize the idea of flexibility in the LMD system, the substitute exams permit students who could not take the exams on time to submit a justification and take the exam in another date.

3.4. The English Language in the Algerian Linguistic Ecology

The English language status in Algeria prospered before the 1980s, when Algeria was heading toward socio-economic prosperity thanks to its massive gas and oil revenues, Bouhadiba (2006:6). He claims that English learners had access to American and English folksongs, films, the British Council, the Afro-American Institute, which helped people master English. Because the learners' motivation at that time was not only vocational but also to learn the culture, they were successful learners, Bouhadiba (2006:6). Notably, Bouhadiba assumes that one cannot teach a language without teaching its culture. He backs this assumption up by McLeod's claim that, *"by teaching a language… one is inevitably teaching culture"*

Belmihoub (2012) gives an example that reflects the fact that Algerians, in general, have positive attitudes towards multilingualism[44] in Algeria. He reveals the following example

> *The word "el-kharej" (literally translated as, foreign) is associated with "better future." A lot of people are fed up with the widespread corruption, red tape, and nepotism in the country. Therefore, they aspire for a better future in Europe, Canada, the United States, or they hope to work for foreign companies in Algeria. That is why foreign languages (mostly French and English) are perceived to be necessary for a better life. I should point out here that although French is very present in Algeria, English has recently been gaining ground because of its international status and improved relations between Algeria and the U.S.* Belmihoub (2012:21)

Various hurdles hampered the spread of English in Algeria despite the efforts to promote it. Thus, according to Bouhadiba, the situation of English in Algeria has been mediocre since the 1980s as a result of the lack of teacher training in the Communicative Approach, and students' motivation remains limited to getting passing grades, Bouhadiba (2006:7).

English is a widely spoken language all over the world. It redirects the attention of authorities towards it in different occasions, and Algeria is no exception. With globalization leading the globe, learning a foreign language became a requirement rather than an indulgence. It is taught from the first year at the middle school. In his respect Crystal (1997: 127) states that: *"there has never been a language so widely spread or spoken by so many people as English"*. The English language in the Algerian contexts[45] shifts in status according to political and socio economic perspectives. Indeed, English has been defined as a second foreign language in the beginning of the 90s, and as a first

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[44] Cenoz and Gorter (2011:339) propose a holistic approach to multilingual education which *"takes into account all of the languages in the learner's repertoire"*. Multilingual speakers access, interact and use their languages differently in various contexts and through multimodal literacy practices. In this sense, a multilingual's communicative competence is not comparable to that of a monolingual speaker. Cenoz & Gorter (2011)

[45] The process of learning English language in Algeria may vary from a region to another due to language interference, Berber populations for instance acquire this language differently because the position of English depends on the languages which have been previously learnt or mastered, and hence the order can switch to: Berber, Arabic, French, and English.

foreign language after the 2000 reform, to gain the status of the language of science and technology used in lifelong learning in recent years, Mami (2013).

With this swiftly digitized world, learning the English language enables students to have highly customized learning experiences based on their background, individual talents, age, cognitive style, interpersonal preferences as claimed by Papert (1997)

> *What I see as the real contribution of digital media to education is a flexibility that could allow every individual to discover their own personal paths to learning. This will make it possible for the dream of every progressive educator to come true: In the learning environment of the future, every learner will be 'special'.* Papert (1997: 67)

In learning[46] a foreign language, the students pass through some of the same stages used in acquisition[47] of their native language, including over generalization, as learning their native language. However, learners rarely become as fluent in a foreign language as in their native tongue. The cognitive approach, increasingly encouraged by experts in language acquisition, emphasizes conversation, immersion, and other techniques intended to simulate the environment in which most students acquire a foreign language.

While English is not spoken in the Algerian society[48] and it is taught starting from the middle school in Algeria, it is learned academically in formal settings as a foreign language after French. Indeed, in Algerian society, no one speaks English as his native language, nor is Algerian dialect influenced by any means by English language as claimed by Baiche (2008), *"parents claim that although English is an international language,it has no social function in Algeria, and therefore did not want to compromise their children's future",* Baiche (2008: 57). That view is also confirmed by Benmoussat (2003: 118) *"it (English) has no established functions in the country; officially it is*

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[46] It is a process which focuses on the written form of the language. The learner will be able to understand the different structures of the language, its functioning and to learn how to master the rules that govern it.

[47] It is defined as the process by which human beings have the capacity to pursue a language, to understand and produce words, sentences to communicate and acquire a range of tools including phonology, morphology, syntax and semantics. In this process, functional skills in the spoken language will be produced without theoretical knowledge, developing in parallel, a familiarity with the phonetic features of the target language, its structure and vocabulary.

[48] As Maamri (2009:10) put it: *"The language spoken at home and in the street remains a mixture of Algerian dialect and French words…Classical Arabic is still not mastered even at a higher educational levels"*

considered to have equal status with the other foreign languages, namely Spanish and German."

Actually, English is not involved in societal functions in Algeria, although it is being used as an international language in diplomacy, international trade and tourism. In the current scene when English is a foreign language, the learner can rarely have the opportunity to practice the language outside the classroom[49]. This is not, however, completely negative because Richards (1972), for example, thinks positively of this context because *"In a foreign language setting there is always an effort to acquire an overseas standard form of English and not some local form of English",* Richards (1972:87).

Despite the fact mentioned earlier about the Algerian context, the English language persists to be a necessary requirement for both development and international communication in many countries, learning it is a useful tool among ordinary people, scientists, institutions and governments. Awareness about its value is increased considerably and reasons for that may be numerous, in the same vein, Kennedy et al (1984) note:

> *The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access to much scientific and technical literature is difficult for those with no knowledge in English.* Kennedy et al., (1984:1)

As a result, today most scientific publications, business knowledge and exchange of ideas, global institutions, media and communication are in English. Kachru (1992) has given three concentric circles of Englishes[50] as depicted in the diagram below:

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[49] I do not include here virtual and online situations, this will be discussed later.

✓ [50] The Inner Circle includes the countries where English is the primary language. These countries are 'traditional, cultural and linguistic bases of English'. In other words, these countries such as the United States of America and England are recognized as models for Standard English.

✓ The Outer Circle comprises countries where English is a second language and has spread as a result of British colonialization. These newly independent countries such as India and Kenya have adopted their own English norms.

✓ The Expanding Circle embodies countries where English dominates foreign language learning and is spreading as a result of foreign language teaching. Kachru (1992:123)

The Inner Circle (English is the Native Language, e.g, Britain)

The Outer Circle (English is the 2nd Language, e.g, Lybia)

The Expanding Circle (English is the Foreign Language, e.g, Algeria)
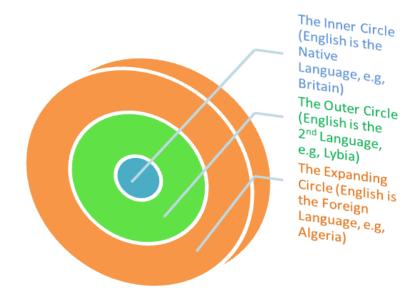
Figure 3.3. The Concentric Pattern of the Circles of Englishes

Algeria, where the English language is neither the first nor the second language, is no exception to this type as many Algerians in various fields of work use English to communicate with other nationalities. Algeria tries to survive in this fast-moving globalized world in which we live today. It is struggling to be on an equal standard with the leading countries of the world and in order to be much effective in this way communication has to be efficient. Crystal (1997:106) indicates *"organizations wishing to develop international markets are under considerable pressure to work with English."*

Thus, urgent endeavors to implement and develop the use of English to cover better communication, as well as better access to knowledge for students, workers, researchers, teachers and so forth. Zughoul (2003) highlights by saying that:

> *In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in these countries cannot be cancelled.* Zughoul (2003:122)

In brief, the desire to promote English in Algeria is due to a high cooperation with the United States of America and Canada, who are committed to support the

teaching and learning of English. This aid concerns the making of textbooks, the training of teachers of English and the introduction of new technologies in educational contexts besides organizing seminars and conferences.

As a result of its importance, English is taught in all Algerian universities with varying degrees of importance and there is nearly no faculty free from English either in English departments or as ESP teaching in other departments. Apart from the English department, English is introduced in different curricula at different departments nationwide, either as a main subject at the English department and by which students are required to study modules like: Literature, Civilization, Linguistics, Phonetics, Speaking and Listening, Reading and Writing, TEFL and so forth; or simply as an supplementary module (or Transversal Unit) yet, still, mandatory. Students who belong to one of the following specialties: Mathematics, Physics, Sciences, Electronics and Economics for instance are required to follow English for Specific Purposes (ESP)[51] courses, depending on their area of research and their needs, as well.

3.5. The Description of the Target Department

Since the sample population of the present study is the first year LMD students and literature teachers in Department of English at Chlef University, providing a clear presentation of the context of the area of study is of great contribution to contextualize the study that is conducted in this thesis. It can be considered as an eminent university in Algeria and academically it is well ranked. It occupies the 32nd position in 2016 and 12th position in 2017 as stated by the Vice Rector in charge of Scientific Research, Prof Mahmoudi in the closure ceremony of the academic year 2016/2017. The Department is well above the average and this fact has also been very convenient for the purpose of the current study.

There is, moreover, a wide divergence in the various aims of language teaching and learning. Quist (2000) discusses a *"clash of cultures"* in language teaching in universities, between the liberal tradition which emphasizes the cultural and intellectual

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[51] Some examples include: EST 'English for Science and Technology', EBE 'English for Business and Economics', and ESS 'English for Social Sciences'.

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aims of language teaching and learning in Higher Education and the instrumental paradigm which emphasizes *"real-world"* skills with *"an emphasis on speaking and interpersonal skills at the cost of writing or accuracy",* Quist (2000: 131).

English teaching and learning at the level of Hassiba BENBOUALI University (Chlef) have precisely the same objectives fixed for English teaching policy in all other universities countrywide. At the Department of English, students are prepared for the Licence and Master degrees and graduates from the university may work in various domains including teaching. These purposes are already predominating in previous research related to the teaching of foreign languages. Along these lines, I will mention the objectives stated by Rivers (1981) as follows:

> ➤ *To develop the students' intellectual skills through the study of another language.*
> ➤ *To increase the students' cultural awareness through the study of the key literature and philosophy prevailing in the countries where the language is spoken.*
> ➤ *To increase the students' understanding of language functions and to foster critical thinking*
> ➤ *To teach students to read another language with comprehension so that they may keep abreast of modern writing, research and information.*
> ➤ *To give students the experience of expressing themselves within another framework, linguistically, kinetically and culturally.*
> ➤ *To bring students to greater understanding of people across national barriers, by giving them a sympathetic insight into the ways of life and ways of thinking of the people who speak the language they are learning.*
> ➤ *To provide students with the skills that will enable them to communicate orally in writing, in personal or career context, with speakers of another language and with people of other nationalities who have also learned this language. In other words to acquire almost a native like command over the language.*
>
> Rivers (1981:8).

These goals can be, broadly, divided into two groups *external* and *internal* according to Cook (1983).

> *External goals relate to the students' use of language outside the classroom: travelling about using the second language in shops and trains, reading books in another language or attending lectures in a different country, surviving as refugees in a strange new world.* Cook (1983: 2002).

In addition to that, the internal goals are summarized as:

> *Internal goals relate to the students' mental development as individuals; they may think differently, approach language in a different way, be better citizens, because of the effects that the second language has on their minds. So-called traditional language teaching often stressed the internal goals: learning Latin trained the brain; studying L2 literature heightened people's cultural awareness.* ibid

Almost in All the Algerian universities contain an English department[52] because simply English is seen as a window on other cultures and civilizations. The Department of Foreign Languages is located at the University of Hassiba BENBOUALI, Chlef, previously *faculty of Letters and Foreign Languages*. As far as the pedagogic organization of the university is concerned, the department of English works hard to provide supportive conditions for the attainment of the above set of purposes. It used to belong to Faculty of Letters and Languages[53] , but starting from the academic year of 2016/2017, a decision was made to split the Faculty of Letters and languages into two sub-faculties. The Department of Arabic was separated from the other departments and it organizes the Faculty of Letters and Arts independently. The department of English and the department of French compose what is called today the Faculty of Foreign Languages. As for the students, they enter the department by means of the Baccalaureate exam that tests the students' competence in various streams; Life and Natural Sciences, Mathematics, Humanities and foreign Languages.

The students are enrolled at the English department, that started to implement the new emerging LMD system in 2009, and graduate through the three cycles; the Licence (along three years i.e. six semesters validated by 180 credits and leading to a BA degree), the Master (along two years crowned by a submission of an extended dissertation or 'memoir') and Doctorate (which will be launched for the first time in the academic year of 2017/2018) during which the learners are presented with the necessary knowledge needed, consolidating their linguistic knowledge already acquired before.

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[52] The establishment of the English Department at Chlef University goes back to 2004. This may explain why the LMD system was not implemented until recently 2009/2010. The fact is that the first bachelor LMD students are going to graduate until 2013. However, the current ministerof Higher Education claims that it starts to be a critical issue to have some specialties recurrent in our universities.

[53] It includes: the department of Arabic, the department of French and the department of English.

Moreover, to meet the needs of the students, it is the adoption of varied set of courses and syllabi[54] that gratify different levels and different language specializations notably literature, civilization, methodology, English for Specific Purposes, etc. As a matter of fact, this syllabus is the fruit of the continuous efforts by teachers. Noticeably, Literature teachers are fewer in comparison to their peers of other specialties.

In the Department of English at Hassiba Ben Bouali University the majority of full- time teachers (20 teachers) hold a Magister or a doctorate degree in literature, civilization, translation or applied linguistics, ESP and TEFL, most of them are preparing their Doctorate.[55] Those teachers have varying teaching experiences, ranging from 5 to 20 years of EFL teaching, including some years of expertise in other sectors like the formal education at the middle and the secondary schools. During their teaching career in our department, almost all of them got short training periods in France, the United Kingdom or some other countries. Most teachers in the Department are females aged between 25 and 50 years old, a small number of them are males. Due to the deficit in the teaching staff, the Department gives yearly opportunities to some part-time teachers who are in most cases Magister and master students or secondary and middle school teachers to teach some modules. No specific criteria for part-time teachers are required to join the Department.

3.6. The Tasks of the Department of English

The English Department, then, holds the prestigious role of promoting the English language among non-native speakers and cherishes the exquisiteness of the English tongue as well as the richness of its structures. As Burchfield (1986: 160) puts it: *"Any literate, educated person on the face of the globe is deprived, if he does not know English".* The Department recognizes the role of English in today's world community

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[54] The syllabi applied in the Licence and Master cycles belong to the process of harmonization which is intended by the Ministry of Higher Education and Scientific Research. It aims at unifying the modules that are taught across the Algerian universities and rearranging different teaching units. The ministry provides the general pedagogical outlook and guidelines and it is up to the teachers to sketch out the content of the modular course according to his students' needs and difficulties encountered.

[55] The case of the Algerian Universities, in general, the full time teachers hold either a 'Magister' Degree or a 'Doctorate' in English as a foreign language.

and it has to be capable of continuing to yield defensible interpretations while recognizing the practical reasons for learning how to write and speak English fluently, generate cogent interpretations of past realities and it has also to enable the students to survive -intellectually and survive-realities to come. The Department also honors its history and existence of the teaching of the English language among modem languages as a rich repository of words and sounds from every major international tongue.

Practically, the role of the English Department is to enable all English teachers to work effectively providing all necessary support. To make teaching and learning English language an easy work, the task of any English Department is to make sure that at least some of the following are assured, Westwood (2004):

➢ Basic learning books for all the modules students learn, especially those that are difficult to get hold of and may be too expensive for students to buy.
➢ Help students to master advanced skills in analytical and critical thinking; -
➢ Availability of teaching materials for teachers (basic audio-visual equipment with data show).
➢ Provide students with advanced instruction in English language ranging from linguistics subjects to cultural subjects;
➢ Availability of internet for both teachers and students and Develop skills in research and information access.

Admittedly, not all universities possess all these facilities, but they should be taken as priorities. Indeed, in the condition of things, any department needs a nominated person who runs the department. Here, comes the role of the head of department who has to monopolize the department with a staff that makes the department work effectively. According to Broughton (1980), a good head of department is the person who makes sure that all useful information is made rapidly and easily available to all staff teaching English, and will always be accessible to criticism, either of him/ her or of the system!

In relation to the module that is taught for the essence of this study, one of the fundamental units (besides Culture and Civilization) that is forwarded to first year

Licence students is" Introduction to Literary Texts"[56]. In this module, the students, broadly, get access to the world of literature to prepare them to the following years. The aim is to familiarize the new students with literature in terms of defining literature, types (oral and written) and different literary genres. Then, different literature genres like tales, short stories, drama, and poetry.

The way this module is presented, it theoretically assumes that students are up to that linguistic level to read and comprehend the first year syllabus of literary genres and in turn it is the teacher of literature in the English department to accommodate their teaching practices accordingly. It is a one-hour and a half per week course, the objectives of which are to expose students to a wide range of literary texts from English and American literature and examines the literary aspects of selected genres. Being the teacher of this module at this level for five years gives me the chance to experiment with different options and teach various genres via different methods. This, indeed, provides me with a suitable research atmosphere.

The conditions in which the teachers work always play a vital role in the teaching process and in motivating students. These include the size of the class which, if large, can create some problems of management, supervision and organization. In fact, as put by Dubin and Olshtain (1988:32) *"The actual physical environment of the classroom (light, shape of the room, etc.) is also significant and may affect the learning process positively or negatively"*.

Actually, the modules that are given in Amphitheatre in a form of lectures are not well-understood by all the students most of the time. So, when the teacher is explaining the lesson, it is very hard for the students sitting in the back to hear what the teacher is saying. In such conditions, some visual aids including over head projectors, speakers and microphones are provided to cope with different obstacles that may be encountered by teachers[57]. Nevertheless, modules that are taught in classes where students are divided

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[56] The module appears in the caneva of 1 st year LMD as "Initiation aux textes littéraires", in this thesis it will be refer at, interchangeably, as introduction to literary texts, literary studies and literary genres.

[57] The teacher's competences simply mean how good a teacher is at conveying information to brand new minds, and how good he is at motivating his students to compete with one another. This local competition gives rise to an encouraging learning environment. If motivation does not prevail in the classroom, then

into groups are well understood because the number of students is limited. This subdivision will facilitate the teaching-learning process and will facilitate classroom management. There will be also improvement of students' participation, motivation and group work.

Teaching any module effectively at the Department of English, involves more than the mere act of teaching. It requires setting aims and objectives which are discussed and modified on a regular basis every month during pedagogical meetings or "CPC" (Commité Pédagogique de Coordination)[58]. It necessitates also the contribution of the combined efforts of the whole teaching staff at each level. Additionally, it involves the learners; by knowing their expectations and needs; it also describes contents and specifies the aims and objectives that are expected to be achieved from any syllabus or module. Unlike teaching at the previous levels including the primary, the middle and the secondary levels, wherein curriculum guidelines and course objectives are strictly determined by the ministry of education, at university level things are quite different. General guidelines are provided for each modular course, and it is up to teachers to collectively or individually design the content of the course and, hence, applying the most adequate teaching methodology. This implies that both material selection and skilled teaching are of paramount importance for a successful literature instruction. In fact, external changes, as far as teachers are concerned, may have a great impact on the classroom environment, especially in situations where teachers are deprived from their authority to select students according to their real level of English. In this case:

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the lessons' goals are not achieved. Noddings mean that*" One of the greatest tasks of teachers is to help students learn how to be recipients of care. Those who have not learned to do this by the time they have entered school are at great risk and their risk is not just academic"*, Alderman (2004: 201).

[58] Monthly meeting of the teachers of the same level to discuss issues related to the teaching and learning of different modules as well as fixing the problems that are encountered and to prepare to the following month.

> *...the teacher of English is confronted by a stark choice. Either we perceive ourselves as a teacher of language unconnected to wider social, cultural and political issues and, thereby, participate in the marginalization of our profession, or we accept the formative role we play in these processes and confront the contradictions and possibilities for beneficial change in the intercultural work that we do.* Breen (Cited in Gieve and Miller, 2006:202)

3.7. The Description of the 1st Year LMD Syllabus

Updating the level of higher education in Algeria with the world constant rapid development dictates the adoption of LMD system within the international frame of Bologna Process[59]. Following the coefficients accredited for all modules of the 1st cycle of LMD, the Licence, in the figure below, it is noticed that modules that focus on the teaching of language skills (reading, writing, listening, speaking and grammar) are highly valued compared to those enriching the students' cultural knowledge and literacies. This distribution of credits, whether purposefully intended or not, may create a category of students who are instrumentally motivated by marks and coefficients more than the importance of the content of the subject matter. Accordingly, the module of literary studies is no exception since its coefficient is 01.

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[59]It is a European Framework initiated on June 19, 1999 following the signing of the Bologna Declaration by the ministers responsible for higher education from 29 European countries, is a unique, voluntary process of intergovernmental cooperation and helped to set up thorough reforms in higher education in 2010 and establishing the European higher education Area. Today, the European Higher Education Area is composed of no less than 47 European States. It aims to establish a European higher education system more compatible and consistent.

Modules	Coefficients
Speaking and Listening	2
Reading and Writing	2
Grammar	2
Inrtoduction to Linguistics	1
Introduction to Literary Texts	1
Phonetics	1
Human and Social Sciences	1
Methodology of Research	1
Culture and Civilization	1
Foreign Language (Spanish)	1
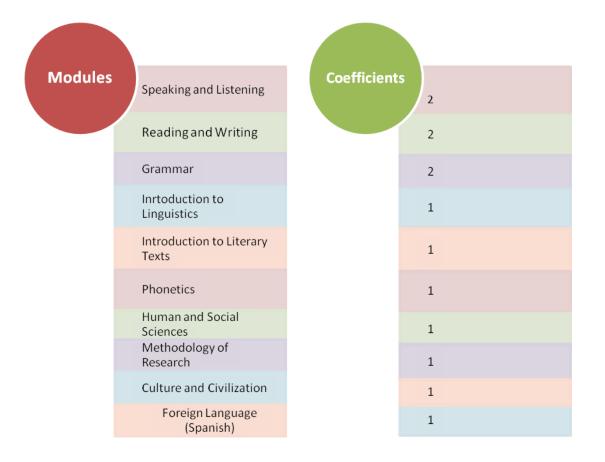
Figure 3.4. The Modules of the 1ˢᵗ Year LMD. (Department of English)

Since its foundation, the English Department was engaged in teaching American, British and African literature. While the concerns for language learning, phonology, socio-linguistics and other aspects of language are also addressed, the English Department offers EFL students a range of modules to develop their skills in the English language. It also believes that it must provide training in a variety of cognitive skills mainly related to analyzing; synthesizing; speaking; listening; reading; evaluating; and appreciating language for itself. The English Department suggests also that the primary means to achieve intercultural development in these fields is through the teaching of specific writing skills (such as paragraph and essay formation, rhetorical strategies, and the mastery of grammatical and mechanical competencies) and the critical reading of a wide variety of the texts, and a closer view of the human condition via the teaching of modules like Human and Social Sciences and Culture and Civilization. Finally, the

department seeks to expand the students' awareness of the English language and its development over time.

3.8. The Teaching Methodology and Time Allocation

The first attempts to teach members of young generations to transfer the acquired experience had occurred already human history, but they were vivified during the 17th century by John Amos Comenius[60]. Feeling new needs of society and noticing the failings of former school practice, *"as an ingenious visionary he predicts further social flows as well as its needs. He tried to systematize former positive didactic tradition and enrich it with new self-cognitions",* Lukaš & Munjiza (2014:32). Since the days of John Amos Comenius, or even before, debates over the methods of teaching and theoretic didactics never reach an end. Known as the Father of Modern Education, the contemporariness and topicality of Comenius' pedagogical permanence of certain didactical phenomena which can be found in the beginnings of didactics 365 years ago are confirmed in different ways.

Making the right pedagogic choices makes the duty of teachers even more difficult owing to the variant learning styles and teaching structure. Those choices are effective only when underpinned by an appreciation of what support theory, or indeed the range of theories available. There is, as Gebhard et al. (1990) argue,

> *No convincing evidence from pedagogic research, including research into second language instruction, that there is any universally or 'best' way to teach. Although, clearly, particular approaches are likely to prove more effective in certain situations, blanket prescription is difficult to support theoretically. The art of teaching does not lie in accessing a checklist of skills but rather in knowing which approach to adopt with different students, in different curricular circumstances or in different cultural settings,* Gebhard et al. (1990:16)

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[60] John Amos Comenius Called the Father of Modern Education. He is also known as Jan Amos Komensky and was born on March 28, 1592 in Nivnice, Moravia (which is now in the Czech Republic) and he died on November 15, 1670. From the persecution and hardships he suffered in his life, he came to develop a philosophy, called pansophism, which emphasized political unity, religious reconciliation, and cooperation in education. This philosophy of pansophism related education to everyday life and called for a systematic relationship to be developed for all knowledge. He advocated teaching in the common or vernacular language of students rather than in Latin, and the establishment of a universal system of education with opportunities that included women and peoples of all nations.

In this respect, in considering what "a method" is, I will provide Anthony's (1963) tripartite distinction of *Approach, Method and Technique* that is later revisited by Richards and Rodgers (1982, 1985) as *Approach, Design and Procedure*, encompassed within the concept of Method, *"an umbrella term for the specification and interrelation of theory and practice"*, Richards & Rodgers (1985: 16) explicate that:

➢ *Approach refers to the beliefs and theories about language, language learning and teaching that underlie a method.*

➢ *Design relates the theories of language and learning to the form and function of teaching materials and activities in the classroom.*

➢ *Procedure concerns the techniques and practices employed in the classroom as consequences of specific approaches and designs. For more emphasis they provide the following diagram:*
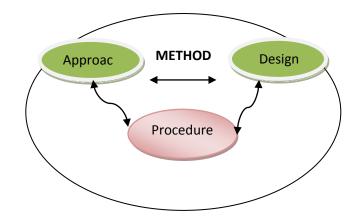
Figure 3.5. Richards & Rodgers (1985:17) Model.

Brown (2001:15) draws a distinction between methods as *"specific, identifiable clusters of theoretically compatible classroom techniques"*, and methodology as *"pedagogical practices in general…Whatever considerations are involved in 'how to teach' are methodological"* (ibid.).'Methodology' here can thus be equated to Richards and Rodgers' 'Procedure'.

Brown summarizes:

> *A glance through the past century or so of language teaching will give an interesting picture of how varied the interpretations have been of the best way to teach a foreign language. As disciplinary schools of thought – psychology, linguistics, and education, for example – have come and gone, so have language-teaching methods waxed and waned in popularity. Teaching methods, as "approaches in action," are of course the practical application of theoretical findings and positions. In a field such as ours that is relatively young, it should come as no surprise to discover a wide variety of these applications over the last hundred years, some in total philosophical opposition to others.* Brown (2001: 17)

In addition to that, it should be noted here that the time allotment, the coefficient and the credit for literature module at this level in the LMD system remains the same, be it the Department of English or French, at Chlef University or elsewhere in Algeria, as a part of the process of Harmonization that is adopted by the Ministry of Higher Education. This refers to the timing attributed to the teaching and learning or habitual classroom procedures of the module of "Introduction o Literary Texts". It can also be considered what appears on a students' and teachers' time- tables. Actually, students meet with their teacher once a week for almost an hour and half. Admittedly, most teachers are unconvinced with this time in comparison to other modules and the importance of literature load program. Such concerns and constraints add a heavy burden on literature teachers to sort out the situation trying to adapt an overloaded content for a subject that encloses both American and British literature in one subject and in a very limited timing.

Admittedly, most literature teachers are not satisfied with such challenging situation since many literary works are not completely read and studied as it should be. As a matter of fact, going through literature on time constrains in literature classes did not come out with real ways to overcome time barriers, as an experienced teacher one hour and half a week puts seem like impossible mission to cover and relatively introduce three major literary genres namely the prose (short stories), poetry and drama. Moreover, combining the problem of overload syllabus of literature and students lack of effective instructional strategies in reading to teacher lecturing habitual teaching practice, entail a

sense of resisting the situation through alternative practices in coping with the time required. In this case, the prime essence on the expense of the teacher is to provide helpful teaching approaches alongside with short cut learning strategies to increase students confidence and reduce anxiety in reading different texts. As stated ironically but wisely by Albert Camus (1913:196) "*Some people talk in their sleep. Lecturers talk while other people sleep"*, online quotes.

The typical teaching materials that are used are printed handouts for both authentic and modified literary texts for short stories, poems or extra analysis. As for the teaching content and materials, teachers are somewhat free to choose the teaching material that can best serve to facilitate his/her work and fulfill students' needs under the circumstances of the huge number of students and the overloaded curriculum content at university, Benmoussat (2003). Among the positive sides of ICT's, some teachers also may benefit from the available new technologies in the department as the use audio scripts to listen prose like the short stories. For the same purpose, data shows to present videos or presentations for particular classes which are used mainly with drama. It is also proper to note that students are frequently asked to check the available materials where there is a big library rich of authentic literary works. In considering the frequent use of above different teaching materials with regard to the learner centered approach, there seems the absence of a very effective one which is students used as materials.

The curricula offer guidelines for teachers to follow, which may include certain learning objectives and outcomes related to reading literature or a selection of various literary genres or authors from which the teacher has to choose relevant texts. Still, for the module of literature in the 1st year there is no specific list of books or restrictions on how the teaching should be carried out. Under these conditions, the teacher is challenged to set aims for his teaching units through the year to make sure the students will have read a variety of literary texts in English to stimulate the joy of reading, to experience greater understanding and to acquire knowledge. This leaves the individual teacher with an enormous responsibility. The teacher must find a balance between upholding the Literary Canon and introducing pupils to cross-cultural or newly released literature. He

must equip his pupils with tools in order to discuss and evaluate a literary work, but he must also engage his pupils in reading, in order to instill in them the joy of reading.

3.9. Literature Teaching at the Department

The language teachers, undeniably, occupy a crucial part in language education for learners. They play a significant role in teaching language through literature. Thus, in order to make their teaching efficient they require considering some factors. First, they should define the goal of teaching language based on the learners' expectations and demands. Second, they should choose the suitable language teaching approach. Third, they should choose the literary texts relevant to the goals of their teaching. By considering these goals, they can have effective teaching language through literature, Pinter (2006).

The course of literature has long been one of the main concerns at Algerian EFL departments since the introduction of English at the Algerian universities. During the classical system, this course was presented to students from the second year to the fourth year of their study. Under the LMD system, this course starts initially from the first year. It aims to prepare students to their second and third years of study, and pave the way to master students who attend either American studies or literature and civilization options available at the Department of English at Chlef University. As the main area of their study, this course provides the students with the skills that help them to become critical observers of English culture as well as their own so that they can develop the notion of intercultural understanding.

From the foreign language learning outlook, literary texts serve as language models which help expand vocabulary, structure sentences and paragraphs, or to understand the use of stylistic devices and expand the teachers and students' literary repertoire. Mason (2004) observes that literature is more pleasant and interesting than traditional methods of instruction, and learners can obtain other aspects of language from literary works. In addition, literature is widely believed to broaden the individual's horizons, to cultivate the imagination and creativity, to give insights into various aspects

of the human condition and to increase the student' motivation for learning. As Scott (2004) puts forward:

> *When I teach my advanced French grammar course, students engage in a semi-traditional, systematic study of grammar, and are also required to read a novel. The novel is selected for its relevance to students' experiences in order to engage them in extensive reading for pleasure.* Scott (2004: 278).

The objectives for this course include build on students' educational background and personnel experience based on the topic of the literature, help students comprehend the meaning that the author tries to convey to enhance their reading ability, provide the opportunities for peer cooperative learning. Enhance students' critical thinking and judgmental abilities. Besides, developing the students' aural/oral fluency by having their own interpretatios and develop the students' writing ability by writing an essay or comments related to the topic of the literature.

Moreover, studying literature in a foreign language gives a unique window into different cultures. Combining so many aspects of learning, literature is believed to enhance intercultural competence. The wide range of objectives related to the teaching of literature cannot all be pursued at the same time; but, they open up to multiple possibilities in the EFL-classroom, Stavik (2015). As a matter of fact, the principal aim of literature course is not preparing our students to become literary "critics", but it should, actually, help the learners find possible solutions to their language problems, and develop in them a taste for reading that works in tandem with the appreciation for literary masterpieces. This needs, in fact, to be articulated or working in parallel to help attain common objectives, e.g., the achievement of language proficiency at the level of discourse. It is true that language study pays more attention to individual items (words, sentences, paragraphs); whereas, literature teaching is more oriented towards overall meaning (of poems, shorts stories or novels) and discourse. This does not mean that they work in opposite directions; quite the opposite, they have a common target. Literature teaching can be an opportunity to reinforce language teaching. In addition to this, literature should be an illustration of language use.

Among the prominent issues that one needs to explore is whether the literature syllabus[61] is being literature study or literature learning. This fact may be of a great contribution and importance to course designers or teachers to plan the course accordingly. It may be interesting to use Widdowson's dichotomy[62] (differentiation between learning and study). Similarly, Kramsch (1993: 131) claims that the main 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"*. This is related to Bakhtin's (1986) theory of double-voiced discourse, in which he believes that the author of a literary text is the archetypal example. The idea of a double-voiced discourse is that any utterance or expression reflects not only the voice of the speaker, but also the discourse of which he is a part.

To conclude, when students gain information about the people who use language that they study, they will automatically be acquainted with the sociological and technical otherness of the country where the target language is spoken, and develop a critical attitude to particular aspects of the foreign culture; this will build the students' tolerance towards the others which leads to acceptance. Moreover, exposing students to elements of the culture and literature of the countries of the target language helps them to be acquainted with characteristics of the countries and people whose language they study so as to be able to understand linguistic and cultural messages, develop a feeling of tolerance towards cultures, and critically evaluate the information gained, Ekaterina Babamova et al (2004:77).

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[61] As far as terminology is concerned, in this study the terms "syllabus" and "programme" may be used interchangeably. According to Oxford Dictionary, both terms may refer to a list or plan of items or things to be taught at school

[62] Literature study would then mean that there is 'enquiry' implication of performance; whereas, literature learning would result in a *'knowledge which leads to action and develops proficiency'*. Literature teaching in any EFL context certainly oscillates between literature study and literature learning. Literature learning is believed to be more appropriate to an EFL situation.

3.10. The Literature Teachers's Roles

Noticeably, in the Department of English that teaching tends to be more "teacher-centered" despite the fact that education at the university should be "learner-centered"[63]. The teacher's methodology is thus crucial to define his/her responsibilities as an agent of change in the classroom and to emphasize roles of students in the learning process. The teacher of literature at the Department of English practices the same roles designated in previous research, they have the vital role to impart their own experiences, particularly for students at the undergraduate level. The teachers guide their students because they are more experienced and have an insight into modern life with its *"confluence"* and *"its possibilities and problems"*, Gaudelli (2006). For example, teachers can direct their students to specific critical books that are suitable for their level and can encourage them for extensive reading.

At the outset, university students need their teachers, who provide them with a general idea about a literary subject, but avoid interpreting the entire piece under investigation, leaving the majority of the task to their students. The teachers may initiate the discussion at the beginning of the lectures, perhaps by asking a question to evaluate the students' own understanding. They may, then, show students the orientation of interpretation of the literary text and teach them how to detect subtle cultural clues.

A good university teacher believes in flexibility and knows that his/her lesson plans need adjustment and reflection regularly after monitoring the students' responses: A teacher who is more than a mere instructor or an orchestra leader is constantly required to know instantly what is pedagogically the right thing to say or do. In other words, like a jazz-musician who knows how to improvise in playing a musical composition (and, thus, charm the audience), so the teacher knows how to improvise the curriculum pedagogically (or accommodate for the good of the students), Manen

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[63] Since the underlying logic of CBA is to make the leaner at the centre of learning and focusing on learning strategies to further help our students be at the centre of the educational process, that is to say, it is a student centered approach. Coupled with the main purpose of this LMD system that seeks drastic changes in the way courses are designed, taught and assessed. As far as the teaching of English is concerned, both CBA and LMD aim commonly to equip the future generation of English students with new skills, strategies, good attitude and lifelong learning opportunities not only to master the language but to constantly learn about that language.

(1993:160). The university teacher's main role is to create a suitable atmosphere for students to construct knowledge independently. Although teachers sometimes resort to answering some questions directly, most of the time, they ask questions that encourage students to further think and explore. This enables students to use and improve their language skills and become more independent.

There are several reasons why English language learners may struggle to respond appropriately to teachers' prompts and questions. Certainly, not all the teachers' questions are clearly understood by students, and, if such is the case, teachers should paraphrase or clarify queries in order to facilitate student comprehension. Teachers may also not wait long enough for students to consider a question and formulate a response, Nystrand et al, 1997; Rowe (1974) cited in Mohr (2007: 440). This is a step forward if students are able to request specific assistance from their teachers at an early stage, and when they later improve their language proficiency and independence, they can share their insights and judgments. However, teachers of literature, in some cases, are obliged to interfere and prevent some of the students' frustration as a result of their failure to understand and interpret literary texts or their inability to keep up with their colleagues. For example, a teacher may lead students to some useful books and websites where they can synthesize the proper definition of a required term. Thus, the role of the teachers is indispensable in the process of teaching at the university level.

The flexibility of the literary texts enables university students to agree or disagree with them in their interpretations and analysis. Ultimately, this encourages students to find their own way to explore literary texts and enhance their self-reliance. One of the main benefits of self-reliance is that a self-reliant student not only learns to read, but also learns to read more from what he/she has read. However, when students are dependent on their teacher, they merely read what their teacher tells them. Teachers should expect silent answers or the ubiquitous *"I don't know"*. When this happens, teachers can be easily frustrated and tempted to make judgments about a student's ability and motivation to learn. Such a conclusion is at best premature and certainly not productive. So, rather than move on to another student or provide the answer him- or herself, a teacher needs to

communicate belief in the student's ability to contribute more and maintain high expectations for student performance

Didactics of literature stressed the quintessence of the task of text selection. This has been suggested by researchers to meet the teaching objectives of literature that will be explained fully below. According to McRae (1997: 50) *"careful text selection is fundamental to the successful use of any kind of representational materials."* Similarly, Maley (2001: 184), *"the selection of the literary text is so crucial to enable learners largely profit from literature from the linguistic, cultural development and personal enrichment sides"*. Certainly, the great emphasis which is put on selecting texts renders it a hard task that requires guided criteria. In brief, a relevant selection does not require only the experience and knowledge needed to take right choices but also the capacity to defend these choices.

- Worthy enough, I will discuss here some principles that may guide text selection in this context according to Miliani (2006: 27). Accordingly, the various literary works selected should be:

- Easily accessed: at the level of language and comprehension to facilitate the learning processes.
- Appealing: the story, theme of the work must be interesting or thought-provoking to sustain the learners' motivation.
- Of recognized worth: works written by well-known writers should be considered not those of obscure ones.
- Free from any socio-cultural or religious aggression: since literature reveals the social and religious values, attitudes and beliefs of the writer or his society, it would be best to choose the works which would not offend or disturb psychologically the learners nor question their identity, culture or creed. On the contrary, it should be an opportunity to know about themselves better and accept the image they get from the contact with the other.

My own reflection on the last criterion is that finding such books is not an easy task, especially if we considered literature as a window that allows our students to have

insights on the target culture as it paves the way for fostering the students' cultural awareness and enables us to guide their absorption of the principles of the target society. In other words, I may say that, teachers should be wise enough in selecting texts that do not contain an excessive or very explicit offensive content and if found they have to treat them smoothly in a way that students may comprehend them without being highly influenced.

The rejection of the literary texts owing to its *"uncommon language or strange input"*, Boulenouar (2010:1) leads researchers, namely Parkinson & Thomas (2004:42), (cited in, Boulenouar (2010)) to provide some suggestions to the teacher to overcome those misleading influences like encouraging learners to look for general meanings, paraphrasing the meaning of a text, should be given sufficient time and to be prepared to discuss how something could be said in standard English so as to avoid any feelings that *"we are learning incorrect English"*.

The current teaching situation in the Department of English draws attention to the fact that teachers make use of diverse methods of teaching which is, pedagogically speaking, called the eclectic[64] approach. They try to:

> *Absorb the best techniques of previous language teaching methods and use them in their classes, using them for the purpose for which they are most appropriate ... they adapt their methods to the changing objectives of the day and to the types of students who pass through their classes.* Rivers (1981: 55).

To terminate, one can say that there must be a balanced mixture between the teacher's control and the students' freedom in class. As teachers we have to bear in mind that: *"A theory of teaching, in harmony with ... integrated understanding of the learner and of the subject matter to be learned, will point the way the successful procedures on a given day for given learners under the various constraints of the particular context of learning"*, Brown (1994:08). Literature and language proficiency are intertwined with

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[64] According to Palmer (1964: 108) who labels eclecticism 'The Multiple Line Approach', eclecticism is *"... A judicious and reasoned selection of all the diverse factors, the sum of which may constitute a complete and homogeneous system of presentation".* Mackey (1965) also defines the true eclectic teacher as the one who *"... Seeks the balanced development of all four skills at all stages, while retaining the emphasis on an oral presentation first..."* (Mackey, 1965, pp.21-22).

self-reliance, as it teaches students to express via reading or writing what they think rather than what others require from them. However, enhancing the students' language is a result of self-reliance as it is partly the byproduct of their autonomy and freedom to manipulate the language, which involves human intellectual abilities. One of the main tasks of university teachers of literature is to make their students aware that literature differs from other fields of knowledge because it is highly personal and intrinsically attracts and sustains attention rather than depending on extrinsic factors.

Thus, it is necessary to inform the students that there are no such absolute right or absolute wrong answers in interpreting literary texts, avoiding that they may become victims of moving between the twin polarities of correct and incorrect answers in literature, as it is logical to oppose or disagree with the given arguments when interpreting literature[65]. As stated by Dressman (2001:129) *"Literary experiences"* are *"fully private and not accountable to anyone and anything else, save what cannot be supported by the text itself"*. For example, Culler (1975:238) stated that it is not *"a natural activity but is charged with artifice"* It is *"animated by a special set of expectations or conventions that the reader has assimilated and that are also part of the implicit knowledge of the author"*.

3.11. The Teachers of English at the Department

As this case study involves the teachers of the English Department, one should provide an explanation about their situation. As the English Department was still in infancy, it had started with few teachers; most of them had Bachelor degree and were part time teachers. With the increase of students' enrollment, the Department moved gradually to the recruitment of new staff. The table 3.1 below shows the evolution of the teachers at the English Department.

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[65] The literary text provides a dialogic negotiation of meaning. When reading a literary text, a situation arises where the reader is communicating with the whole speech community of the target language as well as with the individual voice of the author. The reader's response to the text is based on his own individual background and on his background as a member of a specific speech community. In this dialogue with the text, the student develops his view of the world, and the way he sees himself and his own speech community from a new perspective.

Academic Year	Number of permanent teachers
2014-2015	20
2015-2016	17
2016-2017	24

Table 3.1. The Evolution of the Number of Permanent Teachers of English.

Source: Department of English

The table 3.2 shows the teaching staff related to their position and qualification.

Position	Number
Assistants	22
Lecturers	2
Professors	0
Part time teachers	13
Total	37

Table 3.2.The Teaching Staff in the Department of English (2016/17)

Source: Department of English

3.12. The Position of Literary Texts in Different Modules

The English teacher deliberately selects texts that respect the vision suggested by authors whose gender, race, ethnicity, class, and culture may be markedly different from the reader's. Texts are examined to identify the assumptions that produced them, as well the assumptions that readers bring to them. Overall, the department seeks to expand learners' awareness of cultures beyond the Western and actively promote intercultural awareness. In the second category, the department seeks to foster an aesthetic sensitivity, to help students arrive at a consideration of literary value. In discussing literary texts, the department is sensitive to changing understanding of the field of English Studies and is guided by an awareness of the current practices and courses taught elsewhere. In

teaching texts, whether print or no-print, the department strives to incorporate theoretical understanding employing many different approaches to the study of text. Using models based on New Critical, Structural, Post-structural, and Reader Response assumptions, the teachers at the department attempt to foster an intellectual engagement which enriches the students' understanding of text and which takes them from private discourse into public discourse which occurs about literature. The modules concerned are those whose nature is far from literature, it is taken for granted that literary texts are prevailing in other modules related to literature with all its aspects and genres. Out of observation and discussion with colleagues, some examples are stated below:

Level	Module	Title	Genre	Nature of activities
1st year	Reading comprehension	The Old man and the sea	Novel	Reading scanning, skimming and producing
1st year	Speaking/Listening	The ambitious guest by Nathaniel Hawthorne	Short story	Listen then do activities
2nd year	Speaking/Listening	The last Leaf By O'Henry	Short story	Listen then do activities
	Writing and grammar	A variety of excerpts	Various genres	Study the structure of sentences
3rd year	Translation	Eveline by James Joyce	Short stories from "Dubliners"	Translate some excerpts

Table 3.3. Literature in other modules.

Source: Teachers at the Department of English.

3.13. The Library of the Department of English

The advent of information and communication technologies, the World Wide Web and digitization have led to revolutionary projects such as the Google virtual library which would consist of worldwide library collections available on the internet to amateurs of books of various specialties across the globe. To fulfill such projects, digitization, the process that converts into electronic images library collections, has been undertaken in most libraries in the world. To a lesser scale, Algerian libraries are slowly getting digitized. As mostly relying on imported technology, digitizing can help Algerian

university libraries get out of the lethargic state they have been evolving in for years. For a long time, Chlef University libraries, including all the faculties, as their counterparts in other Algerian Universities, have consisted of repositories of old and obsolete materials, with few old titles of ceased journals.

The University library remained as stores with poor holdings and reading rooms used mainly by students just before the exams. In the meantime, homework is ordered at cyber spaces and final print-outs are handed over to teachers without even being studied. In fact, the central library of the University of Chlef that adopted the traditional services, for long, have always consisted of book development acquisitions, cataloguing, indexing, storing, preserving and meeting the information customer's needs. While with digitizing, that recently refreshed the collections that started to be existed in digital formats and stored in databases accessible to students through network services with links to other online sources. As a result, librarians started to manage digital libraries, other tasks have appeared while services have become easier and less time consuming.

Actually, the support of the library for students of English at the English department is quite helpful because all students have access to its services. The library of the faculty was equipped with some electronic resources to ameliorate its services. The department also has its own cyber space and a set of catalogues or check lists for books. There are important titles ranging broadly between literature, humanities to linguistics. The researcher tried to provide some figures but there was not clear statistics that can be credited in this thesis. Meanwhile it is interesting to note that the quantity of linguistics books largely surmount that one of literature. For the research interest, short stories are available in print manageable size and shape for the students ease. Despite their originality and availability, there is a limited number within the same copy which makes it boring for students to wait sometimes longer to get the needed book.

3.14. The Compass of Research

Each kind of empirical research has a basic skeleton or scheme around which it revolves, it is research design. In the most elementary sense, the design is a logical sequence that connects empirical data to a study's initial research questions and ultimately, to its conclusions. In a sense the research design is a blueprint of research, dealing with at least four problems: what questions to study, what data are relevant, what data to collect, and how to analyze the results, Yin (1994). Leedy & Ormrod (2005:12) define a research methodology as the general approach that the researcher adopts in carrying out the research project.

Selecting an appropriate methodology for specific research depends on the research objectives and research hypotheses which are to be confirmed or rejected through the research. The research methods must lead to comprehensive and clear outcomes at the end of the research. An important part of any research is to make it clear within which school of thought the study has been designed. The two major research philosophies have been identified in the Western tradition of science, namely positivist (known also as scientific) and interpretivist (called also antipositivist), Galliers (1995). In confronting the paradigms of positivism and interpretivism, the researchers ultimately have to strive for good research, following the standards of the scientific method and generating dependable data through professionally conducted practices, Swanson & Holton (2005).

Within a positivist paradigm, positivists believe that reality is stable and can be observed and described from an objective perspective, Levin (1988), i.e. without interfering with the phenomena being studied. They assert that phenomena should be isolated and that observations should be repeatable. Predictions can be made on the basis of the formerly observed and explained realities and their inter-relationships. *"Positivism has a long and rich historical tradition. It is so embedded in our society that knowledge claims not grounded in positivist thought are simply dismissed as a scientific and therefore invalid"*, Hirschheim (1985:33). The positivist researcher approaches the world as objective and seeks measureable relationships among the variables verify the hypotheses of the study, Swanson & Holton (2005).

By way of conceptualization, positivism is logically connected to quantitative research, pure scientific laws and based on facts in order to satisfy the four requirements of falsifiability, logical consistency, relative explanatory power, and survival, Lee (1991:343). Quantitative research is an empirical research where the data is in the form of numbers, Punch, 2004). Quantitative research employs the language of numbers, the syntax of mathematical operations and represents data in numerical values, Abbas (2006). Bryman (1988) contends that:

> *Quantitative research is ....a genre which uses a special language .... [Similar] to the ways in which scientists talk about how they investigate the natural order – variables, control, measurement, experiment.* Bryman (1988:12)

Comparatively, interpretivists or post positivists contend that the only way to understand reality and to interfere fully in its details is through the subjective interpretation of and intervention in reality. The study of phenomena in their natural environment is the key to the interpretivist paradigm, together with the assumption that scientists cannot avoid affecting or changing the phenomena that they study. Knowledge is seen as personal, subjective and unique, and the researcher seeks to understand how the individual creates, adapts and interprets the world. Being able to do so, he must involve himself and engage in his subjects of research, Cohen Manion and Morrison (2000), through a detailed and qualitative manner in pursuit of knowledge, Kaplan & Maxwell (1994). This implies that intepretivists seek to understand knowledge based on social reality through detailed understanding and interpretation of meaning of events and specific life experiences. Denzin and Lincoln (2000) provide one of the definitions of qualitative method as follows:

> *Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices ... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.* Denzin and Lincoln (2000:3)

The rationale of the study that is conducted in this thesis is to understand how technology can be used in reading literary texts, and how literature can be taught in the EFL-classroom which is a complicated process where the mystifying use of language, represented by literature, and the awe-inspiring capacities of technology in rendering reality such a virtual community must be analyzed. In exploring how teachers interpret their own teaching situation and perception of the effective use of novel technologies in reading literary texts, besides the students' view towards digitizing literature and improving reading habits, my aim was to display a complexity of opinions and personal reflections and find quantitative data and measurable statistics that endorse any stated claim.

Therefore, the current study was conducted within a positivist paradigm with an anti-positivist viewpoint. The topic of investigation in my thesis is closely related to the teachers' opinions and students' attitudes towards literature in the EFL-classroom. Being a broad and multifaceted topic, applying a purely quantitative approach to the study would seem to produce inadequate answers. Thus, I sought to avoid what may be characterized as methodological monism, i.e. the insistence on using a single research method, Cohen & Morrison (2000). This is not due to unawareness of the subject- matter or an inability to decide between the various merits and demerits of the various alternatives, however, I believe that all methods are valuable if aptly used, in other words, research can include elements of both the positivist and interpretivist approaches, if managed carefully.

There is a germane relationship between qualitative and quantitative approaches, or "false dichotomies"[66] which is explored in this thesis. A quantitative approach would serve better the aims the present study sets itself to achieve. This is motivated by the fact that this kind of approach allows the researcher to state the research problem using very specific and definable terms which in turn help to follow the set research aims. The use of this method allows the researcher to enjoy high reliability of data collection and

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[66] Read, M., & Marsh, D. (2002). Combining quantitative and qualitative methods. In D. Marsh & G. Stoker (Eds.), Theory and methods in political science (2nd ed., pp. 231-248). New York, NY: Palgrave Macmillan.

contributes to the objectivity of the conclusions attained. More importantly, this kind of method helps to determine whether the predictive hypothesis underlying the present research holds truth or not, Frankfort-Nachmias Nachmias (1992), on one hand.

On the other hand, qualitative methodology is also appropriate for this study because it is *"typically used to answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view",* Leedy & Ormrod (2005: 94). The purpose of qualitative researchers is to seek a better understanding of complex situations, and their work is often exploratory in nature. Qualitative research is also empirical, inductive and interpretative of a situation within a specific context. It involves examination of particular cases from which general principles and rules are drawn while relying on the analysis of the social experience that reflects everyday experience. Although both quantitative and qualitative methods have been used, this study's main aim is not to test theories or generalizing because the sample population is too limited. How a particular group of teachers and students view the teaching and learning of literature in the EFL-classroom has been the focus of this study and it aims to provide an indication of the current situation of literature teaching

The basis for the categorization relates to the different perspectives provided by different types of research fields. For the quantitative methodology, considered the foundation of modern science, researchers use the scientific method, which starts with the specific theory and hypotheses, and where researchers quantitatively measure and analyze based on established research procedures, Swanson and Holton (2005). For the qualitative research methodology, with its roots in the social sciences such as anthropology, history, and political sciences, researchers approach the research from the researcher as an observer perspective, with data collection and interpretation through contact with the field, Miles & Huberman (1994). The mixed methods researcher uses the quantitative and qualitative research methodologies in some combination in the research of a study or series of studies, Swanson & Holton (2005).

Table 3.1	Differences Between Positivism and Postpositivism on the Five Major Issues	
	Empiricism or Positivism	*Postempiricism or Postpositivism*
Nature of reality	External to human mind	External to human mind
Purpose of research	Find universals	Find universals
Acceptable methods and data	• Scientific method • Objective data	• Scientific method • Objective data
Meaning of data	• Mirror to reality • Use to develop theory	• Falsification • Use to test theory
Relationship of research to practice	• Separate activities • Research guides practice	• Separate activities • Research guides practice

Table 3.4. Comparison between Positivism and Anti-positivism

Source: taken from Cohen & Morrison (2000).

3.15. The Case Study

The research problem "how do" and the main question "what are" belong to descriptive research rather than the prescriptive one. Trying to describe and depict the situation of literature teaching and learning by providing some theoretical bases to apply certain recommendations, determines the nature of the method for the current study which is a case study. In general, the case study strategy was adopted at the present for several reasons. Mainly, case study approach is the most appropriate method when the research problem addresses the question of "how do" rather than "how should", Perry (1998). The latter is referred to as the study of the uniqueness and complexity of a single case, whether that case is represented by a person, a group of people, or an institution, Stake (2000). According to Yin (2003:2) *"the distinctive need for case studies arises out of the desire to understand complex social phenomena" because "the case study method allows investigators to retain the holistic and meaningful characteristics of real-life events".*

The research tradition utilized in this study was case study design. Case study involves the collection and presentation of detailed information about a particular participant or small group, frequently including accounts of subjects themselves, PurcellGates (1995), and draws conclusions only about that participant or group and only in that specific context. Researchers do not focus on the discovery of a universal, generalizable truth, nor do they search for a cause and effect relationship. Instead, emphasis is placed on exploration and description. Patton (1987: 26) describes the

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application of case studies as follows: "*Case studies become particularly useful where one needs to understand some particular problem or situation in great depth, and where one can identify cases rich in information-rich in the sense that a great deal can be learned from a few examples of the phenomenon in question*". Correspondingly, case studies typically examine the relationship of all variables in order to provide as complete an understanding of an event or situation as possible. This type of comprehensive understanding is best achieved through a process known as thick description, which involves an in-depth description about the unit to be evaluated, the circumstances under which it is used, the characteristics of the people involved in it, and the nature of the community in which it is located, Yin (1994: 2003).

The case study research allows for an in-depth review of new or ambiguous phenomena whilst "*retaining the holistic and meaningful characteristics of real-life events*", Hartley (2004: 4). This makes the case study recognized as more than merely a research method, but as a design in its own right, Hartley (2004). A case study according to Bryman (2008) is a research design that entails the detailed and intensive analysis of a single case. A case study method was applicable for this study because it represents an intensive analysis of a single unit with an aim to generalize across a larger set of units, Gerring (2004). It is rich in detail, so it allowed an in-depth analysis of the situation under study.

Case studies are defined in various ways and a standard does not exist. However, a definition compiled from a number of sources (Stone, 1978; Benbasat, 1984; Yin, 1984; Bonoma, 1985 and Kaplan, 1985) cited in Benbasat et al. (1987), runs as follows:

> *A case study examines a phenomenon in its natural setting, employing multiple methods of data collection to gather information from one or a few entities (people, groups or organizations). The boundaries of the phenomenon are not clearly evident at the outset of the research and no experimental control or manipulation is used*. Benbasat et al. (1987: 370)[67]

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[67] Additionally, the case study is considered by Benbasat et al. (1987: 370) to be viable for three reasons:

- It is necessary to study the phenomenon in its natural setting.
- The researcher can ask "how" and "why" questions, so as to understand the nature and complexity of the processes taking place.

Merriam (1988) reminds researchers that the case study is not an experimental design, but it is an empirical inquiry. An additional defining characteristic is that case study according to Stake (1997, 2000) is a research design that is characterized by its boundedness for it determines what is included or excluded. Because of this characteristic, case studies require a problem to be explored by seeking a holistic understanding of the event or situation in question using inductive logic, or reasoning from specific to a more general term, and from the viewpoint of the participants using multiple sources of data, Yin (1994, 2003).

Some researchers including Benbasat et al. (1987) and Galliers (1991) position action research[68] as a subset of case study research, but others like Vreede (1995) observe some differences between the two approaches and thus appear to suggest that they should be treated as separate methods. In this thesis, however, I contend that the three reasons that Benbasat et al. (1987) claim make case study research viable are equally true for action research. While Benbasat et al. (1987) indicate that action research belongs to the case study family of methodologies; it is noted that an action research study is likely to include cases, but a case study can certainly avoid using action research. In this thesis, I choose to use both methodologies for various reasons which relate back to the reasons I gave why each methodology should be used[69].

- Research is being conducted in an area where few, if any, previous studies have been undertaken.

[68] Argyris et al.'s (1985:.4) description is most informative, viz.: *"Action science is an inquiry into how human beings design and implement action in relation to one another. Hence it is a science of practice ..."*. Action research may thus be said to occur when scientists *"engage with participants in a collaborative process of critical inquiry into problems of social practice in a learning context"* (op. cit: 7). Heller (1993: 1239) also observes that *"the AR approach ... is particularly appropriate for solving problems for which past research has provided, at least a starting point and for the time being, a reasonably accepted scientific model supported by evidence. AR can then test the evidence against the model, refine it, or improve on it"*.

[69] For more emphasis on action research advantages; Koshy (2010: 1) claims that:
- Action research is a method used for improving practice. It involves action, evaluation, and critical reflection and – based on the evidence gathered – changes in practice are then implemented
- Action research is participative and collaborative; it is undertaken by individuals with a common purpose.
- It is situation-based and context specific.
- It develops reflection based on interpretations made by the participants.
- Knowledge is created through action and at the point of application.

Over the last years or so, the field of *"Mixed Methods Research"* (MMR) has progressively been exerting itself as something separate and significant, proponents such as Tashakkori and Teddlie (2003:1) claim: *"Mixed methods research has evolved to the point where it is a separate methodological orientation with its own worldview, vocabulary and techniques"*. Similarly, Johnson et.al (2007:112) argue that *"Mixed methods research…is becoming increasingly…recognized as the third major research approach or research paradigm…We currently are in a three…research paradigm world, with quantitative, qualitative and mixed methods research all thriving and co-existing"*.

Whether the researcher decides to use the case study approach or not, there are a number of factors to consider. If there is a need to focus on contemporary events or phenomena in a natural setting, clearly the case study is advantageous. The same is also true if there is no strong theoretical base for the research, i.e. if it is a theory building project because *"A rich and natural setting can be fertile ground for generating theories",* Benbasat et al. (1987: 375). However, if there is a need for control or manipulation of variables, then the case study would not be so advantageous. Many researches adopted the case study method in their studies because; *"It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theory or principles"*, Cohen & Morrison (2000: 279).

3.16. Ethics in Educational Research

> *"Educators need to give greater attention to the teaching of … ethics as part of our contribution to the education of responsible citizens."* Hay & Foley (1998: 169)

Academic research is a daunting task and research ethics is an important component of academic research. Reid (1996) warned researchers against *"poisoning the research well"* for others by violating ethical codes, exhibiting irresponsible acts, and showing disrespect to the community of scholars. Any research has potential ethical and

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- Action research can involve problem solving, if the solution to the problem leads to the improvement of practice.
- In action research findings will emerge as action develops, but these are not conclusive or absolute.

moral implications so the researcher should be conscious of the related ethical considerations throughout the whole research; Atkins and Wallace (2012) and Creswell (2014). Research ethics[70] is multidimensional and still a debatable subject, according to Wet (2010: 303), *"Ethics in research is extensive, complicated, and warrant deep and thoughtful discussion".* Thus, in conducting any educational research, ethical issues must be addressed. Orb, Eisenhauer & Wynaden (2000) put emphasis on the presence of ethical issues in any kind of research. Guidelines on research ethics were observed throughout the implementation of various phases of this study.

Particular attention was paid to the principles of confidentiality, privacy and voluntary participation. The principle of confidentiality requires that the data collected should be used for the study's purpose only and should not be accessed for any other purposes. Likewise, the principle of voluntary participation requires that all human-subject research participants provide voluntary informed consent to participate in research; Orb, Eisenhauer & Wynaden (2000). Bryman (2008: 694) views informed consent as a key principle in social research ethics which implies that prospective research participants should be given as much information as might be needed to make an informed decision about whether or not they wish to participate in a study.

In this thesis the ethical issues are clear since it addresses apparent questions related to the personal opinions and attitudes of individuals. Guaranteeing the participants that all information would be treated confidentially has been an important part of the ethical aspects in this study. In accordance with the guidelines, the participants were given as much information as possible, and it was made clear that they were allowed to give up the participation at any point. In the questionnaire sheet, as an introductory paragraph, the participants were clearly informed of the purpose of the study, potential benefits, confidentiality protection, and conditions of participation including voluntary participation and the right to refuse or withdraw their participation

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[70] Academic research is based on six ethical values (a) honesty, (b) fairness, (c) objectivity, (d) openness, (d) trustworthiness, and (e) respect for others, Committee on Science et al. (2009). Thus, any violation of these values constitutes fabrication, falsification, and other questionable research practices; Committee of Science et al. (2009). Although some studies, such as Richard's (2009) study argued that all scientific research is susceptible to error. The requirement of quality research is that research errors and negligence be avoided because negligence and preventable mistakes attributable to carelessness could cause major ethical dilemmas in the future; Horn &Monsen (2008).

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without any penalty. Furthermore, in the final analysis, the anonymity of the research participants was guaranteed by the use of numbers with research instruments.

In this case, a questionnaire may neither affect the participants themselves, nor the group they are representing. The consequences may be positive or negative, and it is the researcher's responsibility to think these through. Related to this, the researcher's attitude towards his participants is of great significance, as they should be treated with respect throughout the process. In this research the consequences of publishing the research were unlikely to harm any of the participants because no personal information was shared which is an ethical concern in itself. The researcher has the responsibility of securing anonymity, making sure that no one can be identified at the end.

An important aspect of any research is the ability to guarantee the quality of the data collected. The more suitable the data material is to answer the research questions, the higher the quality of the data. In this study the quality of the data collected will be evaluated, using the principles of validity and reliability. Validity contributes effectively in enhancing research. It is concerned with the integrity and veracity of the conclusions that are generated from a piece of research, Bryman (2008). The importance of paying adequate attention to the problems of integrity and academic honesty cannot be overstated. Academic integrity and honesty is emphasized to encourage students, faculty, and researchers to uphold the fundamental values of education in the context of truth, academic freedom, courage, quality, and the spirit of free intellectual inquiry, Evans & Novak (1974). Validity refers to the extent to which the research essentially answers the research questions of the study. If the research design and material do not say something about the research questions, and are in fact exploring a different topic, the validity is low, (Gronmo (2004: 221), cited in Stavik (2015:46)). It is essentially a demonstration that a particular instrument measures what it is intended to measure, Leedy & Ormrod (2005).

Validity[71] can be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the objectivity of the researcher, Cohen et al. (2007). Consequently, the researcher should secure consistency throughout the research to ensure logical association between the theory and the data collection procedure of the study. The researcher should also be critical and choose relevant aspects to look for in his design of questions, in the analysis and in finding answers.

In contrast, reliability refers to the degree to which a procedure gives consistent results. It can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, that is, a degree of accuracy and comprehensiveness of coverage, Cohen et al. (2007). They posit that we can measure something accurately only when we can also measure it consistently. Gronmo (2004: 220) states that *"reliability refers to the trustworthiness of the data material. There is a high level of reliability if the research design and the collection of data bring forth trustworthy data"* cited in Stavik (2015:47).

For high level of reliability in a research, it must prove that if it were to be carried out by someone else, with similar respondents, in a similar context, it would lead to similar results. The more identical the results are, the higher the reliability, Cohen et al. (2000); Gronmo (2004). Measuring something consistently, however, does not necessarily mean measuring it accurately*; "reliability is a necessary but insufficient condition for validity"*, Leedy & Ormrod (2005:29). Thus, the reliability[72] of a research will depend on the precision and accuracy of the research design and data collection.

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[71] Validity also can be related to: the selection of units and types of information, the preparations of the data collection, that the data are relevant to the selected theory, choosing the suitable instruments of collection, choosing the right focus; a true presentation in order to evaluate what type of information about actual relations are relevant to the research questions; and, finally, the importance of applying scientific principles of logic, using precise terms and expressions, Grønmo (2004: 221), cited in Stavik (2015:46)

[72] Reliability can depend also on the following requirements:
- The selection of types of information or respondents, which must be made systematically;
- The implementation of the data collection, which must be carried out in a defensible way according to set requirements;
- The true presentation of answers, meaning that collection design and material are documented as explicitly and detailed as possible;
- Data collection must be built on scientific principles of logic, using precise terms and expressions. Gronmo (2004: 222), cited in Stavik (2015:47)

Describing and showing explicitly the steps of the research process then, is a way to secure high reliability.

To sum up, one could define valid and reliable knowledge as the aim all science is striving for. Reliability and validity refer to different requirements of data quality, but they may also overlap. Without high reliability there cannot be high validity and vice versa. They are defined by Joppe (2000) as follows:

> *Reliability ...the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable ... validity ... determines whether the research truly measures that which it was intended to measure or how trustful the research results are. In other words, does the research instrument allow you to hit 'the bull's eye' of your research object? Researchers generally determine validity by asking a series of questions and will often look for the answers in the research of others.* Joppe (2000: 01)

3.17. Peculiarities of the Teacher- Researcher Tradition

For purposes of this study, the methodology further adopted a natural inquiry approach that supported the teacher-researcher tradition that is the effort to research *"from the inside"*[73] Mason (1994) while performing the actual work of teaching. According to Denzin and Lincoln (2003:215), a teacher researcher is considered as the *"passionate participant . . . engaged in facilitating* the *multi-voice reconstructions of his or her own construction as well as those of all other participants"*. One can, of course, argue that researchers can access practitioner's knowledge without themselves being the practitioners. That is, they collect data from teaching practice via conventional methods as an outsider, not as an insider. However, it is doubtful if the kind of information gathered from the outside would be as *"experience-near"*, Geertz (1983) as those

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[73] Robert Merton (1972) summarized two opposing views as the Outsider Doctrine and the Insider Doctrine. The Outsider Doctrine values researchers who are not from the communities they study as neutral, detached observers. Similar to Simmel's (1950:405) portrayal of the stranger, outsider researchers are valued for their objectivity, "which permits the stranger to experience and treat even his close relationships as though from a bird's-eye view." The Outsider Doctrine challenges the ability of insider researchers to analyze clearly that of which they are a part.

obtained from insider's accounts. Many of the problems of the teaching practice reside not only on the externally observable teaching acts, but also in the perceived thought-world of teachers, Geertz (ibid).

From this perspective, the role of teacher-researcher requires a focus on the meanings of the interacting communities from a theoretical and methodological base, Hubbard & Power (1999). Correspondingly, the role of teacher-researcher involves a study in hermeneutics as the researcher searches for the meaning of the students' engagement in the learning context as students interact with texts, the communicative tools they use in responding, and how social and cultural contexts influence the construction of textual meanings and subjectivities that learners use in social interactions. Strauss and Corbin (1990) refer to the concept of theoretical sensitivity when outlining the role of teacher-researcher in qualitative inquiry. This concept can be viewed as an evaluation tool to assess the researcher's skills and preparedness for qualitative inquiry and is believed to come from professional literature, as well as professional and personal experiences, Glaser (1978). Strauss and Corbin (1991) state:

> *Theoretical sensitivity refers to a personal quality of the researcher. It indicates an awareness of the subtleties of meaning of data . . . [It] refers to the attribute of having insight, the ability to give meaning to data, the capacity to understand, and capability to separate the pertinent from that which isn't.* Strauss and Corbin (1991:4).

The teacher, in this case, is viewed as reflective practitioner discovering how to improve his teaching; Stenhouse's claims are based on Hoyle's (1970) which he labeled as "extended professionalism" but go beyond this to involve:

- *The commitment to systematic questioning of one's own teaching as a basis for development;*

- *The commitment and the skills to study one's own teaching;*

- *The concern to question and to test theory in practice by the use of those skills;*

- *Readiness to allow others to observe your work and to discuss it with them on an honest, open basis*. Stenhouse (1975:144)

Lincoln and Guba (1985) assert that people possess certain qualities that make them the instrument of choice. In other words, humans are social and are able to interact with the environment while at the same time adjusting for environmental changes, have the ability to collect voluminous amounts of information and verify the data, and explore emerging themes as they become apparent. Correspondingly, humans possess the ability to view the whole picture or to perceive situations holistically.

Accordingly, assuming that the role of teacher-researcher is an active one, it entails the role of an active investigator who is involved in the research setting's central activities and who assumes the responsibilities to push the group under study forward, Denzin & Lincoln (2003). To make patent decisions, the teacher-researcher needed to be able to see what was happening and what was being produced in the context of literature circles, Goodenough (1981); Lincoln & Guba (1985). That further allows the engagement with data in a reflexive manner and responsive process, ask questions of the data, analyze, and raise new questions. In addition, the subjectivities of both researcher and the researched guided the research process and content providing an interconnectedness of shared experiences. The teacher-researcher's knowledge of the participants and knowledge in the field of reading assisted in probing more effectively, asking appropriate questions, and interpreting the data, Denzin & Lincoln (2003). Mohr, et al. (2004:49) explains that "*when a teacher assumes the role of researcher, the teacher is paying attention in a different way*". In other words, the role of teacher-researcher provides a unique perspective in which the classroom events are examined in a manner that cannot be done by anyone else. This ability to move between the insider's and outsider's perspective has been referred to as the emic and etic perspectives in research, Pike (1967).

3.18. Instrumentation

An important factor that guarantees validity and reliability of research is triangulation, which is at its simplest terms, engaging more than one procedure in collecting data. According to Cohen et al. (2000: 112), triangulation is defined as *"the use of two or more methods of data collection in the study of some aspect of human behavior"*. Since one source of information is likely to be insufficient, using different

data collection procedures simultaneously in a given study adds variety to the obtained data. For this purpose, as cited in Par & Jaggar (2014:47), Jick (1979:603) explains that the *"effectiveness of triangulation rests on the premise that the weaknesses in each single method will be compensated by the counter-balancing strengths of another"*. In such cases, a triangular approach is advisable when conducting a research, Richards (2001). Several definitions are attributed to triangulation:

- ✓ According to Denzin (1978:290), *"triangulation is the combination of methodologies in the study of the same phenomenon. It allows the researcher to corroborate and to support the results relative to the same phenomenon with different methods and to ameliorate internal and external validity"*.
- ✓ Triangulation is *"A validity procedure where researchers search for convergence among multiple and different sources of information to form themes of categories in a study"*, Creswell & Miller (2000:126).
- ✓ Cohen & Manion (2000:254) for example consider it as *"an attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint"*.
- ✓ O'Donoghue & Punch (2003:78) state that triangulation *is "a method of cross-checking data from multiple sources to reach for regularities in the research data"*.
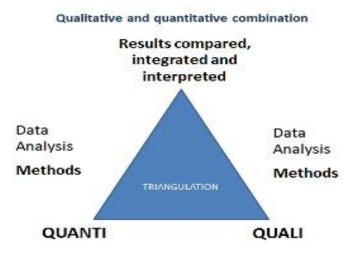
Figure 3.6. An Example of Triangulation (Quali stands for Quality/ Quanti stands for Quantity)

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A prime exponent of triangulation, Denzin (1978) delineated four essential types of triangulation, Denzin (1970, 2nd ed. 1978) provided the first in-depth discussion of triangulation in The Research Act, a very explicitly mixed methods research text: *"Advocating triangulation, or the combination of methodologies in the study of the same phenomenon, has been a basic theme of this book"*, Denzin (1978:291). This model was later revisited, Denzin (1989) and by other scholars, and instead of four types we obtained five types: *"Data triangulation"*, *"Investigator triangulation"*, *"Theory triangulation"*, and *"Methodological triangulation"* in addition to *"environmental triangulation"*. Furthermore, the discussion reached what is known as *"multiple triangulation":*

> *It is erroneous to…imply that the same unit can be measured…[ ]…The goal of multiple triangulation is a fully grounded interpretive research approach…In-depth understanding, not validity, is sought in any interpretive study.* Denzin (1989: 244-245).

Positivist researchers will initiate the process of triangulation by developing *a priori* categories or establishing one particular source as being primary (Bryman n.d.) so that validity and reliability can be asserted. For non-positivist researchers, triangulation becomes *"a way of life"*, that is, a continual cycle of checking and reflection, Miles and Huberman (1994).

Category	Description
Data	Similar data gathering from different sources, possibly at different times on the same object, entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people.
Investigator/researcher	More than one researcher involved in gathering and often interpretation of data with same objective.
Theoretical	Use of more than one theoretical perspective in the interpretation of sources.
Methodological or data type	Within-method (varieties of same method) used in study. Between-method (different methods) with same objective, e.g. mix of quantitative and qualitative.
Environmental	It involves the use of different locations, settings, and other key factors related to the environment in which the study took place, such as the time, day, or season.

Table 3.5. Triangulation Categories Source: Compiled from Bonoma (1985); Bryman, (n.d); Denzin (1978); Erzburger and Prein (1993); Flick (1992); Jick (1979); Miles and Huberman (1994).

Triangulation, then, is often achieved through the assembly of multiple sources of data. Triangulated techniques are helpful for cross-checking and used to provide confirmation and completeness, which brings balance between two or more different types of research. The aim is, simply, to increase the credibility and validity of the results. Often this purpose in specific contexts is to obtain confirmation of findings through convergence of different perspectives. By using more than one research instrument or a variety of procedures, the researcher could obtain richer and comprehensive data.

Currently, I have triangulated this study as follows:

- ✓ The triangulation of methodology or data type, i.e. within-method (varieties of the same method) used here; two distinct questionnaires were designed to collect data from teachers and students. In addition to the same questionnaire designed to collect data from teachers and students.
- ✓ Between-method (different methods) with same objective like mixing between quantitative and qualitative modes of research.
- ✓ Triangulation of data, i.e. Similar data gathered from different sources at different times on the same object, entails gathering data through several sampling strategies (purposive sampling and random sampling)[74], so that slices of data were gathered from variety of people including teachers and different groups of students.
- ✓ Theoretical triangulation that entails interpreting data and the results obtained from different perspectives.
- ✓ Environmental triangulation because the data was gathered in different settings during different semesters

In brief, the study adopted the multiple triangulation technique by using a combination of data sources with the effect that the strengths and weaknesses in each source are compensated when used together. The aim was to improve the validity of the findings. These various notions share the conception that qualitative and quantitative methods should be viewed as complementary rather than as substitutable. Qualitative methods might be used to understand the meaning of the numbers produced by quantitative methods. Using quantitative methods, it is possible to give precise and testable expression to qualitative ideas. Taking into consideration triangulation research method that both methods in qualitative and quantitative paradigms also have strengths and weaknesses, it is recommended to focus on *the within method* and *between-method* type of 'triangulation'. Thus, to reap the benefits of two paradigms and minimizing the drawbacks of each, the combination of the two approaches has been advocated.

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[74] See next section of Sampling Strategies

3.19. The Questionnaires

Employing quantitative data collection techniques, the data collection tools chosen for this study were: the questionnaires. Questionnaires are excellent partners to educational research. They are defined by Seliger & Shohamy (1989: 172) as *"Printed forms of data collection, which include questions or statements to which the subject is expected to respond, often anonymously".* The questionnaire is a helpful tool that enables for eliciting the feelings, beliefs, experiences, perceptions, or attitudes of some sample of individuals. It is a very concise, pre-planned set of questions designed to yield specific information about a pertinent topic, Key (1997). Basically, a questionnaire includes a series of questions asked to individuals to obtain statistically useful information about a given topic, Webster's Online Dictionary (2008). In this sense, Wilson and McLean (1994) define it *as "a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze''*, cited in Cohen et al (2000:245).

According to Seliger and Shohamy (1990), benefits of questionnaires include:

> *a) They are self-administered and can be given to a large group of subjects at the same time. They are therefore less expensive to administer than other procedures, such as interviews. b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily. c) Since the same questionnaire is given to all subjects, the data are more uniform and standard. d) Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate*, Seliger and Shohamy (1990: 172).

Effectively, the questionnaire is used in this study for the set of advantages listed below:

- The questionnaire allows the analysis of a large number of informants in a relatively short period of time anonymously with least costs, Wallace (1998). The first type involves 'time, space and persons', whereas the second type involves 'multiple researchers in an investigation'. The third type involves

'using more than one theoretical scheme in the interpretation of the phenomenon', Denzin (1978).

- The questionnaire allows the analysis of a large number of informants in a relatively short period of time anonymously, Wallace (1998).

- The questionnaire brings under control the dimension of "self report". Weir & Robert (1994).

Questionnaires should take no longer to complete than participants are willing to spend time answering and the interviewer is able to. Each questionnaire mode of delivery has advantages and disadvantages and selection will depend on each mode's suitability to the study and available resources, Oppenheim (1992). Factors that should be taken into account when selecting delivery mode[75] include sample size and distribution, types of questions, nature of the population, survey topic, availability of resources (e.g. skilled interviewers, equipment, funding) and time constraints, de Vaus (2002).

Good questionnaire design is crucial, Creswell (2003); McGuirk and O'Neill (2005); Oppenheim (1992) and Patton (1990) in order to generate data compatible with the fixed research objectives. Questionnaire format, sequence and wording, the inclusion of classification, behavioral, knowledge and perception questions, and questionnaire length and output, need to be considered to ensure reliability, validity and sustained engagement of the participant. Nielsen (2008: 11) points out that since a questionnaire allows the researcher to collect answers from a large selection of people, it may give insight that not even a carefully planned interview may uncover.

The principal requirement of questionnaire format is that questions are sequenced in a logical order, allowing a smooth transition from one topic to the next. This will ensure that participants understand the purpose of the research and they will carefully answer questions to the end of the survey, McGuirk and O'Neill (2005). This can be accomplished by grouping related questions under a short heading describing the

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[75] The delivery mode employed in this study is a written questionnaire which is handed in " face to face mode" because of the following advantages:

Complex questions can be asked • Can motivate participants • Questions can be clarified • Vague responses can be probed • Visual prompts can be used • Long questionnaires sustained • High response rates.

section's theme. Researchers must decide on question response format. That is, whether to include closed questions, open questions or both. There is debate on the use of open and closed questions within social research, Bulmer (2004). Closed questions are typically difficult to construct but easy to analyse whereas open questions are easy to construct but difficult to analyze, Sarantakos (2005). Closed questions are often used within quantitative research while open questions are used within qualitative research.

Closed questions are easy to administer, easily coded and analyzed, allow comparisons and quantification, and they are more likely to produce fully completed questionnaires while avoiding irrelevant responses, Sarantakos (2005). Nominal, ordinal, interval and ratio levels are used to measure degrees of difference in closed questions. However, researchers must have a comprehensive understanding of the possible range of participant responses which makes the design of closed questions demanding, De Vaus (2002).

To minimize the effect of limiting participants to predefined answers the options "other, please specify", McGuirk and O'Neill (2005), "don't know" or "not applicable" should be included where appropriate, Oppenheim (1992). Clear instructions should be given which describe how participants are expected to answer closed questions e.g. please choose only one response from the list provided. Advantages for open-ended questioning include freedom and spontaneity of answers, opportunity to probe and usefulness for testing hypotheses about ideas or awareness, Oppenheim (1992).

Open questions allow time and space for free-form responses which invite participants to share their understandings, experiences, opinions and interpretations of, as well as their reactions to, social processes and situations, McGuirk and O'Neill (2005). However, given that a large variety of answers may be provided for any one question, analysis of the results can be challenging. With this in mind, open questions can be asked in a style that directs participants into definite channels without actually suggesting responses, Payne (1951) e.g. do you use a computer at home? Overall, a combination of closed and open questions provides the survey write-up with quantifiable and in-depth results. Closed questions produce results that are easily summarized and

clearly presented in quick-look summaries while open questions produce verbatim comments adding depth and meaning.

The reasons for choosing different versions of questionnaires in this study are that they help the researcher in identifying the students' and the teachers' enthusiasm and attitudes towards Computer Enhanced Literature Teaching and Learning besides identifying the reading habits of the both teachers and students:

- Numeric question items: these questions ask for specific background information such as gender and age.
- Open ended question which is that that allows respondents to answer using their own style. This type of questions was meant to achieve free responses and aim to determine the students' and teachers attitudes towards various items; basically, this type is used with teachers in order to avoid unanswered items from the students owing to language problems that maybe encountered.
- Close ended questions (multiple-choice answers): **"dichotomous"** questions are one type of close-ended questions which permit respondents to select one of two answer choices (e.g. 'Yes' or 'No'). The second type is the multi-choice questions which allow respondents to select one of many answer choices. Sometimes, if none of the items provided applies, the respondent has the option 'Other' category followed generally followed by an open-ended question of the kind "Please specify" (which is used in the teachers' questionnaire in this study).

Furthermore, a decision was made not to conduct an observational study as it was not an aim to "check" the teachers' and students' actions in the classroom. Instead, I wanted to investigate how the teachers reflect on their motivations. Besides, there is a chance that an observational approach would affect the relation between researcher and participant, and would not give an accurate portrayal of how the teachers reason on a more personal level in realistic situations.

3.20. The Sampling Strategies

Any research should contain subjects on which the experiment is built. One of the most challenging responsibilities that a researcher may encounter in conducting a research is engaging an appropriate sample of study. Researchers need to take sampling decisions during the early stages of planning any research work, as stated by Cohen et al. (2005: 92): *"Questions of sampling arise directly out of the issue of defining the population on which the research will focus. Researchers must take sampling decisions early in the overall planning of a piece of research".* It is worth pointing out that questions related to sampling start mainly from the issue of defining and recruiting the population on which the research will focus. Leedy&Ormrod (2005) define sampling as the process of selecting a portion of the population which will be a representation of the whole population in a study. The entities selected for study by researchers comprise their sample. Bryman (2008) posits that a sample refers to the segment of a population that is selected for research and is a subset of the population.

A sample may be defined as a subset of a population; in this line of thought Dörnyei (2007:96) draws the difference between sample and population as: *"the sample is the group of participants whom the researcher actually examines in an empirical investigation and the population is the group of people whom the study is about".* To apply this definition on the current study: e.g. the population is the 1st year LMD students enrolled in the department of English at Chlef University and the sample is 100 students randomly chosen from the previous population to be generalized later on the whole population. See figure3.8 below

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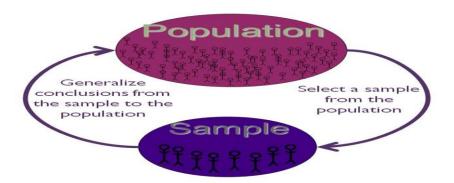
Figure 3.7. Preliminary Considerations in Selecting a Sample

Source: available on : http://korbedpsych.com/R06Sample.html

Conversely, Morrison (1993) claims that it is very difficult for researchers to assess how representative the sample they have drawn must be. Thus, a number of influencing *"factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population"*, Cohen et al. (2005:92). It seems crucial to conceive that sampling differs greatly according to the way of approaching research, whether qualitatively or quantitatively. In quantitative studies, the main aim is, according to Dörnyei (2005:126). *"Straightforward: we need a sizeable sample to be able to iron out idiosyncratic individual differences. Qualitative research, on the other hand, focuses on describing, understanding, and clarifying a human experience"*. All in all, a frequently posed issue which often brings forward itself in dealing with a piece of research is how large their samples for the research should be. It seems that there is no clear-cut answer, for the correct sample size depending on the purpose of the study and the nature of the population under question.

Sampling, then, is an important aspect in determining the target situation. Sampling involves asking a segment of the potential population instead of the total population and seeks to create a sample that is representative of the whole population, Richards (2001). Any researcher should be mindful in his selection of the sampling strategies to be adopted; his decision will be taken according to the purposes of the research, the time scales and constraints on the research, the methods of data collection, and the methodology of the research, Cohen, et al. (2000). If validity is to be considered,

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the sampling chosen must be appropriate for all of these factors. According to Cohen et al. (2000), judgments have to be made about four key factors in sampling:

> **The sample size**

Within a new state-of-the-art perspective, and in their text directed at educational research, Fraenkel and Wallen (2003) provide the following minimum sample numbers as a suggested guideline:

- ✓ 100 for descriptive studies.
- ✓ 50 for correlational studies.
- ✓ 15 to 30 per group in experimental studies depending on how strongly controlled they are. Dörnyei (2012:82) currently adds: *"In the survey research literature a range of between 1% and 10% of the population is usually mentioned as the "magic" sampling fraction, depending on how careful the selection has been".* In the present research, the number of 1st year licence is 276 students, generally, 265 who usually take regularly their exams during both semesters (the remaining students may have special circumstances that prevent them from studying). It is also worth noting here that around 80 to 120 students who attend regularly in the lectures that I teach and almost the same thing with other teachers. So I decided on guaranteeing at least 100 participants in this study, i. e., 60% of the whole population and 84% of regularly attended students.

> **The representativeness and parameters of the sample**

For the representativeness of the sample, the researcher needs to set the parameter characteristics of the wider population or the sampling frame clearly and correctly, Cohen et al (2000). In this study, it is important to consider the data collection period as a parameter characteristic of the sample. The data collection took place during different periods of time. For students, I chose the last week of the first semester or the week that precedes the exams to conduct the attitudes questionnaire. If the study was carried out in another period, the results might have been different. Participants might simply flee their lectures after the exams, especially if they score low in literature, for example, which could

influence their opinions. During this week, also, the lectures took the form of revision, so I did not want to conduct my study at the expense of their proportion of lessons. For the reading habits questionnaire, I commenced distributing the questionnaire during the 2nd semester, whenever I found an opportunity; I explained the purpose of the study and allowed them to answer freely with my explanation if necessary. Of course, I asked students who already had answered the previous questionnaire to dismiss the issue. For teachers, I selected also different periods of time during both semesters and I benefited from the times of pedagogical meetings and deliberations when teachers were gathered and free after they finished their works.

➢ **Access to the sample**

Access to the sample is a problem that a researcher may encounter. Researchers will need to ensure not only that access is permitted, but is, in fact, practicable‖ Cohen et al (2000). In my case, access to different populations was easy and legal as long as it covers a pedagogical matter.

➢ **The sampling strategy to be used**

The sampling procedure involved the intentional choice of the informants due to the qualities that they possessed. Therefore, the researcher decides what needs to be known and sets out to find people who are willing to provide the information by virtue of their knowledge or experience, Bernard (2006); so that sampling proceeds according to the relevance of cases instead of their representativeness, Flick (2009). Glaser (1978) makes the point that:

> *Researchers will go to the groups which they believe will maximize the possibilities of obtaining data and leads for more data on their question. They will also begin by talking to the most knowledgeable people to get a line on relevancies and leads to track down more data and where and how to locate oneself for a rich supply of data.* Glaser (1978:45)

Sampling strategies are strongly required in various fields of research, in this sense; one should be familiar with the possible methods of sampling to be followed. Cohen and Holliday (1979, 1982, 1996); Schofield (1996) propose that there are two

main methods of sampling; a probability sample (also known as a random sample) or a non-probability sample (also known as a purposive sample), and it is up to the researcher to decide on which sample to opt for in his research. Fraenkel & Wallen (2003:404) have concluded that purposive sampling is based on the assumption that one needs to *"select a sample from which they feel will yield the best understanding of whatever it is they wish to study"* .

In the case of this research, purposive sampling was used to select 'knowledgeable people' who are the teachers of literature to respond to the questionnaire related to the use of computer technologies in teaching literature ; those who had in-depth knowledge about the literature programme by virtue of their professional role, expertise or experience. There is little benefit in seeking a random sample when most of the random sample may be largely ignorant and unable to comment on matters of interest to the study, in which case, a purposive sample is appropriate, Cohen et al. (2007). Teachers were selected through purposive sampling in which *"people or other units are chosen, as the name implies, for a particular purpose"*, Leedy & Ormrod (2005: 206).

In addition to that**,** a probability sample was chosen in order to conduct the research on the reading habits questionnaires give to teachers and students as well as the random selection of the students to respond to the attitudes questionnaire. Cohen et al. argue that: *"a probability sample, because it draws randomly from the wider population, will be useful if the researcher wishes to be able to make generalizations, because it seeks representativeness of the wider population",* Cohen et al. (2000: 99).

The main difference between them is that, in a random or probability sample the possibilities of the selected population are known. In probability samples, all people within the research population have a specifiable chance of being selected. These types of sample are used if the researcher wishes to explain, predict or generalize to the whole research population, Dawson (2009). In order to determine the sample size of the research, the sampling error which is an approach to determining sample size for a probability sample was used; whereas, in a purposive or non-probability sample, the opportunities of the selected members of the wider population are unknown Cohen (2005: 99).

In the former, every member of the target population has an equal chance of being selected, i.e., *"inclusion or exclusion from the sample is a matter of chance and nothing else"* Cohen et al (2005: 99), i.e., a number of informants will be excluded and others included depending on the purpose and need of research. There are several types of probability samples: simple random samples; systematic samples; stratified samples; cluster samples; stage samples, and multi-phase samples. They all have a measure of randomness built into them and therefore have a degree of generalizability.

As for non-probability sample, there are many types as well: convenience sampling, quota sampling, dimensional sampling, purposive sampling and snowball sampling, Cohen et al. (2005). Unlike probability samples, each type of sample seeks only to *"represent itself or instances of itself in a similar population, rather than attempting to represent the whole, undifferentiated population"*. Cohen et al. (2005:102). Therefore, the researcher needs to consider the extent to which the sample represents the whole population in question. As mentioned before, a sample must be representative of the population in order for the results to be generalizable to some extent. Yet, if it is not representative, the findings have limited usefulness.

Different sampling techniques are suitable to different situations. Common to all studies is a need to identify an appropriate sample from which to acquire data. Coyne (1997:630) asserts that *"there is no perfect 'way' of sampling, as it is a process that continues to evolve with the methodology"*. Therefore, *"the researcher should find out what information is most needed and most useful in a given situation, and then employ the most suitable methods"* (ibid.). See table below for more exploration of sampling techniques.

Table 1
Comparisons Between Purposive and Probability Sampling Techniques

Dimension of Contrast	Purposive Sampling	Probability Sampling
Other names	Purposeful sampling Nonprobability sampling Qualitative sampling	Scientific sampling Random sampling Quantitative sampling
Overall purpose of sampling	Designed to generate a sample that will address research questions	Designed to generate a sample that will address research questions
Issue of generalizability	Sometimes seeks a form of generalizability (transferability)	Seeks a form of generalizability (external validity)
Rationale for selecting cases/units	To address specific purposes related to research questions The researcher selects cases she or he can learn the most from	Representativeness The researcher selects cases that are collectively representative of the population
Sample size	Typically small (usually 30 cases or less)	Large enough to establish representativeness (usually at least 50 units)
Depth/breadth of information per case/unit	Focus on depth of information generated by the cases	Focus on breadth of information generated by the sampling units
When the sample is selected	Before the study begins, during the study, or both	Before the study begins
How selection is made	Utilizes expert judgment	Often based on application of mathematical formulas
Sampling frame	Informal sampling frame somewhat larger than sample	Formal sampling frame typically much larger than sample
Form of data generated	Focus on narrative data Numeric data can also be generated	Focus on numeric data Narrative data can also be generated

Table.3.6. Comparison between Purposive and Probability Sampling Techniques.
Source: Teddlie & Yu (2007)

3.21. The Piloting Stage

Before embarking on the main study, the questionnaires should be piloted to test their usefulness in providing valuable information that might be relevant to the study. The pilot[76] phase is also practical for detecting major defects in questionnaire design. Pilot work can be, sometimes, costly or time consuming but it will avoid a great deal of arduous efforts on unintelligible questions producing unquantifiable responses and ambiguous results, Oppenheim (1992). A pilot study is a part of research planning since research instruments should be piloted and their content should be refined subsequently.

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[76] The term *pilot study* is used in two different ways in social science research. It can refer to so-called feasibility studies which are *"small scale versions, or trial runs, done in preparation for the major study"* Polit et al. (2001: 467). However, a pilot study can also be the pre-testing or 'trying out' of a particular research instrument, Baker (1994: 182-3).

Cohen et al. (2000:56) state that *"Where a pilot study is not feasible it may be possible to arrange one or two scouting forays to assess possible problems and risks"*

One of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail, where research protocols may not be followed, or whether proposed methods or instruments are inappropriate or too complicated. In the words of De Vaus (1993: 54): *"Do not take the risk. Pilot test first"*. Thus pilot studies are conducted following these procedures, according to Peat et al. (2002), to improve the validity of a questionnaire:

- ✓ Administer the questionnaire to pilot subjects in exactly the same way as it will be administered in the main study
- ✓ Ask the subjects for feedback to identify ambiguities and difficult questions
- ✓ Record the time taken to complete the questionnaire and decide whether it is reasonable
- ✓ Discard all unnecessary, difficult or ambiguous questions
- ✓ Assess whether each question gives an adequate range of responses
- ✓ Establish that replies can be interpreted in terms of the information that is required
- ✓ Check that all questions are answered
- ✓ Re-word or re-scale any questions that are not answered as expected
- ✓ Shorten, revise and, if possible, pilot again.   Peat et al. (2002: 123)

The evaluative oral questions for pilot respondents (10 students of English) of the questionnaires of the students were based on the following criteria:

- ✓ The questions were relevant to the research.
- ✓ The questions were clear and easy to read (the size of writing).
- ✓ The time taken to answer the questionnaire.
- ✓ All items were easy to understand.

The responses were as follow:

- ✓ All respondents indicated that the questions were pertinent to area of research.
- ✓ As far as the reading habits questionnaire, respondents mentioned that they considered the idea of research a new and fresh one at the university.
- ✓ All respondents indicated that the questions were clear and easy to read.
- ✓ Two respondents answered the questionnaire in less than 15 minutes or less and only one respondent answered the questionnaire in 20 minutes.
- ✓ All of them reported that the word "ICT" was unclear.

3.22. The Participants

In this section, a brief description of the participants will be displayed. This study is concerned with university students from Chlef University. 100 students (75 females and 32 males) who enrolled in the first year (LMD) system of (2016/2017) at the Department of English at Chlef University and attended regularly literature besides other language classes participated in the study. They are aged between17 to 21 with an average age of 19, majoring in English language teaching studies. As they come from government schools, they share roughly the same educational background. Each student had completed 7 years of intensive English study prior to entering university, but they had very few opportunities to practice and speak English outside the classroom.

All students are holders of either a baccalaureate from natural scientific streams or literary ones. Arabic is their mother tongue, French is their first foreign language and English is their second foreign language. First-year LMD students are exposed to basic knowledge about English as a consolidation to the knowledge already acquired at the middle and secondary schools. As part of the curriculum imposed by Department of English, introduction to literary texts course was the required course with one hour and half credit a week. The course was taught two semesters successively. This particular class was chosen to participate in this study due to the following reasons. First, as the students taking this course acted as the participants in the study at the same time, inviting them to participate in this study, which was conducted alongside the teaching process by the researcher, would not affect their regular English course program. Second, students in the literature course generally have already acquired the basic linguistic skills but they

lack some literary skills, since this year's syllabus is supposed to be the starting point for further literary studies. Third, given that students had already encountered some technological tools in their daily lives. Thus, it was felt that students' background knowledge on technology and on English would enable me to provide firm evidence on the issues surrounding the use of technological tools in enhancing literature instruction in ELT classroom and on the reading habits of the students for future improvements.

3.23. Questionnaire Development and Content Validation

During the process of designing the questionnaires and validating their content, I paid special attention to the layout of the questionnaire in terms of fonts, spacing, the structure of the sentences and the paper quality. Dawson (2009:97) argues that *"the layout and spacing are extremely important because if your questionnaire looks cluttered, respondents will be less likely to fill it in"*. Structuring and designing a questionnaire is not an easy task. To make sure the respondents are not prompted to answer in a particular way, the order of the questions, how the questions are asked, and what type of questions are used, have been carefully planned and evaluated. This is also of importance to the analysis of the data. As mentioned earlier, in these questionnaires both qualitative and quantitative questions have been included.

The quantitative questions are of importance because they may contribute to mapping the field of research. It might be interesting to be able to investigate whether a difference can be discovered based on, for instance, the gender of the teachers' practice or not. Most of the questions are close ended questions because it is believed that unclear and unexpected answers will be eliminated. The open ended questions were included in the teachers' questionnaire are more challenging to analyze, but in which important and unexpected insights may be uncovered. The questions designed for all the questionnaires fit different aims, each of which will be explained in the next part of analysis of the data.

The researcher took the questionnaire to the participants' class at a prearranged time. The students were asked to complete the questionnaire in front of the researcher. They were motivated to verbalize the reasons for their particular choice, or any other comments or opinions that they may have. Very important comments have been gained

in the process. These were all registered by the researcher for later analysis. After the questionnaire had been completed, the researcher followed up with any additional questions necessary to elucidate the reasons behind the student's particular choice and questions about their courses in the department. The whole process typically took around 30 minutes. In addition, observations of the general class environment of the participants were recorded. It is recognized that a questionnaire alone is not enough to identify the reasons behind the choice. In order to avoid that issue other features were added to the questionnaire like the presence of a comprehensive framework, the presence of the researcher and the informal interview structure that permits the participants to state their reasons and opinions during and after the questionnaire. The latter adds significance to the data collected from the questionnaire alone and makes the results more concrete.

3.24. The Analysis of the Students' Questionnaires

In this section, the researcher will analyse and interpret the data collected to arrive at pure and satisfying answers for the questions posed and to come up with valuable suggestions and recommendations for the sake of assisting EFL teachers in how teach literary texts in the way that suits them and based upon the students' needs as well. All the data obtained from the questionnaires are analysed using percentages and are presented below[77]:

3.24.1. Attitudes towards Literature and Technology Use Questionnaire

The data on the students' attitudes towards literature classes was collected through a questionnaire. All participants were given a questionnaire consisting of multiple choice questions in order to gather some exact information about their educational background and more importantly some information about their attitudes towards literature classes and literature teaching methodologies employed in their classes. It took students approximately 30 minutes to complete the questionnaire. In this section of the study, some of the data gathered will be presented and discussed. The questionnaire revealed some information about what kind of teaching the students experience during their

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[77]In the due course of the analysis, "N°" stands for number and "%" stands for percentage in all the tables to come. Besides, the word student and learner are used interchangeably.

literature classes: The aim of this study is to obtain information regarding the attitudes of students towards the integration of computer in literature classes. The selected sample is characterized by regular attendance of their lecture which permits legitimate generalization from the survey results to the population of interest, according to Brown (2001:68) *"each individual in the population must have an equal chance of being selected"*, which will enhance objectivity in research.

The researcher selected 1st year LMD students rather than the other academic years mainly because the students will study literature for the two remaining years in the License cycle, those who will have the chance to carry on their Master studies; the only options available at Chlef University are related only to literature, this is on one hand. On the other hand, I selected the 2nd half of the 1st semester mainly because students do not know a lot about the regime in the university at the very beginning, this phase, basically, is considered as the intermediary phase between the secondary regime and the higher education one. So after taking their first exams, i.e., after almost 04 months, students started to develop an overall understanding of the life at the university. Unlike the situation at the university, in the secondary school students were accustomed to be given all the necessary information they need by the teacher. This led me to think that during the 1st half of the first semester students are not capable enough to know which is suitable for them and which is not. They may consider everything as new and bright. University teachers need to take into account the differences between school and university, with particular regard to how they can best orientate their students towards continued and enhanced learning in their 1styear.

Before analyzing the results, it is necessary to mention that the analysis will be in the same sequence that the questions or statements or tables appear in the questionnaires. However, the discussion of the results will be in part according to the research questions sequence. A questionnaire divided into 3 main parts was distributed to 1st year (LMD) students. It started by identifying the gender of the respondents by putting a cross in the suitable box then mentioning their age. In the first part, the students will choose the answer they prefer by putting a cross either in "yes" box or "no" box. In the second and the third part, two almost contradictory questions are put together in the same table;

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again the students choose the suitable answer for them by putting a cross in the preferred answer.

After administering the questionnaire the following results, including personal information about the students, are obtained:

➢ Number of female students: 76.
➢ Number of male students: 24.
➢ The students belong to "17 to 21" age group and 5 students beyond 30 years old.

Number of respondents and percentage (henceforth will be as N and %) is mentioned in the table below:

	N°	%
Males	24	24%
Females	76	76%
Total	100	100%

Table 3.7. The Gender of the Participants

The numbers of male and female students were not equally represented, as there were 24 males (24%) and 79 females (79%) respondents between the age of 18 and 26 years old. Females outnumbered the males at this level, which is a benchmark of the whole department of English at Chlef. It was expected to have a minority of males represented in this sample since research has noted gender gaps in core academic subjects, including a lack of female participation and interest in technological fields, and an underrepresentation of males in humanities and language courses, Xie and Shauman (2003). However, in this case study, one can explain this by the fact that this is the main characteristic of Algerian schools and population in general (depending on observation of many sections and faculties in the university)**.**

Being a fresh area of research, the researcher chooses to administer the questionnaire to first year LMD students since they have just joined the English Department and they are supposed to have the first contact with literary studies course in

their higher education and have their own expectations of this course. As far as attitudes are concerned, this research will be the start and it is up to further research to enhance the student's positive attitudes towards literature.

Item	Yes		No	
	N°	%	N°	%
Do you use a computer at home?	92	92%	8	8%

Table 3.8. The Use of Computers at Home.

The aim of this question is to see if students use computers at home. Moreover, the focus here was on the use rather than the ownership because this matters a lot since having a computer does not necessarily imply using it. The results obtained will help the researcher to discuss further results as far as the importance of computers in students' lives is concerned. The results in the table above show that 92% among the surveyed students use computers at home and 8% claim that they don't use it at home.

Item	1st		2nd		3rd		4th		5th		6th	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
English rank in the BAC exam	90	90%	5	5%	0	0	0	0	3	3%	2	2%

Table 3.9. Participants Classified by the English Language rank in the BAC exam.

The aim of this item is to confirm the students' attitudes towards the English language from the beginning. The researcher assumes that not all the students were self-selecting to study the language then this will affect the results of the students' attitudes towards studying English and particularly literature. The results in table 4.3 show that for 90% of the participants, English was their first choice. This is encouraging as from now the positive attitude towards English will be taken for granted. Yet, the low percentages that range from 2% to 3% where some students rate the English language as a choice in the last position are not to be neglected in the due course of the study.

Item	Yes		No	
	N°	%	N°	%
Do you have access to the internet at home?	92	92%	8	8%

Table 3.10. The Student's Access to the Internet at Home.

That item was designed to check the availability of the internet for the students outside the university. The availability of such materials at home will help the students to practice and do their researches any time they need to do so. When piloting the questionnaire I explained for them that all forms of the internet are included from the Wi-Fi connectivity to 3G or 4G and others, if any. Access to and availability of computers was confirmed by the students in this study and this, potentially, has an influence on the use of electronic resources. The results reveal high levels of access to computers connected to the internet among students at home (92%). It is worth observing, also, that 8% of the students do not have internet at home.

Item	Gender	Frequency of Use					
		0 to 05 hours		05 to 10 hours		More than 10 hours	
		N°	%	N°	%	N°	%
How many hours per day do you use the computer and navigate the Internet?	**Males**	2	8,33%	15	62,5%	7	29,16%
	Females	22	28,94%	39	51,31%	15	19,73%

Table 3.11. The Frequency of Use of Computers and the Internet.

The aim of this question is to know the period of time that the students in this sample of study usually spend in front of their computers in a day time; this will help me to identify the amount of exposure to computer related technologies for further effective implementation in class. 62,5% of the males report that they spend from 5 to 10 hours per day and 29,16% spend more than 10 hours. Whereas, 8,33% spend less than 5 hours

per day. For females, the highest percentage was 51,31% who spend from 5 to 10 hours per day. 28,94% spend less than 5 hours and 19,73% spend more than 10 hours. Moreover, the highest percentage is that of the students who spend from 10 to 15 hours in a day from both genders.

Item	Yes		Somehow		No	
	N°	%	N°	%	N°	%
Do you like reading?	19	79,16%	2	8,33%	3	12,5%

Table 3.12. The Males' Attitudes towards Reading.

The aim of this question is to identify the attitudes of students towards reading in general with a particular reference to their gender. Being aware of the nature of the attitudes towards reading will help the researcher to explain further results and to redirect the negative attitudes. As mentioned in the previous table, 19 out of 24 males who constitute 79,16% claim that they like reading. Meanwhile, 12,5% report their dislike of reading and 8,33% possess an average attitude.

Item	Yes		Somehow		No	
	N°	%	N°	%	N°	%
Do you like reading?	59	77,63%	9	11,84%	8	10,52%

Table 3.13. The Females' Attitudes towards Reading.

Besides the previous results, table 3.13, illustrates that 77,63% of the females affirm that they like reading, while, 10,52% claim that they do not get a tendency to read and 11,84% show an average attitude towards reading.

Clearly, the distribution of students' (males and females) lower frequency is bound to their unawareness of the importance of reading in enriching ones personal overall growth and competences and the functions of reading literature as relaxing and

broadening the mind. This fact, in turn, reflects the level of motivation to uplift students' culture of reading.

Item	Yes		Somehow		No	
	N°	%	N°	%	N°	%
Do you like reading literature?	18	75%	4	16,66%	2	8,33%

Table 3.14. The Males' Attitudes towards Reading Literature.

In order to have a clear account on the culture of reading literature by our students, this item was included. 75% of males, as mentioned in table 4.8, maintain that they like reading which is a high percentage compared to that of males who show a negative attitude towards reading literature (16,66%)

Item	Yes		Somehow		No	
	N°	%	N°	%	N°	%
Do you like reading literature?	54	71,05%	10	13,5	12	15,78%

Table 3.15. The Females' Attitudes towards Reading Literature.

Eventually, this table, also, focuses on female students' enjoyment of reading literature. A total of 71, 05% have a positive attitude to reading literature whereas 15, 87% show their lack of interest in literature reading. The question is put at the beginning to uncover generally the opinions hold by first year students toward reading literature because attitudes if not identified and worked on properly they may become unchangeable beliefs.

These questions aim at identifying the attitudes of both genders towards reading literature. Basically, knowing the nature of attitudes, in this respect, is important for the researcher and knowing the gender impact will help in further discussion. Simply put, the researcher will confirm or reject the previously stated hypotheses.

The participants who held a negative attitude towards reading the literary texts in general may denote the difficulties still persisting in the teaching and learning of this module. This is not surprising considering the newness of literature subject versus their low proficient level in the general educational background as they become reluctant readers and lack the culture of reading. Furthermore, another explanation to students' low motivation is insufficient time devoted to the literature either in class (01 hour and a half) or as an independent habitual reading activity for pleasure.

- The last question in the students' questionnaire is**:** Which technology you think of when you find the word "technology"?

This part was an open ended question. Its purpose is to check what stereotype or correlations students have about the word "Technology". This will guide the researcher to fix the meaning of the word along the current thesis. Results display that answers range from phones, internet, mobiles, laptops, the web and computers (98%) to cars and even air-conditioners (02%).

The aim of the second part of this questionnaire is to identify the attitudes of students towards literature learning in a detailed manner.

Item	Choices	N°	%
According to you, what is the role of literature learning	**It increases my proficiency in the English language.**	60	60%
	It makes me aware of other cultures.	40	40%
	It motivates me to know more.	47	47%
	It provides fun.	28	28%
	It is difficult because literary texts are not easy to understand.	20	20%
	Literature reading is boring and waste of time.	16	16%
	It is unimportant because it does nothing to my future career.	19	19%
	I do not like English literature because it is different from our culture, habits, and religion.	12	12%

Table 3.16. Reasons for Literature Learning.

This question aims at eliciting a response from the students about their motives and reasons for learning literature. It is a multiple choice question in which eight (08) items were suggested and the students were allowed to choose more than one item. The results show that 60% of the whole population claim that literature learning increases their proficiency in the English language, 40% assert that it fosters cultural awareness and 47% believe that literature is a good motivational tool. Literary texts are rather difficult for 20% and 16% mention that literature reading is boring and waste of time. Moreover, a total of 19% holds that literary texts are unimportant because they do not contribute to my future career while only 12% determine that they do not like English literature because it is different from their culture, habits, and religion.Admittedly, the findings also show that students have almost satisfactory overall information on literature reading objectives with respect to their. In this vein, the common motive for their choices of reading all the type of literature are ranging between improving their language and knowing more information about other cultures and helping them to know more. Thus, it could be said that they still need to be helped to move from the information reading process to the literary reading process.

Item	Choices	N°	%
I prefer this genre of literature	**Short stories**	39	39%
	Novels	18	18%
	Theater	5	5%
	Drama	8	8%
	Poetry	16	16%
	Novella	14	14%

Table 3.17. Preferable Genre of Literature.

The rationale of this item is to identify which genre of literature is most preferred by students. This will help the researcher to adapt future lectures to suit the students' needs. Results show that 39% like short stories, 18% choose novels, 16% prefer poetry, 14% like novellas, 8% tend to like drama and 5% like theater. Students usually favored the literary texts which respond to their own background and interest.

Item	Choices			
	Individually		**In groups**	
	N°	**%**	**N°**	**%**
I like Reading literature	44	44%	56	56%

Table 3.18. The Students' Learning Methods.

According to Kirby (1979) the term "learning styles" came into use when researchers began looking for ways to combine course presentation and materials to match the needs of each learner. From this perspective, learning style is considered as a broader term that even includes the construct of cognitive style. A classroom contains students with several styles. For this reason, the flexibility is a must for a teacher and he also must learn to use different teaching methods and assessment so as to meet every student's style. In other words, it should be better for teachers to use many different

methods of instruction to interest all learning styles at one time or another. This use of awareness of learning style will help to guide instruction, and at the end every student will be satisfied.

In order to know whether the students are active learners who tend to like group work or reflective learners, who prefer working alone, the researcher asked this question aiming at knowing about the learning styles of the students. Including this item also will help the researcher to decide on the types of activities that teachers can use in their classes to add variety and avoid monotonous lessons. I list in priority the results which indicate that 56% prefer to work in groups and 44% prefer autonomy in reading literature. Students seemed to be in favor of working in groups as it encourages them to get motivated and benefit from one another. Eventually, this stresses again the need for methods that improve the literature reading courses with more interactive and collaborative techniques.

Once more, the students who lack motivation in reading literature can also be explained by the deficiency in their learning strategies as the result shows (most students are not strategic readers yet) when asked about their own methods that can help them better. Specifically, a considerable number of students showed the spirit of sharing and working with their friends to read and study literary texts like retelling, class presentation, working in groups.

			Choices	
Item	**The teacher**		**The students**	
	N°	**%**	**N°**	**%**
The selection of the literary text depends on	86	86%	14	14%

Table 3.19. The Decision-Maker about the Selection of the Literary Text.

Since literary texts' selection is a crucial factor and it is fundamental to the successful implementation of any kind of representational materials, the researcher asks this question to have an insight in the students' attitudes towards that matter. In fact, 86% of the students claim that the teacher is responsible for text selection while 14% do not approve this and disclose that decision upon the texts depends on the learners who should be given the opportunity to select the literary texts that they like rather than reading only prescribed texts that have been selected for them by their teacher. This common agreement stresses the voice of regarding students' interests as a key ingredient to material selection hand in hand with teachers' experience and aims and syllabus objectives.

As a matter of fact, by involving students in the selection of syllabus content, we are more likely to encourage the autonomy and learner centeredness which is necessary to lessen the burden and the responsibility of the teacher and more accountability on the part of students. Considerably, knowing the students' preferences in reading literary works may foster the motivation to read more and at the same it is an opportunity for the teacher to orient his/her teaching objectives in accordance with students' needs.

Item	Choices	N°	%
For you, studying different genres of literature helps improve this skill	**Reading**	83	83%
	Writing	75	75%
	Speaking	40	40%
	Listening	35	35%

Table 3.20. Literature and the Four Skills.

The fifth item in this part aims to dig thoroughly the impact of literature on the four skills. The students were allowed to choose more than one answer. Thus, with regard to the results, 83% assert that literature enhances the reading skill, 75% claim that via literature students can improve their writing skills. 40% see that it swells the speaking skill, while, 35% see its worthiness to increase listening skills.

	Choices			
Item	**On the computer and Internet.**		**On printed books in libraries.**	
	N°	**%**	**N°**	**%**
I can read and access to different literary books easily	82	82%	18	18%

Table 3.21. Availability and Accessibility of Literary Books.

This item was forwarded to deepen the investigation on the current habits of reading towards inheriting a culture of reading literature. Purposefully, the enquiry is extended to check the possible ways that students follow to find books and to assess whether e-books or printed books are easily found. Findings reveal that 82% of the students find easily e-books compared to 18% who assume that books can easily found printed in libraries.

Item	**Yes**		**No**	
	N°	**%**	**N°**	**%**
I prefer that studying literature is not obligatory	53	53%	47	47%

Table 3.22. Reactions towards Studying Literature as a Module

Being the literature module compulsory or not does it change the view towards it was basically the intent behind this item, with approximate percentages, results reveal that 53% prefer that it is not compulsory and 47% claim that they like to attend compulsory courses of literature.

Item	**Yes**		**No**	
	N°	**%**	**N°**	**%**
I enjoy looking for the meaning of new words in literary texts	92	92%	8	8%

Table 3.23. The Challenge of New Words

In order to measure the readiness of students to overcome linguistic difficulty encountered in literary texts, this item was added here.8% of the students exhibit a

moderate attitude towards looking for the meaning of new words while 92% enjoy the quest for looking for new words.

Item	Yes		No	
	N°	%	N°	%
If you do not like to study literature, do you think using technology will make you like it?	19	79,16%	5	20.83%

Table 3.24. The Impact of Technology on Males' Attitudes towards Studying Literature

This table illustrates the results obtained from males regarding their attitudes towards the use of technology in literature classes which will be compared to those obtained from females after the following table.

Item	Yes		No	
		%		
	N°		N°	%
If you do not like to study literature, do you think using technology will make you like it?	71	93,42%	5	6,57%

Table 3.25.the Impact of Technology on Females' Attitudes towards Studying Literature.

Asking such question is purposeful for the simple reason which is to enable students to express their attitudes clearly towards the use of technology in studying literary texts to figure out the place of technology in literature studying according to their answers. To measure the impact of technology on attitudes of both genders towards literature, gender, again, appeared in this section for comparison purposes to find out differences, if any, because according to literature review in previous chapters gender may affect the adoption of an attitude rather than another. Results show that both genders (79,16% for males and 93,42% for females) have positive attitudes towards the integration of technology in literature classes

When testing the efficiency and clarity of the questionnaire, some students claim that cannot decipher these acronyms ICT, so I explained for them orally then I wrote its meaning in each questionnaire to avoid ambiguity from the commencement.

		Yes		No	
Items		**N°**	**%**	**N°**	**%**
- **I enjoy doing things on computer and it motivates me to work hard.**		93	93%	7	7%
- **I feel comfortable with the idea of ICT as a tool in learning.**		92	92%	8	8%
- **I feel comfortable with the idea of ICT as a tool in reading literary texts.**		84	84%	16	16%
- **Using ICT tools in Literature lessons pushes me to concentrate.**		90	90%	10	10%
- **Using ICT in studying literature stresses me and makes me tired.**		4	4%	96	96%
- **I like reading books online more than printed books.**		51	51%	49	49%
- **ICT helps me understand concepts in more effective ways.**		89	89%	13	13%
- **I prefer the traditional way of learning (pens, papers and books) to using computers.**		21	21%	79	79%
- **Using the computer technologies makes me learn and do my assignments easier and more convenient besides access to updated learning material.**		81	81%	19	19%
- **Using the computer technologies in learning English helps me communicate with my teacher and classmates easily.**		78	78%	22	22%
- **If I do not understand my teacher, I search myself.**		91	91%	9	9%

Table 3.26. General Attitudes towards Using Technology in Studying Literature

In the above table 11 items were introduced in this section and can be answered by "yes" or "no". The researcher did not include another choice of "somehow" to avoid ambiguous results and this was explained while piloting the questionnaire. Table 4.20 presents the results of the students' attitudes towards the use of ICT in the learning of Literature.

This section will present the findings on students' attitudes towards the use of ICT tools as tabulated above. The students' attitudes' towards literature are still quite prejudicial. Such views of students can be attributing to their low limited knowledge on the literature course subject. Few students' answers (19%) seem to be somewhat arbitrary as their choices include both course types.which indicate a complete confusion

"I enjoy doing things on computer and it motivates me to work hard".

This statement will identify the students' attitudes towards the use of the computer, in general, without any particular reference to learning purposes. Results

indicate that 93% express their comfort in dealing with computers and only 7% who were reluctant to consider it as a motivating tool.

"I feel comfortable with the idea of ICT as a tool in learning".

Here, the researcher aims at inquiring into the students' attitudes towards the use of ICT for learning purposes. 92% were for the integration of new technologies in learning environments compared to 8% who reject the idea.

"I feel comfortable with the idea of ICT as a tool in reading literary texts".

The statement will elucidate the students' attitudes towards the use of ICT in reading literary texts in particular. Findings confirm that 84% enjoy the idea whereas 16% reject the claim.

"Using ICT tools in Literature lessons pushes me to concentrate".

This statement may determine the attitudes of the students towards the impact that may be left upon them when using the ICT tools in literature classes. 90% assume that ICT related tools increase their concentration in literature lessons while only 10% who were against.

"Using ICT in studying literature stresses me and makes me tired".

Results reveal that 4% own a negative attitude towards studying literature using technology claiming that ICT usage in literature can stress them and make them tired. This can be owing to numerous factors that will be discussed later in the next chapter. However, 96% deny that attitude.

"I like reading books online more than printed books".

In order to know if students like e-books or printed ones, that statement was introduced here. It will help the researcher for further suggestions. 51% like e-books and 49% like paper books.

"ICT helps me understand literary concepts in more effective ways".

One of the impacts of technology on literature is the one mentioned in the above statement. The aim is to indicate whether students are aware of that fact or not. Results show that 89% claim the fact that ICT is helpful but 11% discard that impact which may be due to their lack of knowledge of such issues.

"I prefer the traditional way of learning (pens, papers and books) to using computers".

To identify attitudes towards traditional way of learning and CALL, the item was included. 21% still inclined towards traditional learning while 79% were flexible and open to changes to the way they get knowledge.

"Using the computer makes me learn and do my assignments easier and more convenient besides access to updated learning material".

Intentions are so important within various settings, and learning is no exception, students form intentions towards behaviors which they believe may increase their performance. The concept of continuance, of use, is critical because technology acceptance research often focuses on the initial adoption of technology and overlooks or ignores long-term use and the integration of new software into the daily activities of learners. Results reveal that 81% of the students determine that technology assists them in completing their tasks easily and rapidly besides 19% who hold an opposition to that point.

"Using the computer in learning English helps me communicate with my teacher and classmates easily".

The statement was suggested to identify the impact of technology on English language learning and communication with peers. Findings confirm that 78% claim that if facilitates communication and 22% it does not

"If I do not understand my teacher, I search myself".

This item will help me to identify whether these students are autonomous learners or not. A close reading of the findings indicates that 91% were self reliant and 9% need to consult their teachers.

Items		N°	%
- While using the computer, I can improve my reading skills.	Disagree	19	19%
	No idea	10	10%
	Agree	71	71%
- The use of ICT helps me improve my writing skills.	Disagree	18	18%
	No idea	9	9%
	Agree	73	73%
- The use of ICT helps me improve my speaking skills.	Disagree	26	26%
	No idea	18	18%
	Agree	56	56%
- The use of ICT helps me improve my listening skills.	Disagree	28	28%
	No idea	20	20%
	Agree	52	52%
- The use of ICT helps me improve my grammar competence.	Disagree	26	26%
	No idea	25	25%
	Agree	49	49%
- The use of ICT enables me to acquire vocabulary better.	Disagree	12	12%
	No idea	15	15%
	Agree	73	73%
- The use of ICT increases my creativity and critical thinking.	Disagree	35	35%
	No idea	14	14%
	Agree	51	51%
- Reading literary texts can be enjoyable with ICT applications.	Disagree	12	12%
	No idea	12	12%
	Agree	76	76%
- I need my teachers to show me how to use online learning resources.	Disagree	65	65%
	No idea	4	4%
	Agree	31	31%
- I would like to study literature without ICT.	Disagree	91	91%
	No idea	2	2%
	Agree	7	7%
- I don't want English teachers to use ICT applications in teaching.	Disagree	89	89%
	No idea	0	0
	Agree	11	11%

Table 3.27. Effectiveness of Using ICT in Studying Literature.

Statements from 1 to 8 aim at identifying the impacts of technology on different skills besides critical thinking and literature learning. According to students, it was found that 73% agree that technology helps to learn more vocabulary.65% agree that it improves spelling, 71% agree that it develops the reading skills.73% agree that it improves writing. 52% agree that it develops the listening skills and 56% agree that it develops the speaking skills. For 73% it increases vocabulary and 51% believe that it increases creativity and enhances critical thinking. Moreover, it is reaffirmed by 76% that ICT tools enhance reading literary texts

Statement 9 aims at, again, identifying whether students are self- reliant or they depend on their teachers. This time the focus is on support as far as online learning and technical issues are concerned. Overwhelmingly, 65% of the students declare that they do not their teachers guidance in experimenting with different technological options.

Statements 10 and 11 aim at confirming what type of attitudes students hold towards the use of ICT in language learning in general, and in literature in particular. Between 89% and 91% do not prefer studying literature without technology.

Although almost all students show similar attitudes, minor differences can be observed. For example, in response to statement 11, it is clear that 89% of the students are the most comfortable with using computers, with only 11% who do not find computers useful in classes. 7% of the students, on the other hand, face challenges and have problems using computers related technologies in literature classes. Further, in the responses to statement 9, it is clear that 31% of the students show reliance on teachers to assist them in using online resources. In fact, responses as such push teachers to take into account all possible measures to deal with multiple attitudes in their classes.

- **Activities usually performed by ICT.**

"What do you like best interacting with your PC" The rationale of this question is to gather information concerning which activities that the students usually like best interacting with their computer. They are allowed to choose more than one activity.

Items	Frequency of use	%
Social media (face book, twitter, etc)	92	92%
writing e-mails	34	34%
Playing games	63	63%
surfing the Internet	56	56%
listening to music	44	44%
watching videos	77	77%
Writing texts, learning (e.g. online courses, using dictionaries...etc)	48	48%
Experimenting with various software and applications.	24	24%
Doing research for university (looking for information, using search engines like GOOGLE…)	82	82%

Table 3.28. The Students' Widely Performed Activities with Computers

As tabulated in table 3.28, the results demonstrate that 92% prefer social media, 34% prefer writing email and 82% do research for university via search engines mainly Google. Besides, 63% prefer playing games, 56% most of the time prefer surfing the internet and 48% write texts and learning. 44% prefer listening to music and 77% watch videos. In addition to that, 82% prefer working with educational software.

3.24.2. Analysis of the Reading Habits Questionnaire

In general, findings from previous empirical research are difficult to compare since very little, if any, had been done at the level of the University of Hassiba BENBOUALI. Taking into account the fact that, paper books and e-books differ along several dimensions (luminance; legibility; size; weight; portability and availability, each of which may have an impact on reading habits and may cause distinct reactions. Attempting to address the shortcomings of previous studies, the present study adapted this questionnaire from Tveit & Mangen (2014), to have empirical statistics as far as this

context (1st year LMD students at Chlef University) is concerned. To a greater extent, both students and teachers might be expected to embrace digital technologies as a natural part of their reading portfolio. So a choice like "e-books" becomes inevitable. The concept of "digital natives" has been debunked; Bennett, Maton & Kervin (2008) and we cannot assume that all students are comfortable with technology.

	Number	Percentage
Males	21	21%
Females	79	79%
Total	100	100%

Table 3.29. The Students' Gender.

After piloting the second questionnaire the following results, including personal information about the students, are gathered:

➢ Number of female students: 79.

➢ Number of male students: 21.

➢ The students belong to "17 to 27" age group.

All the findings will be with a particular reference to gender impact. This distinction is made not for the sake of comparison between males and females because it is not assumed that there will be any differences. It is done to confirm or reject the hypothesis stated earlier.

- **Future Habits of Reading**

Items		N°	%
- **In the future, I think it will be more common to read on an e-book device than in a paper book**	Disagree	7	33,33%
	No idea	00	00
	Agree	14	66,66%
- **I think reading on a paper book will never be replaced by any other device.**	Disagree	7	33,33%
	No idea	00	00
	Agree	14	66,66%

Table 3.30. Male Students' Views about the Future of Reading.

The aim of this part is to shed light on the students' views about the future of reading. 66,66% of the males opt for the claim that it will be more common to read on an e-book device than on a paper book while 33,33% disagree with that view.

Items		N°	%
- **In the future, I think it will be more common to read on an e-book device than in a paper book**	Disagree	20	25,31%
	No idea	3	3,79%
	Agree	56	70,88%
- **I think reading on a paper book will never be replaced by any other device.**	Disagree	25	31,64%
	No idea	4	5,06%
	Agree	50	63,29%

Table 3.31. Female Students' Views about the Future of Reading

In addition to the previous males' results, the females (70,88%) also opt for the claim that it will be more common to read on an e-book device than in a paper book and only 25,31% who think differently.

- **The Reading Experience**

Items in part two aims at identifying reactions towards different reading materials. Findings are grouped in the tables below.

- Physical reactions Items		N°	%
- **Most comfortable for my eyes**	E-books	**12**	**57,14%**
	Paper books	**00**	**00**
	No difference	**9**	**42,85%**
- **Easily carried.**	E-books	**14**	**66,66%**
	Paper books	**00**	**00**
	No difference	**7**	**33,33%**
- **Most comfortable turning over the pages**	E-books	**13**	**61,90%**
	Paper books	**06**	**28,57%**
	No difference	**2**	**09,52%**

Table 3.32. Males' Physical Reactions towards Reading Materials.

An overall reading of the results, show that 57,14% claim that e-books are comfortable for the eyes, 66,66% report that e-books are easily carried and 61,90% view e-books also as the most comfortable turning over the pages.

- Physical reactions		N°	%
Items			
- **Most comfortable for my eyes**	E-books	08	10,12%
	Paper books	55	69,62%
	No difference	16	20,25%
- **Easily carried.**	E-books	46	58,22%
	Paper books	22	27,84%
	No difference	11	13,92%
- **Most comfortable turning over the pages**	E-books	32	40,50%
	Paper books	36	45,56%
	No difference	11	13,92%

Table 3.33. Females' Physical Reactions towards Reading Materials.

Compared to the results that are obtained from males' reactions, females tend to have almost contradictory views in which 69,62% report that paper books are most comfortable for eyes and 45,56% choose paper books as most comfortable turning over the pages (though, quite a close average of 40,50% hold that e-books are also comfortable for the eyes). Meanwhile, 58,22% opt for e-books as easily carried.

Emotional reactions		N°	%
Items			
- **Felt most natural to read from**	E-books	**13**	**61,90%**
	Paper books	**00**	**00**
	No difference	08	**38,09%**
- **Felt more personal to read from**	E-books	**13**	**61,90%**
	Paper books	**00**	**00**
	No difference	**08**	**38,09%**
- **Made it more fun to read**	E-books	02	09,52%
	Paper books	**00**	**00**
	No difference	19	90,47%
- **Most tiresome to read from**	E-books	**07**	**33,33%**
	Paper books	**14**	**66,66%**
	No difference	**00**	**00**
- **Most boring to read from**	E-books	02	09,52%
	Paper books	17	80,95%
	No difference	02	09,52%
- **Most relaxing**	E-books	**17**	**80,95%**
	Paper books	**02**	**09,52%**
	No difference	**02**	**09,52%**

Table 3.34. Males' Emotional Reactions towards Reading Materials.

Items from 4 to 9 aim at describing the males' emotional reactions towards reading devices. A total of 61,90% of the students rank e-books as a device that assures both natural and personal reading, 90,47% claim that there is no difference between paper books and e-books to ensure the pleasure of reading and 80,95% claim that e-books are most relaxing. However, highest percentages were attributed to paper books in response to items 7 and 8 as 66,66% and 80,95% successively.

- Emotional reactions Items		N°	%
- Felt most natural to read from	E-books	10	12,65%
	Paper books	62	78,48%
	No difference	07	08,86%
- Felt more personal to read from	E-books	20	25,31%
	Paper books	45	56,96%
	No difference	14	17,72%
- Made it more fun to read	E-books	28	35,44%
	Paper books	39	40,36%
	No difference	12	15,18%
- Most relaxing	E-books	20	25,31%
	Paper books	49	62,02%
	No difference	10	12,65%
- Most tiresome to read from	E-books	39	49,36%
	Paper books	27	34,17%
	No difference	13	16,45%
- Most boring to read from	E-books	31	39,24%
	Paper books	38	48,10%
	No difference	10	12,65%

Table 3.35. The Females' Emotional Reactions towards Reading Materials.

In the same stance with table 4.28, results reveal that 78,48% and 56,96% successively of the students rank paper book as a tool that assures both natural and personal reading, 40,36% claim that paper books ensure the pleasure of reading and 62,02% claim that paper books are most relaxing. However, highest percentages were attributed to e-books in response to items 8 and 9 as 49,36% and 39,24% in this sequence. Evidently, from the previous results females exhibit contradictory points of view which will be discussed later.

- Intellectual Reading Qualities, Speed and Concentration		N°	%
Items			
- **Made me want to read more**	E-books	14	66,66%
	Paper books	5	23,80%
	No difference	2	9,52%
- **Made me reflect more upon the text**	E-books	13	61,90%
	Paper books	6	28,57%
	No difference	2	9,52%
- **Easiest to understand what happened in the story**	E-books	2	9,52%
	Paper books	1	4,76%
	No difference	18	85,71%
- **More attentive while reading**	E-books	13	61,90%
	Paper books	4	19,04%
	No difference	4	19,04%
- **Easiest to immerse into the story**	E-books	2	9,52%
	Paper books	1	4,76%
	No difference	18	85,71%
- **Made me reflect more after reading**	E-books	3	14,28%
	Paper books	1	4,76%
	No difference	17	80,95%
- **Easiest to remember what was read**	E-books	12	57,14%
	Paper books	5	23,80%
	No difference	3	14,28%

- **Disturbed me while reading**	E-books	2	9,52%
	Paper books	3	14,28%
	No difference	16	76,19%
- **Highest reading speed**	E-books	11	52,38%
	Paper books	5	23,80%
	No difference	5	23,80%
- **Easiest to read the text from**	E-books	12	57,14%
	Paper books	5	23,80%
	No difference	3	14,28%

Table 3.36. Males' Intellectual Reading Qualities, Speed and Concentration while Using Different Reading Materials.

As far as males' Intellectual reading qualities, speed and concentration are concerned, highest percentages were ascribed to e-books for positive reactions including: 66,66% endorse the claim that e-books make them want to read more, 61,90% claim that e-books make them reflect more upon the text, 61,90% assert that e-books make them attentive, 57,14% prefer e-books because they help them to remember what was read easily, 52,38% of the males consider e-books as tool to enhance their reading speed and 57,14% confirm that they can read easily from e-books.

Additionally, the results indicate that reading habits and preferences in general have an influence on attitudes with respect to reading device. 85,71% report that there is "no difference" between reading on paper and on e-book to understand what happened in the story or to immerse in the events of the story. 80,95% indicate that both tools make them reflect more upon their reading while 76,19% show indifference between both tools in response to item 17.

Notably, males show an overwhelming awareness of their reading habits since the researcher did not find any contradictory results in the analysis of the results.

- Intellectual reading qualities, speed and concentration		N°	%
Items			
- **Made me want to read more**	E-books	31	39,24%
	Paper books	38	48,10%
	No difference	10	12,65%
- **Made me reflect more upon the text**	E-books	15	18,98%
	Paper books	36	45,56%
	No difference	21	26,58%
- **Easiest to understand what happened in the story**	E-books	21	26,58%
	Paper books	40	50,63%
	No difference	18	22,78%
- **More attentive while reading**	E-books	25	31,64%
	Paper books	30	37,97%
	No difference	24	30,37%
- **Easiest to immerse into the story**	E-books	35	44,30%
	Paper books	30	37,97%
	No difference	14	17,72%
- **Made me reflect more after reading**	E-books	20	25,31%
	Paper books	39	40,36%
	No difference	20	25,31%
- **Easiest to remember what was read**	E-books	30	37,97%
	Paper books	35	44,30%
	No difference	14	17,72%
- **Disturbed me while reading**	E-books	50	63,29%
	Paper books	18	22,78%
	No difference	11	13,92%
- **Highest reading speed**	E-books	49	62,02%
	Paper books	23	29,11%
	No difference	7	8,86%
- **Easiest to read the text from**	E-books	49	62,02%
	Paper books	20	25,31%
	No difference	10	12,69%

Table 3.37. Females' Intellectual Reading Qualities, Speed and Concentration while Using Different Reading Materials.

It Is Worth Noting That In The case of females, highest percentages were attributed to paper books for positive reactions including: 48,10%endorse the claim that

paper books make them want to read more, 45,56% claim that paper books make them reflect more upon the text, 37,97% assert that printed books make them more attentive while reading , 44,30%% prefer e-books because they help them to remember what was read easily, 40,36% are for the claim that paper books help them reflect more after reading. Besides, 44,30% confirm that it so easy to immerse in the plot of the story when reading a paper book.

Furthermore, 62,02% of the females consider e-books as tool to enhance their reading speed and the same proportion admits that they can read easily from e-books. Whereas, 63,29% claim that reading on the screen is disturbing.

3.25. The Analysis of the Teachers' Use of Technology Questionnaire

In this section, similarly, analysis of the questions will figure in the same sequence that they appear in the questionnaire. The sample of teachers selected here was due to the objectives of this research that concern teachers of literature only in this department.

- **General Information**

	Number	Percentage
Males	2	20%
Females	8	80%
Total	10	100%

Table 3.38.The Gender of the Participants.

The aim of this item is to have a clear image about the demographic background of the participants. Most of the respondents in this surveyed group were females who represented 80% of the sample and 20% of the respondents were males (one male was excluded from the study because he showed a clear reluctance to submit back the completed questionnaires).
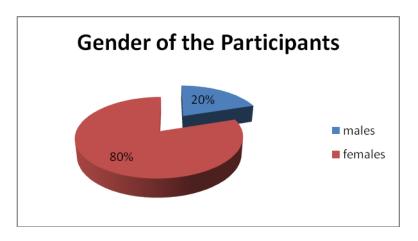
Figure 3.8. The Gender of the Participants

Item	Years of Experience					
	01 to 05 years		05 to 10 years		More than 10 years	
	N°	%	N°	%	N°	%
-The teaching experience	0	0	6	60%	4	40%

Table 3.39. The Teaching Experience of Teachers of Literature at the University.

The aim of this item is to shed light on the experience of the teachers of literature at the department to draw relationship between various variables in the next chapter as far as technology use is concerned, taking into account the teachers' previous experience in the middle and secondary school. By doing so, I will assume that these teachers have an overall grasp of the teaching methods and being able flexible and ready to experiment with different options. Results reveal that 60% of the teachers have an experience of 5 to 10 years and 40% have an experience of more than 10 years of teaching.

Item		N°	%
- **Do you use computer related technologies at home for the preparation for lessons?**	Yes	8	80%
	No	0	0%
	Sometimes	2	20%

Table 3.40. The Frequency of Computer Use for Lessons' Preparation.

The aim of this item is to check the amount of use of computer technologies outside the classroom in the preparation for lessons. 20% of the teachers indicate that they sometimes use it to prepare their lessons. While, 80% indicate that they usually use the web, for instance, to keep up to date with different materials, to add variety to lessons and avoid monotonous lectures. (Some information were gathered by probing teachers to have more clarifications and the same thing will be done in the next parts).

		N°	%
Item			
- Do you use computer technologies in class?	Yes	7	70%
	No	0	0
	Sometimes	3	30%

Table 3.41. The Frequency of Computer Use in Classroom.

The aim of this item is to assess the amount of the integration of computer related technologies in class. 70 % of the teachers indicate that they assist their lectures with computer technologies, while 30% of them mention that they sometimes integrate technologies in their classes.

Reasons for non use were reported as follows:

- Lack of teaching experience with ICT.
- The unavailability of computer related technologies. If they are available, they are not updated.
- Lack of time required to successfully integrate technology into the curriculum.

The answers for item n°5 which appeared as the following question *"Which technology you think of when you find the word "technology"* were

That item aims at depicting the view of the meaning of technology by teachers to assess to what extent technology is normalized or even stereotyped. The term is generally echoed with computers and the internet.

Item n°6 was to know the teachers' specialties. The latter were reported in order to see the correlations between their specialties and the module which is being taught. Results disclose that 4 teachers hold a degree in Literature, 1 teacher holds a degree in American Studies, 1 teacher holds a degree in Translation and 3 teachers hold a degree in ESP (English for Specific Purposes)

- **Attitudes towards Technology in Literature Class and Its Effectiveness**

The findings of this part can be summarized under two headings which are the positive and the negative impacts of technology on literature classes.

Items		N°	%
- **Technology in class gives flexibility to literature teaching and makes lessons relevant and enjoyable.**	Disagree	0	0
	No idea	0	0
	Agree	10	100%
- **I depend a lot on technology in preparing lessons.**	Disagree	7	70%
	No idea	0	0
	Agree	3	30%
- **Emails secure a good connection between teachers and students.**	Disagree	6	60%
	No idea	0	0
	Agree	4	40%
- **Computers can enhance the presentation of my work to students.**	Disagree	3	30%
	No idea	0	0
	Agree	7	70%
- **ICT tools save time and effort in creating my Literature lessons.**	Disagree	5	50%
	No idea	0	0
	Agree	5	50%
- **ICT tools will change the way I teach the Literature components.**	Disagree	2	20%
	No idea	3	30%
	Agree	5	50%
- **Technology constitutes a more relaxed and stress-free teaching atmosphere.**	Disagree	3	30%
	No idea	1	10%
	Agree	6	60%
- **Technology helps me become a better teacher.**	Disagree	5	50%
	No idea	1	10%
	Agree	4	40%
- **Technology in class is as valuable as traditional language teaching.**	Disagree	8	80%
	No idea	1	10%
	Agree	1	10%
- **Computer- assisted language teaching is a valuable extension of classical teaching methods.**	Disagree	1	10%
	No idea	0	0
	Agree	9	90%
- **Technology helps students understand literary concepts in more effective ways.**	Disagree	0	0
	No idea	2	20%
	Agree	8	80%
- **I may advise students to use audio books in reading literature**	Disagree	1	10%
	No idea	0	0
	Agree	9	90%

Table 3.42. Positive Impacts of Technology on Literature Teaching.

Findings that are reported from previous research provide some evidence as to the positive effects of the use of information and communication technology (ICT) on teaching and learning. In spite of such results, there has been a disappointingly slow uptake of technologies in educational contexts, Cox et al (1999); Passey & Samways (1997). This part examines the positive impacts involved in the take up of ICT in teaching literature.

Preliminary results here show that the majority of teachers recognize the positive effects of the integration of computer related technologies in literature classes. The whole sample of teachers (100) maintains that technology in class gives flexibility to literature teaching and makes lessons relevant and enjoyable. In response to the 2nd item in this part; "*I depend a lot on technology in preparing lessons",* 70% of the teachers indicate that they do not depend a lot on technology to prepare lessons.

It is significant to note here that teachers are aware of the fact that technology is not trust worthy to a given extent, so that they do have other materials to be used in the preparation for lessons like printed books, for example. I asked one of the teachers about other materials available for her to prepare lessons rather than printed books; she said that she makes use of the downloaded documents and files in her laptop. Bearing in mind that "the laptop" itself is a technological tool, with excellence, yet it becomes a part of the daily routines of teachers, in other words, it becomes "normalized". I also asked other teachers and overwhelmingly responses were almost similar, some reported that they read then type some notes using their laptops; they also use printers, thumb disc or flash drive and tablets for the same sake.

40% of the teachers claim that emails secure a good connection between teachers and students, while 60% reject that view. Moreover, the 4th item is forwarded to deepen the investigation on the teachers' attitudes towards the impact of computers on their performances in class. Purposefully, the enquiry is extended to the check whether computers can enhance the presentation of the teacher's lesson. 70% agree with the statement and 30% reject the claim.

The 5th item in this part aims at revealing the relationship between the use of computer technologies and time as an important factor in the process of teaching. As mentioned in the above table, enthusiasm about the integration of technology in classes and its impact on time is equally distributed among teachers, 50% agree with the item and 50% see that technology does not save time and effort in teaching literary texts.

In response to the 6th item, 50% assert that ICT tools will change the way they teach the literature components, while 30% have no idea and 20% see that ICT's will create no difference in the way literature is taught. Besides, the majority (60%) retains an unequivocal enthusiasm towards technology when they agree with the claim that it constitutes a more relaxed and stress-free teaching atmosphere.

About the teachers' responses to the 8th item, 50% disagree with the idea that technology enhances the teacher's way of teaching while 40% agree with this claim. In an informal discussion with the teachers, one teacher said that *"Being a better teacher is not only related to using technology, but also to using the appropriate methodologies that enhance the students' learning."* They reveal that they cannot spend a moment without having a look on their smart phones, checking e-mails or their social media accounts, updates on some web sites, etc. A claim that is, in a way or another, a bit contradictory to the results obtained from the teacher's responses to this item.

The 9th item draws a comparison between traditional and technology assisted teaching, 80% disagree with the claim that technology in class is as valuable as traditional language teaching. That item seems a bit misleading since the percentage obtained may indicate that the traditional way of teaching is better than the modern one or, perhaps, vice versa. To avoid ambiguity of the results, the 10th item clarifies the teachers' views. 90% agree that computer- assisted language teaching is a valuable extension of classical teaching methods. Consequently, it is understood that technology in teaching is an addition to traditional way of teaching.

Notably, 80% of the teachers mention that technology helps students understand literary concepts in more effective ways and no teacher disagrees with this item. Likewise, 90% reveal they may advise students to use audio books in reading literature as a

way to escape the confines of the classroom and to afford *students* opportunities to read literary texts using the benefits of technology.

Items		N°	%
- **I feel inhibited if I'm to use technology in my classes because I know that my students are more skillful than I am.**	Disagree	6	60%
	No idea	0	0
	Agree	4	40%
- **I do not use technology in my classes and I will not use it in near future.**	Disagree	10	100%
	No idea	0	0
	Agree	0	0
- **Technology makes students' reading of literature uncontrollable. (E.g. they consult summaries and don't read books).**	Disagree	2	20%
	No idea	1	10%
	Agree	7	70%
- **In our situation, ICT tools are not advantageous to good teaching because they create technical problems.**	Disagree	1	10%
	No idea	0	0
	Agree	9	90%
- **I hesitate to use a computer for fear of making mistakes I can't correct.**	Disagree	9	90%
	No idea	0	0
	Agree	1	10%
- **Teacher's proficiency of using computers in language teaching largely defines his attitude to computer use.**	Disagree	0	0
	No idea	0	0
	Agree	10	100%

Table 3.43. The Negative Impacts of Technology on Literature Teaching.

This part aims at identifying the teachers' attitudes towards the negative impacts of using technology in literature teaching. 60% indicate that they do not feel inhibited if they are to use technology and having more skillful students in computing issues than they are does not hinder technology integration. This is also confirmed in response to the 16th item where 90% disagree with statement that said "*I hesitate to use a computer for fear of making mistakes I can't correct*".

Besides, 100% indicate that the teachers' proficiency of using computers in language teaching largely determines the attitudes that teachers adopt towards computer

use in field work. Remarkably, 100% disagree with the 13th item and 90% mention that, in this context of study, ICT tools are not advantageous to good teaching because they create technical problems and 70% corroborate the fact that technology makes the students' reading of literary texts uncontrollable. Some of the positive attitudes, mentioned above, might be explained by the experience of almost all teachers in using technology besides its availability in most of the classes.

One teacher claimed: *"we did not adopt and learn to use computers in one day. It was a long journey, and every day we learned more and more. After some time of computer use especially outside the classroom, I do not have that fear of technology that most new teachers experience".* Another teacher added, *"We are comfortable to use computer technologies because there is always a colleague to answer your queries or to share his/her expertise."*

The same results obtained from answers to, seemingly, the same statements or that lead to positive attitudes indicate that this is clear evidence that the participants answered the questionnaire with great care and attention, which makes the conclusions look more valid, and reliable. One of the teachers, with whom an informal discussion took place, explained how the computer made him creative: *"Before using computers, most of my teaching was lecturing and monotonous. It was hard to meet the needs of every student especially slow learners. So it was one size fits all. Even when I assigned projects, most of the time my students paid others to do them. Now my teaching, howsoever challenging, motivate my students and get them to work harder every single time".*

- **Aims and Methods**

The main goals of literature teaching are:

Items	Percentage
- cultural literacy	**80%**
- vocabulary enrichment	**90%**
- social awareness	**40%**
- personal development	**50%**

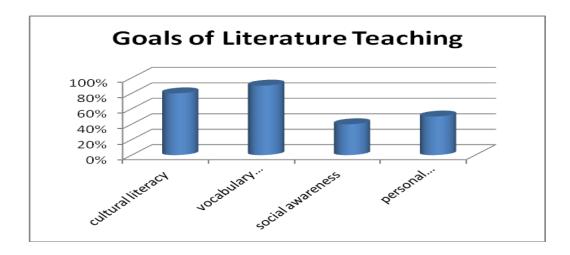**Table 3.44. The Goals of Literature Teaching**

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Figure 3.9. the Goals of Literature Teaching.

This item clarifies the goals of teaching literature from the teachers' perspectives. As indicated in the above table, 80% of the teachers affirm that the goal of teaching literature is to enhance the students' cultural awareness. Besides, 90% hold that literature enriches the language repertoire of the students, 30% claim that literary texts increase social awareness and 50% assert that literature enhances personal development.

In order to explore the teachers' views and aside from the structured questionnaire, teachers add that literary texts expose students to real life usage of patterns and words rather than artificial settings where they go beyond the linguistic analysis since, generally, students complete dialogues following a given model or use tenses, etc, for instance. Moreover, literary texts provide a lot of opportunities to language learners in that they can make interpretations and make their make their own understanding of the material due to the flexibility of the literary texts. Students can also be motivated to express themselves when they relate the situations and characters in the texts with their own authentic setting and their own personal experiences.

Items		N°	%
- **Answering teacher's questions.**	Never	0	0
	Incidentally	3	30%
	Regularly	7	70%
- **Peer discussion about a literary text.**	Never	0	0
	Incidentally	1	10%
	Regularly	9	90%
- **Asking questions and generating discussion.**	Never	0	%
	Incidentally	0	%
	Regularly	10	100%
- **Encouraging independent, individual work**	Never	0	0
	Incidentally	4	40%
	Regularly	6	60%
- **Collaborative work in pairs or in small groups.**	Never	0	0
	Incidentally	2	20%
	Regularly	8	80%

Table 3.45. The Type of Activities Frequently Performed in Class.

For the primary purpose of identifying the frequency of different types of interaction between the teachers and learners, which usually take place, in literature classes, the items in the above table are addressed here. Participants are allowed to choose more than one item depending on their practices. Interestingly, from the commencement, it is clear that all the activities that are suggested in this part are used because there is no negative answer like "never". 70% claim that they regularly ask the students questions and they probe their overall understanding of the literary piece under

study. 90% regularly use peer discussion about a literary text. In addition to that, 100% ask questions and generate discussion and individual work is also advocated in literature classes by 60% of the teacher who frequently use it. 80%, also, make use of collaborative work.

- **The value of reading and Literature Circles (LC)**

This part aims at exploring the value of literature reading and teaching from the teachers own perspectives at the University of Chlef. Results are summarized in the table below.

Items	Yes		No	
	N°	%	N°	%
- **Literature is a good teaching resource.**	10	100%	0	0
- **I encourage my students to read literary texts by themselves in their free time.**	10	100%	0	0
- **I encourage my students to relate the themes of texts to their own personal experiences.**	9	90%	1	10%
- **I pre teach the new words and key concepts of the literary text I use.**	1	10%	9	90%
- **I encourage literature circles (organized and informal)**	10	100%	0	0
- **I encourage the students to enjoy the stories as a whole and do not focus on details.**	9	90%	1	10%

Table 3.46. The Value of Literature.

A close reading of the results which are gathered from this part of the current survey reveals that all the participants (100%) are aware of, and confirm, the fact that literature is beneficial and is a good teaching resource. Again, the whole sample responds positively to item number 2 and 5 where they affirm that they encourage the students to read literary texts by themselves in their free time and that they encourage literature circles in an organized or unorganized ways. Another high percentage is observed in response to the 3rd and the 6th item where 90% of the teachers claim that they encourage the students to relate the themes of texts to their own personal experiences to

emphasize the authenticity component of the literary texts. They, also, push the students to enjoy the stories as a whole and do not focus on details. When teachers are asked whether they pre-teach all new words of the literary text or not, 10% of them say that they do, while 90% say that they "never" did so.

- **The Challenges and barriers in using ICT tools in class in Literature Lessons**

It consists of two points (a &b).Point (b) consists of 3 other details.

Items	Yes		No	
	N°	%	N°	%
- **Not enough computers and/or ICT tools.**	6	60%	4	40%
- **Technology makes its users so lazy.**	3	30%	7	70%
- **Outdated/incompatible computers and/or other ICT tools.**	9	90%	1	10%
- **Large classes.**	10	100%	0	0
- **Unreliable computers and/or software.**	10	100%	0	0
- **Internet is either not easily accessible or unavailable in classes.**	10	100%	0	0
- **Insufficient time to integrate ICT during a class period**	2	20%	8	80%
- **Lack of training of teachers**	10	100%	0	0

Table 3.47. The Challenges and the Barriers of ICT Integration in Literature Class.

For the sake of finding out the barriers that hinder a good integration ICT tools in literature classes, the respondents were asked to respond with yes or no to items from 1 to 8 in the above table. High percentages (100%) were detected in answers to items 4, 5, 6 and 8. Whereas, 90% of the respondents claim that outdated computers and incompatible software and/or other ICT tools may prevent a successful integration of ICT in classes, and 60% stated that it is a problem that some rooms or lecture theaters, where generally literature classes take place, are not equipped with sufficient materials like updated data show, amplifiers, updated and virus- free computers, microphones and speakers. Another challenge to using ICT tools in literature lessons is the insufficient time to master the software and to integrate ICT during a class period (20%). Simultaneously, 80% claim that time is not a hindrance. In addition, 30% assert that technology makes its users lazy.

The following part constitutes of four open ended questions. They aim at gaining more explicit data from the teachers and identify their main concerns and impressions about their own literature classes. These open-ended questions require more thought and reflection, such as "why"-questions. They were used after the closed questions in order to help clarify the respondents' answers to these questions. The aim of the "why"-questions was to create a bridge between my assumptions about the meaning of their answers, and the meanings given to the same answers by the respondents. The idea was that this type of meta-reflection might help in interpreting the answers as they illuminate how the respondents understood the questions, and what they focused on when they were answering, Schuman (2008: 63).The results are summarized below in the same order that the questions appeared in the questionnaire.

1- Answers to the 1st question *"Do you think your students like literature?"*are summarized as follows:

- ✓ *My students like to read literature.*
- ✓ *They like it because they frequently consult me and other sources to know more details.*
- ✓ *I don't know, but I think some of them do.*
- ✓ *Most of them like it but they do not seem entrusted with their own learning*
- ✓ *I think they like it but they do not have enough strategies that enable them to study it effectively.*
- ✓ *Yes, they do as long as they understand the novel, the genre and the movement.*
- ✓ *They like me to do everything for them, they simply do not read!*
- ✓ *Some of them do.*
- ✓ *Some like it, but others just study it to pass their exams.*
- ✓ *The majority likes it, but I cannot generalize.*

In response to the question of whether students like literature, most participants report that students like it, with some exceptions. It is considered as a predictor of the future success as far as literature studying is concerned. Others add that some students like certain literary texts that appeal to their interests. Evidently, they do not prefer literary texts if they are too complex in terms of word choice and structures. So, they

conclude that students like the texts only when they understand them. One of the participant teachers, states that "*If the text is too long and complex for them, students do not want to participate in the lesson*". A respondent goes further and claim that students are most of the time dependent on the teacher and they do not read. Another adds that some reasons that may cause reluctance can be the strategies that are employed in teaching or even in learning literature.

2- Answers to the 2nd question *"What do you think the challenges of using literary texts in EFL-classrooms are?"* are summarized as follows:

- ✓ *The levels of the students.*
- ✓ *The linguistic weaknesses of the students.*
- ✓ *Time constraints.*
- ✓ *The content of the curriculum.*
- ✓ *Some modules do not need more than a month of teaching, after that period students feel bored.*
- ✓ *Cultural differences and large classes.*
- ✓ *It often happens that learners find it frustrating to read short stories, poems, novels, and plays. Many of them say that the language is complicated, with many unfamiliar words, not to mention the lack of cultural background knowledge.*
- ✓ *Varying attitudes towards literature.* "Why do we need to analyze this poem, teacher" as claimed by students includes all.
- ✓ *Different learning styles. In each classroom you will find learners with very different abilities. I prefer to have all students read the same book, but that\'s not always possible. You also have to deal with the preconceived notions of your students that literature is boring and difficult.*
- ✓ *Attracting the attention of the students is a major problem that I face. In addition to the difficult words and structures. Also, the negative attitudes towards literature and the lack of aims of students are real troubles for me. In today´s digital/information age, to motivate young readers to actually read a proper text.*

Reflections on answers to the second question lead me to recapitulate the main barriers and challenges that teachers encounter in the process of teaching literature as difficulties in finding suitable literary texts. They list difficulties such as, complexity of vocabulary and structures. Language difficulty has, of course, to be considered as well. Because they have a linguistic and cultural gap to bridge, foreign language learners must be given a work which is not too much above their normal proficiency. In other words, teachers should consider the length and complexity of the works, as well as the vocabulary level. All in all, one can assume that it is not possible to accommodate texts to the students' level, because students' learning styles differ drastically from one to another. In order to cope with such situation, employing different strategies and approaches is highly recommended, one way is to do extensive out-class activities related to the literary text which studied in class. Other difficulties may include; crowded/large classes, different learner styles, time limitations, and standardized curriculum.

3- Answers to the 3rd and 4th questions are put together since they share the same objectives *"Which type of texts you make use of in your classes? "And why?*

- ✓ *It depends on the level and motivation of my students, choices may range from fairy tales and short stories to novellas or excerpts from novels.*
- ✓ *I choose one of the genres suggested in the curriculum and accommodate to my learners levels and time.*

3.26. Analysis of the Teachers' Reading Habits Questionnaire

The advent of the widespread of computer use in general and increasing developments in the domain of hypertext in particular has increased awareness of the issue of reading electronic text. To date the literature has been dominated by reference to work on overcoming speed deficits resulting from poor image quality but an emerging literature reveals a more complex set of variables at work.

The international community has experienced a rapid transition from reading on paper to reading on screens. People from the young generation have been the leader in this transition by spending an increasing amount of time on mobile telephones and tablet

computers. This digital reading trend has been recognized by some districts and universities in Algeria, causing them to make substantial investments in digital tools for use in the classroom. Despite this investment, a little research, if any, has been conducted to assess the reading habits of teachers and students at the level of the department of English at Chlef University.

The purpose of this questionnaire is to examine the teachers' reading habits and to be discussed later in the next chapter. Analysis as such may yield the question of in what ways can the reading habits of both teachers and learners impact one another. Certainly, when it comes to second language reading comprehension, the myriad of online books and multitude of digital reading applications available have the potential to change dramatically the traditional classroom materials. The question is whether teachers have sufficient knowledge regarding how EFL students read digitally. Knowing which strategies L2 students use to read English on paper and how or if they differ from the strategies L2 students use to read English digitally is critical in order to use different tools effectively in teaching. In the next analysis, the same parts with the same objectives stated earlier in the previous section will be dealt with in a similar sequence.

	Number	Percentage
Males	7	28%
Females	18	72%
Total	25	100%

Table 3.48. The Gender of the Participants.

The second questionnaire was administered to the teachers at the Department of English without any particular reference to the modules that they teach. Teachers were randomly selected (both permanent and part-time teachers were targeted) according to their availability and readiness to take part in the study. After explaining the rationale of the study, the teachers filled in the questionnaires and the following results were obtained:

➢ Number of female teachers: 18.
➢ Number of male teachers: 07.

Items		N°	%
- **In the future, I think it will be more common to read on an e-book device than in a paper book**	Disagree	10	40%
	No idea	00	00
	Agree	15	60%
- **Reading on a paper book will never be replaced by any other device.**	Disagree	9	36%
	No idea	00	00
	Agree	16	64%

Table 3.49. Predictions of Future Reading Habits

Table 3.49 describes the teachers' views about the future of reading. 60% of the teachers opt for the claim that it will be more common to read on an e-book device than on a paper book while 40% disagree with that view.

- **Physical reactions** Items		N°	%
- **Most comfortable for my eyes**	E-books	12	48%
	Paper books	7	28%
	No difference	6	24%
- **Easily carried**	E-books	17	68%
	Paper books	6	24%
	No difference	2	8%
- **Most comfortable turning over the pages**	E-books	13	52%
	Paper books	5	20%

Table 3.50. The Teachers' Physical Reactions towards Reading Materials.

One of the most important things to observe in the table above is that 48% of the teachers share the view that e-books are most comfortable for their eyes, while 28% choose paper books. The remaining members (24%) claim that they do not have any difference between e-books or printed books. Besides, 68% mention that e-books are easily carried, while 24% admit that paper books can be carried easily and 02% indicate

that they there is no difference between the two. As for the responses to the 3rd item, 52% claim that e-books are most comfortable turning over the pages, whereas, 20% select printed books and 28% have no difference.

Emotional reactions		N°	%
Items			
- **Felt most natural to read from**	E-books	7	28%
	Paper books	13	52%
	No difference	5	20%
- **Felt more personal to read from**	E-books	15	60%
	Paper books	3	12%
	No difference	7	28%
- **Made it more fun to read from**	E-books	6	24%
	Paper books	14	56%
	No difference	5	20%
- **Most tiresome to read from**	E-books	10	40%
	Paper books	8	32%
	No difference	7	28%
- **Most boring to read from**	E-books	5	20%
	Paper books	9	36%
	No difference	11	44%
- **Most relaxing**	E-books	6	24%
	Paper books	10	40%
	No difference	9	36%

Table 3.51. The Teachers' Emotional Reactions towards Reading Materials.

The table 3.51. summarizes the emotional reactions of teachers towards different reading materials. To start with e-books, highest percentages are in response to the 5th item (60% felt more personal to read from, while 12% choose paper books and 28% have no difference) and the 7th item (40% claim that e-books are most tiresome to read from, whilst 32% choose paper books and 28% have no difference).

As for paper books, highest percentages are in response to the 4th item (52% feel most natural to read from printed books, whereas, 28% select e-books and 20% have no difference), the 6th item (56% have fun when reading from paper books, 24% enjoy reading from paper books and 20% have no difference) and the 10th item (40% of the teachers consider paper books as the most relaxing, 24% tend to like e-books, while,

36% consider them both relaxing). In response to the 8th item, 44% have no difference between e-books and paper books in terms of monotony and boredom.

- Intellectual reading qualities, speed and concentration Items		N°	%
- Made me want to read more	E-books	8	32%
	Paper books	9	36%
	No difference	8	32%
- Made me reflect more upon the text	E-books	6	24%
	Paper books	7	28%
	No difference	12	48%
- Easiest to understand what happened in the story	E-books	5	20%
	Paper books	3	12%
	No difference	17	68%
- More attentive while reading	E-books	6	24%
	Paper books	11	44%
	No difference	8	32%
- Easiest to immerse into the story	E-books	5	20%
	Paper books	3	12%
	No difference	17	68%
- Made me reflect more after reading	E-books	3	12%
	Paper books	3	12%
	No difference	19	76%
- Easiest to remember what was read	E-books	8	32%
	Paper books	11	44%
	No difference	6	24%
- Disturbed me while reading	E-books	15	60%
	Paper books	4	16%
	No difference	6	24%
- Highest reading speed	E-books	2	8%
	Paper books	3	12%
	No difference	20	80%
- Easiest to read the text from	E-books	6	24%
	Paper books	10	40%
	No difference	9	36%

Table 3.52. The Teachers' Intellectual Reading Qualities, Speed and Concentration When Using Different Reading Materials.

Results of correlational analysis indicate that there are statistically significant associations for current reading habits of the teachers. A total of 36% mentions that

printed books made them want to read more and a percentage of 32% indicates that they prefer e-books similarly to those who have no difference between the two devices.

In response to the 15th item, as to what device makes them reflect more upon their reading, 48% claim that they do not have any difference, 24% choose e-books and 28% choose paper books. Likewise, in response to the 16th item, 68% claim that they do not have any difference between both devices, 20% choose e-books and 12% prefer paper books.

To assess the difference between e-books and printed books as which one makes its reader more attentive while reading, 44% tend to like using paper books, instead, 32% have no difference and 24% prefer e-books. Additionally, 68% have no difference to immerse easily into the story, while 20% choose e-books and 12% choose paper books. Similarly, 76% of teachers find both reading materials helpful in reflecting after reading and 12% prefer reading from e-books and 12% prefer reading from paper book, equally.
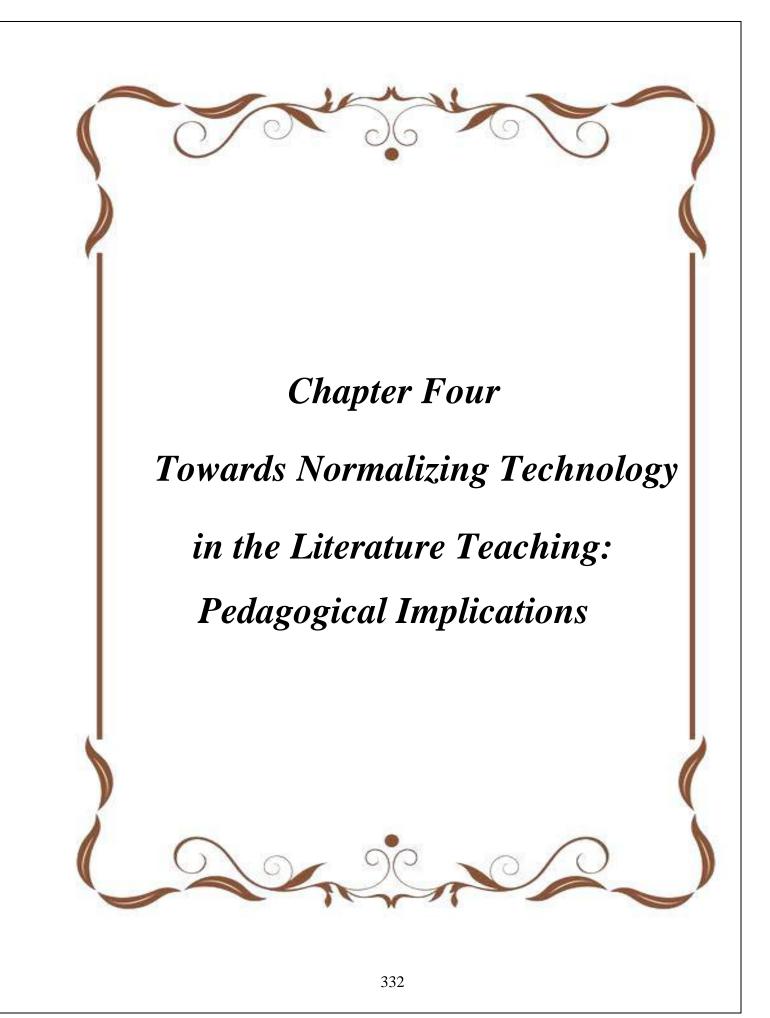
Furthermore, in replying to the 16th item, 44% claim that they remember easily what was read from paper books than from e-books with a percentage of 32% and a total of 24% who has no difference. Owing to previous analysis, it was expected that high percentage (60%) indicate that they feel disturbed while reading from an e-book and 16% while reading from a paper book and 24% hold no difference between the two reading tools,

As far as the speed of reading is concerned, 80% assert that there exists no difference between reading from and e-book and a paper book, while, 12% endorse the claim that they can read with a high speed from paper books and 8% choose e-books. Lastly, answers to the last item are: 40% say that paper books are easiest to read from, compared to 24% who choose e-books and 36% have no difference.

3.27. Conclusion

In this chapter, I tried to describe the teaching and learning situation at the university level with particular focus on the teaching/learning literary texts. The results reported in this chapter suggest that the research methods applied in collecting and analyzing the data for this study are described, as well as a rationale for the choices that have been made. The data collection tools are explained, how data was collected and analyzed is accounted for, and the potential challenges regarding the quality of the data collected are discussed. This chapter also contains a description of the participants, how they were selected, the researcher's role and ethical issues. Research methods associated with social sciences are applied in the study, since much of the literature on methodology in social science also comprises research in education. The aim of this study is to broaden our understanding of teaching literature in the EFL-classroom by illuminating the priorities and opinions among teachers and students.Parameters such as teachers' profile and methodology, students' profile and needs analysis as well as the objectives behind teaching literature in the EFL curriculum have all been emphasized as they represent important variables in the analysis and interpretation of the study results.

Although this thesis has some aspects of a quantitative paradigm, the study is primarily qualitative in nature. The data collection methods consist of a questionnaire, partly qualitative and partly quantitative in its form. Although both quantitative and qualitative methods have been used, this study has not aimed at testing theories or generalizing results. For this, the sample population is too limited. How a particular group of teachers view the teaching of literature in the EFL-classroom assisted with technology has been the focus of this study and it aims to provide an indication of the current situation of literature, and the possibilities of integrating technology in literature pedagogical practices.

Chapter Four

Towards Normalizing Technology

in the Literature Teaching:

Pedagogical Implications

CHAPTER FOUR
TOWARDS NORMALIZING TECHNOLOGY IN THE LITERATURE TEACHING: PEDAGOGICAL IMPLICATIONS

The next medium, whatever it is – it may be the extension of consciousness – will include television as its content, not as its environment. A computer as a research and communication instrument could enhance retrieval, obsolesce mass library organization, retrieve the individual's encyclopedic function and flip it into a private line to speedily tailored data of a saleable kind. McLuhan (1962:2)

4.1. Introduction

There is no doubt that the digital future for individuals is inevitable and the quantum leaps that are being made with digital technology denote that online access to different materials will be available anywhere and at any time of day. This means that teachers, decision makers and students will have greater responsibility when it comes to effective use of technologies in teaching and learning in general and foreign languages is no exception and *"positive regulation of online media"* in Livingstone's words (2009:228) becomes an obligation more than ever.

In the case of university teachers of English as a foreign language (EFL), literature is believed to be the cornerstone for language studies as it exposes its readers to a wide variety of contexts that are full of descriptive and charged language that depicts the natural settings of its speakers. Structuring lessons around the reading of literary texts contributes in developing the English students' skills because it satisfies their imagination, develops cultural awareness, and encourages critical thinking[78]. Fortunately, there are usually a variety of resources for teachers to use to improve their classes, only if they are updated with current trends of the teaching materials on one hand and if they are aware of the reading mechanisms of their students on the other hand.

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[78] "Good thinking" and "thinking well" are connected terms with what is called "critical thinking" in the research of literature, Pithers & Soden (2000:237). Critical thinking involves both cognitive skills and dispositions, Facione (1990). These skills include the component skills of analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating and making decisions or solving problems. Background knowledge is a necessary but not sufficient element for enabling critical thought within a given subject. Critical thinking dispositions, which can be seen as attitudes or habits of mind, include open- and fair-mindedness, inquisitiveness, flexibility, a tendency to seek reason, a desire to be well-informed, and a respect for and willingness to entertain diverse viewpoints, Huitt (1998).

Computers have become an incredible tool for teaching and learning, therefore, not using them in our classrooms is really denying students their rights in having the opportunity to learn in some of the most exciting environments that they never cease to explore. Drawing on the theoretical aspects of the act of literature teaching and the reading habits reviewed previously in chapter one, the related literature to computer assisted language teaching reviewed in chapter two and the findings of the empirical phase discussed in chapter three, this concluding chapter is concerned with the pedagogical implications related primarily to effective literature teaching and its leading principles. It is intended to provide the reader with some kind of remedial work which may articulate the necessary suggestions and recommendations in order to support our EFL teaching/learning classes. Computer related technologies as a way of enhancement is presented as an efficient instructional solution to improve the students' reading, understanding and, above all, appreciation of literary texts.

Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes teachers to understanding and leveraging these technologies for classroom use; at the same time, the on-the-ground implementation of these technologies in the classroom can directly impact how these technologies continue to take shape. The remedial proposals lie foremost on the necessity of introducing an innovative wave of change to our classes that may change the way literature reading looks like at the present time. A first recommended step toward this is to complement and assist the actual way of teaching and learning by finding possible ways of exploring technological devices in the practice of reading literary texts.

In this part the results that were obtained from the empirical study which was conducted in chapter three will be discussed and explained here. In order to situate the findings and understand their convenience and relevance with the questions that compose the skeleton of this thesis, a particular reference will be to the research questions addressed earlier. Exploring the attitudes of students and teachers towards the integration of technology is a useful procedure for educators and decision makers to identify areas for improvement and to guide the future development plans of their institutions.

4.2. The Teachers' Attitudes

In order to cultivate the kind of technology literacy in our students called for by leaders in the field, it must simultaneously be cultivated in our teachers. Teacher's beliefs do not occur in a vacuum. Rather, conditions and factors that lead to the creation of teacher beliefs are tied to personal and cultural experiences, cognitive insights, and *"critical images and episodes",* Pajares (1992:310). This study demonstrates that teachers' attitudes are averagely positive overall. The respondents hold positive attitudes towards the use of ICT in their Literature lessons. This confirms that teachers are ready to use ICT as tools to help them improve their teaching of literature lessons. Based on social cognitive theory[79], a person's belief in performing a behavior or a task can lead to the successful completion of the task, Bandura (1986). Therefore, an important aspect in successfully implementing ICT in education is the users' acceptance, which is greatly influenced by users' attitudes toward computers.

Teachers should remember that these ICT tools have much to offer in terms of encouraging students to be interested in the Literature lessons. In fact, teachers should continuously vary their use of ICT tools and continuously use these tools so as to indirectly improve students' attitudes towards literature lessons. The above findings also indicate that teachers believe that there is a possibility that ICT tools could somehow improve their teaching. It also shows that the teachers have rationally accepted that using ICT in their lessons could bring changes for the better in the teaching of Literature component. Moreover, ICT provides a variety of learning opportunities for students to learn language which includes the reading of literary texts. Thus, more than 70% of the respondents considered ICT tools as a viable educational tool that has the potential to bring about improvements to the way the students learn and understand difficult concepts in much more effective ways.

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[79] This theory is all about learning from watching what others do, and then replicating their behavior. It is common everywhere in the world, children learn from their parents, then from their teachers and later on in life they learn how to work by following others with more experience.

The nature of the teachers' attitudes can be drawn from the teachers' choices for the following statements in the questionnaire administered for the teachers.

- ✓ Do you use computer related technologies at home for the preparation for lessons?
- ✓ Do you use computer technologies in class?
- ✓ Percentages of the positive impacts reported in the previous chapter.

The findings of the current study are consistent with those of Albirini (2006), Tezci (2009) Hong & Koh (2002), Chen (2008), Shapka & Ferrari (2003), Teo (2009), Birgin (2010) and Sang (2010). The results indicate a very strong positive correlation between teachers' attitudes toward ICT in education and their perceptions of computer attributes. Teachers' attitudes have been identified as a *'second-order'* barrier to the integration of ICT in teaching and learning, Ertmer (2005). To a given extent, some of the first-order barriers[80] are being overcome. Teachers are gaining access to ICT almost everywhere, professional development is available if searched for, and digital curriculum resources are accessible and are continually being developed, so the digital classroom can be one day a reality. Effective integration of technology will change the classroom to an environment that *"will soon include technology as naturally as the teacher's desk"* Manthey (2000:31).

The change, according to Dorman (2001:42) will affect the teaching methodologies and the *"approaches to learning will become less linear and sequential and more hypermedia-driven; less teacher-centered; and less instruction-orientated and more discovery-oriented. The teacher will be less of a transmitter, more facilitator."* Computers in the classroom can alter pedagogy and encourage teachers create a constructivist learning environment and the use of technology in the complex classroom environment should be viewed as a *"gradual process of implementation and change"*,

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[80] First-order barriers are extrinsic to the teacher and include lack of resources, time, access and technical support.

Hall & Ford (2001:75). Change should be viewed as a process, not an event, Hall & Ford (2001).

Exactly the same with previous results, teachers of literature at Chlef University are gradually adopting technology in their classes as a step towards changing the outlook of teaching. From the results, 80% routinely use different technologies in the preparation for lessons and more than 70% assist their lectures with computer technologies. In addition to that, the teachers indicate very high percentages of the positive impacts of technology on teaching which signify higher levels of awareness. Teachers are likely to plan and implement practices with technologies that reflect their beliefs about teaching and learning. Teachers' attitudes are critical factors in how ICT is actualized in the classroom. In terms of Huffman et al. (2003:156) *"Computers can be used to help teachers create a constructivist leaning environment in the classroom"*. Oberlander (2004) has pointed out that learning systems have undergone change towards constructivist concepts and practices.

This pedagogical shift happened at the same time that technology became more prevalent in schools. Huffman et al, (2003) have stated that technological innovation may only be *"successful if it incorporates a constructivist philosophy of education"* ibid. Constructivists view learning as a *"process where students interpret information in light of existing knowledge, and actively construct understanding, rather than receive information from an authoritative source such as a teacher"* ibid. Before teachers can implement any changes, they need to be empowered with robust professional development programs that fully integrate computers in the classroom.

Current reform agenda in Algeria suggests purposeful changes to teaching and learning that are described as student centric approaches of learning that employ contemporary learning resources and enhance various competencies. Student centered activities that make use of digital resources can be described as 'Digital pedagogies'. Exemplary teachers who embed ICT in a seamless fashion have been defined as those who use ICT in learner-centered constructivist environments as opposed to traditional teacher-directed environments, Ertmer et al. (2007). This does not imply that direct

instruction is not appropriate, as Gibson (2001) points out that the most effective learning environment is:

> *That in which the teacher, the facilitator, the guide, the instructor is capable of selecting the most appropriate strategy', knowledge instruction or knowledge construction, and that ICT must be 'transparent to the learner and allow for ubiquitous learning opportunities*, Gibson (2001:56)

In recent years, the rapid evolution of information and communication technology has made great changes in societies and education. Technology not only gives students the opportunity to control their own learning process, but also provides them with ready access to a vast amount of information over which the teacher has no power or control. Teachers encounter new demands of those students in integrating new technologies into the foreign language classroom and they feel the urgent need to quench their thirst for innovation in learning. They also look for better ways of providing students with linguistic skills, meaningful communication and culture. In the technology-enhanced environment, learners could manage their own learning process by gathering information and negotiating meaning themselves.

According to the literature explored in previous chapters, teachers' attitudes or beliefs have a significant influence on the use of computers in the classroom. One of the factors that determine educational development and innovation in general is teachers as they are the ones to use the ICT investments for educational development. Technology does not have an educational value in itself. What makes it important is when teachers use it in learning-teaching process. It can be simply stated that teachers' pedagogical beliefs affect their teaching behaviors in the classroom. With the advent of Information and Communication Technology in education, teachers form their own beliefs about the role of ICT as a teaching tool, the value of ICT for student learning outcomes and their own personal confidence and competency. Prestridge (2012) states that:

> *These beliefs intersect with teachers' established pedagogical beliefs. This intersection can be a 'collision' or 'collusion', both having implications on how ICT is used in the classroom, as an add-on to established curriculum practices or as a tool that effects change in their practice*, Prestridge (2012:01)

Although there are some who claim that the presence of technology in the classroom creates a pressure and requires effective use, Kozma (2003), research results show that these are also related to teachers' attitudes and levels of knowledge. The latter is guaranteed in the current thesis which will open optimistic horizons to literature teaching at the university levels.

4.3. The Merits of Technology Adoption in Literature Classes

Victor Hugo once said, *"Nothing is so powerful as an idea whose time has come."* Technology, specifically computer technology, is more pervasive than ever before. As such, it has dramatically changed the face of education in the 21st century and will continue to do so, but the extent to which technological change has improved or revolutionized teaching and learning remains a topic of debate among educators. The study that is conducted in this thesis, reports a number of positive impacts of technology use in literature classes that are confirmed by teachers of literature in the Department of English at Chlef University, some of them are already mentioned or suggested in previous studies.

Although, the primary objective is not to uncover the positive impacts of technology on literature teaching as it was to confirm the teachers' awareness of those impacts. Before going deeper, it is worth mentioning as Kim (2000), for example emphasizes that the teachers' attitudes towards the advantages of using technology for language teaching influence teachers' decision regarding technology adoption. Similarly, she points out that critical factors affecting successful integration of technology into the classroom are associated with teachers themselves. She adds that teachers' perceptions and attitudes toward teaching and technology can be regarded as a facilitating or inhibiting factor, giving them more confidence or a major barrier of technology use.

The literature regarding its utilization reveals that it is a means to increase access to information; it offers the opportunity for students to apply critical thinking skills while using it; it facilitates collaboration and communication, both within the class and around the world; it can increase availability to diverse resources and multiple perspectives and therefore lead to more complex and challenging research projects; it can assist and

challenge students to construct meaning for themselves; and, the most challenging criterion is that it is not used effectively by most teachers, Shiveley & Van Fossen (2005).

In explaining the relationship between literature and technology, Gugane (2014) argues using different examples. He mentions that, According to Arnold[81], *"literature is the basic for knowing ourselves and the world", and "science it is one thing to just look at literature".* It means that science is only a part of the literature. Other writers who have written on the relationship of literature and science D.H. Lawrence, a novelist who compared literature with other disciplines like science, medical fields and philosophy. According to him, science studies human being in its partial form, whereas literature studies a human being in its full form.

Similarly, in another related study on the use of ICT in the teaching of reading specifically, Yuksel & Tanriverdi (2009) explored the effects of watching captioned movie clip on vocabulary development of EFL learners. When the findings of that study are interpreted, it can be argued that viewing the movie clip has helped the participants of the study develop their vocabulary knowledge and this would facilitate the reading process. Following the same path, Fu (2013) and other researchers suggested a number of positive practical impacts of technology on education that will be discussed with the ones mentioned in this study in addition to others.

- ✓ Technology in class gives flexibility to literature teaching and makes lessons relevant and enjoyable. Students could take responsibility for finding answers to suit their own learning needs.

- ✓ It assists students in accessing digital information efficiently and effectively. Today's students realize, to a given extent, the true depth of human condition and behavior. They understand that there is more to a person than what they display on the exterior. They see the intricacy of the human experience, giving them an open mind and an open heart. However, they can

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[81] Victorian critic Matthew Arnold wrote an essay entitled 'Literature and Science'. The essay discussed the relationship between literature and science.

only reach this point of enlightenment through seeking knowledge - by being well read and cultured individuals. ICT is used as a tool for students to discover learning topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT.

✓ It supports student-centered and self-directed learning. Students are now frequently engaged in the meaningful use of computers. According to Prensky (2001), today's students are the first generation to grow up surrounded by digital technology. During their daily lives these students have been routinely exposed to computers, electronic games, digital music players, video cameras and mobile phones. They are immersed in instant messaging, emails, web browsing, blogs, wiki tools, portable music, social networking and video sites, Prensky (2001) and Lea & Jones (2011).

✓ These technologies allow them to communicate instantly and access any information from virtually any place by pushing a few buttons. They build new knowledge through accessing, selecting, organizing, and interpreting information and data. Based on learning through ICT, students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials.

✓ The use of Computer Assisted Language Learning (CALL) in the writing classroom has indicated that CALL creates a supportive and motivating environment for learners conducive to students to work at their own pace and linguistic developmental level and enhances their independent writing skills in terms of quality and quantity, Russell & Cook (2003).

✓ The emergence of ICT has shown to intensify the impact of media on culture and learning. Connecting reading, writing, visual, and technological literacy provided students with opportunities to write for wider audiences and to produce authentic texts such as online book reviews.

- ✓ The current study reveals that the majority of the teachers are not bound to the traditional way of teaching literature as they mention that they depend on technology and updated materials in preparing lessons.

- ✓ It is suggested that a well-balanced ICT environment will enable students to stay motivated throughout the learning process. Motivation, individualization, learning in context and the activation of the learner - all buzzwords in modern education – are often a part and parcel of a successful ICT support.

- ✓ The teachers reveal that they may advise students to use audio books in reading literature. Using literature in combination with the multiple technologies in the classroom made it easier for the students to understand the material which was initially construed as difficult to grasp. The study also shows that using audio-visual materials in the form of movies on a book prepares students to a more complete and complex reaction to the material and it also generates critical thinking. The use of audio books also prepares students and equips them with a predisposition to understand and analyze literary materials as some of the teachers point out in this study.

- ✓ Computer technologies allow self-expression by the students through a multitude of tools, such as PowerPoint, digital photography, filmmaking, class newspapers, web-based school radio stations, or creation of a blog around the pieces of literature taught in class.

- ✓ The universal nature of the human experience is expressed best by the use of audio visual materials in the Literature classroom. The spoken word in movies transports students beyond their personal, individual and restricted world to a global world where human experiences mingle and overlap, as the colonial and the non-colonial experience intersected in this research.

- ✓ The myriad resources of the online world also provide each classroom with more interesting, diverse and current learning materials. The Web connects

students to their teachers as well as experts in real world and provides numerous opportunities for expressing understanding through images, sounds and texts.

✓ Produce a creative learning environment because computer related technologies develop the students' new understanding in their areas of learning, Chai, Koh and Tsai (2010). ICT provides more creative solutions to different types of learning inquiries. For example, in a reading class, e-books are commonly used in reading aloud[82] activities. Learners can access all types of texts from beginning to advanced levels with ease through computers, laptops, or iPads. More specifically, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purpose designed applications that provide innovative ways to meet a variety of learning needs.

As a point of departure one could argue that teachers who judge themselves as having the capability to use ICT in teaching (or Self efficacy) also use ICT in classrooms because they also believe that it will benefit their pedagogical work and contribute to students' learning and appreciation of literature. Theories about the predictive power of attitudes on behavior could be used to support this argument. When attitudes are specific regarding a particular behavior and arise from experience they are also far more likely to guide behavior towards effective use.

In the same flow of thoughts, teachers assess students frequently during the course of a year. Often this assessment is based on the amount of knowledge that a student can demonstrate. This focus on content originates from two areas—most teachers were educated by teachers who focused on content acquisition (and teachers tend to teach the way they learned), and learning is increasingly being held liable to students' performance on factual recall. In response to this perceived need, the majority of

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[82] It will be fully explained in next sections.

technology-based instruction has focused on the acquisition of factual information rather than on higher-order thinking and problem-solving, Grabe & Grabe (1998). Technology assists each step of the educational process because teaching faculty to be effective must immerse themselves in the students' world.

Additionally, teachers in our study attributed student success to technology because they believe that every student gets involved and more particularly, because technology can appeal to diverse learning styles. Participants thought that all students, regardless of their learning style, were able to experience success and learn while using a computer or other forms of technology. *"An added benefit is that technology engages students. Let them work on a computer and even your most reluctant learner produces and learns!"* said one teacher. Computers allow for autonomy, because each student can choose his/her own level of difficulty and pace in which to complete an assignment. They can also determine the amount of help they receive and have more control over their own learning, Eggen & Kauchak (2004).

According to our data, another important impact is that technology ties learning to the real world. Teachers thought students were able to connect with technology since they were learning future job skills and becoming proficient in programs and technologies that they anticipate using in future careers. The motives in favor of implementing technology in teaching come from many directions; as explained earlier. The present study focuses on these characteristics but tries to distance itself from viewing teachers as the main hindrance in implementing technology in higher education. Even if the rhetoric, deployment and use of ICT in educational settings remains problematic, there are teachers who do use ICT as a teaching and learning tool in their daily work with students in the classroom.

4.4. Factors Affecting Technology Use among Teachers

As mentioned previously, there is an overall awareness of the fundamental roles of new technologies in the field of teaching literature among the teachers. This constitutes an optimistic starting point because the attitudes factor among the teachers will be taken for granted in this study. Digital technology is often presented as the driving force of the transformation of education and carries positive overtones that

information and communication technology will contribute to this transformation *"for the better",* Fisher, (2006). The study reveals that more than half of the teachers (60%) indicate that technology creates a more relaxed and stress-free teaching atmosphere.

An extensive research has focused on the teachers' use of computer-based technology. Across this literature, what is meant by technology use varies widely. In some cases, technology use is specific to the use of computer related technologies to deliver teaching. For example, a teacher may use mind maps on a computer connected to projector to demonstrate the main components of literary texts to the class. In other cases, teachers require students to use technology to develop understanding or to facilitate learning. A teacher might ask students to use Microsoft PowerPoint to create a presentation or to use the Internet to conduct research. In many other cases, teacher technology use includes e-mailing, preparing lessons as well as personal use.

It is a positive thing that the teachers in this study have adequate knowledge of modern technology. They not only know digital technology but also use it. It is also note worthy that they are optimistic to use it in the future as 50% claim that ICT tools will change the way they teach the literature components which supports Ewa (2005)'s point of view that teachers were willing to use technology in the future. Most of the teachers find it useful for students since 70% of the teachers indicate that computers can enhance the presentation of their work to students and 80% claim that technology helps students understand literary concepts in more effective ways as well as 90% of the teachers who stipulate that they may advise students to use audio books in reading literature which validate Saglam and Sert (2012)'s statement that technology is beneficial for teachers and students.

The success of the implementation of ICT is not dependent on the availability or absence of one individual factor; rather it is determined through a dynamic process involving a set of interrelated factors. For instance, the relationship between teachers' attitudes towards ICT integration; access to ICT resources[83] and training; personal

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[83] It can be noted here that the availability of ICT equipment does not in itself guarantee its effective use in the classroom, but the attitude of users, whether positive or negative towards ICT, is an influential factor in its integration process.

knowledge, skills and experience; confidence and motivation to use ICTs are widely acknowledged as impacting on the success of ICT integration, Brown (2004).

In the same way, Egbert et al. (2002) assert that a positive attitude toward computer technology does not guarantee that teachers will be able to use the technology in the classroom. Kim (2002) found that teachers' actual use of Web-based lessons was limited, frequently delayed, avoided or withdrawn. They encountered some unexpected difficulties or barriers due to lack of sufficient knowledge and computer skills, lack of experience, insufficient time, computer anxiety and lack of confidence, although all participants in her study had positive attitudes toward the use of technology and strong intrinsic motivation such as personal curiosity and interest.

A similar sentiment that concerns the factors that influence computer attitudes is also shared by other researchers which include computer anxiety, Yildirim (2000), computer competence, Bingimlas (2009), perception of computer attributes, cultural perception of computers and personal characteristics such as gender, Sadik (2006), computer training and teaching experience, age and educational level, Albirini (2006) and Tezci (2011).

In this section, I will explain the main factors that affect the use of technology in class, that are found in previous studies, in the light of the findings of the current study.

4.4.1. Computer Competence

It is another important predictor of effective use of technology. Teacher's proficiency of using computers in language teaching largely defines his attitude to computer use. In their study of the correlation between teachers' attitudes and acceptance of technology, Francis-Pelton and Pelton (1996) in their report on a study of the correlation between teacher attitude and the acceptance of technology maintain that:

> *Although many teachers believe that computers are an important component of students' education, their lack of knowledge and experience lead to a lack of confidence to attempt to introduce them into their instruction.* Francis-Pelton and Pelton (1996:1)

Tezci (2009:1291) asserts that if teachers have a high level of ICT knowledge, then there will be a higher level of ICT use in the classroom. Son et al. (2012:28) argued that positive attitudes toward computers could be important factors in helping academic staff learn computer skills and use computers, therefore, computer attitudes are influenced by ICT knowledge and skills. Specifically, Albirini (2006:385) determined that *"higher computer competence may foster the already positive attitudes of teachers and eventually result in their use of computers within the classroom".* In this study, teachers do not like to show their authority concerning computer technology in the classroom. It was exhibited that 90% of teachers disagree with the statement which means that a teacher's knowledge with computers will impact his or her eagerness to integrate technology into the classroom or that that they hesitate to use a computer for fear of making mistakes that they can't correct.

It is clear that previous studies are generally consistent with the positive effects of computer competence on participants' attitudes toward technology use in foreign language teaching and learning. However, ICT competence in this study is found to have a slight correlation with ICT attitudes. A possible explanation is that teachers in this study do not have significant difference in their knowledge of ICT. This can be drawn from the response to this item: computer assisted language teaching is a valuable extension of classical teaching methods where 90% agree with it, in addition to the teachers' extensive use of computers in the preparation for lessons and inside the classroom. In an informal discussion with teachers of literature one can induce that ICT competence is fine in general, it includes software installation, printer usage, keyboard usage and virus removal, etc.. The relationship between computer attitudes and competence suggests that higher computer competence may foster the already positive attitudes of teachers and eventually result in their use of computers within the classroom.

A second account may be that the instrument used in this study should be revised to have reference to technology competence rather than solely to the level of technology adoption. Following the cause and effect relationship that exists between attitudes and computer competence and bearing in mind the fact that the teachers have positive attitudes towards technology integration in literature classes, computer competence does

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not constitute a real handicap to technology adoption in the current context of study. Yet, further research is recommended to widen these results. In addition to that the findings of this study did not support the assumption that teachers with low level of computer competence usually have negative attitudes toward computers.

4.4.2. ICT Cultural Perception

It is another factor that affects computer adoption in educational contexts. In the field of education, it has been noticed that teachers' reactions to technological innovations are mediated by their cultural perceptions, Watson (1998); Harper (1987). Cultural perceptions *"embody group understanding based on common beliefs and values"*, Jones and Maloy (1996:50). They are influenced by not only national norms and values but school regularities and practices as well, Hofstede (1997). The majority of respondents regarded computers as pertinent to university and society and viable means for improving education and standards of living in general. What should not go unnoticed, however, is that the majority of the teachers felt that it is necessary to know how to employ computer for future effective use inside and outside the class. In addition, many of the respondents saw that there are more important social issues to be addressed before implementing computers in education. Therefore, it was not a surprise that almost all of the respondents agree that computers are proliferating too fast.

Experts have also mentioned that *"the integration of ICT in education should occur in the light of the cultural conditions of the country and the prevailing school culture"* Albirini (2006: 50). Albirini (2006) conducted a study about the teachers' attitudes toward ICT and what affect those attitudes. He declares that cultural perceptions towards computer-related technologies affect both the initial acceptance of these technologies and future achievements regarding their usage. Similarly, Lee et al. (2007) carried out a study on the relationship between users' cultural profiles and technology adoption in Korea, Hong Kong, and Taiwan indicate that cultural factors have a great impact on the adoption of the web and the Internet services. Chitra (2010) indicates that:

As we approach the 21st century, what really matters is how we use technology. Computers can/will never substitute teachers but they offer new opportunities for better language practice. They may actually make the process of language learning significantly richer and play a key role in the reform of a country's educational system. Chitra (2010: 73).

Clearly, Chitra discusses here the new role that may be attributed to the teacher nowadays. She wants to remove that cultural stereotype which is usually associated with technology and teachers and that claim that teachers may be replaced completely by computers in the future, which is not, actually, the case.

Within same trend of thought, Rogers (1995) and Thomas (1987) emphasize the importance of the cultural and social norms[84] of a given country in the acceptance of technology by its individuals. According to Rogers, social norms can be the main barrier to change. Martinez (1999:1) found that one of the major challenges facing developing countries was to make technology an essential part of the culture of the people. For example, it has been argued by Collis (1999) that *"ICT is racially white, Western, and male 'things' and that the internet itself overtly embodies American cultural qualities in terms of its language and technical users' values".* Such kinds of cultural perception may prevent academic staff, especially from non-European countries, from integrating ICT into their classroom instructions. Collis (1999:201) argues that culture is a critical factor in influencing people's acceptance and use of ICT-based learning resources; therefore, understanding people's culture and how their culture influences behavior, attitude and thinking towards ICT integration in the classroom is important.

Similarly, this study reveals that 60% disagree with the statement that says: emails secure a good connection between teachers and students, which confirms the idea claimed by Hyland (2003) where similar findings were also reported after a study conducted at the University of New Zealand, where the academic staff reported their dislike of using internet to communicate with their students. To them, this form of communication was too impersonal.

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[84] Norms are the established patterns of behavior that tell members of the system what behavior is expected, Rogers (1995:26)

To conclude one can claim that, while the computerization of educational contexts in Algeria, like other countries, is gaining more and more momentum, somehow, little attention is paid to the cultural challenges to this process or, more basically, to the cultural perceptions of the users towards it. The technological discourse abounds with calls for training teachers, endowing them with technological competencies, and giving them more access to different technologies. Rockman (2000) contends:

> *If schools have access to the Internet and there are computers in reasonable numbers, we also need to know that the teachers are prepared... Further, we must also have a culture that encourages and supports the use of technology for teaching and learning.* Rockman (2000:03)

4.4.3. The Teachers' Experience

One of the less explored areas regarding computer anxiety and ICT utilization in education is teachers' years of teaching experience. Similar to gender-related studies, studies on teaching experience have revealed mix findings. For instance, whereas Tezci (2009), Boulter (2007), indicated that teachers' limited ICT use is attributed to more years of teaching experience as well as limited knowledge of ICT, Niederhauser and Stoddart (2001) found no difference in ICT use of experienced and less experienced teachers. They argue that teachers with more teaching experience have less computer anxiety and more positive attitude towards computers. That is, less experienced teachers use computers more extensively due to teachers' desire to be more computer proficient. Pamuk and Peker (2009) found that older teachers are more technophobic than younger ones. Combs (2005) argues that the reason why experienced teachers are more technophobic in comparison to inexperienced teachers can be related to their unfamiliarity with computers as well as limited computer experience and use.

Furthermore, the report by the National Center for Education Statistics (2000) indicates that teachers with fewer years of experience are more likely to use computers in their classes than teachers with more years of experience. Findings of the current study reveal almost similar results with previous studies. In general, the majority of the teachers (60%) have an experience of 5 to 10 years of teaching and 40% have an

experience of more than 10 years. The more the experience is increased, or teachers are old, the less technology is used and vice versa. However, it is worthy enough to note that even with highly experienced teachers technology is still used inside or outside the classes. More specifically, teachers with 5 to 10 years teaching experience reported using computers 70% of the time; teachers with 10 years and more use computer technologies 30% of the time. This may be due, in part, to the fact that new teachers have been exposed to computers during their learning and therefore, have more experience using this tool. Then, one of the factors that determine the extent to which teachers use computers in their classes may be the number of years they have been teaching.

Moreover, the experienced teachers tend to have an absolute authority over their classes with justifies the avoidance of the use of technology in classes bearing in mind the fact that technology renders the lecture a student- centered class rather than a teacher centered classes. The classroom, where technology is available, became more learner-centered, that is, learners were able to make their decisions and became responsible for their work more independently. The teacher, on the other hand, becomes a *"facilitator, a resource person and a counselor rather than the only authority and decision-maker"*, Bancheri (2006:305). He asserts that the teachers' role in the new era of technology is not only to transmit new knowledge, but to give students tools to acquire knowledge and recognize the value of what they see in books and software as well as on the Internet. In addition, Jeong (2006) emphasizes that the role of teachers in EFL settings is more crucial than ever before because teachers are able to motivate students and try to create language learning environments which are nonthreatening, meaningful and affectively supportive by using Web technology.

4.4.4. The Teachers' Characteristics

The teachers' characteristics include the teacher's educational level, age, gender, educational experience, experience with the computer for educational purposes and financial position which can influence the adoption of an innovation, Rogers (1995) and Schiller (2003). Rogers (1995:26) notes that *"the individual innovativeness (adoption of an innovation) is affected both by an individual characteristic and by the nature of the*

social system in which the individuals are members". There are conflicting reports on the role of gender in developing attitudes towards computer use. While some studies found that gender variable is not a predictor of ICT integration into teaching, Norris, Sullivan, Poirot & Soloway (2003), other studies, however, report the existence of a relationship, Coffin and MacIntyre (1999); Tezci (2009).

The findings of this study demonstrate no gender difference in computer and ICT utilization in language instruction among teachers. This finding, indeed, challenges the long perceived male bias in the computer environment and instead supports recent studies that have identified greater gender equivalence in interest, opportunity, and usage and skills level. With such inconclusive and contradictory results with literature on the gender, it can be concluded that it is psychological gender rather than biological gender which has more effect on computer anxiety and consequently computer use. This study reveals that female teachers adopt favorable attitudes towards ICT similar to males. This result contrasts with the previous studies on gender differences in computer attitudes which were mainly conducted in western countries showing more technophobic and less positive attitudes amongst females compared to males. Social and cultural expectations in western societies might explain the gender differences in attitudes, while data from this survey suggest that females perform equally the same like males and display a noticeable interest and confidence in integrating technology in class.

Surprisingly, according to the findings of this study, while the teachers' years of teaching experience did not contribute much to their computer-related anxiety, their utilization of ICT in teaching procedure was negatively associated with their teaching experience. That is, as they had more teaching experience, they were less likely to use ICT for instructional purposes. This interesting result may be due to lack of knowledge and skills regarding computer-based instruction, or lack of enough training for effective ways of integration of educational technology into teaching language. This study also confirms report by Yukselturk and Bulut (2009) that gender gap has reduced over the past years, presently, a greater number of females than males have used internet and web 2.0 technologies.

4.4.5. Computer Anxiety

Computer anxiety[85] is defined as people's feeling of discomfort and apprehension, and fear of coping with ICT tools or uneasiness in the expectation of negative outcomes from computer-related operations, Igbaria and Parasuraman (1989:379); Chang (2005:715). This implies that computer anxiety affects utilization of computer-based technology and performance on tasks that involve use of computers. However, with adequate training and provision of technical support, computer skills problems can be overcome and a favorable perception will be developed, Tekinarslan (2008:151). Meaningful training and professional development can increase academic staff's confidence and indeed diminish these feelings of fear or anxiety.

Thus, in the current study, it can be said that computer anxiety is becoming an element not to focus a lot on here when studying technology usage. This could be due to the fact that technology is now part of almost every aspect of human life irrespective of any background. With familiarity, computer anxieties and fears tend to decrease and confidence increases. The researcher concludes that the on-going institutional support in ICT implementation in the classroom may have increased the teachers' confidence in dealing with the computers. Therefore, the teacher's openness to change influences his willingness to integrate technology into the classroom. Although it is generally viewed as an internal prerequisite to success, it is closely tied to external factors such as professional development and a supportive climate. Although an attitude of openness to change facilitates a teacher's acceptance of technology, critical to this acceptance is the need to see relevance in the process, Baylor & Ritchie (2002).

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[85] Behavioral manifestations of computer anxiety include: (1) avoidance of computers and the general areas where computers are located; (2) excessive caution with computers; (3) negative remarks about computers; and (4) attempts to cut short the necessary use of computers, Maurer and Simonson (1984:7).

4.4.6. Computer Attributes

Researchers have long recognized the importance of considering innovation attributes in their diffusion research, and they continue to discover empirical evidence that these attributes affect new technology diffusion rates. Rogers (1995:206) asserts that *"the perceived attributes of an innovation are an important characteristic of an innovation affecting its rate of adoption".* Based on past research, Rogers, in a survey of several thousand innovations studies, identified five antecedents – relative advantage, complexity, compatibility, observability, and trialability – affecting the rate of diffusion of a technology. Rogers argues that up to 87% of the variance in rate of adoption is explained by these five attributes. Following are the definitions of Rogers' five attributes and brief comments on them.

Relative advantage: is the degree to which an innovation is perceived as being better than the idea it supersedes, Rogers (1995:15). The degree of relative advantage may be measured in terms of economic profitability, social prestige, low cost, convenience, saving time and effort and immediacy of reward. If the perceived advantage to the use of ICT in the classroom is positive, there is a greater likelihood that the academic staff will adopt it and integrate it into their classroom instruction.

Compatibility: is *"the degree to which an innovation is perceived as consistent with the existing values, past experiences, and needs of the potential adopters"* Rogers (1995:15). Examples include cultural beliefs and customs, personal experiences that support or undermine some aspect of the innovation, and recognition of a need for change. An idea that is incompatible with the values and norms of a social system will not be adopted as rapidly as an innovation that is compatible. The more compatible an innovation is with these elements, the more likely the innovation will be adopted. For example, if the teachers find ICT to be compatible with their current teaching styles, they will adopt it into their classroom, otherwise, they will reject it. Zhao and Frank (2003:826) contend that a technological innovation is less likely to be adopted if it deviates too much from the existing values, beliefs, and the teaching practices of the academic staff.

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Complexity: is the degree to which an innovation is perceived as difficult to understand and use, Rogers (1995). Some innovations are readily understood by most members of a social system and will be adopted more easily; others are more complicated and will be adopted more slowly. The complexity of a technology affects how well it diffuses in a social system because if the technology is easy to use, more people are likely to adopt it and use it, Rogers (1995). If an innovation is found to be too difficult to understand, it is not easily adopted, Mwaura (2004:39). For example, the academic staff might be reluctant to adopt ICT into their teaching practice if they perceive ICT to be complex or difficult to understand. Davis (1989:332) in his Technology Acceptance Model suggested that *"ease of use"* is an important innovation factor determining academic staff's attitudes and subsequent acceptance of technology.

Trialability: refers to the degree to which an innovation is experimented with or sufficiently tested prior to adoption. The more an innovation is tried, the faster its adoption is, Rogers (1995:16). This has been noted to be particularly true for early adopters who may lack models to imitate and require hands-on experience with the innovation or trial processes before adopting it. The personal trying-out of an innovation is a way to give meaning to an innovation, to find out how it works under one's own conditions. This trial is a means to dispel uncertainty about the new idea. Rogers suggests that the trialability of an innovation, as perceived by members of a social system, is positively related to its rate of adoption.

Observability: the degree to which the results of an innovation are visible to others. The results of some ideas are easily observed and communicated to others, whereas some innovations are difficult to observe or to describe to others. The easier it is for academic staff to see the results of ICT use in the classroom, the more likely they are to adopt it. Rogers gives an example of the software component of computers to explain the observability of an innovation. He argued that the software component of a technological innovation is not so noticeable, so innovations in which the software aspect is dominant possess less observability and usually have a relatively slower rate of adoption.

Thus, the study is successful towards its end and IT decision makers may find these results helpful in guiding their efforts. The five attributes manifest themselves to influence computer users when considering the adoption of computers in their work. Hence, the antecedents of each attribute (like training and education to alleviate complexity) need to be considered for the attribute to favorably contribute towards computer adoption in the workplace. Albirini (2006: 382) found that the perception of computer attributes was significantly correlated to teachers' attitudes towards computers. Albirini's study accentuated the importance of computer attributes in the process of computer adoption in developing countries. Similarly, Redmond, Albion and Maroulis (2005) also reported that teachers' personal backgrounds such as personal confidence, interests in using ICT and willingness to try something different are significant factors that might promote ICT integration in the classroom. Sert (2012) found that despite the lack of proper training English language teachers were willing to use technology for teaching. Some of them used some sort of technology to improve students' linguistic skills.

Furthermore, this study finds that there are other personal characteristics that may influence how teachers use computer applications in their classrooms. The teacher's own learning style is certainly one such factor. For example, if a teacher is a creative thinker who likes the idea of constructing knowledge is a life-long learner, a social learner, and a decision maker, he may be more likely to use computers in more integrative and transformational ways that are useful and valuable to students instead of ways that promote and support traditional classroom practices, similarly with the results obtained by Collins (1999) and Carvin (1999). Therefore, personal characteristics of teachers are an important influence on how easily they take up an innovation. Support for this is provided by this study. Teachers will be in a position to use ICT tools and resources effectively in the classroom only when they realize how useful these tools are in presenting materials to the students and overall learning process.

4.5. Acquainting Teachers with the 21st Century Competencies

Toffler (b[86].1928) states that *"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn[87], and relearn".* Here Toffler foresees the future of education which differs significantly from *that time's education.* A quotation in which, he indicates that there might be some skills that distinguish the traditional learning from learning in the present times.

In this section, I attempt to help the teachers gain an insight into the 21st century competencies and the new roles that different technologies attributed to them. It is suggested that the cart has been placed before the horse; for it is a truism that technologies can change knowledge and the way we access it, Watson (2001). Professional organizations support this conclusion, calling for learning experiences that include *"design, media production, self-expression, research, analysis, communication, collaboration, and computer programming" to prepare students for the requirements of college and careers they will encounter in the future",* U.S. Department of Education (2014:3). Because this type of learning goes much deeper than skill-building, The National Research Council (2012:6) renames this blend of knowledge and skills as *"the 21st century competencies".*

To use a phrase from the Brazilian educator, Paulo Freire (1971) and his invigorating critique of the dominant banking model of education. He claims that teaching must be distinguished from *"banking[88]".* No longer is it necessary for teachers to deposit information in students' heads and considering them as empty vessels to be filled with information. In this view, Freire claims that by assuming the roles of teachers as depositors and students as receptors, the banking concept thereby changes humans

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[86] "b" stands for born. In all the resources in which I searched it was indicated that way.
[87] See glossary.
[88] The "banking concept," as termed by Freire, is essentially an act that hinders the intellectual growth of students by turning them into, figuratively speaking, comatose "receptors" and "collectors" of information that have no real connection to their lives. Freire (1971:247) states: *"Implicit in the banking concept is the assumption of a dichotomy between human beings and the world: a person is merely in the world, not with the world or with others; the individual is a spectator, not re-creator. In this view the person is not a conscious being (corpo consciente); he or she is rather the possessor of a consciousness: an empty "mind" passively open to the reception of deposits of reality from the world outside".*

into objects. Humans (as objects) have no autonomy and therefore no ability to rationalize and conceptualize knowledge at a personal level. And because of this initial misunderstanding, the method itself is a system of oppression and control.

Retaking the principles of democratic pedagogy dating back to Socrates, wise and today's teachers realize that they do not have to be *a "sage on the stage".* Instead their role is to be a "*guide on the side*" by encouraging, guiding, mentoring and supporting the learning process. Creative classrooms today are places where everyone is learning, including the teacher. To alleviate the *"dehumanization"*[89] produced by the banking concept, Freire introduces what is deemed as *"problem-posing education".* He continues:

> *In problem-posing education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation. Although the dialectical relations of women and men with the world exist independently of how these relations are perceived (or whether or not they are perceived at all), it is also true that the form of action they adopt is to a large extent a function of how they perceive themselves in the world. Hence, the teacher-student and the students-teachers reflect simultaneously on themselves and the world without dichotomizing this reflection from action, and thus establish an authentic form of thought and action.* Freire (1971:*252).*

What Freire means is that problem-posing is dynamic because, according to the above quotation, real life is in a continuous state of change. He is saying that although the actual dialogue explains whether or not the subjects recognize the true nature of reality, their actions are formed by their perceptions of their *own* reality. The revolutionary component of problem-posing is when both the teacher-student and student-teacher reflect their own *nature* and are then empowered to imagine it otherwise. Again, in this approach the roles of students and teachers become less structured, and both engage in acts of dialogic enrichment to effectively determine knowledge from each other. According to Freire (1971:244), *"Knowledge emerges only through invention and*

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[89] A concept that is used in this context by Freire.

*re-invention, through the restless, impatient, continuing, hopeful inquiry human beings
pursue in the world, with the world, and with each other".*

19th – 20th Century Learning	21st Century Learning
Limited access to knowledge and information (i.e.'content') primarily through print	Infinite access to knowledge and information ('content') increasingly through the Internet
Emphasis on learning content knowledge that may or may not be used in life	Emphasis on process skills for lifelong learning
Goal is to master content knowledge (literature, history, science, etc)	Goal is to learn skills (access, analyze, evaluate, create) to solve problems
Facts and information are "spoon-fed" by teachers to student	Teachers use discovery, inquiry-based approach
Print-based information analysis	Multi-media information analysis
Pencil / pen and paper or word processing for expression	Powerful multi-media technology tools for expression
Classroom-limited learning and dissemination	World-wide learning and dissemination
Textbook learning from one source, primarily print	Real-world, real-time learning from multiple sources, mostly visual and electronic
Conceptual learning on individual basis	Project-based learning on team basis
"Lock-step" age-based exposure to content knowledge	Flexible individualized exposure to content knowledge
Mastery demonstrated through papers and tests	Mastery demonstrated through multi-media
Teacher selecting and lecturing	Teacher framing and guiding
Teacher evaluates and assesses work and assigns grade	Students learn to set criteria and to evaluate own work
Teaching with state-adopted textbooks for subject area with little accountability for teaching	Teaching to state education standards with testing for accountability

Table 4. Comparison between Traditional and 21st Century Learning.
Source: http://www.medialit.org/sites/default/files/mlk/01_MLKorientation.pdf

This means that true comprehension can only be fashioned though conversation,
questioning, and sharing of one's interpretations by all persons in the classroom. Within
this concept Freire calls for an equal playing field, or what one of my former teachers
called *"mutual humanity": "It (problem-posing education) enables teachers and*

students to become Subjects of the educational process by overcoming authoritarianism and an alienating intellectualism" (253-254). However, Freire failed to observe that ceaselessly within the apparatus of a classroom there is an imbalanced power structure between the teacher and the students. For all intents and purposes, the teacher is always an authority, no matter what, Micheletti (2010).

In the present scenario, it is revealed that teachers are not indifferent towards technology; in fact, they show positive attitudes and appreciate the advantages that technology can provide them with and their students. Nonetheless, on the whole, when looking at the prospective or current use of technology in their classrooms, teachers seem to express uncertainty or discouragement; this feeling emanates to a big extent from their insufficient competencies in dealing with computers and related technologies. In the particular case of literature teachers, word processors, search engines, dictionaries and presentation tools seem to be the most common activities that teachers are engaged in.

Indubitably, technology has changed aspects of the nature of knowledge and the way we access it. But what knowledge do we need in the 21st century? So much of the debate about technology and education is based on the premise that technology will be the catalyst to create change. It is so visible that the way we construct knowledge is, even now, rooted in past perceptions of knowledge, schooling and learning. It is worth considering how educational thinking moves within a separate agenda, which is not focused on technology. Technology is only one of changes that affect the society in multiple ways and that demand reflection.

In his report submitted to the UNESCO, Morin (1999) identifies some areas of knowledge that echo the nature of society and its needs as it moves into the new century, as cited in Watson (2001:262): ''*Seven knowledges necessary for education for the future''*

- *The blindness of knowledge*; education has presented knowledge as something immutable and static, whereas knowledge changes. Instead of presenting knowledge as a readymade and absolute tool, pupils need to learn

from their errors and understand the illusions, the possibility of revision and the nature of knowledge as a living and changing concept.

- *The principles of relevant knowledge*; it is a recurring problem of trying to promote knowledge as capable of covering global issues and at the same time registering that knowledge is local and partial. The supremacy of the existing knowledge fragmented into specific disciplines enables us to link understanding to objects and their contexts, complexity and constituent parts. But it is also necessary to develop a perspective across information within the context of the whole.

- *Teach the human condition*; all aspects of the human condition—physical, biological, psychological, cultural, social and historical—tend to be fragmented in learning within different disciplines. Thus it is possible to lose the overall sense of what it is to be human. It is necessary to restore the notion of both the unity and diversity of the human condition even if the organization of the knowledge is dispersed into separate disciplines.

- *Teach a world identity*; or increase a global awareness, the future of the planet and humans must be forced into the nature of learning, or schooling in general. Much of the history of our planet is overshadowed by oppression and domination of one group over another. The complexity of the planetary crisis of the new century means that all humans will be facing the same problems, consideration of which requires a sense of world, not simply national, identity.

- *Confront uncertainties*; despite the fact that science has introduced the notion of certainties, we face a number of uncertainties. Learning must include a consideration of a range of uncertainties in the physical sciences and biological evolution. Learners must learn to expect and cope with hazards, the unexpected and the uncertain. Abandon the study of past events to determine expectancy; instead study great accidents and events of our time to prepare us for further uncertainty.

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- *Teach understanding*; understanding is both the means and the end for communication, but teaching of this understanding is not currently covered in our educational systems. A mutual comprehension between people, strangers, those of different forms of society is essential. Incomprehension lies at the root of racism, xenophobia, prejudice and contempt.

- *Ethics of humanity*; teaching should bring about an understanding of the complex human condition, to be an individual, a member of society, and a citizen of the earth. Not through the formal teaching of morals, but through the encouragement of different individuals to be part of communities and the human conscience. The essence is to broaden the sense of identity towards a planetary community.

Larson and Miller (2011) described the essence of 21st century skills as those that involve:

> *Strong communication and collaboration skills, expertise in technology, innovative and creative thinking skills, and an ability to solve problems, emphasizing what students can do with the knowledge and how they apply what they learn in authentic contexts.* Larson and Miller (2011:121)

It can be concluded that these skills are not new but they are newly important to the skills needed to fully participate in college and career opportunities, Larson & Northern (2011). The above discussion directed attention to the need to reshape teacher practice through developing 21st century skills literacies. While recognizing the importance of 21st century professional development, some researchers remind us that this need is often unreached due to the veracity that teachers are usually not prepared or able to harness 21st century technologies and the possibilities they enable, Burns (2002).

Guskey (2002) argues that to teach 21st century skills, teachers need to be provided with a constant professional development that is supportive and allows teachers to question, practice, and explore emerging technologies. Guskey claims that before a teacher can effectively teach and encourage 21st century learning, they must

have the interest, motivation and support to do so. Failure to implement 21st century pedagogy and effective technology integrations is often attributed to teachers being unprepared for the changes demanded by and formed by technology infusion. Barnett (2003) indicates that teachers are eager to infuse Web 2.0 technologies, but they lack the skills and technological knowledge to effectively introduce these technologies into the classroom. Rakes & Casey (2002) caution that if teachers are pushed into adopting Web 2.0 and other multimedia technologies without support and clear understanding of purpose, then transformation of both teaching practice and student learning will be unlikely to occur.

4.6. The Cultural Non-Neutrality of Technology

Considering technology as passive and neutral is problematic in itself. What is even more problematic is that this perception is partly true and useful under some very specific circumstances. This partial truth often overshadows its problems by telling only half of the story and this incomplete understanding of technology can easily lead to a number of serious negative unintended consequences for research and practice, Zhao et al (2004). Accordingly, assuming that technologies are passive, obedient tools completely subject to the user leads to misuse, due to a lack of understanding of the forms and functions of each particular technology. This assumption gives educators a false sense of empowerment, as well as a feeling of guilt when they do not achieve their intended goals with the technology because *"it's up to the teachers to make good use of technology"* Zhao et al (2004:24).

In reality, technology is neither passive nor neutral. It includes shapes and expectations of its designers. A piece of software often conveys a certain teaching approach, which is, to a given degree, actively shapes what the teacher can do with it. Even the mere presence of a computer in a classroom changes the pedagogical environment. As Latour (1996) argues, technological objects can serve as active social actors, just as human beings do. Nardi and O'Day (1999) make similar arguments that technology actively interacts with human beings to form *"information ecologies."* This brings us to a second misconception which the neutrality of technology.

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Bowers (1998:112) states that "*We are becoming dependent on a technology that we understand in terms of technical applications. But we are unable to recognize the connections between the cultural forms of knowledge that we are losing through the educational use of computers*". One area about which the research remains almost silent is the cultural non-neutrality of computers, the fact that *"...the characteristics of technologies are determined by the socially and culturally-based assumptions of their designers"*, Damarin (1998:12). As Bowers (1998:112) notes, *"Right now, learning about the cultural non-neutrality of technology is a peripheral area of study, if it is studied at all."*

The sociology of technology contributes to the understanding of how the design of educational tools may inhibit the active involvement of students in learning. Analyses from a sociology of technology approach show that technological artifacts are never neutral, but always imply human choices. Assumptions about the supposed user and the way he or she will use the artifact are incorporated into the design of various tools. Computers and software, including educational software, are not neutral media, Chisholm (1995). As Bowers (1998) puts forward:

> *Educating for more democratic control of technological innovation would also lead to a better understanding of the unintended consequences of introducing Western technologies into other cultures that have evolved along relatively self-sufficient pathways.* Bowers (1998:112)

Information Technology can be viewed in various ways. Most simply, it is a tool fulfilling the functions for which it was designed. This is what Chandler (1996) calls a 'voluntarist' approach: the individual chooses a tool and controls its use. The technology is pure object: an assembly of interacting computer parts, data processing and storage functions, a string of electrical signals representing bits. It is neutral, content free, devoid of meaning beyond its function. A less naive way of looking at IT is from a socio-political perspective. According to this view, technology is inseparable from the social, cultural, historical and political context which produced it. It *is "part of a social environment, an agent of social change, the physical medium through which symbolic values are expressed, the trace of a civilization",* Martinand (1995:52). This is obviously

a far more complex approach, one that questions the neutrality of IT. For him, essentially, it encompasses two main ideas:

- IT is the product of a culture and hence embodies the ideologies of that culture.
- IT, because of the values it embodies, in turn has the ability to influence and effect change in society, the world and the user.

Computer technologies, like most other tools, select, amplify, and reduce aspects of experience in various ways. This aspect of the new technology may pose a threat to conservative cultures that value their own experiences. McLuhan (1964) wrote,

> *The spiritual and cultural reservations that the oriental peoples may have toward our technology will avail them not at all. The effects of technology do not occur at the level of opinions or concepts, but alter sense ratios or patterns of perceptions steadily and without any resistance.* McLuhan (1964:207)

Drawing upon the findings of the study, and instead of being overwhelmed with the advances of technology and its impact on education, the main purpose of this section is to make the population of this study, including teachers and students aware of the fact that technology is not always a subjective and universally-neutral pedagogical tool. It is thus reasonable to hypothesize that teachers should be selective when they are using technology in teaching literature, be it in the preparation stage or during the lessons, and the same is applicable on other users, particularly students. Undeniably, teachers' awareness of the cultural non neutrality of ICT may have substantial influence on their attitudes towards it as well as their conception of its place in their instructional practices. Worries that surround the idea that IT, like all technologies, come embedded with the values of the society which produced it. From this premise one could conclude that computer technology would have a serious impact on traditional communities as they are moving towards the consumption of the new technologies, loading unwanted Western values onto them in a modern form of cultural imperialism. This is, also, of particular concern to the whole university members.

To sum up, viewing technology as free from pedagogical or philosophical bias has clear negative consequences. Technologies are inherently biased because they are

built to accomplish certain specific goals, Bromley (1998), which means that some technologies are good for some tasks while not so good for other tasks. Likewise, PowerPoint may be better suited for presentations than for word processing. Ignoring the affordances and constraints (or the inherent bias) of technology is likely to result in incompatibility between tasks and tools as well as between pedagogy and technology, which, as research suggests, can severely limit the effectiveness of technology as an educational tool, Zhao et al. (2002).

Thus, teachers' unawareness of these forms of non-neutrality can serve to reinforce further the hegemonic aspects of education, that is to say, the dominant culture will be strengthened and protected via computer technology, since it is the dominant social classes and their cultural forms that will both shape and benefit most from this technology. In other words, structural inequalities will be perpetuated through both of these aspects. However, in spite of this socio-cultural criticism, computer technology has offered the field of education a powerful tool for learning and teaching, and does hold some potential for the furtherance of processes of democratization.

4.7. Aims and Methods of Teaching Literature

This thesis was launched from the premise that literature can make positive contributions to EFL classes and attempts to answer what is claimed to be learned from reading, studying, discussing and writing about literature in educational contexts. Literature provides opportunities for foreign language classes and can appeal to the students with various learning styles. Literary texts are rich sources of linguistic input and can help the students practice the four skills–speaking, listening, reading and writing in addition to translation. In this study, the benefits of using literature in foreign language teaching were demonstrated. Literature can help the students enhance their perception of other cultures as well as varying modes of behavior. Also, literary texts can consider authentic subjects like faithfulness and betrayal that one may experience in the

real world. Indeed, literature is representational instead of referential[90], Babaee & Yahya (2014).

The participants also state that the activities followed in the literature courses included asking questions and generating discussion about various themes found in the literary texts, students' presentation and essay-writing on the assigned novels and play, besides a good deal of discussion and critical thinking in addition to encouraging individual works and doing literature circles on a regular basis. They complained that although the aim of teaching literature is to foster critical thinking and empowering the students with lexis of the target language, the essays required them to provide factual facts from the assigned readings, Moreover, the participants recommended that literature courses should not be restricted to mere literary analysis of certain texts.

The current generation of students has required the university to assume new roles. Teachers are required to use materials in a dialogic and communicational format all the way through which the learning materials are presented in a mutually enriching exchange. In the field of literature, these challenges reinforce the premise that literature is both a communicational venue and a mode of artistic expression created through the science of linguistics. In the dialogic mode, the educator conveys knowledge and receives feedback that is enriched and redirected to students creating full cycles of exchange. Frequently, conversations extend beyond class time and into office hours through forums in all kinds of media becoming an integral part of the educational process. These new scenarios challenge teaching because each student chooses the approach to learning that suits his/her personal preference or need.

There appears to be a discrepancy between the goals of the curriculum, the actual teaching situation in the classroom and what the teachers can achieve with their students. This can explain the feeling of failure experienced by some of the teachers in the study,

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[90] According to McRae (1991:3), literary texts may function as both referential language and representational language. While the former prioritizes communication mostly practiced through social situations, the latter requires decoding and engages imagination. Thus, while referential language "informs", representational language "involves." McRae stresses the role of the representational language offered by literary texts in the development of language learning abilities and enable the student to develop different ways of seeing the world.

chiefly, how to keep the students motivated. Vague phrasing of goals in the curriculum makes it difficult for teachers to know how to approach teaching literature and what methods they should use to do so. The teachers in the study tend to use literature more as an area of study and knowledge and less as language training, however, they do not limit themselves to old-fashioned methods as allow a diversity in delivering their lessons.

The teachers in the study tend also to have an instrumental approach to literature, whereby it was used to improve language skills and for the sheer pleasure of reading. The teachers used literature as a jump off point and as a means to another end such as discussion. There appears to be a discussion around literary aspects such as genre, schools of criticism, interpretative processes and literary strategies. The teachers tend to share the responsibility of teaching with the students and their experience of the literature and less on themselves and the actual teaching of the literature. By allowing the students to make their own choices teachers hoped that it would have a positive effect on them and motivate them to read more.

The importance of an individualized approach was emphasized by all teachers. Their reason for this approach is that there is such a variation among the group of students when it comes to their level of reading skills and language knowledge that in order to help the students achieve their goals they have to individualize their teaching. The opinion was that the teaching of literature needed to be based on the language skills and the experience of the students, a theory that is supported by Lundahl (1998) who states that the work with literature must be based on the students´ understanding, experience and expectations, Lundahl (1998). The teachers share this opinion even though their reasons for individualization were different in some respects. The teachers felt the need to individualize their teaching of literature to meet the demands of the students.

The most important aspect of literature learning that teachers should be aware of is the objectives of teaching literature. Thus, teachers should make a very specific and thorough selection of literature to be used. In regard to this, Purves (1972:25) divides the role of the teacher of literature into the following series of objectives:

- *The teacher should provide each student with as many different works as possible.*

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- *The teacher should encourage each student to respond as fully as he is able.*
- *The teacher should encourage the student to understand why he responds as he does.*
- *The teacher should encourage the student to respond to as many works as possible.*
- *The teacher should encourage the student to tolerate responses that differ from his/her and encouraging flexibility of thoughts.*
- *The teacher must encourage students to explore their areas of agreement and disagreement*

Thus, teachers are important actors in the process of learning and they should encourage students to discuss, imagine, read and retell the stories. They should organize different activities to put all the learned texts into practice by improvising theatre, show prose through pantomimes, and provide other flexible ways of creatively managing the classroom in order to increase student motivation and appreciation of literature, Erdem (2015). Common reasons, according to him, are a lack of interest includes teachers not using the appropriate books, teachers' expectations are not compatible with their students and the teachers only understand the text in their own experiences and not being flexible toward different views.

Additionally, he argues that providing too much information is another pitfall for teachers as sometimes they give importance to the wrong focus. Student's achievements in class are very dependent on the teacher's way of teaching and his utilization of different teaching methods. There must be a balance between lessons coached by teachers, in which students listen to new information and interactive lessons, which encourage pupils to actively learn and participate. Norling (2009) argues that one of the ways for teachers to establish effective learning is to give the students an opportunity to connect what they read to real life situations, as it was fully confirmed by this study. In order for the teacher to achieve this, he must train the minds of the learners‖ to dive into the world of the writer and place themselves in his or her shoes. In other words, in order to better understand a text, students must be encouraged to see with a different lens, be it the lens of a either a specific character or the writer. This will allow the students to better comprehend what they are reading.

Rosenblatt (1995) talks about the teacher´s position in the English classroom and as a teacher of literature she emphasizes the importance of teachers being aware of the impact that literature has on their students and their perception of the world as well as

the possibilities of learning about different cultures through literature. She states that even though the teachers are teaching the English language, they are also dealing with areas that are normally dealt with by sociologists, psychologists, philosophers and historians. Rosenblatt was of the opinion that teaching literature is so much more than just teaching the students how to process and work with what they read, to give them insights into literary forms and to teach them about literary history, an opinion that is shared by other researchers and teachers that have studied the use of literature in the language classroom.

When working with different texts, teachers should also have in mind that different texts demand different approaches, not only when considering the students but also the text itself. Not all texts are suitable for all kinds of exercises and assignments, neither are all students able to understand all texts so the selection of texts is something that is a very important part of a teacher's responsibility. Teachers do not only have to choose texts suitable for the student; they also have to choose a text that suits their own goals with their teaching, Rosenblatt (1995). In order to maximize the understanding and the reading itself, Lundahl (1998) recommends working with texts in writing and discussions in order to gain as much understanding as possible. Again, Lundahl emphasizes the importance of teachers taking the students' personal experience and ability to read under consideration when choosing texts as well as the content and structure of the text in question in all aspects of their literature-based teaching, Lundahl (1998).

One of the main challenges in learning literature are caused by the text itself, such as the language of the text, especially when there is a mismatch between the texts selected and students' language ability. Even teachers cannot agree on the type of texts that should be taught although they generally agree that the texts should promote intellectual development, independent thinking, are interesting to adolescents and meet certain cultural and aesthetic standards, Agee (1998).In 2007 the Modern Language Association (MLA) Ad Hoc Committee on Foreign Languages issued a report that advocates for a broader approach to teaching foreign languages *"in which language, culture, and literature are taught as a continuous whole",* MLA (2007). The report

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advocates for a curricular approach to teaching that combines language and content, develops students' basic knowledge of literature of the target language cultures, and facilitates comprehension of literary works written in that language.

The aim of 2nd question in the 3rd part in the questionnaire of teachers is for the teachers to express how they think their students may learn from working with literary texts. For instance, it was of interest to investigate whether the teachers employ methods that allow much space for the learner to interpret the texts by taking part in a creative process alone or with others, or whether they are more concerned with teaching them how to write a formal analysis. This might say something about how the teachers regard the Core and the subject curriculum, and what experiences they want their students to be left with after having read a novel.

The study reveals that, teaching literature, for teachers aims primarily at enriching the students' vocabulary. Texts of literary works describe elements that matter a lot to the author when he or she depicts them. Compared to the language found in the textbooks, the language is far richer and more varied. By asking students to explore the literary language, they will be encouraged to familiarize themselves with different language uses, forms, or conventions. Thus, students improve their communicative and cultural competence in the authentic richness and the spontaneity of the authentic texts. Povey (1972: 18) states that *"Literature will increase all Language skills because literature will extend linguistic knowledge".* So Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking.

Moreover, for teachers, literature fosters cultural enrichment. Literature also is a doorway into another culture, giving students the opportunity to eventually understand and appreciate cultures and ideologies different from their own. Students also can come to perceive traditions of thought, feeling, and artistic form within the heritage the literature of such cultures endows. As Chastain (1971:83) puts it, "*one of the basic components of growth and expansion of awareness is comparison".* As people become acquainted with others, they learn more about themselves, just as their exploration of the variations in another culture enables them to see more fully into the complexities of their own society. The same fundamental principle applies to language study. Studying a

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second language provides a comprehension of the connotations of words and the building blocks of expression.

Simultaneously, Erkaya (2005) states, *"As students face a new culture, they become more aware of their own culture. They start comparing their culture with the other culture to see whether they find similarities and/or differences between the two cultures."* Misinterpretation may occur due to differences between the two cultures, as Gajdusek (1998:232) explains. To avoid misinterpretation, teachers should introduce the culture to the students or ask them to find relevant information about it. The importance of values and beliefs in literary texts is discussed by Valdes (1986) who states that:

> *An understanding of literature depends upon discernment of the values inherent, but not necessarily specifically expressed, in the work. The values of any cultural group, even if the author's own values differ from those of the group to which he or she belongs, underlie plots and become the theme in virtually all works of literature. Obviously, values are not universal even within cultural groups, or there would be nothing to write about, but there are certain concepts in each cultural group that carry general consensus, despite dissenting minorities. Perhaps the reason the Ten Commandments have withstood scrutiny for so many years and through so many cultures is their universality, geographically as well as chronologically.* Valdes (1986:138)

Additionally, literature is considered as a source for authentic material. Literature includes all possible varieties of subject matter and language that might be intrinsically interesting. The texts are nontrivial, because they cover many significant themes and contexts which are missing in most EFL textbooks, Duff and Maley (1990:6). Literature provides learners with a wide range of individual lexical or syntactic items. Students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills. Students also become more productive and adventurous when they begin to perceive the richness and diversity of the language they are trying to learn and begin to make use of some of that potential themselves. Robinson-Stuart and Nocon (1996:432) suggest that, *"Language learners*

undergo culture learning as a process, that is, as a way of perceiving, interpreting, feeling, being in the world… and relating to where one is and who one meets."

Another aim includes personal involvement. For the teachers, helping students see how literature relates to their lives usually makes them like literature. Texts of literary works are open to multiple interpretation and genuine interaction. When they try to comprehend the meaning of the text, learners must make inferences, drawing on both the content of the reading and their own experience. Fiction derives its unique value from its power to give felt insights. Its truth takes a deeper hold on our mind because it is conveyed through our feelings. Its effectiveness in awakening a sensuous and emotional apprehension of experience that enriches understanding is what distinguishes imaginative literature from other forms of discourse Sharifi et al. (2013:256). Therefore, literature spotlights emotions and feelings as mankind's most important and pressing needs requiring total fulfillment and satisfaction. Sarac (2003:17) assumes that one of the educational benefits of literature is to evoke feelings and thoughts in the heart and the mind. In a similar way, Helton, Asamani, and Thomas (1998:5) state that it helps students to identify the emotions of characters so that they can learn how others cope with situations and problems similar to their own experiences.

Though it was ranked as the last aim, social awareness cannot be ignored in this context. Life experience broadening, widening, and sharpening are among the impacts of literature on its readers, as Perrine (2004:554) points out that all genres of literature exist to bring us a sense and a perception of life and to widen and sharpen our contacts with experience. We all have an inner need to live more fully and deeply and with greater awareness to know the experience of others and to know better our own experience. One of the main functions of literature is its sociolinguistic richness. The use of language changes from one social group to another. Likewise, it changes from one geographical location to another. A person speaks differently in social contexts (i.e. formal, informal, casual, frozen, intimate speech styles). The language used changes from one person to another (i.e. doctors, engineers, business men use different terminology).

To put it differently, since literature provides students with a wide range of language varieties like regional dialects, jargon, idiolect, etc. it develops their

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sociolinguistic competence in the target language. Collie and Slater (1990:7) asserted that, *"Reading a literary text is more likely to have a long term and valuable effect upon the learner's linguistic and extra linguistic knowledge when it is meaningful and amusing."* The use of literature yields many benefits. The most important justification is that literature can educate the whole person, Lazar (1993:19). Literature sharpens linguistic and cognitive skills and provides for some deepening of the students" understanding of the human condition. Sell (1995) points out that:

> *From the point of view of language education, the most important implication is that knowledge of linguistic form – of words and grammar – is not enough. For the purposes of both comprehension and production, a learner also needs to develop a fully internalized grasp of the social and cultural environments within which the language in question is actually used.* Sell (1995:8)

He adds as well that:

> *We know what the language means because, in certain types of context and language use within the culture, certain "signifieds" are associated with certain signifiers, and because language is used in certain ways in certain situational contexts.* Sell (1995:8).

Sarland (1991) presents his study regarding teachers' objectives when teaching and using literature in the English classroom. In his study, he emphasizes that it is the teachers' obligation, when teaching literature, not only to focus on the form of literature, environments and time periods, but also teach issues and topics that deal with human behavior or ethical issues. Sarland also suggests that our students, when dealing with literature, want to feel a connection to what they learn, to learn about life and the society that they live in. With this in mind, it is obvious that they believe that the teacher´s role is to help the students discover literature and create exercises and assignments that bring up the questions that they want and need to discuss. As Rosenblatt (1995:16) puts it *"It is practically impossible to treat any novel or drama, or indeed any literary work of art, in a vital manner without confronting some problem of ethics and without speaking out of the context of some philosophy"*.

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4.8. Technology and Autonomy

The ultimate goal of teaching is to guide learners to think critically, to learn how to solve problems, and to create knowledge. Gooden (1996) suggests that the most effective way to benefit from technology is to integrate it into the curriculum as opposed to integrating curriculum into the technology. Technology is not a substitute for good instruction. *"Constructivist-oriented teachers use computers in more varied ways, have greater technical expertise in the use of computers, use computers frequently with students, and use them in more powerful ways",* Anderson & Becker (2001:55). According to them, these types of teachers are successful in teaching.

Depending on the results of this study, 44% prefer to work individually and 56% prefer to work in groups. This result will make it possible for the teacher to experiment with different options. In other words, he can foster autonomy and to have a more student centered class on one hand as he can include activities that demands group working, on the other hand. Unlike the traditional EFL classes, the learner centered approach to EFL teaching tried to fulfill the learner's language needs by providing tasks and materials as motivating factors to see the progress of the demotivated students. As autonomy is closely associated with motivational factors, Gracia & Pintrich (1996) and introduces students to quality activities, it can make enormous differences in the students' attitude towards leaning, Dörnyei (2003).

Traditional teacher centered classes cater for a group without considering the individual differences or the contribution of the learners in the total learning process, Jacobs & Hall (2002). In contrast to learner centered teaching methodologies which focused on EFL Learners' experiences, background knowledge, potentialities, interests and needs, the traditional approaches were indifferent to individual learners' differences. Learner motivation can be promoted by tracing the needs of the individuals in the learner centered classes.

Providing innovative learning strategies to teach language effectively is the responsibility of teachers, Norman (2002). Teachers should support language learners to select the best strategies that meet the urgent needs of the language learners. Learners

seldom know how to learn English effectively despite many years of study. The learner centered approach, which can be labeled also as technology enhanced student centered approach in this context, emphasizes on introducing suitable learning strategies to meet the needs of the learners. Meaningful interaction is an integral part of learner centered or autonomous classes. According to Breen (2001) the culture of class is collective and jointly constructed. Like a chain they work in individual groups having common culture and responsibility. This sense of responsibility in the learning of the students coincides with the EFL teachers' duty to provide varieties of tasks and activities that accommodate different levels of classes, or motivate the individual learners as well as create opportunities for all learners to progress.

Keengwe et al. (2009) designate that while technology can play an important role in restructuring teaching and learning practices, teachers must take a leading role in designing appropriate learning environments that effectively incorporate technology to help their students learn well with technology. Computer technology, as tools, could empower students with thinking and learning skills and help them interact with complex materials. Nevertheless, computers alone cannot realize the teachers' vision for technology to improve education, Oppenheimer (2003). In addition, technology by itself cannot change the nature of classroom instruction unless teachers are able to evaluate and integrate the use of that technology into the curriculum. Computer technology has this potential to change teachers' teaching methods. Computer technology allows teachers to move from the role of dispenser of knowledge to a facilitator, allowing the teachers to motivate their students in becoming active learners. Teaching method must change from dispensing information to creating activities that engage students' minds and present intricate problems with many solutions. According to Becker (2001) the teacher's pedagogical methods are very important in affecting teachers' uses of computer technology.

The pedagogical change is a direct outcome of any computer technology integration in which teachers are engaged. Through using computer technology, teacher-centered lectures are moved to more student-centered strategies in which students search for information, analyze data, and draw their own conclusions. The aim of learner-

centered education is to enable learners to get along "without" their teachers. Learner-centered approaches focus on strategies to move beyond passive learning to active learning. Students should be encouraged to work with information to derive meaning and understanding, form new mental representations of the material, and construct and reconstruct new knowledge based on their experiences.

Teaching as a learner-centered process focuses on an individual's transformative development, Hinchliffe (2001). The shift toward learner-centered teaching is a change in emphasis that will cause teachers to rethink how they teach and assess their teaching toward the goal of realistic appraisal of student learning. A focus on just learners or technology may not help, but good pedagogical practices that focus on understanding the unique identity of each learner, fostering active learning activities, and incorporating technology into instruction could possibly result in meaningful learning, Keengwe et al. (2009).

Despite the many pedagogical benefits of ICT in teaching and learning, technophobic teachers still exist in this digital knowledge revolution. Teachers who have a fear of computers are generally technophobic. Webster defines technophobia as a "fear or dislike of advanced technology or complex devices and especially computers". Ali Asghar and Yalda (2012:13) summarized the factors that contribute to technophobia among teachers. These factors are *"lack of knowledge about teaching the topic with computers, lack of access to computers, lack of confidence in computer skills, inadequacy for students' needs and the attitude of computer introducer"*.

Informal observations reveal that older higher educators are naturally wary of ICT use in general. If this is so, the situation portends great danger and bleak landscape for poor and nonexistent use of ICT in both primary and secondary schools classrooms. This is because older teacher educators are in most cases the senior teachers occupying professorial chairs. Also the task of curriculum design, development and revision rest largely on older teacher educators. Their ICT behaviour becomes much more replicated in pre -service teachers than the ICT behaviour of the younger colleagues. Their

disposition and skills will no doubt affect their views and perception on how and what ICT training content need be integrated into teacher education curriculum.

Apart from this, the effects of age start to become noticeable from the mid-forties onward, so that aging people are not just another minority group but an important segment of the population, Hawthorn (2000). This is also the case among teacher educators. If situation will improve a starting point is first answering the question what is the influence of age of teacher educators on their ICT behaviour? The reason for starting from this point is because an intervention strategy would require beyond mere speculations and informal observation. Empirical evidences are presently lacking in Algeria. Thus this study seeks to provide information that will assist in making informed data-based decision regarding ICT-related curricular and instructional matter.

4.9. The Teachers' Perceptions of ICT's (Morale)

According to Donaldson (2009:31), (as cited in Januszewski & Molenda, 2008), *"Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources"* . As indicated in this study, the common perception of the term technology is the use of computers and modern appliances, however this perception is limited. Computers are a consequence of technology, while technology is a way of thinking and problem solving. It is a way of thinking, or a means, that connects the individual to the desired results. It is a way of thinking and using knowledge, information and skills in order to reach results.

Actually, the teacher morale was employed from the teacher's perspective to include enjoyment of using technology, perception of colleagues' morale regarding technology use, opportunities for collegial sharing of technology ideas, satisfaction with work environment, and extent to which the position provides professional growth and is satisfying. Because technology opens new avenues for instruction, and because its use is often linked to professionalism, some schools have intended for technology implementation to improve teacher morale. Hadley and Sheingold (1993:281) conducted a survey of 608 teachers in 576 schools throughout the country. They were known for

their efforts to integrate computer technology into their teaching, they state, *"in the daily professional life of these teachers, it is the psychic payoff of student's learning and engagement that appears to matter most"*. Teachers also cited an increased self-esteem, through recognition, advancement, development, and financial reward, as a motivating factor. When asked to identify barriers, three factors were considered as barriers in the past and persisted as barriers: too few computers and peripheral equipment, not enough time to prepare computer-based lessons, and challenges with scheduling enough computer time for different teachers' classes.

The Teacher morale influences all aspects of the teaching and learning environment within the school setting. Morale can be made up of many commitment and satisfaction elements, including availability of role models, rewards, recognition, encouragement, professional development, incentives, empowerment in terms of support (e.g. technical) and the ability to demonstrate creativity in the educational setting. These elements provide the foundation upon which a teacher can make a positive difference in the learning environment, Baylor & Ritchie (2002).

The extent to which teachers use technology outside of the classroom may be, again, an indicator of their interest and corresponding skill in using technology. Evan-Adris (1995) identifies three patterns of technology use among teachers. The first is *"avoidance"*, including teachers who assign computer time to the students but do not use the technology for their own purposes. The second pattern she labels *"integration"* and these teachers spend time experimenting with and learning to use hardware and software and structure learning time to promote effective and increased use of technology by their students. The third pattern is "*technical specialization"* and includes teachers who have strong computing skills and their use of the computer is more organized and purposeful than average teachers. These classifications, which indicate the effectiveness of teacher technology use, are indirectly supported by the amount of non-school computer-use in which the teacher is engaging.

In this study, from the teacher's perspective technology is used in different forms (e.g. word processing, database, spreadsheet, graphics, multimedia, telecommunications)

results indicate the extensive use of computers inside and outside the class. During the process of combining ICT with education, teachers' attitude towards using knowledge besides their talent and desire will be a crucial point affecting the results of application. The basic agent for establishing and working this system is the teachers. It is argued that successful integration of ICT in education enables teachers to transform instruction from teacher-centered to student-centered where learners may interact with their peers and use the computers and Internet for their own learning needs.

In short, if language teachers have a variety of positive teaching and learning experiences in using computers, they are likely to be more confident and skillful in implementing CALL\in their own classrooms. Therefore, the teacher training programs should be provided for language teachers to deal with issues of using computers, Jung (2001) and gain competent skills in managing computer-based tasks and activities in the classroom, Johnson (2002). As CALL can be enriched by teachers, teachers' views on CALL implementation are crucial. Considering that CALL activities should be integrated into the existing curriculum according to learners' levels of language and computer literacy, teachers need to explore the full potential of CALL programs and utilize them creatively in the classroom. The Teachers' openness to change is found to impact students' literature learning. As teachers progressively integrate computers into their curriculum, they consciously and inextricably delegate some of their duties to the computer and as a result are aware of the changes in their role, Baylor & Ritchie (2002). The more that the teacher remains sensitive to, is prepared for, and is able to adapt to change, the greater the impact of the technology, Rieber & Welliver (1990).

ICT is not only perceived as a catalyst for change, but also a change in teaching style, change in learning approaches, and change in access to information. Yet research indicates that teachers are both threatened by change, and conversely not impressed by change that appears to focus on what the technology can do rather than on learning, Watson (2001). Thus, the current pedagogies employed in education need to change. For example, Prensky (2001) suggests that teachers now need to communicate in a way that fits with needs of the digital natives i.e., *"going faster, less step-by step, more in parallel, with more random access, among other things".* (2001:2). A powerful teaching

method, Prensky suggests, would be to use computer games to teach the digital natives. Supporters of this view see a gap or *"digital disconnect"* between students and teachers that is difficult to bridge. In Prensky's terms, the natives are being taught by immigrants who are, in effect, not talking the same language, Prensky (2001).

4.10. Students' Use of ICT's and Perception of Reading

Similarly, technology, in all of its forms is an integral part of students' lives and they expect to find it in their learning process. For this reason, teachers and curriculum designers should face their fate and start seriously designing syllabi which offer a variety of approaches to learning. Community engagement activities, service projects, group activities, online platforms, and other learning strategies entice students to learn in ways which are closer to their individual preference. In this scenario, the inclusion of technology in curricula is not a choice, but a necessity. Practically, this does not imply including ICT as separate module but as an integral part of all modules, principally, in the module of literature which the focus of this study.

Teachers will be in a position to use ICT tools and resources effectively in the classroom only when they realize how useful these tools are in presenting materials to the students and overall learning process. The influence of ICT in teaching and learning is largely based on the perceptions and attitudes of the teachers who are responsible for using this technology, Joseph (2013). Joseph continued by stating that teachers' views brought a strong impact to the integration of computers in the classrooms and that teachers needed to be encouraged to continuously explore the usefulness of ICT in the classrooms. By helping teachers find ways to actively infuse technology, investments in time and money will pay off in greater content learning and higher-order thinking skills for students and greater teacher competence and morale.

Learning in the 21st century is assisted by various information technologies because the networked information economy made possible by the internet allows students to access a rich array of online information resources including community based and collaborative knowledge exchange systems . Rather than consuming information, students form their own information networks and participate in learning

communities. The Connectivism[91] theory fosters the idea that learning takes place across networked learning communities. Connectivism postulates that learning takes place when learners make connections among ideas located throughout their personal learning networks. Undoubtedly, information technologies are central to the processes of learning and the process of accessing information from multiple sources.

Practically, reading is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. The students reveal in the current study that literature can improve their reading skills, writing, speaking then listening. In fact, through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects. There are some essential goals of reading such as enabling students to understand the world, growing their interests, and finding solutions to their own problems. The use of literature as a technique for teaching both basic language skills (i.e. reading, writing, listening and speaking) and language areas (i.e. vocabulary, grammar and pronunciation) is very popular within the field of foreign language learning and teaching nowadays.

Additionally, reading any type of text in the foreign language can be a daunting task for learners. Arnold (2009:340) even states that learners often regard reading in the

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[91] According to Siemens (2004): Connectivism is driven by the understanding that decisions are based on rapidly altering foundations. New information is continually being acquired. The ability to draw distinctions between important and unimportant information is vital. The ability to recognize when new information alters the landscape based on decisions made yesterday is also critical.

For him, the principles of connectivism are:

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

foreign language as *"laborious, unpleasant, and ultimately unsuccessful"*. Although learners may not choose to read on their own, foreign language (FL) teachers and learners have access to a number of tasks that can assist learners in enjoying the process of reading in a FL. Research indicates that scaffolding activities, pre-reading activities, and post-reading activities contribute to successful reading in the target language by L2 learners, Omaggio (2001).

According to Van Parreren, the training of intensive reading and extensive reading is impossible without the training of more elementary skills. The most vital sub skills are

• *Recognising the type of text (fictional, informative, etc.);*
• *Recognising different types of text structure (story scheme, etc.);*
• *Predicting and summarising the content of the text or of passages from it;*
• *Making interferences with respect to information that is only alluded to, but not explicitly mentioned;*
• *Determining the meaning of unknown words from the context;*
• *Analyzing the word form of unknown words;* van parreren & schouten-van parreren, (1981:236)

Walberg and Tsai (1985) concluded that a positive attitude toward reading is one of the strongest correlates of reading achievement. Factors that contributed to a positive attitude among adolescents include:

- Believing that reading is important.
- Enjoying reading.
- Having a high self-concept as a reader;
- Having a verbally stimulating home environment where verbal interaction takes place regularly.

The internet is so influential on the reading habits of students. The internet, which was reported to be mostly used for listening to music (93.4%), chatting with friends via social media (74.2%), and surfing the web (82) by the students, has some impacts on their reading habits. The recent developments in technology have increased the availability of information in digital formats. Individuals can obtain information from television, radio, and online sources. The percentage of the respondents (67%) claimed

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that they spent more than five hours online every day. The average amount of time that the participants spend online seems a lot; however, how they pass it is important for the teachers.

Therefore, the topics, categories and websites that attract the attention of the students should be determined in order to use the internet as a reading tool. Online information, which is a broad category, involves any kind of text made available on the internet. The increasing availability of digitalized texts promotes digital reading. The majority of the respondents reported that they often read online information. In conclusion, the internet, used for various purposes from chatting with friends to learning, is the core of digital reading. The respondents did not remain indifferent to the reading opportunities of the digital age, as the majority of them read online information. They may read texts about relatively diverse topics such as sales information, online news, stories and novels, jokes, food & nutrition as well as health information.

Based on the findings that are related to the reading habits, some researchers suggest possible recommendations to improve the reading habits of students in the digital age. Noor (2011) thinks that the current education systems should encourage learners to become familiar with the social and technological changes happening at a tremendous rate. Liu (2005) estimates that understanding changes in reading behavior, due to the evolution of electronic documents, would help in designing more sophisticated digital libraries and encourage users to gain benefits from this digital environment.

While adapting the education systems to the constantly developing technological advancements, the training of educators is of great importance. If a technological device such as a smart board is to be placed in a classroom, the first thing to be done is to teach educators about how to integrate such devices into classroom activities. As well as the teachers, students should be informed about the latest reading opportunities available via internet. It is a part of the teachers' responsibility to inform and encourage teachers to utilize online texts.

In addition to that, Pennington (1996) points out that while computer use in language learning can promote positive learning experiences, it can also encourage a form of anti-social behavior. Like Bowers and Pennington, Jones (1995) discusses the kind of culture that is being developed in what he calls *"cyber society"*. In other words, we need to be aware of the type of reality and world-view that computer-mediated communication can bring with it. These authors point out that we must be aware that instead of developing students' communicative competence via email and Internet, this computer use may be developing a new elite culture and fostering students' stereotypes and biases, especially when the focus is on cultural products rather than process. Computer technology can hinder cross-cultural communication by exposing students and teachers to cultural material that can develop or strengthen stereotypes and prejudices rather than reduce or eliminate them.

Kent and Facer (2004) indicated that school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. Increasingly, ICT is being applied successfully in instruction, learning, and assessment. ICT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations, Lowther, et al. (2008). As Weert and Tatnall (2005) have pointed out, learning is an ongoing lifelong activity where learners change their expectations by seeking knowledge, which departs from traditional approaches. As time goes by, they will have to expect and be willing to seek out new sources of knowledge. Skills in using ICT will be an indispensable prerequisite for these learners.

From the obtained results also, it is apparent that to accentuate the development of higher-order thinking skills, the computer needs to be used in activities that incorporate the skills desired to be build. Often these activities fall into the realm of constructivist activities, in which students are required to examine and manipulate resources, then collaboratively construct artifacts of their knowledge. Ertme (2012:424), in discussing research on technology use in the classroom, concludes that technology needed to be "*placed in the hands of students*," and that they use it *"in the same ways,*

and for the same purposes, that professionals do" to solve problems, communicate, and collaborate. However, there is a divide between this imperative and what occurs in many classrooms.

In discussing the relationship between literature and technology, Tung and Chang (2009) count two reasons in support of the issue that literature reading and critical thinking are emanated from the same origin. First, the mental process of literature reading requires critical thinking skills such as recalling, retrieving, and reflecting on prior experiences to construct meaning of the texts. While doing this, the readers are required to demonstrate the following capacities: to differentiate facts from opinions, to understand the literal or implied meanings to locate the details related to the issues discussed, to find out the causal relationships; to detect the inferential relationship from the details observed; to be perceptive of multiple points of views; to make moral reasoning and fair-grounded judgments; and apply what is learned to the real world. All these abilities, while reading, are considered to comprise critical thinking. Second, the subject matter, the setting and the language of a literary work provides readers with a variety of real-world scenarios to construct meanings of self and life incrementally. In short, if technology mitigates critical thinking and literature increases it, the two are complementary, and using them together may help the learners a great deal.

4.11. The Students' Attitudes towards Literature

Attitudes are related to the motives of studying a language which can be divided into two main categories; integrative and instrumental motives. Integrative motives refer to situations where a person learns a second language in order to participate in the target language group's cultural activities. In this context, 40% of the students have this type of motivation as they claim that literature makes them aware of other cultures rather than theirs. Instrumental motives refer to practical purposes of learning a language such as in order to get a better job or to pass examinations. Again, in the present study, 60% of the students claim that they believe that literature increases their language proficiency Students with positive attitudes will spend more effort to learn by using strategies such as asking questions, volunteering information and answering questions. Fortunately, attitudes do not remain static; they can be changed through the learning process such as

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by using appropriate materials and teaching techniques. So, the 12% to 20% who have an almost negative attitude towards learning literature may be dealt with to help them modify that impression, if only the reasons are identified and worked on.

The major obstacles and constraints that are faced in teaching literature to 1st year students are in line with those reported by Bouazid, & Le Roux (2010:43) in a study conducted in an Algerian university. They were as follows

➢ An inability to make sense of the texts because of unfamiliarity with the language, its idiom, and the cultural or ideological context within which the literature was written

➢ An inability to meaningfully engage with texts in a way that will enhance comprehension

➢ An inability to apply prior learning or make associations between the text at hand and previous studies

➢ An inability to move beyond a superficial interpretation and the obvious to reflection and an appreciation for deeper meaning

➢ Lack of the confidence needed to raise opinions or viewpoints and to explore alternative interpretations

➢ Not knowing how to approach literature studies and not knowing how to read strategically (e.g. make summaries, paraphrase, analyze texts and interrogate text for deeper meaning)

Students must be aware of the advantages of literature and those who have negative attitudes should not be left behind whatever the percentage that they constitute. Actually, 75% of the students like reading literature whereas 16,66% have an average attitude and only 8,33% who have negative attitudes. In general, the negative attitudes towards literature may be stereotyped with the following reasons that were discussed in previous studies. Chiefly, the language of literature is too complex, 20% of the students share this view. Literature due to its complexity and unique use of language is too difficult and contributes nothing to teaching the grammar and the vocabulary of practical everyday language. Sometimes, the language of literature and literary texts does not provide the vocabulary and syntax required to convey everyday messages. Parkinson and

Thomas differentiate between difficult and odd language. According to them: *"like other learning materials, literary texts can be so difficult that learners don't understand them or understand them only by dint of time consuming and wearisome dictionary work"*, Parkinson & Reid (2000:12).

In addition to that, as 19% of the students in this study claim, literature won't help them to promote their occupational and academic needs. Cook (in Brumfit and Carter (1986:150) discusses this issue relating it to the discussion of literary texts, adequate for EFL learners. In his essay, he states that: ... *"the study of literary English is seldom suited to the foreign learner's needs, and the mastery of literary texts has little bearing on the learner's need to produce more functional written or spoken forms of the language"*. This illustrates another point of view that literary texts cannot provide additional benefits for the language learner to those obtained from standard course books. As 12% of the students claim, literary texts reflect cultural aspects which are difficult for students to grasp. Critics of the use of literature maintain that if literary texts reflect a particular cultural perspective, they may be difficult for ESL /EFL students to read and understand cultural concepts which are unfamiliar. Therefore understanding of the literary texts is difficult, or the texts can be unacceptable due to different reasons (moral, religious reasons). This makes the entire concept of introducing particular literary text unacceptable.

The most common reason for the students to reject literature is the type of texts that are chosen by the teachers which they cannot understand, quite the opposite. Sarland (1991:101) writes: *"Having understood, they then reject the text on experiential grounds, on ideological grounds, on grounds of lack of emotional satisfaction: because, in my shorthand, they do not find themselves in it"*. With this in mind, Sarland draws the conclusion that it is the teacher's responsibility to see the students´ interests and opinions as much as they consider their colleagues´ and critics´ opinions. Another issue that Sarland brings up is the question of what literature that should be used in the classroom and that literature teachers often feel hesitant about bringing in new and controversial texts into the classroom such as works of current popular fiction. Sarland (1991) writes that even if we as teachers feel insecure and hesitant about using new texts, our students

are going to read it anyway. He then argues that *"as the popular arts should be proper subjects for study in any well-balanced English course, then such texts is bound to be included somewhere along the line"* Sarland (1991:132).

Moreover, Sarland (1991) here advocates the use of new texts and popular fiction in the teaching of literature as it appeals to the students and as it is something that we cannot avoid dealing with. This kind of literature is useful in order to bring up cultural and social conditions in the English-speaking countries as well as current issues and topics worth discussing in class. But the value of the literary canon should not be forgotten. Beach et al. (2006) highlight the value of using the literary canon in literature-based teaching. They emphasize the fact that the very existence of the canon is a statement to the notion that there is a wish to preserve a cultural representation and in the cultural representation that the literary canon is, we can find works that represent a nation, its people and the literature of this culture.

It is believed that the study of literature *"begins in delight and ends in wisdom"*, Hill (1986:7). This conviction strengthens the view that literature is not only unending in its capacity to teach, but is also a lifelong source of enjoyment. It would seem, however, that the studying of literature can result in students' feelings of frustration and boredom. Students often lack a sense of relevancy, are unmotivated and uninterested. It is important that teachers maintain a balance between teaching the text and allowing pupils to find their own meaning, and ultimately enjoyment, in the books they read. Undoubtedly, the main obstacle faced by teachers today is how to motivate students to want to read in the first place.

The negative point of views mentioned above might be caused by the lack of knowledge on the advantages of using literature, the criteria for selecting literary texts, and how to use the texts in classrooms. Better we have a look on these issues; we can see the problems involved in using literature in EFL classrooms. Understanding these problems precisely will enable us to identify the areas where teachers need to improve most in order to make the best use of literature in teaching.

A piece of literature mirrors life as it reconstructs the world in letters. By delving into its plot, thematic development, and the interactions of the characters with others and milieu, readers are exposed to multiple points of view and thus compelled to think and rethink their own ideas and actions. In the same line regarding the benefits of literature, Ellison (2010:22) claims there are five pedagogic reasons why literature should be used in the foreign language classroom:

- Attitudinal: developing positive attitudes to language learning, different cultures, self and others;

- Linguistic: natural exposure to the foreign language in context, lexis, grammar, discourse and pronunciation through patterns and repetitions in the narrative;

- Cultural and Intercultural: access to, and awareness and understanding of other cultures;

- Social and Moral: emotional development/consciousness, empathy, shared experiences; and

- Cognitive and Creative: use of the imagination and thought processes, academic skills development to support other learning.

A way to motivate students to read literature is through better text selection. The most important criterion in text selection is probably students' interest. This does not mean that the texts have to be about teenagers' issues only. Students' response suggested that they would like to read about different genres and life experiences. As students come from different backgrounds and have varying interests and abilities, the best option is to choose texts which differ in terms of genres, topics and language level. Data from this study suggest that short stories seem to be popular among students but students are less enthusiastic about the poems, drama and theater. Perhaps more contemporary poems can be included in the text selection and for novels, it is better if more choices are provided and students are allowed to choose those which suit their interest and language level, though the study revealed that students prefer that teachers decide on the texts that

they read. Practically, teachers know more than 1st year students do as they know more about time and the general activities that take place in the department.

In this sense there are several advantages of using short stories in ELT classrooms. One of the most important of all is its controlled length. As they are shorter than a novel, short stories are effective sources of teaching in classroom situations. Another point that makes short stories efficient tools for ELT classes is that they maintain high interest and attention. As Erkaya (2005) puts it:

> *Since short stories usually have a beginning, middle, and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved.* Erkaya (2005:47)

Elliot (1990:197) affirms that literature motivates advanced students and is *"motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic quality"*. He stresses the importance of developing student-response (individual and group levels) and competence in literature. In addition, one of the reasons Vandrick (1997:1) lists for using literature with students is that literature motivates students *"to explore their feelings through experiencing those of others"*.

A short story with its setting, characters and compelling plot, captures the attention of the learners which is an important part of the learning process. The use of short stories to teach English has several other benefits including motivational, literary, cultural and higher-order thinking benefits. Short stories allow the instructors to teach the four main language skills to all levels of language proficiency. Murdoch (2002) indicates that short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at divergent levels of proficiency. The inclusion of short fiction in the curriculum offers the following educational benefits according to Arıoğul (2001:18):

> *- It makes the students'reading task easier due to being simple and short when compared with the other literary genres.*
> *- It enlarges the advanced level readers'worldviews about different cultures and different groups of people.*
> *-It provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers.*
> *- It motivates learners to read due to being an authentic material.*
> *- It offers a world of wonders and a world of mystery.*
> *- It gives students the chance to use their creativity.*
> *- It promotes critical thinking skills.*

- It facilitates teaching a foreign culture (i.e. serves as a valuable instrument in attaining cultural knowledge of the selected community.

- It makes students feel themselves comfortable and free.

- It helps students coming from various backgrounds to communicate with each other because of its universal language.

- It helps students to go beyond the surface meaning and dive into underlying meanings.

- It acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring the gained knowledge to their own world.

Literary style and structure pose a problem for students in trying to comprehend literary texts, Davis et al (1992). If the writer is from a different background, students need to be aware of the cultural norms in the author's world to be able to identify language deviances and their significance, especially in poetry. Students also need a good grasp of the target language to appreciate choices and deviances in the text. Poems are generally disliked due to the abundance of figurative language and images which students fail to interpret (Wan Kamariah, 2009). Linguistic structure in poems can be especially confusing such as the use of irregular punctuation, capital letters and organization. Students generally feel that poetry contributes very little to their language development compared to other genres such as short stories and novels.

Although literary texts provide contexts in which students can learn more about the L2 culture, unsuitable texts can create distance between the text and the readers, especially culturally, Saraceni (2003). Besides linguistic skills, students also need background knowledge to fully comprehend literary texts, which are written by authors who assume their readers share the same background knowledge, similar values and norms, Horowitz (2002). When students encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their own culture, which might results in inappropriate cultural representation. Sometimes students are faced with a cultural reference that is totally alien to them, which has no parallel in their own culture. Understanding culture is made even more difficult as the values which shape and influence characters and their views are not explicitly portrayed in literary texts. Students' misunderstanding is due to the teachers' lack of cultural awareness, the lack of support material that address cultural issues and introductory classes that pay minimal attention to the cultural elements of the texts, Horowitz (2002).

On the contrary, there are several advantages to using poetry in EFL context. Collie and Slater (1991) state the following:

> *Poems offer a rich, varied repertoire and are a source of much enjoyment for teacher and learner alike. There is an initial advantage of length- many poems are well suited to a single classroom lesson. Then again, they often explore themes of universal concern and embody life experiences, observations and the feelings evoked by them. Their brilliant concision and strong imagery combine to powerful overall effect. Moreover, poems are sensitively turned to what, for language learners, are the vital areas of stress, rhythm and similarities of sounds. Reading poetry enables the learner to experience the power of language outside the strait-jacket of more standard written sentence structure and lexis,* Collie and Slater (1991:226).

In this context also, the students' underestimation of drama may be, mainly, due to an overall unawareness of its benefits in language learning. Being 1st year students, it is up to the teachers, then, to plant the appreciation of this genre in students from the start, even if, time does not allow covering all its properties actually, but students will be prepared for years to come. The use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal / nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes. Since drama is the portrayal of social events, students improve their personality and code of behavior.

Thus, they can achieve more meaningful and realistic teaching from which students can benefit to a great extent. Some other educational benefits of using drama in a foreign language class can be listed as follows according to Mengü (2002:4):

- Bringing authenticity into the classroom.
- Exposing the learners to the target culture as well as the social problems a society may be undergoing.
- Increasing creativity, originality, sensitivity, fluency, flexibility, emotional stability, cooperation, and examination of moral attitudes, while developing communication skills and appreciation of literature.
- Helping learners improve their level of competence with respect to their receptive and productive skills.
- Providing a solid basis for the learners to bridge the gap between their receptive and productive skills.

- Offering students the space and time to develop new ideas and insights in a range of contexts.

- Enabling students to develop new understandings and forms of knowing not accessible in other more traditional ways of learning.

As a matter of fact, teachers play a leading role in students' learning and grasping of literature. Not only they impart knowledge to students but they also help shape their attitudes towards literature, university and more specifically, the smart infusion of technology at different stages in the process of reading different literary texts. To do this, teachers need to be properly trained and equipped with proper knowledge and skills to successfully accomplish their tasks. Firstly, teachers need to be taught how to read any text (not just those specified in the program) independently and to be able to make their own interpretations of the texts by using critical thinking skills. They also need to address the cultural elements of texts, which if neglected might result in misunderstanding and limited participation from students. Perhaps another skill that teachers need to acquire is the ability to produce their own supplementary materials. Instead of relying on the Ministry of Higher Education or reference books for materials, teachers can learn how to get information through the internet for example and adapt them to suit their students' proficiency level and interest.

It is important to ensure that teachers are equipped with enough content knowledge which influences classroom practices, which in turns affect students' learning outcomes and achievement. Using a variety of attractive teaching strategies is another way to improve students' attitudes. For students with higher proficiency level, teachers can use activities where students get to practice their creative and critical thinking skills such as writing their own scripts, staging a drama or even creative writing. Teachers can encourage students to be autonomous by using computers as well as the internet and guiding them in activities like researching information on the author's background or the historical elements of the texts. Using multitasking tasks in groups for large classes enable students to rotate tasks so that they can try a variety of activities and work at their own pace. More research needs to be conducted on students' reading abilities as they seem to lack higher level reading skills. Other possible future research areas which can help improve the teaching of literature in EFL contexts are students' reading interests and teacher training.

In reading a literary text, the student is likely to be more engaged in the topic; rather than reading isolated texts presented in English textbooks. This stimulates him/her to be more motivated in the construction of academic essays, Hirvela (2001). In other words, the literary text motivates the student to think more critically and to write better. As Hirvela (2001:119) points out, *"reading and writing are closely linked as students use writing to explore and make sense of their reading in the course of forming more effective analyses of what they have read"*. This means that reading literature promotes better reading as well as writing skills. And, contrary to the no literature argument, researchers believe that the study of literary texts can help with the academic texts students will be required to use when they begin their regular studies in their fields of interest.

The fact that most literary texts are about life and the way of living is in itself an opportunity of negotiating and debating certain themes or ideas suggested by writers. The study of literature, as such, provides the students with a real context whereby they can get involved in a "give-and-take" relationship, thus having a real experience of language learning. The language experience needs to be contextualized and comprehensible, Krashen (1999), and the learner should be involved, motivated, and encouraged to respond by using language, Arnold (1990).

More outstandingly is the view of language itself. For many, language aims at *"the creation and communication of meaning"*, Rigg (1991:523). Meaning-making is very relevant in reading literary texts. In reading literature, the reader must play an active role in meaning-making. Rosenblatt (1982:271) has also argued *that "words are primarily aspects of sensed, felt, lived-through experiences"*. So once again, this view of literature as meaning-making helps the reader in both reading between the lines and in compositions in response to the texts. In the meaning-making process it is important to note the background knowledge of the readers. Readers are not blank slates when they read a text, Hirvela (2001). Instead, they have experiences and knowledge that they bring with them in reading a new text. This background knowledge helps them to analyze and think about the text more, especially when reading a literary text. Therefore, instead of taking on the author's opinion or point of view, they create their own. This act may further enhance the students' reading and writing abilities.

Easy-to-understand literary texts can play an incentive role at the beginning while difficult ones as they appear in historical, biographical texts, poetries help students to understand the language in depth and may delay understanding. Some activities that can enhance literature appreciation include the following examples suggested by Erdem (2016):

Reading out loud: where the goal of this activity is to help students learn the characteristics of speaking such as: intonation, rhythm, stress and pronunciation. In the first stage, students are divided into groups and each group is given a part of a well-known poem which is suitable for students' English level. Afterthat, the teacher underlines some words from the poem and asks students to be ready to read it out loud with the right pronunciation, intonation and stress, and to find synonyms for the underlined words as homework. The next lesson the teacher allows the groups to read their part within the group and choose the best reciter. Then the teacher chooses the groups in a random order and asks the reciter of each group to read their part. The next task is to put the stanzas in the right order as a reading comprehension activity. After that, the teacher reads the entire poem paying attention to intonation; stress and pronunciation or make students listen to the original recording twice or more if necessary. Having practiced the reciting, the teacher asks a group member to read the underlined words to the other groups and the first group that has found the synonym gets a point. If none of the groups finds the synonym in a given time, the group that has asked the word gets a point. At the end, the group with the highest total point is announced as the winner.

Similarly, reading texts is another activity which is known according to Collie and Slater as a reading assignment, different reading pieces can be given out, such as poetry, essays or stories. The similarities or differences of plots, characters or types can be discussed in class. For example, while one group of students read one version of the story, the other group may read another version of the story. When they finish reading, they ask questions to each other in order to find differences and similarities in the stories. This activity can be used as a reading comprehension activity as the students have to find

out the differences between the stories or as a discussion to see how much the differences matter.

4.12. Selecting Texts from Literary Works

To match the premises of humanistic psychology first proposed by Roger (1951) in an educational context, any literature-based syllabus should not start operating independently of learner needs, interests, preferences, expectations, desires, likes, and dislikes. He added that this *'whole'* person approach helps every single learner to understand the *'self and communicate the self'* to others. In the case of the students' lack of intrinsic motivation, extrinsic motivation as a springboard for future learning of literary items should be drawn upon, for instilling intrinsic motivation could be a real challenge for the teacher.

Possible criteria for text selection could include some of the principles advanced by Prowse (2002:142) for the selection of reading material. Simply taken, let the students choose the text that they want to read. In this case, the teacher can suggest and recommend reading material based on what is available to us and what we consider culturally and linguistically appropriate. Besides, literature incorporation should be preceded by considering learner variables[92]. Schulz (1981:44) claim that by selecting stories appropriate to students' level of language proficiency, the teachers avoid *"frustrational reading"*. Murdoch (2002:9) indicates that *"short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency"*.

- Ease: finding a text with the right language level is crucial. It should neither be too difficult that students cannot infer the meaning of particular lexical items and are forced to look up words too frequently; nor too easy that there is no challenge and no vocabulary gain. Teachers' own language awareness and knowledge of

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[92] According to Prowse (2002) those variables include affective variables (e.g. self-concept, attitude, perseverance, internal versus external locus of control, introversion versus extroversion, interests, and needs); cognitive variables (e.g. background knowledge, cognitive style, learning skills, learning strategies, aptitude, and intelligence); social variables (e.g. social context, a sense of belonging, language and culture shock); and biological variables (e.g. gender, age)

their students' proficiency levels are ultimately the best guides in making a decision. A major consideration in materials' selection is how long students can read pleasurably before losing interest. Simplicity of the material is important since *"Reading skills will develop much better if a student reads a lot of books that are too easy rather than a few that are too difficult"* Nuttall (1982:185). Struggling with difficult texts will not enhance the reading skills, quite the opposite, when students read an easy material that matches his vocabulary level, i.e., a lower level, they derive a sense of achievement and enjoyment when they realize they can comprehend a whole text in the foreign language, West (1955) and little by little, they will acquire a love of reading.

All in all, to minimize the difficulties encountered when dealing with literary texts, teachers should select appropriate texts from literary works for their students following these criteria:

- Language proficiency: Teachers should select the texts of literary works from within students" language proficiencies. If the students are not linguistically ready to deal with such texts, they can become frustrated. When the language of the literary work is quite straightforward and on the linguistic level of the students, they will want to read more literature and will find these texts more relevant to their experience. The abstract language of poetry and the length of novels may create problems in overcrowded classes. Employing literature so that students find it useful and enjoyable is a challenge for teachers in ESL classes.

 Rosenkjar (2007) highlights that the students will rely on word-for-word translation, which is not the way to develop language skills or literary appreciation in students. Therefore, literary texts have to be chosen in such a way that they would capture the interest of the reader (learner). The texts should lead the students to discover language features. They should be chosen to serve as a springboard for creative communicative post-reading activities.

  - Time availability: Drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Teachers should consider

whether the texts can be integrated in the amount of class time available. When selecting texts from literary works, teachers should bear in mind whether they have enough time available to work on texts in class, how long students have to work on the text at home (reading), and how much background information on the text the teacher will need to provide.

- Cultural Competence: The texts selected also should be within the teachers' and students' competence culturally. Following Carter and Long's (1991: 142) perspective, the theme of the texts must relate to some extent to the country or culture of the readers. Such literary works can touch upon a wide range of meaningful topics as identity, alienation, cultural clashes, and generational conflicts. Works of literature provide broad access to cultural experience. Chastain (1971:300) contends that one of the major hurdles to the successful implementation of culture goals in language classes revolves around attitudes. Before students can learn about culture, they must be receptive to the concept of learning about cultures other than their own. Often the teacher has to break down cultural barriers prior to initiating teaching-learning activities designed to accomplish culture goals. One way to begin teaching culture on a positive note is to emphasize similarities among people. From the beginning, the students can move to a discussion of differences among members of their family and among families, schools, and cultures. This approach stresses that similarities are present in all cultures and that differences in the expression of these similarities are natural.

- Short story: The brevity of the text is important for the students because they will see that they can read, understand, and complete something in English. This will give the students a feeling of achievement and self-confidence. The aim of using the short story in teaching English is to encourage students to use what they have previously learned, and therefore, it is a student-centered teaching. Cultural elements in a literary text should be taken into consideration when choosing the text. Three factors to be considered here namely the students' environment, the attitude of the teacher, and ethnocentrism. They are believed to exert a

tremendous influence on students' approachability to the learning of cultural concepts.

- Personal involvement: Selecting texts that can stimulate a kind of personal involvement and arouse the learners' interest is very crucial too. If the learners' ideas, experiences, and needs are completely at variance with what they are asked to read, it is useless to expect them to be motivated. McKay (2001) and Rivers (1968) point out that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests.

For teachers, what they search for, generally, are texts which engage affectively challenge cognitively, promote language awareness, and help learners to think critically about and respond imaginatively to the world where they live. Moreover, other criteria are suggested for book selection:

- Readability: The reading materials should be short and not far beyond students' current linguistic levels, Coady (1997). As Nuttall (1996:131) states, *"Improvement comes from reading a lot of easy material"*.

- Appropriateness and authenticity: Because one's prior background knowledge has an essential impact on reading comprehension, the selected materials should be culturally familiar and authentic, Coady (1997).

- Attraction: The materials need to be appealing to the students. When supplied with material, of high interest, students not only read more, they also apply more reading strategies.

- Variety: The reading materials should deal with a wide range of subject matter. Literary reading instead stresses exposing students to different subjects and genres in order to construct and expand their word schemata. Ni-Lee & Mallinder (2011:153).

Another major problem of literature teaching in the classroom is the creation of an authentic situation for language. A language classroom, especially one outside the

community of native speakers, is isolated from the context of events and situations that produce natural language. In the case of literature, language creates its own context. The actual situation of the reader becomes immaterial as he or she takes on what D. W. Harding calls *"the role of the onlooker"*, looking at the events created by language which in turn create a context of situation for the language of the book and enable it to transcend the artificial classroom situation.

Aside from the length of the work, there are some other important criteria that must be considered while choosing the text. Hill (1994:15) points out the basic criteria to be kept in mind while choosing a literary text as follows: *"the needs and abilities of the students, the linguistic and stylistic level of the text, and the amount of background information required for a true appreciation of the material"*. The vocabulary and sentence structure of the literary text to be studied must be suitable to the level of the students. "*Stories with archaic language, slang, foreign words, allusions, or language that imitates the speech of a particular locality, uneducated people, or foreigners must be avoided"* ibid. Similarly, very long sentences are difficult for students to understand. As students will not understand these sentences and words, they will get bored and not read the work.

4.13. The Usefulness of Visual Aids in Delivering Literature

This thesis reveals that the use of literary materials with audio-visual technologies such as listening CD-ROMs, movies or videos based on the literary materials, and the computer technology and the internet may help students more than the printed documents. Carefully selecting an audio visual material and introducing students to it while placing specific emphasis on vocabulary and prior knowledge factors as Koskinen et al.,(1985) restate, facilitates the teaching of Literature in the ESL classroom.

The main consideration in ICT-based education is quality learning, Clement et al. (2011). There are many theories that underlie ICT adoption and help the educationists in developing ICT-based teaching/learning. The theory of neural network or learning in human brain is one of the most prominent one in this respect. According to this theory, learning is a neuro-biological process that takes place in the brain. It works through

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genetically set neuronal networks. Terms of the neural network should be clarified before knowing how learning occurs in the human brain and. The main components of the human brain that interfere in the learning process and where the scopes of improvement lie are:

1. Neuron: Basic unit of brain. Human brain contains 1010 (ten thousand million) neurons, each of them are connected to 104 others.

2. Dendrites: Act as input channel through which all inputs to neuron arrive. Each & every input channel is assigned a weight. If total weight of all inputs exceeds a certain threshold value, then the cell is fired and it produces an output on axon channel.

3. Axon: Act as output channel of neuron. Electrically active filaments that produce a voltage pulse called action potentials (lasts about 1 millisecond).

4. Synapse: Axon terminates in a specialized contact called synapse , Clement et al. (2011).

When axon hit synapse with action potential, synapse releases chemicals (neurotransmitters) across the gap. These chemicals diffuse across the gap and chemically activate gates on the dendrites which, when open, allow charged ions to flow. The more gates on the dendrite open, the more ions will flow and more learning will be achieved. It means that if the number of inputs can be increased, the learning will be higher. Since ICT-based education gives a learner more opportunities to assimilate the concept through auditory and visual memory of human brain. So in ICT-based education, the number of inputs will be higher than the traditional one. Thus, it provides better output as well.

In the discussion of sub-processes constituting the reading comprehension process, some attention should also be devoted to the role of memory. Memory is, for example, responsible for remembering information which has been read and recalling it in an appropriate moment. This role, however, is a basic one, while memory is also accountable for more complicated processes. One of them is correlated with the activation of cognitive schemata, and constitutes the so called Minsky's *"frame"* theory. According to Minsky, human memory is a store of stereotypical situations (frames)

aiding comprehension by providing a framework for interpreting new information, Nunan (1995:67).

Thus, it is memory that is responsible for activating them. Apart from stimulating the use of schemata, memory also compares new information with old information stored in the reader's mind. New experiences are then processed in the light of the old recalled ones, which consequently leads to arriving at the meaning of the presented material, Estes (1977:3). The new experiences are stored in so called short-term memory, while the old recalled ones in so called long-term memory. Long-term memory is responsible for permanent storage of information, though some of the information gathered in long-term memory may be forgotten and lost after some time. The knowledge governed by this type of memory influences people's perception of the world, as it provides a particular framework to place new items of information, Easton (1994).

Research on effectiveness of the visuals used in the learning environment shows that they can improve learning, Cunningham (2004). Visuals can help arising the readers interest, curiosity and motivation, promoting creativity, serving as mental scaffolding and fostering aesthetic appreciation (as cited in Carney and Levin, 2002). According to Canning-Wilson (1997) the importance of the visual aids is highlighted when focusing on the way language is processed. They explain that in the process of learning two different types of memories are involved: working memory and long-term memory. The new information is stored in the working memory which is claimed to be the center of active mental work, including the learning. When the visual and phonetic information is received then it is organized to form a cohesive idea. Finally this idea must be integrated with active prior knowledge from long term memory. As it is seen, the two memories work together in complementary ways, to form what is called an updated mental model that will be stored in long-term memory, where it lasts indefinitely, Clark and Lyons (2004).

Based on the results of this study, it is recommended that technology and other literary materials be used in literature classes. Videos and movies based on books encompass several benefits that cannot be achieved when teachers limit themselves to

the print culture. Students need to the use of audiovisual technology. Such an approach encourages students to combine Literature, Writing (Composition), Language and Pedagogy in their study of texts. Using technology and literature in the class helps train *"strong readers"* Scholes (2000) states: *"readers who competently and confidently engage literary materials while bringing their own personal experience into that of the characters in the text"*. Thus, several questions and issues face the practice advocated in this research and they can be considered as the basis for subsequent research.

4.14. The Value of Dictionaries in the Literary Reading

Luckner & Cooke (2010:77) states that *"Vocabulary is essential for communicating, reading, thinking, and learning."* (Learning vocabulary is an incremental process that begins at birth and continues throughout life. It does not start upon school entrance but is begun long before. Building a large vocabulary is essential when learning to read in a second language. Simply put, people with large vocabularies are more proficient readers than those with limited vocabularies. According to Chun & Plass (1997:70), *"virtually all second language reading researchers agree that vocabulary development is a critical component of reading comprehension"*. The more proficient the reader, the faster access to the vocabulary item and its recall he will have. The way in which the reader perceives vocabulary items in a text may, however, differ significantly. He may process them either automatically or with control. Automatic processing comprises the automatic detection and recognition of visual information contained in the passage.

Dictionary use studies support the idea that looking up words can increase less proficient learners' coverage of the text and enable their comprehension. In other words, dictionary use helped these learners reach the comprehension threshold Knight (1994). As indicated by the results of Bensoussan et al.'s study (1984), less proficient students would prefer to use bilingual dictionaries and would use them more than more proficient students.

In the present study, 92% of the students enjoy looking for the meaning of new and unknown words while reading. Dictionary can serve a lot of purposes especially in

providing the definition of words. Omar and Mansor (2005) stated that the main use of dictionary is to provide the meaning of a word, to check on correct spelling, correct pronunciation and vocabulary. Using dictionary can improve students' learning ability. Mohamad (2003) has done a research on the use of dictionary and it was found that the students' ability to learn Arabic has increased. The result also showed that the students' achievement in answering comprehension questions has increased when using the dictionary. The use of dictionary does not only improve students' proficiency in second language but also helps to increase the command of their mother language. Ghazali (2000:92) in her research found that the students that use single language have shown good result in word expansion activity compared to students that did not have the skill to use the dictionary. The dictionary can also improved self learning activity and would also motivate the students to read more materials according to their interest.

It has been shown that students who use a bilingual dictionary learn more vocabulary than students who read without a dictionary, Luppescu & Day (1993). However, when students turn to a dictionary for every word they do not understand, they lose sight of the meanings within the text as a whole. Teachers and textbook designers have come to understand this, and the result has been a movement toward the explicit instruction of fluency-oriented learning strategies such as guessing from context. Nunan (1991) commentes that this movement may have gone too far, and the implication in much of the literature today is that good language learners rely on dictionaries less than poor language learners, and are more successful at employing contextual guessing strategies.

As well, dictionaries take different shapes; they can be printed or electronic. According to Al-Rabi'i et al. (2001:146), electronic dictionary can be divided into two different types: An online electronic dictionary that is provided on the World Wide Web also known as internet dictionary. Some of the websites offered are free and some of them imposed an annual fee. The advantage of using this dictionary is that it can be used at any place as long as there is internet connection. However, it takes up a lot of time caused by the busy internet connection. The other type is offline dictionary which is in the form of compact disc. This type of dictionary can be used with a computer or a

personal data assistant (PDA). The advantage of using this type of dictionary is that users are free from the interruption of internet connection and the disadvantage is that it requires an expensive tool or a continuous update. Yet, Akbari (2014) mentions that the learners' dictionaries use problems as follows:

a. They chose definitions that did not fit in the given context, it was either the meaning they first learnt for the word or it was the first meaning mentioned in the word entry. It was consistent with Wingate's (200:108) data which revealed *"superficial and partial reading of dictionary entries".* There were also cases in which the learners misinterpreted the definitions.

b. They did not pay attention to the part of speech of the new words. In some other cases, learners misidentified the grammatical categories of the word, which led them to choose an incorrect definition. Every single word was treated as a whole without considering its prefix and/or suffix and without considering its grammatical and semantic relationship with the words preceding and following it. It was the case when the learner had not learned the semantic and/or grammatical role of a specific prefix or suffix. When he learned it, he tried to make overgeneralizations based on the shape of the word without checking it in the dictionary. For instance, since a word had the suffix "s", it was interpreted as a plural noun while it was third person singular verb (e.g. "varies").

c. They insisted on looking up every single unfamiliar word as if it were a "sin" to ignore even one of them. d. The new word was not recognized as part of a meaningful phrase. The word by itself is considered as a unit of meaning. It was as if every new word had been decontextualized to be looked up in the dictionary. The ultimate result was: in spite of the fact that they found the meaning of all of the unknown words, they could not understand the meaning of the sentences and consequently the meaning of the passage as a whole. They constantly complained that they had spent a lot of time finding the meaning of the new words but what they understood from the passage was completely different from what the English instructor presented to them in the classroom.

e. The learners could not often find certain words in the dictionary; particularly the specialized words. Even if they could find it, since they had not learned the concept associated with it, they could not understand its meaning. This finding is in line with the findings of Tahririan and Sadri (2013) which revealed that bilingual dictionaries are not valid sources for making sense of technical terms; they can even result in confusing and sometimes bizarre definitions.

f. They also had difficulty in finding the exact meaning of sub-technical vocabulary. For instance, they considered "develop" in medical texts to be the synonym of "improve" and when it was used with the name of a disease, it was translated as "worsen".

g. They either chose the first meaning in the dictionary or wrote different meanings of the word mentioned in the dictionary above the new word to later match it with the word in context.

h. They frequently used the bilingual dictionary installed in their mobiles as they could look up the new words faster in this way. Although bilingual dictionaries listed the pronunciation, part of speech and different meanings of each word often mentioning the content area of certain meanings of a given word, they just paid attention to the meanings of each word disregarding the role of content area.

i. They ignored to find the meaning of certain words as they assumed that they had the same meaning they had already learned for them. This causes problems in reading comprehension. As most of them are sub-technical words or the writer intended to convey their special meaning rather than their literal meaning. k. They did not pay attention to the word families or derivations of each word given in the dictionary above or below the given word they were looking up as they insisted on looking up every unfamiliar word and considering it as a new word.

Other reasons that may also interfere in banning the extensive use of dictionaries while reading include:

- Fluent reading is hindered by a reader stopping to use a dictionary. Day & Bamford, (1998:93).

- The use of dictionaries by EFL University students doubled the time it took to read a short story, Luppescu & Day (1993).

- Students with access to dictionaries sometimes locate the wrong dictionary entry, leading to miscomprehension, Luppescu & Day (1993); Tsang (1997).

- The time it takes prevents students from focusing on the text as a whole, Knight (1994).

- It takes larger to read when using a dictionary, and more proficient students benefit less, if at all, from dictionary use. It is proved that students looking up words more frequently when utilizing electronic or web- based dictionaries, rather than printed dictionaries, Koyama & Takeuchi (2004). Looking up words may be quicker and easier when using online dictionaries, but *"It can become so effortless that it may decrease vocabulary retention"*, Richards, (2008:31).

- If students have the option of looking up words, then inevitably conscientious students will feel that they have to look- up more and more words in order to understand the text properly, Day & Bamford (1998).

Taking in account the criteria of different dictionaries and considering their usage in reading literary texts, various variables should be verified such as the type of dictionary, when and how often students might use a dictionary. Other variables may include the time students have to read, the type of word and text and students' motivation. Day & Bamford (1998) recommend a useful technique frequently used by students who read either for pleasure in order to reinforce their vocabulary:

They simply mark the words that they do not know as they encounter them (in a library book, using a very light pencil, later erased) without interrupting their reading to check the meaning. At the end of a chapter, they go back and look up some of the words. For most students, three or four words per chapter is a reasonable number of words to check. Students then continue reading the next chapter in the same way. Reading is undisturbed and frustration is dealt with. Day & Bamford (1998:94)

4.15. The Process of ICT Adoption and the New Outlook of Teacher-Student Relationship

Ernst von Glasersfeld (1995), the so-called father of constructivism, cited in Williams and Burden (1997), believes that education has two main purposes: To empower learners to think for themselves and to promote in the next generation ways of thinking and acting that are deemed important by the present generation. In other words, education is not merely getting knowledge, but primarily causing a change in one's beliefs system. This cannot be obtained if the sender and receiver of information are separated. That is, the teaching is not done with the help of a linear sequence of events, i.e. with the teacher as primary as well as secondary actor and the student as silent audience.

Lim et al. (2013) assert that the process of technology integration is dynamic, involving many interacting factors over time. They further stated that technology integration is more complicated than just providing computers and internet access. In backing up this conclusion, findings of this study reveal that having a computer in class only does not mean effective use if not properly maintained. Delgado et al. (2015) considered why teacher technology use, which has been shown to have a strong, positive effect on student technology use, continued to remain low. They recognized various factors, such as the lack of computer skills for teachers, lack of time for teachers to learn how to use various programs or manage computers, and a lack of resources, including tech support, Delgado et al. (2015). Research is clear on this point as it is indicated that:

Effective teachers are warm, caring individuals who, through a variety of statements and actions, communicate a respect for their students, an acceptance of them as they are, and a genuine concern about their well-being, Ormrod (2003:482).

There are many benefits for developing positive relationships with students because students who feel cared for by their teachers and in their learning environments experience higher self-efficacy for learning, enjoy learning more, are more likely to request needed help, less likely to cheat, and more likely to achieve at high levels. Teachers who participate in professional activities are more likely to become effective technology-using educators, Becker & Riel (1999). They found that:

> *The more extensively involved teachers were in professional activities, the more likely they were to a) have teaching philosophies compatible with constructivist learning theory, b) teach in ways consistent with a constructivist philosophy, and c) use computers more and in exemplary ways*, Becker & Riel (1999:2).

To maximize technology's benefits, teachers must develop a heightened, critical view of technology to determine its potential for the classroom. The steps, according to Becker & Riel (1999), for doing this include:

- To recognize the complexity of technology integration and its status in the field.
- To recognize and understand the evolving and continuous effect computer, information, and Internet technology has on literacy.
- To recognize the importance of creating relevant contexts for effective technology integration by developing a pedagogical framework, asking the important questions, establishing working guidelines, implementing these strategies while integrating technology and reflecting on the experience and revisiting these strategies regularly.

Currently many technology initiatives rely upon policymakers to communicate the value of technology to teachers, instead of involving teachers from the start. By helping teachers find ways to actively infuse technology, investments in time and money will pay off in greater content acquisition and higher-order thinking skills for students and greater teacher competence and morale.

Whatever the case is, the recognition of the huge impact of the technology's role in the classroom does not eliminate the role of the teacher in classrooms because the teacher plays a significant role in the educational process. Utilizing technology in the

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classroom changes the role of the teacher to facilitator who teaches the students how to learn, as Chapman & Mahlck (2004:23) point out:

> *These techniques shift more responsibility to the students to seek out information and interact with people at other locations. For the most part, they tend to encourage more student-centred learning. This, in turn, is putting pressure on teachers to modify their approach to classroom teaching*, Chapman & Mahlck (2004:23)

This requires the learner to have a good sense of self-motivation and responsibility that can transform him/her into an active seeker of information, not just a recipient. Technology-based learning has the potential to facilitate development of students' decision-making and problem solving skills, Yiğit (2013). With the proliferation of technology and the many benefits that its use has on the various areas, especially with regards to what role teachers play in enabling students to make the most out of technology and its impact on student outcomes.

While early educational environments are influential in student development, teacher-student relationships continue to matter across the educational experience, including the college classroom. The quality of interaction between teacher and student and between students in the classroom will impact both student motivation to learn and student learning outcomes. Palmer (1993) emphasizes that good teaching is more that mere technique or content. Rather, good teaching is built, at least in part, on what Palmer calls critical moments. In a critical moment, students encounter a learning opportunity and either open to it or shut down, based on the teacher's reaction. The teacher-student relationship and the student-student relationship determine whether students feel safe to open to learning in the critical moment.

Computer technology works against the traditional hierarchies. At the level of the classroom, computers level off the power hierarchy between teacher and student and allow students to take more control of their learning. Fryer (1987:55) notes that the whole structure of the classroom and the way in which the teacher and student relate are *"dramatically different"* in computer-assisted learning situations. The teacher (often non-Indigenous) becomes more of a helper, the amount of teacher-to-whole-class talk

declines, the lessons become more activity-based rather than teacher-centred presentations. By placing the student in control of the keyboard and mouse, and relegating the teacher to the role of facilitator, it is the student's culture which has the opportunity of affirming itself. The most obvious example of a non-hierarchical computer technology is the World Wide Web: On the web, everything is on the same plane:

> *There is no absolute hierarchy, but each site acts as a vehicle for selection, guidance or partial hierarchization. Far from being an amorphous mass, the web links together an open-ended multitude of viewpoints, but this linkage operates transversely, like rootstock, without being subject to any 'supreme vision', without a unifying force from above*, Levy (1997:251).

Hypertext is an inclusive medium since each web page is an open document connected via hyperlinks to a vast mass of other documents. These pages could potentially be authored by Indigenous people since on the Web anyone can publish. This contrasts to the printed page, an exclusive medium controlled largely by Western publishing elites. The Web most importantly offers Indigenous people the opportunity to have their say without it being filtered through Western anthropologists, missionaries, editors or other intermediaries:

Technology changes the roles of teacher and students: The traditional role of teacher as dispenser of information is challenged, and the teacher's new role is that of a guide—to challenge students' thinking and encourage reflection in the learning process, Brooks & Brooks (2001). As a guide, the instructor shares knowledge with the learner Novak (1998). Further, the learning environment is more learner-centered, one in which students are encouraged to construct meaning from their experiences with the content, Huba & Freed (2002). Teachers generally teach the way they were taught, Mehlinger & Powers (2002) and infusing technological tools into instruction poses unique challenges to teachers who are not willing and ready to change from their traditional instructional practices. Even so, teachers can be encouraged to become change agents and help transform their teaching through the use of technology. Teachers should be encouraged to structure learning environments that model expert behavior to students in constructivist uses of technology-based teaching and learning, in their disciplines,

Vrasidas & McIsaac (2001). Reil and Becker (2000) argued that authentic use of technology transforms teacher's roles, learner's roles, and conceptualization of knowledge in the process of teaching and learning, and assessment. A U.S. Department of Education (2000) report indicates that:

> *Teachers must be comfortable with technology, able to apply it appropriately, and conversant with new technological tools and approaches. If all the pieces are put into place, teachers should find that they are empowered to advance their own professional skills through these tools as well.* A U.S. Department of Education (2000:39)

It is admitted that using the Internet for learning changes the role of the tutor and the work of the students. As Veress (1996) points out,

> *Future language learners –who have an Internet-connection at home and spend lots of time in front of the computer – need to be guided rather than instructed, as they can find necessary information on the World Wide Web, and they keep in touch with their teacher and classmates by e-mail.* Veress (1996:34)

Moreover, Windeatt et al (2000) reveal that when students are working on the computers they pay little attention to their teacher. This requires more flexibility from the instructor in managing the lesson, and allows more time for working with individuals. Whereas computers undertake a lot of teachers' tasks, it is still the tutor's responsibility to ensure that students acquire the knowledge described in the syllabus. Definitely, teachers become co-workers and facilitators rather than leaders in the lesson. Besides, they operate as managers, as they have to pre-plan and organize students' work. On one hand, tutors have enormous responsibility in giving their students the right amount of help. *"learners need to taste the success that will encourage them to better things, and a teacher can guide them towards that feeling, and show she experiences it also"* (Hill, cited by Fisher, 1993: 61).

Conversely, computers are not able to replace teachers in every respect. One of the shortcomings is their striking impersonality. As Richard and Schreck (1991) point out,

> *The computer lacks the abilities of a human instructor, for instance, who can interpret facial expressions that indicate confusion or distress, or who can clarify and explain poorly presented segments of otherwise acceptable material whenever the need arises,* Richard and Schreck (1991: 478).

Undoubtedly, computers are often unable to help students when they have difficulties. It is the teacher who not only instructs but pays attention to students' personality too. In brief, computers complete tutors' work, and they have to be used in a balance with other techniques.

4.16. Strategies to Improve Literature Teaching and Learning

Success in reading comprehension is not an inborn capacity and it can be learnt. Thus, to learn how to read successfully, four variables conditioning the course of reading process have to be taken into consideration. The variables are: the reader, the text, the strategies, the goal, kledecka (2001). As far as the reader is concerned, his reading skills are vital, as well as his interest in the topic. Also the type of the text has an impact on the reading process, as there is a certain degree of difference in difficulty between various types, e.g. between a novel and a scientific text. The most important factor, however, is the reading strategies, as they affect reading in the most significant fashion. Unsuccessful language learners can either use too few reading strategies, or they can apply them in a chaotic way, which obviously impairs reading effectiveness, kledecka (2001).

Because not all learners learn the same way or process what they read the same way, different types of activities are suggested to meet the diverse learning needs. These tasks will include innovative pre-reading and post-reading activities, and activities to help students maintain momentum once they have started reading. The author has used all of these activities on several occasions and has found that learners are able to become more engaged in reading literary works when they are actively involved in applying what they read to different contexts. Simply put, despite the fact that teaching literature is of great importance in this context in particular, Silberstein (1994:88) cautions teachers of literature that they should avoid the presentation of literature merely for teaching literary

appreciation because students *"needn't be burdened with the apparatus of literary criticism".*

Paesani and Allen (2012) agree that literature as a content in should be merged with the learning of a foreign language rather than teaching literature solely on its own is the best approach to advanced level courses. Further, Byrnes (2008) explained that difficulties for teachers and students often arise when studying literary texts because prior to the study of literature, students' language learning focused on the "real world" rather than the imagined world created when reading a work of literature. Thus, a good way to teach literature to 1st year LMD students is to enable them to see relevance of the texts being studied with their real lives, which in a way or in another include the culture of the country where the language is spoken.

In an extended article, Bell (2013:132) lists nine ways that teachers can make the first encounter with a literary text memorable and meaningful. This can be applicable to the context of this study. According to her, the key to making learners' first encounter with a text memorable is to plan activities that ensure that all learners are actively involved. All of the following suggested activities can be adapted to meet the teaching and learning needs of the teacher and students and to students' level of proficiency although some activities are more suited to certain proficiency levels than others. Those techniques are as follows:

- *Using the Title and Cover Design of a Book:* The teacher could display the title of the book or the short story and ask students to speculate in writing what they expect to be the themes of the text. They would then read their speculation in a small group and compare theirs with their classmates' speculations. The teacher would record student responses to use in a follow-up activity after students have read part of the text or the entire text and compare their responses with the actual text. This would suit learners who are able to write in sentences or paragraphs and possibly hypothesize to some degree using the target language. If there is background information about the title of a text, the teacher could provide the students with this information, for instance, if the title comes from a proverb in

target language and explain what its origin and meaning is. Through this explanation, students might then be asked to speculate how the title might be linked to the story.

- *Setting the Mood*: To set the mood of a story during the pre reading stage, the teacher could use a guided activity by asking students to close their eyes and imagine a picture of the beginning of the literary work by first setting the scene for them.

> *Using a lot of descriptive adjectives to paint a picture in their minds of the opening scene, invite the class to become part of the scene. Then the teacher would ask each student to write as much as they can for about three minutes about the scene he or she imagines.* Bell (2013:133)

The teacher would then ask for three or more volunteers to read what they wrote. An alternative follow-up activity could be to ask students to stand up and talk with at least three different classmates about the scene which they imagine then ask for volunteers to share what they learned from their classmates' ideas.

- *Visual Prompts:* According to Bell, a way to pique the student's interest in a text is to use realia, i.e., photos or pictures to elicit student response to the central situation or theme they will encounter in a literary work. This type of activity can work for learners of all proficiency levels.

- *Using the Theme*: Themes of literary works are already key parts of discussions about the works. Teachers can use a major theme in a text to explore with a class even before they begin reading. An example of that as mentioned by Bell (2013) is to ask students to imagine that they have decided to abandon their current life situation and write a few sentences about the situation addressing these questions: *How would they do it? Would they plan it in advance? What preparations would they make? Would they tell anyone? What would they take? Where would they go? What kind of new life would they try to build*? After that, the teacher would ask students to write a short note they would leave someone they would never see again. The teacher collects the notes then has each student

choose a different note to read. Students read the notes and write down how they feel when reading the note. The teacher would then follow up with a general discussion about how students felt when they were writing and reading the notes. Then begin reading the story together as a class. "*Read just enough to increase students' interest in the story together in class".* Bell (2013:133).

- Infer *Key Words and Key Sentences:* The teacher could select a few key words from the first part of a story that are integral to the introduction. He may introduce these words to students then ask them to write about a possible beginning to the story using the words. A related idea is to select a few key sentences from the opening part of a text instead of words and ask students to use the sentences to create an image of a central character then share their images with the class. Students' written work for this activity would be saved and read again after the first part of a story has been read and discussed in class for comparison purposes prior to reading the opening section.

- *Questionnaires:* The teacher could create and give students questionnaires to complete to determine their attitude about issues raised by the central themes in a text.

- *Biographical Information*: Before starting to read a new literary work, the teacher may present background information about the author as a starting point. He might present photos, objects, place names, and anything that is relevant to the author's life then ask the students to speculate about the meaning of the items. The teacher would explain information about the author's life in a way that would provide insights into the text and attract the students' interest so they would look forward to reading it.

- *Sealing a Time Capsule: According to* Bell (2013), after all students have finished the opening section of a text, the teacher would give each student a small index card on which he records his predictions about likely events that will occur as the story unfolds. He would then collect the cards, seal them all in a time

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capsule an envelope and open after reading and discussing the entire text to check how accurate their predictions were.

- *Writing a Prequel*: for Bell, recently, prequels to movies and books were so fashionable. Following the same trend of thought, the teacher would ask students to write two or three paragraphs that might appear immediately before the first section of the work they have just encountered. Student would share these in small groups and choose one student in the group to read his or her prequel to the class.

Furthermore, since reading various works of literature is an essential part of studying in the department of English as well as learning a foreign language and its culture and because developing students' linguistic proficiency is a necessary element of successful learning, using activities to allow students to get to know a text well and interact with it will facilitate the previously set goals. As teachers try multiple approaches to work with literary texts in the classroom, they will learn which work best for their students and will make literature more accessible and maintaining momentum for learners.

4.16.1. Contextual Guessing

Goodman (1972:135) defines reading as a *"psycholinguistic guessing game, in which the reader reconstructs, as best as he can, a massage which has been encoded by a writer as a graphic display".* Contextual guessing is a process that can be used by a reader to figure out a meaning for an unfamiliar word as it occurs in a passage being read. It is what you do when you come across such a word in your reading, realize that you don't know what it means and decide that you need to know what it means in order to understand the passage. In such a case, you can try to figure out its meaning from context, i.e., from clues in the text together with your prior knowledge. This technique can presumably be used in non-reading (non-textual) situations like in ordinary conversation, when watching TV, etc. Good readers distribute their attention unequally in which they pay more attention to some of the text more than the others, Pressley and Harris (2006).

They believe that contextual guessing strategy is a useful tool in learning and teaching of reading comprehension. This strategy is a key vocabulary learning skill for dealing with low-frequency vocabulary, particularly in reading authentic texts, Celce, Murcia (2001:290). Factors that affect the likelihood of success in inference include a context rich enough to provide adequate clues to guess a words meaning. Because many contexts are not rich enough, a single context is often not sufficient to allow students to guess the full word meaning. According to Bakhtin (1986):

> *Any true understanding is dialogic in nature… Therefore, there is no reason for saying that meaning belongs to a word as such. In essence, meaning belongs to a word in its position between speakers; that is, meaning is realized only in the process of active, responsive understanding… Meaning is the effect of interaction between speaker and listener,* Bakhtin (1986:102).

Clarke and nation (1980) propose a guessing strategy based on such clues. A beginning step is to get the learner to look closely at the unknown word, next to look at its immediate context , and then to take a much broader view of how the clause containing the word relates to other clauses , sentences , or paragraphs. Guessing vocabulary from context is an important sub-skill of reading, Nation (2001) which helps readers continue reading and constructing the meaning of the text as a whole, without stopping to look up words in the dictionary, Eskey (2002). However, a good reading pedagogy suggests teaching learners not only how to guess the meaning of unknown vocabulary through context, but also to verify the inferred meaning by consulting a dictionary. As advocated in the literature, a belief that the meaning of all unknown words can be inferred from context is wrong and may lead learners to apply *"a wild-guessing behavior rather than a critical inferring behavior"* Hulstijn (1993:142). Moreover, even though successful guessing can serve for immediate comprehension of a reading text, it does not necessarily lead to retention of the new word.

Another important element in word recognition is sight vocabulary, which are words that readers are able to recognize automatically because they have already encountered them several times. In a way the building up of sight vocabulary could be described as *"over learning words to the point that they are automatically recognized in their printed form"*, Day and Bamford (1998:16). And the best way of doing so is to read a great deal so as to encounter certain words repeatedly and to become familiar with them. As Day and Bamford point out, *"familiarity breeds automaticity"* Day and Bamford (1998: 16), and Extensive Reading is one way of encouraging this process. This figure summarizes the main components of vocabulary instruction:
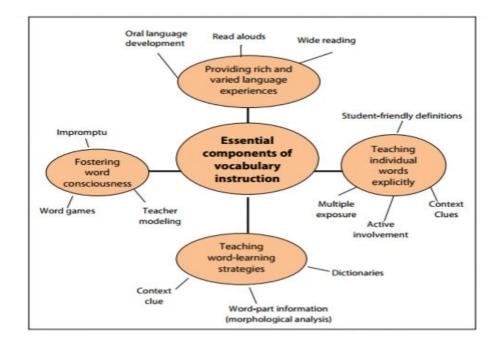
Figure 4.1. The Main Components of Vocabulary Instruction.

A useful website that helps the students to increase their guessing skills is the following:

http://www.tv411.org/reading/understanding-what-you-read/using-context-clues/activity/1/1

Various examples and activities are provided online with immediate feedback, as in the following example in this figure:

Figure 4.2. A Screenshot From The previous Link.

After having the learner responded, the feedback will appear as follows:

Figure 4.3. A Screenshot from the same link.

A variety of examples and lesson samples, all treating the contextual guessing, are available in that site in addition to worksheets as appeared in the list of appendices.

4.16.2. An Eclectic Approach to Literature Teaching

The literature reports great oppositions against methods and the concept of method itself. For example, Allwright (1991) reports *"the death of the methods"* as they did not bring reliable results. In addition to that Kumaravadivelu (2003) criticizes the concept of method for three reasons: a. *"methods are based on idealized concepts geared toward idealized contexts";* b. "*methods tend to widely drift from one theoretical extreme to the other*"; c. the concept of method "*is too inadequate and too limited to satisfactorily explain the complexity of language teaching operations around the world".* He also quotes some dissatisfactions with the concept of method as Clarke (1983) states *"the term method is a label without substance"* and in Pennycook`s (1989) words, method *has "diminished rather than enhanced our understanding of language teaching".* Having noticed the shortcomings of each method, some scholars advocate an eclectic approach to language teaching.

There is a view that the prerequisite for sufficient perception of language learning and teaching processes is to understand theories holistically, with no 'black and white' prescription as to teaching approaches. Nunan (1991:228) states that *"it has been realized that there never was and probably never will be a method for all".* The word "eclectic" originates from a Greek word "eklegin" or to derive things from various sources. Luo, He & Yang (2001) define the eclectic method not as a concrete, single method, but *"as a method, which combines listening, speaking, reading, and writing and may include some practice in the classroom".* They claim that the current preferred teaching methods are an integration of Grammar-Translation, structural method and Communicative Language Teaching and recommend teachers to take advantage of all other methods whilst avoiding their disadvantages. They suggest that there are five features of successful eclectic teaching:

> *determine the purposes of each individual method; be flexible in the selection and application of each method; make each method effective; consider the appropriateness of each method and maintain the continuity of the whole teaching process, and divide the operation into three stages: a) teacher-centered at the input stage; b) learner-centered at the practice stage; and c) learner-centered at the production stage.* Luo, He & Yang (2001:95)

While these opinions are based on their personal experience, they tend to reflect the present thinking of teachers and their confusion over English language teaching theories and practice and particularly the teaching of literature. To address various complexities found in teaching literature, especially the first encounter with literary texts, Brown (2002:13) has proposed *"principled eclecticism",* where teachers select what works within their own dynamic contexts. Brown claims that principled eclecticism helps language teachers participate in a teaching process of *"diagnosis, treatment, and assessment".* It requires that teachers diagnose proper curricular treatment for learners' needs in their specific context, make effective pedagogical designs for appropriate objectives, and assess accomplishment of curricular objectives, Brown (2002). Principled eclecticism challenges teachers in that any decision-making must be based on a thorough and holistic understanding of all learning theories and related pedagogies, in terms of the purpose and context of language learning, the needs of the language learners, how language is learned, and how and what teaching is all about, Brown (2002).

Weidemann (2001:2) notes that the eclectic approach has been so widely accepted that *"today, many good teachers use it proudly as a tag to describe their teaching, wearing it almost like a badge of honor"*. This means that since learners are different and have different ways of learning, it is helpful to use the eclectic approach because it strives to responds to the diversities and exigencies which normally exist in the classroom. Thus, effective teaching is about flexibility through the use of the eclectic approach. Similarly, Kumar (2013) states that:

> *The purpose of advocating eclectic methods is to connect life experiences to the ideas presented in learning of the language. The types of learning activities that teachers select are often directly related to their experiences in the real world.* Kumar (2013:2)

As mentioned above, this helps learners not to look at learning and the classroom as threats but as an extension of the home environment which is basically the main assumption of literature teaching.

4.16. 3. Graphic Novels

Graphics have been an important medium of narration since antiquity. Means of graphic storytelling such as cave paintings and hieroglyphics have been used for centuries to communicate thoughts and ideas. Gorman (2003) states that:

> *Graphic novels can serve as an intermediary for a teen who would rather be watching television than reading a book. They are also an excellent tool for engaging reluctant readers, they have educational value, and they circulate in record numbers in libraries around the country.* Gorman (2003:3)

According to Bucher and Lee Manning (2006:285), graphic novels *"are one of the most popular and fastest-growing types of young adult literature"*. With a history that dates back to 1978 and Will Eisner's A Contract with God, graphic novels have had a grip on the ever evolving world of literature. Graphic novels can either be whole stories, ending with one book, or they can be extended series books much like traditional comic books. In fact, some comic book series have been bound into graphic novels, Gorman (2003). Kelley (2010) points out that

> *Like a traditional piece of literature in which authors choose their words carefully, the graphic novelist thinks critically about the color, line, form, shape, and detail as well as the language he/she uses. The story conveyed by a graphic novelist, then, is as intricate as a story told by a traditional author, regardless of the age group of the target audience,* Kelley (2010:22)

He stresses (quoting Vygotsky) that *"Humans typically express thoughts in the form of language, and students' responses to images, though perhaps cognitively silent,*

still help students utilize language" (Vygotsky, 1978; Vygotsky, 1986 In: Kelley, 2010). He supports the idea of using graphic novels in education, including language teaching. Additionally, Bolton-Gary (2012:56) mentions, *"Linking concepts with pictures, such as comics, enables students to construct knowledge in more than one modality. Not only are they using visual cues, they are also engaging higher level language modalities".* Moreover, Gorman (2003) argues that:

> *Research done by professionals in the field and real-life experience of librarians have shown that there is one format that covers a variety of genres, addresses current and relative issue for teens, stimulates the young people's imagination, and engages reluctant readers: graphic novels.* Gorman (2003:4)

The essentials to understand a story such as plot, characters, and mood are put into focus through text and pictures in graphic novels. Allowing students to choose *"light reading"* materials like comics or magazines not only lead to increased reading skills but confidence as well. They also conclude that the increased confidence leads to tackling more complex texts. *"When students experience success, they are more likely to take risks",* Gorman (2003:18). If used as a self-learning tool, graphic novel could be proved to be very effective in sustainable learning because here both image and text are together telling a story.

Free from any animation, the images in comic books or graphic novels do not progress (physically) rather they are permanent and that gives the luxury to the reader to go at her/his own pace. Using graphic novels in teaching and learning can also be looked at as one of the approaches to support the "active learning"[93] principle. Such process involves students to take the responsibility to learn and not to remain as a passive learner in the class room. Hence, because of the attractiveness of graphic novels, naturally students would be more interested to go through the respective subject matter on their own.

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[93] Active learning is a process whereby students engage in activities, such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content.

Through graphic novels, the hesitant or reluctant readers lacking the self-confidence and experience to cope with a text full of unknown vocabulary items are exposed to visual media that guide the students in their challenge to establish the correct links between images and abstract concepts. Graphic novels give the opportunity to our students to get engaged in complex works of literature that would otherwise be impossible for them to read with their current proficiency level. There are graphic versions of the works of Shakespeare and Jane Austen, whose text-only versions are almost impossible to cope with for particularly language learners at the first encounter with literary texts. Here is a useful link to a website that can be explored by teachers and students if they wished to benefit from graphic novels in consolidating the literature related knowledge:

https://www.theguardian.com/teacher-network/2015/nov/30/how-to-teach-graphic-novels

A graphic novel is a platform where complex materials are not posed as something daunting to the readers rather the organization is done in a way that actually seem to reduce heavy cognitive demand that some dense texts sometimes require. This section attempts to run a discussion on improving current pedagogical scaffoldings through graphic novels or comic books on the basis of well established theories in the field. Graphic novels celebrate the combination of two rich components of material culture namely the literature and the art and this very nature makes them a very effective pedagogical tool (Ching & Fook, 2013), simply, imagery improves memory as art works are a mnemonic device.

In the context of Chlef University, graphic novels are not taken sufficiently seriously in academics. However, given the fact that there might be so many graphic novel enthusiasts, there is a huge potential for them being used for teaching and learning and it is likely that we should conduct more studies regarding this point so that will soon begin to see graphic novels as an integral part of our curricula.

Figure 4.4. screenshot from :

http://stephenking.com/promo/little_green_god_of_agony/ep1.html

4.16.4. E-approach to Literature Teaching

Gardner (2003:44) claims that *"the new technologies make the materials vivid, easy to access and fun to use"*. In fact, digital learning resources support information processing by helping students to develop mental representations through the mix of media elements presented to them. Digital learning resources include content and, sometimes, learning activities. They combine multimedia elements including text, image, video and audio to present information. Research on multimedia learning has demonstrated more positive outcomes for students who learn from resources that effectively combine words and pictures, rather than those that include words alone, Mayer (2008).

As far as the benefits of the internet for the literature classroom are concerned, it offers an abundance of reading materials for both teachers and learners to choose. Also individual readers can benefit from this unlimited source of texts and increase their reading proficiency. The readers can choose Web sites with up-to-date and interesting information, or other Web sites providing various articles on particular topics. Some of these Web sites are glossed, which encourages learners and makes reading easier, more fluent, and less time consuming. Another advantage of on-line texts is their authenticity, they are not artificially designed for the purposes of teaching, but their authors focus on the topic rather than on the form. Also the learner's motivation is increased due to the novelty factor of on-line texts and positive attitudes of learners towards the use of computers in language learning. Some examples of e- links which design innovative lesson plans that are greatly useful to teachers and students of English literature are given below.

www.edsitement.neh.gov : offers a some sites that are usefull for teachers and students searching for high-quality material on the Internet. The following hyper links are related to that site:

- A Story of Epic Proportions: What makes a Poem an epic?
- Hamlet and the Elizabethan Revenge Ethic in Text and Film
- Shakespeare's Macbeth: Fear and the "Dagger of the Mind"
- Critical Ways of Seeing The Adventures of Huckleberry Finn in Context
- Dr. King's Dream
- Faulkner's As I Lay Dying: Form of a Funeral
- Hawthorne: Author and Narrator
- It Came From Greek Mythology
- Letters from Emily Dickinson: 'Will you be my preceptor?'
- Listening to Poetry: Sounds of the Sonnet
- Mark Twain and American Humor
- Kate Chopin's The Awakening: No Choice but Under?
- Shakespeare's Othello and the Power of Language
- Martin Luther King, Jr., and the Power of Nonviolence

·   Profiles in Courage: To Kill A Mockingbird and the Scottsboro Boys Trial

·   Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources

·   The "Secret Society" and FitzGerald's theGreat Gatsby

·   Walt Whitman to Langston Hughes: Poems for a Democracy

http://www.pbs.org/teachersource/arts_lit.html: Most lessons are designed as video companions, but many do not require that you watch the video to complete the lessons.

In this section, I will provide a list of ICT tools[94] that facilitates the students' and the teachers' work a great deal:

iBrowse: An interactive PowerPoint Web browser that allows you to easily add live Web content such as HTML, PDF and Flash to your PowerPoint presentations. Simply insert the PowerPoint Web Browser control into your slide and specify a starting URL to add live Internet Web pages linked with your presentation contents.

DeskBot: Freeware, multi-featured clipboard reader.

Markin: A useful tool, developed by Martin Holmes, University of Victoria, Canada. This is a program for marking work submitted by students as text data, for example via email or as a word-processed document. It was developed as a marking system for courses delivered via the Internet, and can produce marked work in the form of HTML files that can be viewed in a Web browser, or as RTF files that can be viewed with a word-processor.

Microvision: Supplier of devices that enable you to project images onto a large screen from mobile devices.

Net Transport (NetXfer): A downloading utility for capturing media, including streaming audio and video media, where there is no direct URL indicated so that you cannot use "Save As..." to get the whole file: http://www.xi-soft.com/

NeoWORX: This site offers some interesting widgets that show where visitors to website come from: http://www.neoworx.net/

Skype: A free Internet telephony service that enables audio communication via a PC with anyone in the world, including audio conferencing with more than one person at a

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[94] The list of websites is suggested and continuously updated by Graham Davies. Last update 08/2017

time. There is also SkypeOut, a very cheap pay-as-you-go service that enables you to call ordinary phones via your PC: http://www.skype.com/

Scoop.It! A useful curation tool that enables us to set up Web pages that gather together links on a specific topic, e.g. Computer Assisted Language Learning or Virtual World Language Learning. Scoop provides a facility for you to "curate" information on topics by trawling the Web and finding links that you may wish to add to your topic pages. The links are laid out like the page of a magazine: http://www.scoop.it/

Slideshare: A site where you can upload and share your *PowerPoint* presentations.

Tiny URL: This site offers a useful facility. Have you experienced frustration when trying to copy and paste a very long URL into your browser's query box and then find that you have missed a bit, with the result that the site appears to be unavailable? Tiny URL reduces long URLs to tiny URLs that you can then paste into emails and other documents: http://tinyurl.com/

Virtual Magnifying Glass: A software package that enables allows the user to magnify anything which appears on the screen. Very useful for partially-sighted learners and for whole-class teaching, e.g. highlighting words and phrases on a projection screen: http://magnifier.sourceforge.net/

VoiceThread: http://voicethread.com/: A tool for holding and storings conversations around media. A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to leave comments in five different ways - using voice (using a microphone or telephonephone), text, audio file, or video (via a webcam). You can share a VoiceThread with friends, students, and colleagues for them to record comments too. VoiceThreads can even be embedded on websites and exported to MP3 players or to DVDs. With VoiceThread, group conversations are collected and shared in one place from anywhere in the world.

WebWhacker by Blue Squirrel: A software tool that allows you to save Web pages, including text, graphics and HTML links, directly to your hard drive, so you can view them offline at highly accelerated speeds:
 http://www.bluesquirrel.com/products/webwhacker/.

Xenu Link Sleuth: A software package that checks websites for broken links. Link verification is done on "normal" links, images, frames, plug-ins, backgrounds, local image maps, style sheets, scripts and Java applets. It displays a continuously updated list of URLs which you can sort by different criteria. A report can be produced in HTML at any time while link checking is in progress: http://home.snafu.de/tilman/xenulink.html

4.16. 5. Technology Enhanced Literature Circles

Literature circles in classrooms resemble book clubs outside of classrooms: students are placed in or self-select small groups, and each group picks one text to read and discuss. Alternatively, the students' choice of text, if a limited number of texts is made available by the teacher, can determine the students' groups. This activity allows the students autonomy while allowing the teacher to choose texts that reflect the course curriculum. Brownlee (2005) presents the idea of fluid groups and the elimination of roles. Brownlee suggests that students should be able to read at their own pace without restrictive discussion roles. Applying Brownlee's approach, students are able to read from the selected books, complete the comprehension activities and choose another book as soon as they are ready. Fluid discussion groups are constantly changing and include students who are reading different sections of the story.

Seemingly, more capable or faster readers can join more than two meetings per week while moderate or slower readers may attend the same meeting for a couple of weeks. This allows for differentiation. Faster readers do not feel that they are being held back and moderate or slower readers are given the opportunity and needed time to engage in more conversations about the book. Teachers can be uneasy about managing a process where all students are reading different books at varying rates and completing comprehension activities independently. However, fluid groups can work smoothly and effectively providing that the foundations of this approach have been achieved, Mackenzie et al. (2014).

Assisting literature circles with web 2.0 technologies can acquaint the students with the digital literacy skills and tap into them the desire for peer interaction and can inject interest and engagement in an already successful process, Edmondson (2012).

Using Kindles and other e-readers to cope with various reading difficulties can build hope and renewed motivation for reading, Miranda et al. (2012). For example, the interactive features of e-readers make it easy for students to take notes while they read; however, reading from a handheld device is not the same as a computer screen as the handheld devices are smaller, leading to eye strain and fatigue. Fortunately, students can increase the size and darken the font on these smaller devices helping to alleviate this problem. Students can use e-readers independently; however, it is important to monitor how students use the options as learners can be attracted more to the interactive features than to the text itself and the features of some e-readers can create distractions which interfere with comprehension.

As a matter of fact, teachers need to be mindful of the purpose and goal of assistive technology, Horney (2007). What is needed is more specific design features that keep students supported and engaged in the reading and *"an electronic reading environment that intelligently transforms text into something that supports comprehension and extends meaningful learning"* , Korat & Shamir (2007:153). Dictionary options are valuable but they can confuse students when there are several meanings to choose from. It would be beneficial for the student if the device not only displayed the meaning of the word, but the meaning within the context of the story. In addition, design features that could assist readers in identifying interesting quotes or events for journaling would be beneficial, Korat & Shamir (2007).

Logically, e-readers should not be overused or used to replace books on a consistent basis as there are concerns that students may overuse the dictionary and other features and these devices offer promising results in raising the confidence and comprehension of struggling readers. When individuals feel that they are not good at a particular skill, they will lose the motivation if support is not provided. Here are some applications[95] that may assist both writing and reading skills during Literature Circles process:

- [95] All these Applications are taken from (Mackenzie, C., Young, G., & Columbia, B. (2014). Implementing Technology within Universally Designed Literature Circles.). The last verification was done on 04/09/2017.

- Abilipad (http://appytherapy.com) offers text-to-speech and word prediction.

- Idea Sketch (www.nosleep.net/) allows students to draw mind maps, plan presentations, and develop organizational charts.

- MyStudybar (http://isu.edu/disabilityservices/mystudybar.shtml) offers a floating toolbar with applications appropriate for struggling readers and writers.

- Popplet (www.popplet.com) is a graphic organizer used to map and connect ideas. - SimpleMind (www.simpleapps.eu/simplemind/) is a graphic organizer used to brainstorm and map ideas.

- Texthelp (http://www.texthelp.com/UK) interacts with web pages to offer text-to-speech, translator and dictionary support tools.

- Blio (www.blio.com) provides text-to-speech for e-readers.

Castek et al. (2006) suggest five exciting ways to bring the Internet into literature program:

- *Explore stories on the Web:* Online stories are engaging and interactive literacy tools that motivate readers to explore the world of books while using online tools.

- *Invite students to become authors on the Web*: Publishing student work on the Internet helps students become more invested in producing quality products they are proud to share.

- *Participate in virtual book clubs:* Online forums provide a worldwide audience for book discussions that enrich comprehension while exposing students to new perspectives.

- *Collaborate on Internet projects*: Internet projects get students working collaboratively with others to explore topics of common interest.

-   *Add informational websites:* to your study of literature. Informational sites extend content themes found in literature, promote inquiry, and encourage in-depth topic exploration, Castek et al. (2006:717)

4.16.6. Web Quests

Dodge (1997) defined WebQuest as *"an inquiry oriented activity in which some or all of the information that the learners interact with comes from resources on the Internet, optionally supplemented with video conferencing".* He suggests that a WebQuest must include the following basic structure: introduction, task, process, evaluation, and conclusion. Web Quests were created as a learning activity not long after the initial development of the worldwide web. A Web Quest is an inquiry based activity that embeds the use of a variety of learning resources with most being digital learning resources available on the internet. Torees (2007) suggests WebQuests have the following attributes: a clear structure that promotes effective use of time; the use of authentic material and the development of tasks connected with reality that motivates students; a collaborative and cooperative structure that encourages students to attain interdependence and responsibility; and a structure that promotes higher order thinking processes (analysis, synthesis, evaluation, etc.). The inquiry activity may take the form of tasks such as a problem to be solved, a position to be taken, a product to be designed or a work to be created. Teachers and students can create their own Web Quests that address curriculum outcomes and draw upon resources they have identified and evaluated. Moreover, the teachers can choose to use a Web Quest that someone else has created. Web Quests have a consistent structure that includes the following stages:

Introduction: Orients students to the activity.

Task: Clearly and concisely describes the outcome of the learning activity

Process: Lists the steps learners will take to accomplish the task and the digital, web-based and other learning resources that support learners in this process

Evaluation: Provides a rubric to indicate how learners' performance will be assessed
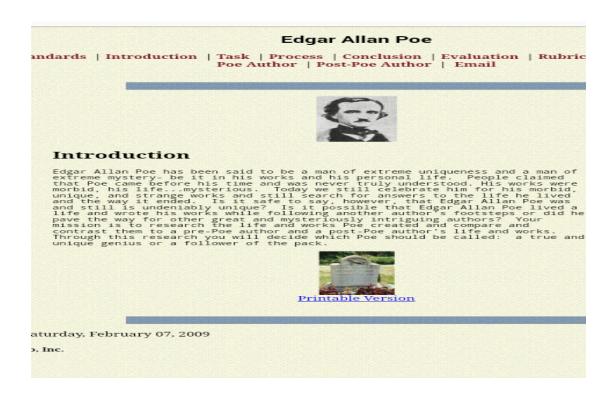Conclusion: Summarizes what students will have covered and learned.

Figure 4.5. An Example from an Introduction to a Webquest.

4.16.7. Extensive Reading

Reading exercises were practiced already in the Middle Ages. At that time teachers concentrated on intensive reading, as opposed to extensive reading which has been trained from the nineteenth century. H.E. Palmer was probably the first person to distinguish, in 1964, between the two types of reading: "*Reading may be intensive or extensive*". In the first, each sentence is subjected to a careful scrutiny, in the latter book after book will be read through without giving more than a superficial and passing attention to the lexical units of which it is composed, Palmer (1964:131)

Williams (1984: 10) describes extensive reading as the *"relatively rapid reading of long texts."* According to Nuttall (1996: 142), *"extensive reading, is essentially a private activity, and the reader dwells in his/her private world of reading for his/her own interest"*. Nuttall (op. cit.) has pointed out two reasons for extensive

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reading. The first reason is that extensive reading is the *"easiest and most effective"* way of improving the reading skills of the students. The second reason is that being an educational tool, extensive reading not only serves as a favorite climate for the students but also provides them with enjoyment. As a result, students feel interested, and they acquire desired progress while developing their reading of literary texts. The benefits of extensive reading Extensive reading overcome the disadvantages of other reading approaches. The specific benefits of extensive reading are manifold and wide-ranging. They have been cited by many teachers who have been deeply involved in this instructional approach for a very long time. From Day & Bamford (1998), Hill (2001), Nation (1997), Prowse (2003), Robb (1998), and Waring (1997) the following benefits of extensive reading are reported.

- Extensive reading builds automaticity of word recognition.
- Automatic recognition of a word allows lexical access – the automatic calling up from memory of a word's meanings and its phonological representation.
- Extensive reading builds vocabulary knowledge.
- Comprehension and fluent reading depend on automatic word recognition and vocabulary knowledge, and thus are advanced through extensive reading.
- Fluent reading allows the reader to move from word-by-word decoding to the processing of ideas, which is essential to higher level reading and thinking skills.
- Extensive reading builds awareness of grammatical structures and the ability to quickly and accurately process sentence structures.
- Extensive reading enhances learners' background knowledge.
- Extensive reading promotes learners' positive attitude toward reading. It fosters their confidence and motivation to read.
- Extensive reading increases exposure to English. The important role of "comprehensible input" in foreign language learning has been strongly demonstrated by Krashen (1993).
- Extensive reading reinforces a grasp of language that is taught in class. It provides students with an excellent opportunity to consolidate what they have learned, which is an essential aspect of foreign language learning.

-   Research studies also show that extensive reading improves learners' writing skills, listening and speaking skills, and examination results. Numerous research studies have consistently provided empirical evidence for these effects of extensive reading in language learning.

According to Hafiz and Tudor (1989:2), the goal of extensive reading is *"to 'flood' learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material."* Its importance lies in the fact that it helps to increase students' vocabulary to a large extent, Nuttall (1996: 62). Nation (1997) supports it, and explains that extensive reading increases students' vocabulary knowledge because in an extensive reading students come across the same words repeatedly, and can pick up their meanings from the context. Moreover, when discussing the teacher's role in extensive reading program it is important to point out that *"extensive reading should be a student-centered and a student-managed activity"*, Stanley (2005). Hence*, "the role of the teacher is [...] to advise, assist, correct, widen the students' interests and encourage them to analyze their own reading experience by talking about the books they have read"*, Hedge (1985:95). In this connection, Bamford and Day emphasize that teachers can read books together with the students and discuss them together is the best way because in this case teachers serve as a "*role model of a reader"* who can recommend reading materials to the students and create atmosphere stimulating learners to read (2004:3).

4.16.8. The Reader Response Approach (RRA)

In the 1970s, there was a shift from the focus on the author to the reader. The Reader Response Theory[96] became popular as it shed light on how readers created

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[96] The principles of Rosenblatt's Reader Response Theory can be summarized as follows:
• Any literary work exists in interaction with specific minds and reading any literary work is a unique experience involving the mind and emotions of the reader.
• The reader's reactions are responsible for any subsequent interpretation of it.
• There is no such thing as a generic reader or a generic literary work; there are in reality only the potential millions of individual readers of the potential millions of individual literary work.
• The construction of characterized, ideal, informed, implied, or intended readers is not what matters in the reading process. Analyzing what happens when particular people read a particular text at a particular time leads to an understanding of literary experience.
• Being concerned with the reader's becoming self-aware, self critical, and selfenhancing plays a more important role as compared to analyzing readers' psyches.
• Through transaction with the text, readers extract their own, unique, and subjective meanings

meanings and interpreted the works. In fact, Reader Response Theory as Wales (1989:390) puts it *"describes various kinds of critical approaches popular since the 1970s which focus on the activity of the reader in the interpretation of a work"*. There are two pedagogically effective approaches to teaching literary narrative texts: the *"Story Grammar Approach"* (SGA) and the *"Reader Response Approach" (RRA).* There has been currently an increasing interest in utilizing these two approaches in second language reading. Literary texts in various studies emphasize the active involvement of the reader, which can be achieved by adopting procedures to activate personal meanings and thus encourage readers to form a dynamic interaction with the text instead of "bombarding" them with ready-made information. A story grammar is the system of rules used for describing the internal structure of the story, i.e. the story parts, arrangements of the parts, and how the parts are related. A story may be composed of several episodes, each consisting of a setting, characters, a problem, action, and the resolution. A story schema, on the other, is the mental representation that readers have of story parts and their relationships.

One technique that uses story grammar components to enhance comprehension of narrative texts is story maps. Story maps direct learners' attention to the story structure. They provide a visual or graphic display for key information in narrative texts. These maps prompt learners to identify story elements and provide space for them to record this information. Story maps may be used before reading a story to elicit prior knowledge and facilitate discussion. They may be used while reading the story to guide readers to record significant information. Moreover, they serve as a review after reading, Boulineau et al (2004).

It is noteworthy that the Story Grammar Approach and Reader Response Approach should be seen as complementing each other rather than in opposition to each other. The SGA may be used with beginners and intermediate learners since they may not possess the linguistic ability to express themselves freely. It may be also used with advanced learners as an introductory activity to Reader Response. With the change concerning the role of the reader, a new criticism in literature gained momentum. Stevens and Stewart (1996:199) describe Reader Response Theory as *"a critical*

orientation concerned with the effects of a text on its readers and on the interaction between texts and readers."[97]

Eagleton (1983:74) has characterized the history of modern literary theory as occurring in three stages: a romantic *"preoccupation with the author",* a new critical *"exclusive concern with the text"*, and finally, *"a marked shift of attention to the reader over recent years"*. This is due in large part to the emergence of Reader Response Approach. in Rosenblatt's (2005:37) own words means that *"aesthetic reading happens if students have repeatedly found that, in approaching a text called a 'poem' or a 'story,' they can assume that they are free to pay attention to what the words call to consciousness"* . This implies that the aesthetic act of reading is context driven. Rosenblatt (1982) has also argued in this respect that:

> *In most reading there is not only the stream of choices and syntheses that construct meaning; there is also a stream of accompanying reactions to the very meaning being constructed,* Rosenblatt (1982:270)

These reactions are intertwined with the readers' situated experiences as a reader and as a being in the life world.

Similarly, Brumfit and Carter (1986) state that *"there is interaction involves between the reader and the literary texts as the texts provide examples of language resources being used to the full and the reader is placed in an active interactional role in working with and making sense of this language"*. According to Collie and Slater (1987), this interaction can be a source of enjoyment for the students. Maley and Duff (1994) further argue that literature can make people respond personally to other people's way of thinking and can engage both their intellect and their emotions.

In addition, for Iser (1978), the literary work puts the reader in a new critical perception of his habitual codes and views. Literature transforms the implicit beliefs we

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[97] Several activities and techniques have been used to implement the RRA in language classrooms (cited in Amer, 2003): Reading Logs, Benton and Fox (1985); Carlisle (2000); Response Journal, Sheridan (1991); Writing Prompts, Pritchard (1993); Critical Questioning and Writing, Probst (1994); Hirvela (1996); Self-questioning, Davis (1989); Role-play, Drama and Letter-writing, Elliot (1990); Baxter (1999); Rewriting Narratives from Another Character's Point of View, Oster (1989); The Developmental Model of Reader-Response Approach, Thomson (1987).

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bring to it, disconfirms our routine habits and so forces us to acknowledge them for the first time for what they are rather than merely reinforce our given perceptions, the valuable work of literature violate these normative ways of seeing, and teaches us new codes for understanding. Iser (op.cit) emphasizes the dynamic reading process and the outcomes of this experience and compares the experience of literature to that of a *"traveler in a stagecoach"* (cited in Davis, 1989:421) he adds that *"the whole point of reading is that it brings us into deeper self-consciousness, catalyzes a more critical view of our identities. It is as though we have been reading in working our way through a book is ourselves"*

The roles that readers should assume in view of Iser's Reader Response Theory can be summarized as follows:

- The experience of reading literature is like that of a traveler, the reader combines all that he sees in his mind and memory and establishes a pattern of consistency, nature, and reliability of which will depend partly on the degree of attention he has paid during each phase of the journey.

- In any text, there will be some spots of indeterminacy or information gaps. The reader then must fill in these from his own cultural knowledge in order to make the text fully coherent and consistent.

- The reader should be flexible and open-minded, prepared to question his own beliefs and allow them to be transformed.

- The reader has to be a liberal.

- The reader should already be equipped with the right kind of capacities and responses as well as being proficient in operating certain critical techniques and recognizing certain literary conventions.

- To read literature effectively, the reader must exercise certain critical capacities.

- The reader should be aware of the fact that different readers are free to actualize the work in different ways and there is no single interpretation, which will exhaust its semantic potential (Iser in Davis 1989:421).

My own concern in this thesis is to suggest ways of integrating computer related technologies in any approach to teaching and learning literature and the Reader Response Theory is no exception. Following this matter, Ann Woodlief (1995), from Virginia Commonwealth University suggests a web based model which aims at interacting with the text by asking and responding to questions, making guesses, uncovering cultural emphases, besides making discoveries about themselves by encountering the "*work's otherness."* According to her, by doing so, students, or readers, become more aware of their own reading strategies and the personal and cultural agendas they brought to their reading, as well as develop new and more productive strategies. The following link redirects you to the intended website:

http://archive.vcu.edu/english/engweb/

The page contains hypertexts that have been used pedagogically to insert and link texts, giving the adventuresome reader the opportunity to not only receive information in a linear and fragmented way but also to develop intertextual ideas. Although this can be undeniably valuable in teaching, using hypertext interrogatively and interactively as directed by reader has even more pedagogical possibilities.

The hypertext is made up of embedded definitions, notes, and questions and associated materials (biography, information about the historical context, information about analyzing literature, other related works by the author and by critics, and-- eventually--the student projects themselves). Italicized words and phrases in the text signal the presence of embedded materials. In addition, clicking on a Write or WordPerfect icon launches a blank file at the bottom of the screen, beneath the hypertext, ready for students to respond as they read. (This can also be launched as a full screen and toggled between the hypertext and the word-processing file, but at this point, most students do not want to see what they are writing but just to respond freely.) Students are encouraged not to censor their thoughts as they read/write or to worry about how well they are writing, just to think in words as freely as possible, realizing that the best ideas might prove to be those they would ordinarily dismiss at first. The program

also allowed students to cut and paste from the hypertext, if there were passages they wanted to pay particular attention to, and to do a search.

Ann Woodlief's Web Study Texts

Anne Bradstreet, "To My Dear and Loving Husband" and more
Phillis Wheatley, "Upon Being Brought from Africa to America" and more
William Cullen Bryant, Five poems
Ralph Waldo Emerson, *Nature* and "Fate"
Henry David Thoreau, *Walden,*
Ktaadn passage from *The Maine Woods*
"On Resistance to Civil Government" [with Jessica Gordon]
Edgar Allan Poe, "Fall of the House of Usher"
Herman Meville, "Bartleby the Scrivener"
Emily Dickinson, "J. 303 ["The soul selects her own society]"
Walt Whitman, "Out of the Cradle Endlessly Rocking"
"When Lilacs Last in the Dooryard Bloom'd"
"Song of Myself" [William Hummer, Jr.]
Kate Chopin, "The Story of an Hour" and *The Awakening*
Charlotte Perkins Gilman, "The Yellow Wallpaper" [Marty Brooks]
HD, "Eurydice" [Will Beebe]
Eudora Welty, "Livvie" [Tony Karabaich] login--engweb;password--bluebird]
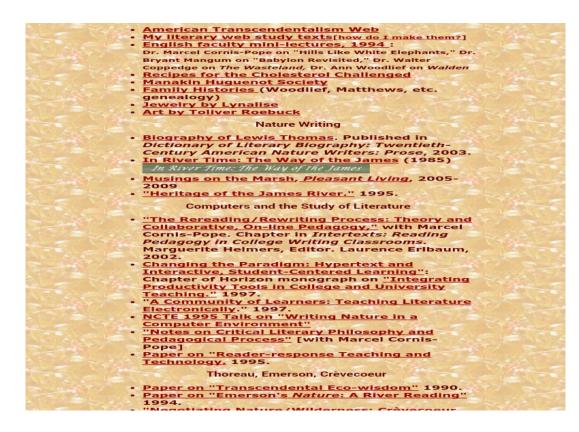Joy Harjo, "Remember" [Kellie Cruz]

Figure 4.6. Screenshots from Woodlief Website

4.16.9. The Reading Logs

Reading logs are the perfect combination between reading and writing skills. Students can use reading logs to sustain a written record of their personal reactions to the text on several levels. The logs are an opportunity for students to express their attitudes towards a text, reflect on their discoveries, and make connections between what they know and what they are learning. It is both an interactive and a critical approach that requires close scrutiny of the texts on the part of the learners for deep and proficient reading comprehension. This, in turn, entails their involvement in reading as a critical active process integrating the various kinds of knowledge, linguistic, social, or otherwise with which they approach texts.

A reading log is a place to take risks, speculate, ask questions, express opinions, and build knowledge, giving students the ability to grow as strategic readers and independent learners and urge them to move from sheer semantic understanding towards enhanced overall appreciation of literary texts that have sometimes been rejected as difficult ones or, in other words, from the mere referential use of language into the realm of its representational possibilities. Writing helps students integrate different sources of information and organize their thoughts; as a result, their thinking is more fluid, flexible, and tangible, *"thus promoting conscious awareness and deeper comprehension",* Dorn and Soffos (2005:47). This supports Rosenblatt's (1938) transactional theory and allows for both discussions about the text and active engagement with the text to create meaning. Only recently have digital stories made their way into instructional settings. With that milestone came several variations to the original model, personal narratives using graphics, songs, video, and animation, Davis (2002).

4.6.10. The Power of PowerPoint Presentations

Within the framework of computer related technologies, PowerPoint is one of the applications that is widely used in the classroom for teaching purposes, basically at Chlef University. This program that is mainly used is the Microsoft PowerPoint

program. It is used for presentations regarding new material or for facilitating the understanding of different concepts. It is preferred to the traditional classroom as it supplies the teacher with images and sound to accompany the material presented but it also offers the possibility of a better organization of the introduced subject. Especially for the visual or auditory learners it is very effective as it facilitates their learning and enhances their level of knowledge. Moreover, by presenting something on a power point, the teacher can concentrate on the material itself without having to worry about how to present it at that moment, not having enough space on the board to write, having to erase something every minute, avoid illegible letters and texts, or the dirt and mess chalk leaves to the user.

Some advantages include:

- Producing Better Visual Effects and Deeper Impression: By presenting PowerPoint slides inserted with pictures, flow charts, schematics, animations, even video clips, the lecture may become vivid and attractive to students, Burke & James (2008)

- Speeding up the Information Transfer: In a PowerPoint presentation, the teacher can deliver more information than by traditional lecture. The amount of information transferred in a traditional lecture is often limited by the writing speed of the instructor on chalkboard. But in a PowerPoint presentation, all outlines were typed previously in slides, Daniels (1999).

- Hastings (2000) demonstrates that the use of PowerPoint increased lecture attendance.

- More Precise and More Systematic: A well-prepared PowerPoint may present more precise contents of literary knowledge. Before presentation, by editing or reviewing the PowerPoint file, the teacher has enough time to check term spelling, expression of a conception or a theory, Isaacs (1994)

4.16.11. Online Read-Aloud

Students can enjoy exciting works of literature read aloud by actors such as Amanda Bynes, Lou Diamond Phillips, Tia and Tamera Mowery, Kiernan Shipka, Vanessa Marano and Melissa Gilbert in a project by the Screen Actors Guild Foundation. www.storylineonline.net is an online accessible series of streaming videos where students of all ages can find and appreciate these wonderful stories, (see figure...). This site celebrates classic picture books such as Knots on a Counting Rope, Martin & Archambault (1997), Thank You, Mr. Falker, Polacco (1998) and many others. Students will enjoy hearing stories read aloud. Books entertain, arouse curiosity, inform, and inspire new interests, Castek et al. (2006:717).
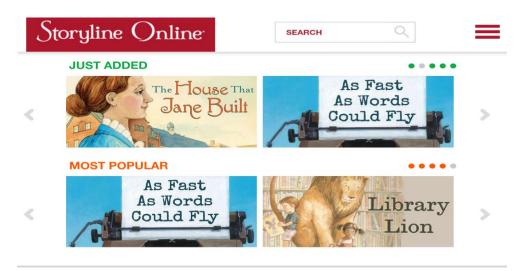

Figure 4.7. The Homepage of www.storylineonline.net

Reading aloud to students has additional benefits, which include building listening skills, creating background knowledge, introducing new vocabulary, and making connections between text and life, Castek et al. (2006:717). Reading aloud is not important for literacy development and learning only but also sharing a book is an amazing experience during which the reader acts as a reading role model for the listener, Trelease (2001). The storyline web site makes read-aloud experiences reachable to students everywhere. Storyline offers an open invitation to enjoy good books again and again as they are read and performed.

Figure 4.8. A Screenshot of the Short Story *"the House that Jane Built"*

Figure 4.9. Another Screenshot of the same Story

Reading aloud activities can create a supportive literature learning scenario for English language learners and help them develop their language skills in English. In addition, learning English through reading aloud may be a promising way to keep students motivated in English learning while at the same time to have them really work on and with their English. Indeed, research shows that reading aloud has significant effects on literacy acquisition and language development. As it was stated by Durkin (1996):

> *An important concept in language acquisition is the notion of the learner needing to hear models of language which are comprehensible but also beyond what the learners are able to produce themselves,* Durkin (1996:15)

Fisher and Medvic (2003) identified seven components of an effective story read-aloud:

- Books appropriate to students'' interests and that match students'' developmental, emotional and social levels.
- Previewing and practice of selection by the teacher.
- The establishment of a clear purpose for the read-aloud.
- Teacher modeling of fluent oral reading.
- Use of animation and expression during the read-alouds.
- Periodic and thoughtful questioning of students to focus on specifics of text.
- Connections to independent reading and writing.

It is common that the learners' understanding of a new language is far ahead of what they can produce themselves. Through listening to teachers or peers reading aloud, English learners have chances for literacy input, which may later help learners in their new language development as it sparks their imagination and gives them ideas to write about in the future. It also develops processes that are vital to reading, i.e. knowledge building and critical thinking skills. According to Amer (1997), when learners read to themselves, they tend to read word by word due to their limited linguistic competence. Guided by their anxiety to understand each word, they tend to break sentences into unmeaningful parts while they read. Hence, regular reading aloud by the teacher helps EFL readers discover units of meaning that should be read as phrases rather than word by word. It also helps readers to see reading as a continuous, meaningful process of building larger semantic units rather than focusing on graphic cues.

4.17. Issues to be addressed In Technology Implementation

The gap between the optimistic rhetoric surrounding computer related technologies use in education and the current level of ICT integration into educational settings has inspired researchers to focus on teachers and the difficulties they encounter integrating ICT tools into their classroom practices. Many reasons for this lethargy have been reported in this study as well as previous studies, ranging from technical factors such as a lack of technology and software in educational contexts and the limited expertise of teachers regarding ICT use to other factors such as teachers' beliefs and knowledge about how to integrate ICT into teaching, Hsu & Sharma, 2008; Nivala

(2009); Teo et al. (2008). Some writers have described these results in terms of waves where different technologies with intervals of three to four years have promised to deliver a revolution in teaching, learning and education but that, after a period of time, have sadly resulted in disappointment and little substantial educational change.

This study aims at determining factors that stifle the effective integration of technology into classrooms. These factors may be explicit challenges that include access to technology, time constraints and general conditions. They may also be more personal and implicit challenges such as personal characteristics, attitudes, and the nature of the culture of the faculty. Similarly, Becker & Riel (1999) indicate that, significantly, it appears that:

> *... given sufficient access to computers, professionally active teachers will use them in exemplary ways, and given their greater involvement in leadership activities and informal collaborations with peers, teacher leaders are in a position, with sufficient authority and time, to help other teachers move towards being more accomplished users of computer technology.* Becker & Riel (1999:2)

This study provides added support to the conclusion that those teachers who use technology display characteristics that promote attitudes of continual learning, risk taking, and curiosity. They are recognized by others as possessing knowledge of computers and other technologies, and are considered leaders in the field of technology use. Also, that they will continue to seek out ways of learning about technology, acquiring new technologies, and finding new ways to incorporate technology into teaching and learning.

The studies on unintended consequences of ICT use in learning include the definition of unintended consequences, various theoretical models on unintended consequences and incidence of unintended consequences. Hermann (2000) define unintended effects of use of technology as those effects which are unforeseen by users of technology. Unintended consequences are those consequences of use of technology which could not be predicted at the time of introduction of technology. The issue of unintended consequences of technology is crucial because those consequences can cause distraction in the class room. The intended use of technology in the class room is to

facilitate teaching and learning. Students are known to use technology in the class room to create distraction from learning and cause disruption in the class room. There are various ways in which students use technology in the class room for a purpose other than the learning activity. The computers and mobile phones are known to be used for instant messaging to friends, sending and receiving emails, playing computer games and surfing the web. As indicated in this study, knowing the activities that are most preferred by students or that are mainly performed by them does not mean being aware of which type of activities they like to be included in literature classes only, but also to be conscious of the activities that create distraction in class and that lessen the students' concentration on their studies.

Merton (2000) explained that unintended consequences could result from a number of factors such as ignorance, error, desire to implement processes with a purpose to obtain quick results, values of individuals implementing technology or self-defeating prophecy of individuals who seek solutions without properly understanding problems. Portes (2002) attributes unintended consequences to lack of careful and sustained analysis of participants and context in which they operate. They identified many factors which could result in unintended consequences. They were not sure about the goals of group activity; some participants may have more effect on process than others, outside influence on group activity, failure to examine the context of activity. All these influences could hamper the teacher from anticipating the positive results of the use of technology.

The most common reasons of technology avoidance in class as revealed in this study; include limited class hours, inconvenience of using computer facilities and technical problems such as slow internet connections, if available. In addition, they had problems related to integrating authentic materials into their lessons using technology, which may be explained by the fact that if the teachers know how to use the technological tools in general they do not know exactly how to use for educational purposes. Learners are expected to be active participants in the learning process rather than passive recipients since they control their own learning in a technology-enhanced

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learning environment, Brown (1991), which is, in practice, not always the case in our classes.

In addition, Bauer and Kenton (2005) carried out a study about technology integration in the schools. They examined the classroom practice of 30 "tech-savvy" teachers who used computer technology in their teaching. They found that the teachers were highly educated and skilled with technology, were innovative and adept at overcoming unexpected obstacles, however, they did not integrate technology on a regular basis as a teaching and learning tool. They stated two reasons; students did not have enough time at computers, and teachers needed extra planning time for technology lessons. Other concerns which also match with the current study were out-dated hardware, lack of appropriate software, technical difficulties, and student skill levels.

To sum up, the reasons that may hinder technology use at the level of the University of Chlef that are similar with other studies which are as follows:

-   Unenthusiastic teachers: it may be exaggerating to overextend the idea that was previously expressed by Lowman (1995), that

    > *It is important for a college instructor not to let "gee-whiz" technology obscure these fundamental and traditional purposes (of the lecture) – objectives that can also be accomplished by an exemplary teacher equipped with a single piece of chalk, a board, and a reasonably quiet place in which to talk with students*. Lowman (1995:77)

This claim was backed by Gura and Percy (2005:24) who argue that *"no contemporary institution can buck the tide of human intellectual evolution by avoiding the tools that shape it"* as they consolidate this view by stating the following key factors to the unwillingness to use technology in higher education.

> *Reluctance to change; a culture that values independent iconoclasts; cost of ownership, utilization, and increased workload (with increased use of technology); time and energy; role of faculty, evidence of success; accountability, recognition, and reward for technological innovation and utilization.* Gura and Percy (2005:24)

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Technology is a significant part of our students' lives academically and socially. Students learn better if they can relate the learning process to their personal life experiences.

- Technology dependency and lack of fundamental skills are concerns amongst teachers that wrong approaches in technology in classroom will simply teach students to be passive consumers not innovators or at least effective users of technology. Some argue that technology based teaching only teaches procedural thinking and may distract them from focusing on deep ideas. Technology in classroom is not about just deploying or buying and installing the technology for instruction but encompassing the deployment and appropriately adapting to the new technology enabled educational environment by making pedagogical changes that are necessary for development.

- Copyright violations and plagiarism since the history of the instructional technology is rich with such instances. It teaches us how technological advancement has been praised to revolutionize our education but did not last long due to this reason. Although many of these illegal activities are committed unintentionally or sometimes without a criminal intent, they prevent the appropriate integration of technology in classroom if the students and teachers are not sufficiently aware about them. Grabe and Grabe (2007) give this advice to face copyright violations:

  > *Responsible Internet users respect copyright law. Both teachers and students need to know what resources they can take from online sources or present online as part of instructional or learning activities. Understanding what are called fair use guidelines is not always easy, and a familiarity with general principles and a willingness to ask permission are what must be expected of a responsible user.* Grabe and Grabe (2007:399)

Strong computer network defense, using up-to-date network defense and Internet filtering software, with convincing awareness training and supervision for the students and teachers can protect the technology enhanced classroom. The teachers can try to recognize plagiarism by personal Web search or detection software.

- The digital divide remains a huge obstacle to overcome. The rift between those who have access to technology and those who have not must be considered. This gap can be found between the rich and the poor socio-economic status in families or school districts and urban and rural areas. Technology in classroom requires funding to purchase equipment and software and an extensive life-cycle management plan to replace old technology with new one.

- Training teachers is highly required. A teacher in a technology assisted classroom needs to be a technology expert with which he or she wants to teach as well as a master of his or her subject. Thus, a comprehensive training program for current faculty and ambitious strategy to recruit those who are qualified in subject and technologically oriented should be developed.

4.18. The Participants' Reading Habits

The importance of reading has resulted in much research conducted to understand the nature of the reading habits of individuals. It has increasingly been the object of empirical and theoretical investigations. Reading habits are more permanent than passive qualities which imply an ordering towards action showing an experience of the will; hence they are intentional. With repeated acts, a habit grows, but a habit can also be diminished with the cessation of an act; Stone & Stone (1990). Reading habits are essential and they can leave a positive impact on all age groups. A habit includes gaining knowledge is a good way, but it must be constructive knowledge, it must facilitate a man to get on in a profession, pass an examination, be good at conversation, or get hold of a status for learning, Kurtus (2002). Besides, the speed with which the Internet has emerged has forced us to confront the issue of how, why, and to what extent reading might be different as the Internet continues to transform and define literacy in the 21st century, Hartman et al. (2010).

A good reading habit is necessary for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. According to Green (2001:77) *"Reading habit is best formed at a young impressionable age in school, but once formed it can last one's life time"*. It is a pattern of behavior which acquires

constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as a part of personality of an individual, Good et al. (2008). Since a habit of reading is established by repeating the desired behavior, reading is practiced regularly every day until it becomes the second nature to the learners.

Therefore, repetition of reading activities is the key of the establishment of reading habits. Accordingly, in this study, "good reading habits in English" refers to *"behaviors of reading various kinds of English reading materials which are regularly, permanently and intentionally conducted so it becomes a part of the EFL students' daily activities"* Good et al. (2008:137). A habit of reading is not only constructed in an individual but also influenced by some external factors such as environment, education, social background, and facilities. In other words, a reading habit is individually, socially and culturally constructed. In accordance with the previous studies, there are certain facts or circumstances which actively contribute to an accomplishment of reading habits. Accessibility to electronic facilities such as internet and home video influence the students' reading habits, Huang (2004).

The purpose of this thesis was to compare e-books with paper books in terms of students' and teachers attitudes, reading comprehension, eye fatigue and other perceptions. This study investigated whether the students and their teachers prefer reading from e-books or paper books. Although some previous studies have reported no significant differences between e-books and paper books (e.g. Kang et al., 2009), the current study shows that the female students' prefer reading from paper books than from e-books. Compared to male students, the latter prefer reading from e-books. Some possible reasons for this result are reading on a screen might require more concentration than on paper, and e-book reading is more error prone than paper book reading. In the same respect, teachers prefer paper books to e-books though they both, teachers and students, believe that technology coupled with e-book with revolutionize the way we read but e-books can never substitute paper books.

The naïve assumption before conducting this study was that there was a growing number of younger generations who dislike or avoid reading any texts, especially traditional literary works in general. News stories on the decline of reading and the community's dislike of reading appear regularly in the press and other media. Besides, literary works tend to be undervalued and have been almost avoided as a reading material in language education for some practical reasons; e.g. they are not considered to be valid in enhancing students' language skills, especially communicative competence. Palani (2012) is of the opinion that, effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. He believes reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context.

It is found that the students experienced more eye fatigue when reading e-books than when reading p-books. Eye fatigue can cause students to grow tired and may even cause nervousness. Sustained or intentional reading of digital texts on screen displays was difficult in part because of hardware limitations and ergonomics: stationary computer screens require static reading positions, and poor type representation impedes reading and causes eye fatigue. In addition to that, eye fatigue can reduce concentration, which may also affect comprehension. Therefore, special glasses may be the best way to help e-book users.

The time spent in front of a screen is a factor in determining whether special glasses are required. Special lenses can save an e-book user from eyestrain problems. What can be suggested here is placing the screen about 10-15 degrees below the e-book users' horizontal line of vision. The screen should be 18-30 inches from the user's eyes, and the eyes should be level with the top of the monitor, Reeves (1992). The students, also, expressed that e-books are useful reading devices. Most students reported that the e-book was easy to read and easy to carry. For example, regarding the e-books' usefulness, they found that the font size and type were easy to read, that the screen sequence was clear, and that the tasks of scrolling up and down, moving pages, and

finding information were easy and convenient. Print and screen media differ with respect to visual ergonomics. Hence, some of the explanation for the differences between screen reading and print reading might relate to the different lighting conditions in the two modalities. LCD computer screens are known to cause visual fatigue due to their emitting light. In contrast, e book technologies based on electronic ink, such as Kindle are merely reflecting light and are more reader friendly with respect to the visual ergonomics, Garland and Noyes (2008).

The current study also found that most students and teachers were satisfied with e-books as a reading or learning tool. The results from this study partially support those of previous studies showing that students have a positive perception of e-books, Carlock and Perry (2008). However, this study provides interesting insights into user satisfaction with the usefulness of e-books and behavioral intentions that were not observed in previous studies. Based on the results of the current study, it is suggested that, although most students and almost all the teachers are satisfied with using an e-book and perceive it as a useful reading tool, they do not intend to choose e-books if given a choice between an electronic or print version of a particular book. It might seem paradoxical that students would show satisfaction with e-books and acknowledge the usefulness of e-books but still prefer paper books to e-books.

Certainly, by studying individuals who have grown up with print on paper, this paradoxical phenomenon ceases to be implausible. As mentioned by Brown (2001), the students and the teachers in the current study are also users of print on paper who enjoy their freedom in navigating the text. They dominate the text, with a simple overview, scanning at will any portion or section, leafing through pages, setting down to read at any point significant to mind and eye, randomly coursing through footnotes and bibliographic citations. The current study heavily supports the general belief that most people still prefer to read lengthy texts on paper. Today's commonly used digital equipment and software cannot compete with printed paper as a medium for sustained reading. This study finds that there are barriers to e-book adoption. Still, although this study suggests that participants in general are not yet ready to entirely give up paper books, e-books are becoming increasingly common.

One area which is seen as more problematic to screen reading is the ability (or lack thereof) to annotate texts. Studies conducted by Mercieca (2011); Chou (2011) report that annotation, be it highlighting, underlining or taking notes directly on what is being read, is an important feature of reading and one often utilized by students and seen as beneficial to their reading process. The inability to annotate digital texts is noted as a hindrance in several studies despite the fact that e-readers (such as Kindle) enable this feature. However, Mercieca (2011) ascertains an interesting contradiction in the views of students and their behavior regarding the digital devices.

> *While the students suggest that paper-based reading assists in their content interpretation because they could highlight and annotate the text, none of them used the electronic equivalents made available through the Microsoft reader interface. When made aware of these functions during the focus group discussion, they did not show enthusiasm for the use of such annotation processes. There appeared to be a mindset of acceptance of print as being the main way to engage with the textual content.* Mercieca (2011:6)

This trend seems to speak to reluctance on the part of the students to accept screen reading and also could signify a knowledge gap impeding their ability to efficiently transfer reading skills and habits between the media.

Participants are cautiously positive about the future of e-books, hoping that the problems of the presentation of text on screen may be solved and e-books may become as easy and pleasant to read as paper books. The future of reading will involve e-books and that this will bring some interesting changes to the manner in which we read. E-books provide us with new ways to read; this is not necessarily a welcome novelty for all, as our habits from the past often subvert the inventions that take us to the future. After analyzing the results, one comes to believe that we will see a migration toward e-books over the next ten years, given the power that comes with the ability for digital content to be updated in real time. Ultimately, there will be more choices for information users.

Clearly, the Internet has prompted new technologies that challenge students' abilities to comprehend various types of texts and the literary texts are no exception. It is reported by various studies that electronic versions of texts that incorporate hyperlinks

and hypermedia require skills and abilities beyond those required for the comprehension of linear printed texts. Others have speculated that previous research on traditional comprehension strategies can inform, but not complete, our understanding of online reading[98] comprehension.

There is a need to better understand what reading on the Internet entails if we wish to prepare all students to succeed in a world where these skills are so important. Recent qualitative findings suggest the skills and strategies required to comprehend printed text are intertwined with a set of new and more complex skills and strategies to read successfully for understanding on the Internet, Malloy & Rogers (2006). Traditional conceptions of reading comprehension may no longer be sufficient in online reading contexts. For example, many adolescents who are skilled at reading offline are ill equipped to deal with the new comprehension demands of querying search engines, Eagleton & Guinee (2002). Unfortunately, little statistical evidence has been gathered to highlight the reader characteristics that contribute most to successful reading comprehension in open internet spaces. If policy makers and educators continue to ignore the growing evidence that new skills and strategies may be required to read, learn, and solve problems with the Internet, our students will not be prepared for the future, Educational Testing Service (2003).

Surprisingly, though, the students who have had a higher level of exposure to technology show positive behavioral intentions toward e-books. Overall, the responses from the students suggest that there was general satisfaction with reading e-books on screen. However, there is discordance in the students' perceptions of e-books. In this study, most students grew tired of reading on the screen; this tiredness could have an adverse effect on both reading comprehension and the perception of e-books. In further

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[98] Online reading comprehension, on the other hand, consists of a process of problem-based inquiry across many different online information sources, requiring several recursive reading practices: (a) reading online to identify important questions (b) reading online to locate information, (c) reading online to critically evaluate information, (d) reading online to synthesize information, (e) and reading online to communicate information. During these elements, new online and traditional offline reading comprehension skills are both required, often in complex and interrelated ways.

analyzing the responses, many of the critical remarks were found to refer to the screen/text size or clarity rather than to the e-book itself. Given the results of this study, we suggest that improvements in the legibility of e-books are critical to making them more usable and efficient. Therefore, it is hoped that e-books designers will take the various findings into consideration. E-book designers should dedicate special attention to the issue of eye fatigue experienced by students when reading e-books. E-book designers should also prioritize navigational clarity.

In Duran (2013)'s study, the students stated that the most serious distress is eye strain and back pain in spite of many positive sides of reading through the screen. Güneş (2009) indicates that reading on the screen has some difficulties than reading from paper. Screen pages move from top to bottom or bottom to top. The eyes of reader read the lines from left to right horizontally. The eyes vacillate between these two opposing moves during reading, often losing or having difficulty finding the line during reading. In addition, eye movements going back to check for information is difficult in screen reading. In paper reading, eyes go back moving to top lines or paragraphs to check information, from time to time. This process is very difficult in screen reading. Because most of the time, the places to check do not appear on the screen. Therefore to read the information, it is necessary to shift the text to find the related place. This situation limits the movements of the eye and the ease of reading. In short, reading from screen, burdens the reader's eyes. Preferring printed books for the sake of their eyes' health is an indicator that the students and teachers who formed the sampling of this study are also conscious technology users

The integration of vocabulary support is a feature of reading from e-books that can be judged as an opportunity rather than a challenge. Paper-based reading relies on either a glossary or the use of dictionaries, both of which can be easily integrated into screen reading. Readers of electronic texts have access to a number of resources including online dictionaries/thesaurus and corpora and teachers can add vocabulary glossing[99] to texts. A number of studies highlight the importance of this issue. As

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[99] Glossing (annotation) is defined by Nation (2001:174) as *"a brief definition or synonym, either in L1 or L2, which is provided with the text"*. In terms of glossing, there was an overall conclusion that

mentioned in previous sections, Chun (2001) notes that dictionary support led to increased comprehension of texts, particularly among less proficient readers. Further, students in that study in general responded positively to the support offered by on-line dictionaries and preferred them to traditional paper dictionaries.

E-book technology has a long way to go before it can equal the readability and richness of paper books and before it can equally satisfy its users; nevertheless, e-books have characteristics that, in some ways, supersede those of paper books, being more flexible and accessible than paper books. There is undoubtedly a role for e-books in libraries. It is likely that e-book service will attract new users to library service and perhaps will better serve patrons with special needs (such as mobility impairments), Jeong (2012). Libraries of the future may be hybrid environments in which different media contribute to their evolving service and accommodate the developing needs and expectations of patrons. Many people appreciate e-books in terms of eco-friendliness. Indeed, e-books are better for the environment than printed books. Printed books are shipped long distances from warehouses to bookstores, using gasoline and creating pollution. They also use a large number of trees. In 2008, more than 125 million trees were used by the book and newspaper industries in the US alone, Harte (2010).

Along with environmental benefits, e-books offer convenient reading. Using only a home computer, readers can quickly get the e-books they desire. Inevitable technological progress promises new opportunities for implementing e-books. E-books should allow students to understand content and should obtain an advantage over the paper book format. Clearly, students are interested in using more e-books, but great challenges remain in terms of making e-book content more available and in enabling improved comprehension and reducing eye fatigue.

To conclude with, it is the reading habit which helps the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life, Bashir & Mattoo (2012). They claim that *"a habit of reading is*

'instantaneous vocabulary help from an internal glossary can be beneficial to L2 reading', Chun (2001:390).

not only constructed in an individual but also is influenced by some external factors such as environment, education, social background, and facilities" (p.366). The environmental factor of students can impact the student's reading habits. The external factors include the teaching methods, teachers and school facilities. The teaching method is among the factors that may change the reading habits. Well-prepared teaching methods increase the spirit of students in the love of reading English.

The teachers, hence, play an important role in the students' success in English reading habits. Moreover, the educational environment consisting of the department facilities also have roles to foster the students' good reading habits. For many years it has been widely held that teachers who are readers, who themselves value reading as an important part of their lives, will be more successful in inspiring their students to hold reading in similar esteem. It is a most tempting, common sense idea, and there is some evidence from research to support the notion that teachers with good reading habits are more likely to lead their students to improve in reading Bashir & Mattoo (2012). It is also concluded from this study that female students exhibit comparatively more positive attitude towards reading as compared to their male counterparts and the main objective of their reading goes beyond the scope of the questionnaire provided. Yet, remarkably, the female students exhibit less positive attitudes towards e-books compared to male students, which, again, insists on the notion of gender differences as far as the attitudes towards e-books and paper books are concerned.

4.19. Ubiquitous Learning

A person is said to be learning, when he is in the process of acquiring knowledge or skill. Therefore, it cannot be assumed that by pouring a person's head with information, he/she is said to be learning. Knowledge is acquired through interaction between individual and the environment. Therefore, many researchers and learners believe that learning by doing, Schank (1995) is the best way for learning. Learning by doing teaches implicitly rather than explicitly but things that are learned implicitly need only be experienced in the proper way at the proper time. Thus, we need to allow students to be in an environment that is useful to their interests. However, this way of learning is difficult to apply without having a proper methodology to obtain learning

information from the real situations. With the advancement and deployment of ubiquitous computing technologies, the process of learning from the environment becomes easier.

This is when the technology allows the process of information sharing and communication to happen naturally, constantly and continuously throughout the day. For instance, a student equipped with a mobile device can connect to any other devices, and access the network by using wireless communication technologies, Uemukai et al. (2004). Ubiquitous learning or u-learning is a new learning paradigm which is an expansion of previous learning paradigms as we move from conventional learning to electronic-learning (e-learning) and from e-learning to mobile-learning (m-learning) and now we are shifting to u-learning. Three of these major learning paradigms which include e-learning, m-learning and u-learning will be compared in the next section to provide further understanding of the learning concepts.

In 21st century with the boom of computer science, communication and electronic technology, the way of teaching and learning has also been modernize. Now the books and lectures have been turned into eBooks, PDFs (portable document files) webinars, presentations etc. This type of education system called as e-learning system has assisted us to gain knowledge in a way that improves the level of understanding. Where e-learning promotes the acquisition of information, present all over the world at a one place, its subset m-learning (mobile learning) system grabs the information anywhere at any time. As we know mobile devices are electronics devices and they come under the category of e-learning systems but since they work on different platform and need special type of protocol stack and applications they have been grouped differently.

The technological improvement has now empowered us to learn everywhere, every time and anything in real-time. This ubiquitous learning tools provide proficiency to understand those things also that come under the region that are difficult to reach, such as wild life, natural resources, plant habitats, geographical structure of any region etc. In addition, it is also suggested that the computers used by the student would be able to supply students with information and relevant services when they need it, by

automatically sensing the context data and smartly generating what is required, Cheng & Marsic (2002). This vision was also shared by Yang et al. (2006).

Ubiquitous learning can be considered as the new hype in the information and communication world. It is normally associated with a large number of small electronic devices (small computers) which have computation and communication capabilities such as smart mobile phones, contactless smart cards, handheld terminals, sensor network nodes, Radio Frequency, etc. which are being used in our daily life, Sakamura & Koshizuka (2005). These small computers are equipped with sensors and actuators, thus allowing them to interact with the living environment. In addition to that, the availability of communication functions enables data exchange within environment and devices. In the advent of this new technology, learning styles has progressed from electronic-learning (E-learning) to mobile-learning (M-learning) and from mobile-learning to ubiquitous-learning (U-learning).

Ubiquitous learning is based on ubiquitous technology. The most significant role of ubiquitous computing technology in u-learning is to construct a ubiquitous learning environment, which enables anyone to learn at anyplace at anytime. Nonetheless, the definition and characteristic of u-learning is still unclear and being debated by the research community. Researchers have different views in defining and characterizing U-learning, thus, leads to misconception and misunderstanding of the original idea of u-learning. According to Lyytinen & Yoo (2002)

> *the evolution of ubiquitous computing has been accelerated by the improvement of wireless telecommunications capabilities, open networks, continued increases in computing power, improved battery technology, and the emergence of flexible software architectures*, Lyytinen & Yoo (2002:64)

This leads to u-learning that allows individual learning activities embedded in daily life. However, as mentioned by Hwang (2008), there is no clear definition of u-learning due to rapid changes of the learning environments. Until now, researchers have different views in defining the term *"U-learning"*.

A broader definition of U-learning is *"anywhere and anytime learning"*. The definition is referring to any environment that allows any mobile learning devices to access the learning and teaching contents via wireless networks in any location at anytime. To compare with, m-learning has been defined as *"learning that takes place via wireless devices such as mobile phones, Personal Digital Assistants (PDAs), or laptop computers",* Dochev & Hristov (2006:64). Apparently, these definitions are almost alike. However, when learner's mobility is concern, the definition is much more significant to mobile learning concept as learning goes on everywhere. Therefore, the U-learning definition needs to be clearly defined to avoid any misconception while using the terms. The terms, put together, *"anywhere and anytime learning"* and *"learning with ubiquitous computing technology"* raise confusion between researchers. Thus, Yahya, Ahmad & Jalil (2010:120) propose the following definition of U-learning: "*U-learning is a learning paradigm which takes place in a ubiquitous computing environment that enables learning the right thing at the right place and time in the right way"*.

According to them, this definition makes it easier for researchers to understand the concept of U-learning and assist them in further exploration of the area. As for the developers, it might support them in the process of planning and developing an application based on a given scenario. According to Mark Weiser (1991), ubiquitous computing is the method of increasing the usage of computers and makes it available throughout the physical environment. As a result, the computers will be effectively invisible to the user, and eventually blend into their daily lives. To support the statement, Zhang (2005) defines ubiquitous computing environment as*:*

> *A well-defined area that incorporates a collection of embedded systems (computers, sensors, user interfaces, and infrastructure of services) which is enhanced by computing and communication technologies.* Zhang (2005:213)

The first attempt in proposing the U-learning characteristic was by Curtis (2002). Curtis listed characteristics that were based on three unique key affordances to handheld computing. The characteristics which include *permanency, accessibility, and immediacy* have been acknowledged by other researchers, Ogata & Yano (2004) and Chiu (2008) to be the most prominent for U-learning. Compared to Curtis, Chen et al. (2002:289)

identify six characteristics of m-learning which ever since then have been adopted and adapted by various researchers to be part of the u-learning characteristics as well. The characteristics are "*urgency of learning need*, *initiative of knowledge acquisition, mobility of learning setting, interactivity of learning process, situating of instructional activity, and integration of instructional content*".

Therefore, to understand the nature of today's learning and to improve teaching as they were among the primary objectives of this study, and with reference to Chen et al. (2002) and Curtis et al. (2002), the major characteristics of U-learning according to Ogata and Yano (2004) who later expanded the characteristics by considering the learners mobility within the embedded-computing environments. They manage to identify another two major characteristics of u-learning, which are *interactivity and situating of instructional activities*. Thus, the characteristics are *permanency, accessibility, immediacy, interactivity* and *situating of instructional activities*.[100]

4.20. Recommendations and Pedagogical Implications

Based on the findings of the present study, some practical suggestions and recommendations that will go a long way towards minimizing some of the digital disadvantages and that may enhance the teaching of literature especially to first year students of English:

- It is suggested that further research will be done to find correlations between attitudes and learning achievement of the students especially in the exams.

- Conduct a study to compare the effect of using traditional print books and electronic books on reading comprehension and motivation levels on various students from various academic years.

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[100] Characteristics that can be derived from the combination of the researchers' ideas and take into account the major differences. The characteristics are:
•Permanency: The information remains unless the learners purposely remove it.
• Accessibility: The information is always available whenever the learners need to use it.
• Immediacy: The information can be retrieved immediately by the learners.
• Interactivity: The learners can interact with peers, teachers, and experts efficiently and effectively through different media.
• Context-awareness: The environment can adapt to the learners real situation to provide adequate information for the learners.

- It is recommended to conduct a study to identify the attitudes towards reading in the students' native language. According to Chun & Plass (1997:63): *"reading performance in a second language is largely shared with reading ability in the first language"*. It reveals that L1 reading performance is an indicator of L2 reading performance. Thus, the ability to read in one's mother language could be applied in attempts to read foreign language texts. According to Wallace, for example,

> *There is a considerable evidence to demonstrate that people learn to read only once, whatever the language of their first literacy is, and learning to read a second language is an extension of that literacy. So, though specific reading strategies may vary from language to language the basic processes of deriving meaning from systematized graphic shapes seems to be the same process.* Wallace (1986:70).

- This study requires other research to investigate quantitatively the extent to which additional reading comprehension proficiencies may be required on the Internet beyond those typically measured by standardized tests of offline, printed text comprehension.

- Enable Students to involve during the reading of literary texts in self-selection of materials that they perceive as relevant and fascinating, but the teacher's interference in their choice is also recommended as far as it is borne in mind that the students are still beginners in the field of literature. Helpful hints for material selection as suggested by Day & Bamford (1998: 124) could be made by the teacher as follows:

  ✓ Reading easier material is better than reading harder material.

  ✓ Reading a lot is better than reading a bit.

  ✓ Reading what you enjoy is better than reading what you think you ought to read.

  ✓ To stop reading a book you do not like is better than keeping at it.

- This study can be expanded by including license and master students of the Faculty of Foreign Languages.

- This study can be done by including other streams and specialties.

- An explorative study of the internal and external factors that influence the reading habits of the students and the teachers is recommended.

- E-book reading habit of the students can also be assessed, by considering the following variables; a. Whether they have e-book reader and e-book reading software, b. Presence or absence of their own computers, c. E-books type they read, d. Whether they have the financial capability to buy e-books, e. Whether they buy licensed or pirated e-books, f. If they have information about e-books copyright law.

- The literature circle process is highly recommended to be introduced with literature class, yet, it should not be stagnant; it should continuously evolve to reflect students' needs, interests and skills, and there are numerous ways in which the process can be enhanced and extended. Teachers often expect students to function collaboratively in a group and are surprised when things fall short of their expectations. Students require specific instruction on how to respond to others, take turns, and wait for pauses before speaking.

- In line with requests and needs, co-operation between institutions on e-books designs and typography can be improved.

- Administrators may serve as positive role models for both students and faculty. If teachers and students perceive that the administrator values and maintains educational technology, it may be more widely incorporated in the classroom and more carefully used by students. In addition, strong technology leaders tend to promote technology by providing acknowledgements and incentives. These activities may reinforce the importance of technology, thereby influencing its use by both students and teachers.

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- Improve the administrative support which is critical to the successful integration of ICT into teaching and learning processes. Administrators can provide the conditions that are needed, such as ICT policies, incentives and resources. The number of computer laboratories should be increased, and the use of computers and peripheral devices, such as projectors, should be provided and encouraged within the classroom.

- Execute a collective approach to promote ICT use in the classroom because a collective approach is needed both from students and teachers in promoting ICT use in the classroom.

- Technical support to sustain the continued viability of ICT use in classroom, it is important that the teachers receive full time technical support.

- Train teachers constantly on developing teaching, professional and learning competencies and in state-of-the art ICT, especially the ones they can use to improve learning and the ones that students use in their daily lives. Regardless of the amount of technology or its sophistication, technology will not be used unless the teachers have the skills, the requisite knowledge, and attitudes necessary to infuse it into the curriculum. Generally this comes through self-education or professional development. Universities can assist by providing enough training that meets the needs of the faculty and by promoting continual growth both within and outside the university boundaries.

- Additionally, the training should not be a once-off training but a continuous process. Training should not be limited to how to use computer technology but should also show teachers how they can make use of computer technology in improving the quality and effectiveness of their teaching, as well as how such technology resources can be effectively integrated into teaching and learning. The training provided should be well structured and must assist teachers to not only develop ICT skills but also to be able to fully integrate ICT into classroom instructions.

- Support students to consistently develop both learning and technological competencies and make the lectures' content significant to the students by connecting it frequently to the real world, of course as much as possible.

- Integrate ICT to the students' daily lives and to the study of every subject. In areas where students already have contact with ICT, teachers must know how to use these resources in order to facilitate learning. In most of these areas ICT is already an important part of the students' lives. It is necessary to be explicit in the use of ICT for every grade and subject, spreading the best and most efficient practices within the school system.

- Make teachers and students understand the importance of technology for their own lives and for the development of their countries. A person who manages ICT well can become a better communicator and is connected to the world in a more efficient way.

- Establish high quality communication nets with students and parents using ICT.

- Help students understand that ICT must be used in conjunction with a strong ethical base, making them become aware of Internet dangers.

- Avoid referring to ICT as "new technologies", because they are not new anymore.

- Encourage and support collaboration between teachers and researchers from different universities because the use of the online facilities should be taken into consideration and the needs of teachers to engage effectively in on-line discussion. Tools such as websites, discussion groups, e-mail communities, radio or television broadcasts provide great opportunities for them to discuss and share ideas, and experiences of various technologies.

- Create awareness of existing ICT facilities and services at the institution especially when dealing with first year students and new teachers. It is important

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for all academic staff in the department to know the existence of ICT facilities and services and their importance in relation to their teaching tasks.

- Enable students to have free access to restricted websites and journals that are so essential in promoting their research.

- Libraries are places where the habit of reading books can be acquired. Libraries, then, increase students' success and they help them to acquire the educational knowledge necessary for adapting to changing and evolving circumstances. There are many studies in the literature that indicate a positive relationship between students' library use habits and their success at school. As a matter of fact, it is recommended to make book reading and library access as a mandatory activity that should be encouraged among students and evaluated by marks.

- Faculty staff should encourage students to visit the library and read not only lecture notes but novels and fiction as well, and further borrow some from the library. The onus therefore lies with the library to always stock its house with novels and fiction.

- This study could be repeated by selecting a random sample from other universities so that it can be generalized to teachers and students from other universities in Algeria.

- This study did not explicitly examine the relationships among the independent variables which include computer anxiety, computer attitudes, computer attributes, cultural perceptions and computer competence. The future study needs to consider these relationships.

- Teachers evaluate each option that technology offers and choose the tools that complement their own particular style of teaching and the type of students being instructed. Naturally, some tools prove to be more effective for some educators and others do not. What a teacher can do more effectively in person cannot be replaced by technology and it becomes necessary to enhance that particular skill of the teaching faculty. The teaching curriculum and the receiving curriculum

should form a harmonious ensemble as two intrinsic parts of a whole. These parts are negotiated at different levels: the institutional level, the program level, and the course level.

- Web 2.0 has the potential to provide more interactive and customized learning environments where students create knowledge, rather than passively receive information from teachers, interact and collaborate with those who have similar interests globally and obtain opportunities to learn to become professionals in communities of practice.

- A future study should rather adopt a mixed-mode approach, that is, a combination of quantitative and qualitative methods of data collection. A qualitative method would have provided an opportunity to gain insight into the reasons for the findings, and might have provided plausible explanations for the quantitative data.

- The speed with which the revolution of technology has taken place is phenomenal. As stated before, teachers in many countries of the world are working with 'digital natives' who are growing up with technology as a non-remarkable feature of their world, in the same way as an earlier generation took radio or television for granted. Within these developments, technology brings a new set of challenges and pressures for educational institutions. Many teachers, schools, educational authorities and researchers are considering a range of questions about how to use technology within classroom practices: What educational goals and learning objectives will be accomplished by using technology in education? Is there a need for a specific course in digital literacy? How can technology be integrated effectively in existing subjects? Many of these questions are still unanswered, and attempts to address them have generated widespread debates.

- Students also require some support to effectively learn with Web 2.0 technologies. It is legitimate to think that today's students integrate technology in their everyday lives and are constantly connected to their friends, family, and

various resources via technology. Therefore, it is easy to assume that they are technologically savvy. However, as Oblinger (2008:18) contends, *"Not all students have computers, not all are skilled users, and not all want to use technology"*. This is consistent with the findings in this study.

- The proportion of students who have technical issues with old computers, are not very comfortable with Web 2.0 technologies, and need instructions and examples on how to use them should not be ignored. In teaching with Web 2.0 technologies, teachers should be prepared to provide appropriate scaffolding. This can be realized by providing step-by step procedural guidance that might be necessary in some situations, but, since instructors cannot provide tutorials forever, it is suggested that teachers should help their students find appropriate resources and teach themselves how to use technologies.

- Clearly, integrating technology into learning systems is much more complicated than for example providing computers and securing a connection to the Internet. Computers are only a tool; no technology can fix an undeveloped educational philosophy or compensate for inadequate practices, Ertmer (2005). Therefore, choices have to be made in terms of educational objectives. In this respect, the process of technology integration is a dynamic one involving interacting factors over time, Tondeur et al. (2008). Moreover, no single solution exists to address the immense challenges of technology integration because different perspectives of integrating technology can be chosen.

- If it is true that social change begins on an individual level, then there is good reason to believe that e-learning or distance learning, which allows private study, somewhat away from public scrutiny and social pressure, could be an effective tool to help the students who cannot attend university regularly, including women and workers to pursue a higher education and become positive role models for social change.

- There abound great opportunities for students on the internet for academic use. Hence, concerted efforts should be made to encourage students to use most of

their after university time for profitable activities on the internet that will add value to their academic performance.

- Lecturers should give assignments that will compel students to make use of the internet for academic reading.

- Teachers should encourage students to have enough time for personal study on the internet as long as most students look up to their teachers' advice. This will help add value to their academic information.

- They should also give information about web sites where students' can get unlimited education material information.

- Universities should have an electronic library open to all students' with all necessary accessories.

- A lot has been said about digital education, digital classrooms, etc. A lot is being also done about the adoption of digital education at the university level but, unfortunately, this adoption is more cosmetic than deep. Decision makers at the level of this university indicate a definite roadmap for the future as a sign of awareness of current technological advances in the world. But, as always, the challenge is not awareness of framework or planning, it is the implementation and target outcomes that are a cause of concern.

- In effect, we need to plan for an overhaul, rather than dreaming of symbolic transition that may or may not happen depending on the available resources. The challenge at hand is substantial and requires significant investments in various aspects that will impact this transformation. Along with, it can't happen overnight. To begin with, we need:

    - A qualified and stated intent to convert all classrooms into digital classrooms with a cut-off date.

    - To create a clear roadmap to implement it.

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- In addition to the cost of implementation, training and adoption of a completely new teaching methodology by a university is a great decision that will lead to a huge change.

Chung (2007) suggested a number of recommendations concerning the effective use of technology in education:

- Introducing technology in classroom gradually. Try one concept at a time and build confidence in managing the technology and intentional and unintentional pedagogical changes like requiring innovative technology use for a projects or larger scale homework.

- Be patient and plan ample time when integrating technology into classroom. The lesson preparation with technology may take more time than you plan for.

- Use technology to help students to visualize, simulate, solve real-world problems, collaborate, research, and design whenever possible.

- Be informed of technological changes in education and actively make necessary adjustments in your teaching practices.

- Educate the technology users on copyright laws and fair use guidelines.

- Discourage and prevent plagiarism.

- *"Help the faculty learn about the potential of collaborative, learner-centered educational approaches"*, National Research Council (2002).

- Support interdisciplinary collaboration to develop and implement innovative technological approaches, National Research Council (2002).

- Institutionalize policies for technology in the classroom. Set up a reward program to recognize innovative use of technology in classroom and pedagogical improvement to motivate the teachers to include technology in the lesson plan whenever possible. o Identify the fundamental technology skills at all levels of

education and make them part of the curriculum or develop the courses that teach them.
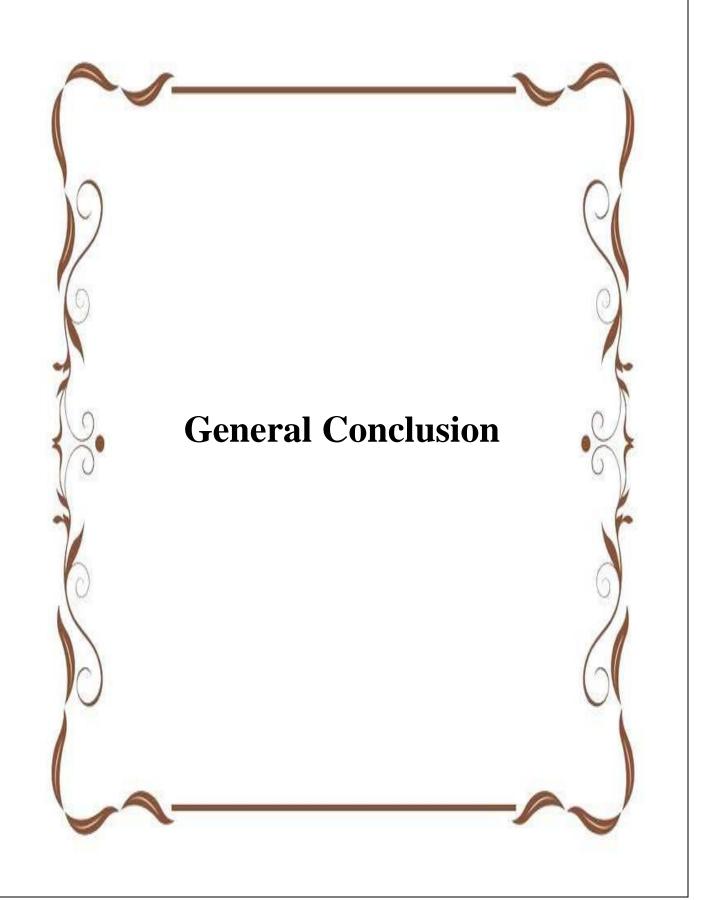
- Implement a system for the efficient procurement and lifecycle management of technological equipment.

- Maintain strong defense in computer networks. Protect the privacy of technology users. o Develop and implement a national scale strategy to 'recruit the top third of the high school graduates going on to college for the next generation of school teachers', National Center on Education and the Economy (2007).

- The students in this study used technology for a variety of non-learning activities; thus, gaining a deep understanding of these activities *"might shed light on how best to determine their educational uses",* Fujimoto (2012:165).
- The students expect teachers to instruct them how to search for and use learning resources on the Internet. This could be explained that the students lacked information literacy search skills, Baldwin & Balatsoukas (2010). Henceforth, there should be information literacy search skills workshops on a regular basis aiming to give students detailed instructions on how to be in search of online resources to maximize their language learning.

4.21. Conclusion

This chapter attempted to propose alternative solutions and useful recommendations and suggestions concerning the integration of some computer related technologies in literature classroom. The findings reported in the previous chapter had shed light on the need for innovation and change in our university literature instruction, a change which is believed to be achieved by an understanding of the nature of today's students and contemporary societies characterized by a ubiquitous technology.

The classroom is the hub of innovative thinking, making it imperative for educators to continually embrace new tools of learning. Technology has brought forth a new meaning to learning in recent times, leaving parents and teachers alike with no doubt about its effectiveness. Young minds today are brimming with the curiosity and

are eager to adopt new ways of learning instead of the old tried-and tested methods more than ever before. Exploring and utilizing technology in the right way, whilst adapting it to the existing trends in the education sector has become the need of the hour. With the recent Internet boom in Algeria as well as advancements in science and technology, educators are disposed to a plethora of possibilities for the betterment of the education as a whole. This symbiosis of learning and technology enables young, curious minds to prosper and explore unknown territories, and often gain several perspectives on the topics at hand. All that needs to be taken care of is finding the perfect mix of digital curriculum and the face-to-face support and instruction systems.

The success of integrating technology in teaching and learning depends strongly upon the engagement of teachers. Having teachers who are competent in using and managing educational technology is important. Teachers are expected to be on the frontline of this educational reform. As such, the groundwork must be laid at student teacher's level. What is required is that universities should go digital in the true sense and that students should get to learn every subject in a digital classroom. Only then we, as teachers, can say that a digital revolution has occurred. Only then we can claim our students to be on par with the rest of the world.

General Conclusion

"If we teach today as we taught yesterday, we rob our children of tomorrow."
John Dewey

General Conclusion

The purpose of this study was to introduce ways to implement computer related technologies as valuable instructional tools in reading literary texts that help improve students' reading and vocabulary enrichment. The long standing controversy about the integration of literature in language teaching seems to have reached a standstill point, at least to a considerable extent. Instead of focusing on the rigid dichotomy of whether literature is to be included or not, it would be more appropriate to seek answer to the question of how literary texts can possibly be included in an effort to create a more meaningful atmosphere to encourage students' involvement. Nowadays; the debate is over its effective use in teaching to enable the students to improve their understanding as well as their reading of literature.

The present thesis is motivated by factors like the inclusion of Literature as a module throughout the English curriculum, the low proficiency level of reading English in general and interpreting literary texts in particular of 1st year-EFL students at Hassiba Ben-Bouali and exploring and utilizing technology in the right way, whilst adapting it to the existing trends in the teaching and learning has become the need of the hour. Despite the fact that they spent at least seven years studying English and are supposed to have gained a linguistic background that makes them fluent users of the English, most of the students are not successful ones.

Human systems are unique because culture plays a significant role. Educational systems, therefore, are value-guided, culturally embedded, and interconnected. When biological and reproductive needs are fulfilled, cultures respond to supra-biological values, i.e., to satisfy individual and social values. It is important to realize that all cultures address such supra-biological values in ways that depend on the specific values of the people within the cultures. A technology-enhanced environment, therefore, can be

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viewed as a system that emerges from the interaction of its components. These components are the critical stakeholders and include students, teachers, and administrators. These stakeholder groups interact with one another and carry out certain tasks that enable the environment to function. For example, students' and teachers' beliefs about technology may affect their adoption of the tools which directly contributes to the establishment of a technology-enhanced environment.

This thesis is the outcome of a growing sense that one of the defining characteristics of our students is that they can access computer related technologies easily. The Internet expands the horizon of every utterance or expressive act held by literature to a potentially planetary level. It enhances understanding of concepts that involve motion or action by using animations and videos and holds the student's attention for longer periods of time, than they would with books and/or paper resources. This makes it impossible to imagine a purely local or marginalized context. Therefore, administrators' understanding of technology-related issues may affect school policies. This, in turn, may influence the integration of technology in educational contexts and reshape the environment. As a result of these factors, the establishment of a successful technology enhanced learning environment entails a solid understanding of each of its components including teachers and learners and in order to cultivate the kind of technology literacy in our students called for by leaders in the field, it must simultaneously be cultivated in our teachers.

Analyses of the participants' responses to the questionnaires employed in this study showed that most students held positive attitudes toward literary texts. It can be concluded that what is significantly related to their attitudes toward literature study is explicitly the preferred learning styles, such as being given opportunities to express their personal opinions, to look for the underlying meaning of the text, and to read about people and experiences different from their own. In other words, the students' attitude toward literature may be influenced not only by their own reading habits but also by the teachers' instructional methods and use of technologies.

As indicated earlier in this thesis, the interest to include literature in foreign language instruction has been revived in current EFL curriculum studies. Research

conducted so far stresses the advantages of literature in language teaching with some precaution, taking into consideration different agents in the process of teaching and learning. It is claimed that literary texts enhance mental skills, analytical and critical thinking, and acculturation. Moreover, they are valuable as they provide us with diverse examples of linguistic features and non-linguistic concepts of the target language. In this thesis, interaction between language and literature is reconsidered with new questions reformulated, like the extent to which ICT tools may push forward literature instruction. This might be a significant issue in reviewing and renewing the views of language teaching at our universities.
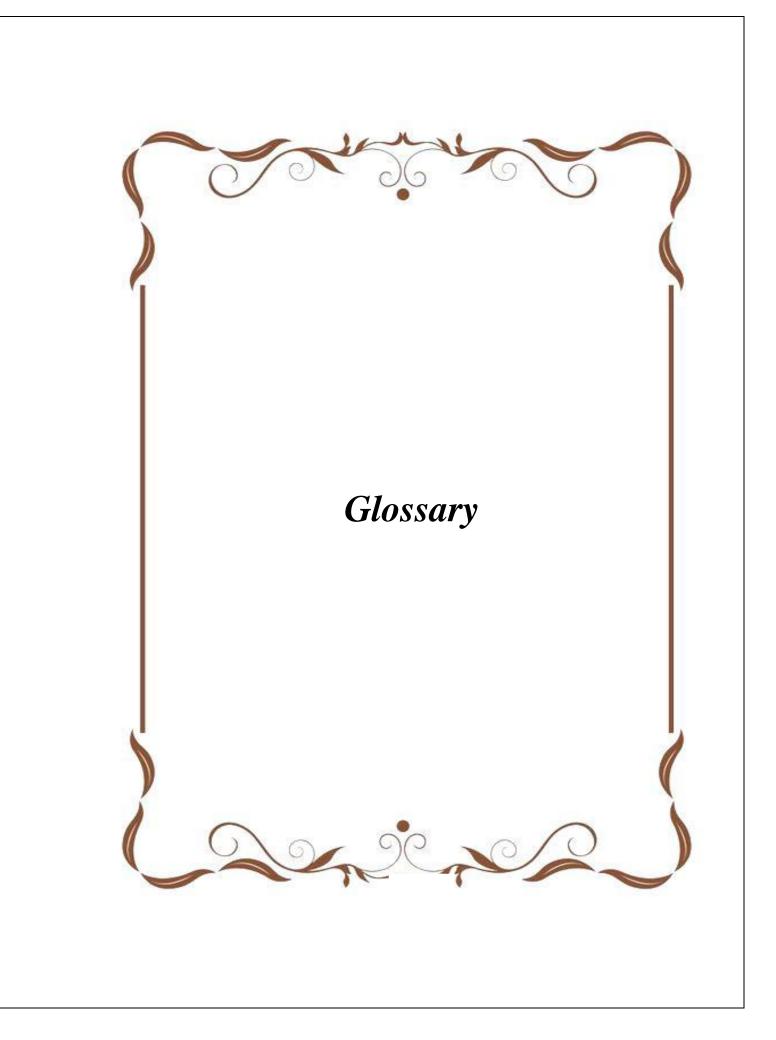
The aim of exploring literature in EFL classes in such contemporary setting is to transform it from abstract narrative to expressive form, which can be amazingly done by students in a technology enabled circumstances. Unfortunately, this is not the case of most students in this case study who like reading but in fact according to their teachers they lack reading in general, and reading literary texts in particular, and if done it is usually very rare. Such an alarming situation pushed us to rethink the existing methods of teaching that govern our classes and of an effective solution that might help our students read, improve their reading skills and develop positive attitudes towards reading literature.

Teachers, also, play a pivotal role in students' education. Not only they do impart knowledge to students but they also help shape students' attitudes towards English learning and more specifically, literature. To do this, teachers' experiences and attitudes towards the use of technological tools in literature classes need to be properly studied and equipped with proper knowledge and skills to successfully accomplish their tasks, in order to reach an end which is; creating a collaborative atmosphere between teachers and students and accommodate their reading habits. Web 2.0 and internet services, as found in this thesis, are a source of entertainment and a way of communicating with others for both students and teachers. Students' awareness and usage of these services were less than expected. Also, most of the students make use of the services for communication purposes, and many use them for fun and enjoying their time besides learning.

As revealed in this study, using a variety of attractive teaching strategies is another way to improve students' attitudes. For students with higher proficiency level, teachers can use activities where students get to practice their creative and critical thinking skills such as writing their own scripts, staging a drama or even creative writing. Teachers can encourage students to be more autonomous by using computers as well as the internet and guiding them in activities like researching information on the author's background or the historical elements of the texts. Using multitasking tasks in groups for large classes enable students to rotate tasks so that they can try a variety of activities and work at their own pace.

Teaching any subject effectively involves more than a mere act of teaching. Instead, it involves the learners; it requires knowing their expectations and needs; it also describes contents and specifies the aims and objectives that are expected to be achieved from any program or module. Unlike lower levels of education, wherein curriculum guidelines and course objectives are strictly determined by the ministry of education, at university level things are quite different. General guidelines are provided for each modular course, and it is up to teachers to collectively or individually design the content of the course and, hence, applying the most adequate teaching methodology. This implies that both material selection and skilled teaching are of paramount importance for a successful and fruitful.

With reference to the findings of this thesis, the challenge of teaching literature is to motivate the students and to make room for individualized teaching within the time frame and the frames of the subject. Admittedly, not much can be done to change students' background such as their families' socio-economic status or the languages spoken at home. However, certain measures can be taken to complement students' background and improve their attitudes towards literature. Teachers feel the pressure to adapt their literature-based teaching to the individual student and their previous experience, understanding and expectations of the language and the subject of literature. The heterogeneity of students, the restricted time frame as well as the texts that are available are the major factors that affect the teachers' planning and instruction of literature. The results of this study showed that the teachers' approaches to the teaching

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of literature are quite similar, but as the curriculum gives teachers of English space to adapt their approach according to their own and the students´ needs and desires, there are great variations in many respects, for example, in texts used as well as methods. Literature is approached through discussions, writing and reading in order to reach the teachers' objectives.

In summation, as the facts change, the approach to literature should be adapted to the students´ and teachers´ need to consider the students´ previous understanding, experience and expectations when planning their literature-based teaching. The value of using literature in order to teach the students about the world around them as well as social and cultural understanding is emphasized by both students and teachers. This investigation is in no way the end of research as it cannot cover all the aspects of literature and technology or all the variables that may have an impact on reading literary texts. It paves the way for further investigations as it is hoped that it brings a bit of additional understanding in the field of computer assisted language learning and teaching. It calls as well for further research such as conducting it over a longer period and with a higher number of participants or other population.

Glossary

Glossary

A paradigm /ˈpær.ə.daɪm/: is simply a belief system (or theory) that guides the way we do things, or more formally establishes a set of practices. This can range from thought patterns to action. Disciplines tend to be governed by particular paradigms, such as:

Accuracy /ˈæk.jə.rə.si/: the degree of freedom from error or the degree of conformity to a standard

Acquisition /ˌæk.wɪˈzɪʃ.ən/: implies some type of subconscious, effortless assimilation of linguistic knowledge and, accordingly, it is more often applied to the child's mastery of a first or native language, as opposed to the adult's mastery of a second language. The term acquisition (as opposed to learning) is also sometimes taken to imply the involvement of innate, species-specific linguistic knowledge in one's mastery of a language, whether it is native or foreign.

Aptitude /ˈæp.tɪ.tʃuːd/: It refers to potential achievement. An aptitude test helps to make prediction about an individual's future achievement. In addition, aptitude for language learning is made of four types of abilities: The ability to identify and memorize new sounds, the ability to understand the function of particular words in sentences, the ability to figure out grammatical rules from language samples, the ability to memorize new words. Snowman, et al. (2012:140). Aptitude, motivation, attitude, and empathy are a few of the many traits which seem to have something to do with the success in learning another language. Some people have a special talent, a knack, or an aptitude for learning a second language. Aptitude involves having verbal intelligence (familiarity with words and the ability to reason analytically about verbal materials).

Arabization /ˌarəbʌɪˈzeɪʃ(ə)n/: signifies the policy of substituting Modern Standard Arabic (MSA) for French in politics, education, and public administration. Many elite also intended for MSA to replace Colloquial Arabic and Berber, the first languages of most Algerians, as the languages of daily communication.

Attitude /ˈæt.ɪ.tʃuːd/: The way that somebody thinks and feels about somebody /something, and behaves towards somebody /something.The term attitude is one the bewildering concept in education psychology to explain and examine many teaching and learning practices. There were many attempts trying to provide comprehensible definition for this concept. By far, Hogg, & Vaughan (2005:150) definition is widely used *"Attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols"*. To illustrate, this assumption views attitude as an abstract state which involve behaviors, emotions and/or cognition components. As a matter of fact, in this study the term attitude is used interchangeable with other similar synonyms like opinion, value, and concept to refer to the same construct. L2 learners' attitudes are said to reflect their beliefs or opinions about the second language and culture, as well as their own culture. It is believed that attitude and motivation are closely related. One influences the other.

Cognitive /ˈkɑːg.nə.tɪv/: From the Latin cogito; *"I think"*. The mental processes of perception, memory, judgment, and reasoning. In the cognitive view of language learning, *"learners are credited with using the their cognitive abilities in a creative way to work out hypotheses about the structure of the FL (foreign language). They construct rules, try them out, and alter them if they prove to be inadequate. Language learning, in this account, proceeds in a series of transitional stages, as learners acquire more knowledge of the L2. At each stage, they are in control of a language system that is equivalent to neither the L1 nor the L2 - an interlanguage"*.Crystal (1987:372).

- **constructivism** (i.e. each individual constructs his/her own reality so there are multiple interpretations. This is sometimes referred to as **interpretivism**).

- **critical theory** (e.g. ideas in relation to an ideology - knowledge is not value free and bias should be articulated).

Cognitive Computing /ˈkɑːɡ.nə.t̬ɪv/ /kəmˈpjuː.tɪŋ/: ubiquitous computing requires new ways of mental getting around, new logics of social navigation, new uses of the computer as appendage to thinking.

Culture /ˈkʌl.tʃər/: the collective mental programming which distinguishes the members of one group of people from another group, Hofstede (1991).

Curation /kjʊəˈreɪ.ʃən/: *"There is a trend evolving…that promises to have a remarkably positive impact on what you read, watch, and share on the web: Curation"*, Rosenbaum (2009:319). Curation may be referred to as a trend in this instance; however it is not actually a new concept. It is becoming a category and interest area that is open for exploration (Odden 2010). Curation is a derivative of the term 'curate' meaning *'to care, to select, to organize and look after'* (Oxford Dictionaries). In the 1660s it was the term used to refer to the officer in charge of taking 'care' of a museum and its works, a gallery and the books in libraries, Kissan (2011). Today it is a term used across many different disciplines; individuals involved in fashion shows can curate, music for the DJ sets at festivals are curated as well as the food that appears on menus in restaurants. It could be said that to *"curate is code for; I have a discerning eye and great taste"*. Williams (2009). In a digital context, the curation of information refers to the grouping of content and is concerned with *"maintaining, preserving and adding value"* (Digital Curation Centre 2010). It is however so much more that than just grouping and preserving. A content curator is the librarian, the editor and the designer with their work can take on many different forms. The content could be a blog, or a Facebook page, it could be information shared on social media

sites and can also include video content on portals such as YouTube, Odden (2010).

Current Reading Habits /ˈkʌr.ənt//ˈriː.dɪŋ//ˈhæb.ɪts/: Reading practices that were measured by self-reported practices employed by readers, which included reading purpose, text choice, and frequency of reading, Stocks et al. (2013).

*Dialogic***:** is a term associated primarily with the works of Mikhail Bakhtin, a literary and linguistic theorist working in the Soviet Union in the 1920s, whose works were not discovered by Western thinkers until the 1960s. Bakhtin was not a Marxist or a post-structuralist, but rather a thinker interested in the social relations inherent in any form of speech or writing. He contrasts the unitary, single-voiced speech of the monologue, where only one person is speaking, with the idea of dialogue, where two or more voices engage with each other from different points of view.

Dictionary /ˈdɪk.ʃən.ər.i/: refers to a book that explains words like spelling, intonation, word category, definition, method, the use of word, etymology and others depending upon precisions of the dictionary. Database – refers to a group of information about a systematically arranged data in a media to be used as reference, normally computerized. Education Technology Glossary (1995:58).

EFL /ˌiː.efˈel/: EFL stands for English as a Foreign Language taught to students whose native language is not English and who live in a country where English has no special status such as Japan, France or Brazil. English taught to students in Tokyo, Japan would be considered EFL. Crystal (1995)

Electronic Dictionary /ˌel.ekˈtrɒn.ɪk//ˈdɪk.ʃən.ər.i/: refers to a dictionary used in electronic background whether in a compact disc or online. The difference between printed and electronic dictionary is that the latter can handle a larger amount of data and operate translation. This efficiency found

in the electronic dictionary has made it more practical and feasible to combine sound, visual and text. Al-Rabi'i et.al. (2001:146).

Empathy /ˈem.pə.θi/: Empathy is defined as the ability to put oneself in someone else's shoes. An empathic L2 learner has the capacity for participation in another's feelings or ideas, to project his or her personality into the personality of another. It is believed that those who are empathic will be favorably predisposed to learning languages in a natural environment. They may more easily emulate a native-like pronunciation since they are purportedly less inhibited than others. Furthermore, *"because of their sensitivity to others, empathic people may be better at picking up nuances of word meaning and their implications in different linguistic contexts."* O'Grady et al. (1993).

ESL /ˌiː.esˈel/: it stands for English as a Second Language taught to students whose native language is not English and who live in a country where English is the first language, or where English holds a special status: for example media communications is in English (a Japanese immigrant learning ESL in the USA is an example), Crystal (1995).

Expansion of Curriculum /ɪkˈspæn ʃən//ɒv/ /kəˈrɪk.jə.ləm/:These teachings were more readily available thanks to another important marker of the 17th century, the printing press, which allowed the expansion of printed materials including textbooks. If knowledge is power, then the printing press helped give power to the people. The printing press of the 17th century was a less expensive type-face that reduced the cost of production. It not only resulted in a variety of printed material but preceded the Civil War in England. This knowledge gave the people power to question their own government and publication laws were relaxed. This new found freedom allowed the printing of more material and resulted in many more textbooks during the late 17th century, the New England Primer being one of them.

Experience-taking /ɪkˈspɪə.ri.əns/ /teɪkɪn/: the ability to step into a fictional role and experience situations the characters experienced, causing the real person to act in a particular way.

Extensive reading /ɪkˈsten.sɪv//ˈriː.dɪŋ/: focuses on the essence of the story, and very little attention is paid to details. The reader guesses the meanings of words and uses a dictionary only to translate key words indispensable for the overall meaning of the text. This sub-skill helps to obtain the feeling of the language. While intensive reading deals with shorter texts, extensive reading is generally associated with reading large amounts of material. Until, however, students read in quantity only, they will not become fluent readers.

Folksonomy /fəʊkˈsɒnəmi/*:* Web 2.0 applications can offer alternative solutions for organization on-line content. Tags can be added to all images, videos and text, which relate to the underlying content. With 'clouds', for example, searching back into the content is made easy as the font size symbolizes the number of units in a given category. This kind of collaborative method of annotating and categorizing online content - often created spontaneously - is called a folksonomy, so called as it combines an analogy of the word taxonomy with the phenomena of *"social tagging"*.

Foreigner Talk /ˈfɒr.ə.nər/ /tɔːk/: *"When speaking to L2 learners, native speakers may choose simple word order and more common vocabulary items. They formulate explanations or questions carefully and attempt to produce well-formed utterances by avoiding false starts, slips of the tongue, unfinished sentences, and hesitations. They modify vocabulary by employing frequently used words, and avoiding idiomatic expressions such as He flew off the handle in favor of He got angry. Vocabulary that might be unfamiliar is often paraphrased, such as hold on very tightly for the verb cling".* O'Grady, et al. (1993:265).

Genre /ˈʒɑ̃ː.rə/or /ˈʒɒn.rə/: in literature is a type of written work defined by style, content and form like prose, poetry and drama and each of them is also divided into subgenres.

Information Technology (IT): It generally refers to *"the use of computers as an aid to creating and maintaining data, i.e. information. IT is related to all aspects of managing and processing information, especially with a large organization."* Cheltenham courseware LTD (2005: 7)

Intensive reading /ɪnˈten.sɪv/ /ˈriː.dɪŋ/: is a slow reading of a text aimed to explain every unknown word, grammar structure and style. It also very often involves translation of the read passage. As the main emphasis is on features of the text, rather than on its semantic context, the reader's interest in the story may be reduced. The main goal of intensive reading, however, is complete and detailed understanding of the text, thus it is made use of when the reader encounters a more difficult foreign language text. Though intensive reading requires a lot of patience and attention, it helps strengthen the reader's knowledge.

Interactive Computing /ˌɪn.təˈræk.tɪv/ /kəmˈpjuː.tɪŋ/: ubiquitous computing is interactive. Person connects with machine; machine answers on the basis of its programmed functions. The machine is 'smart' to the extent programmer supplied abstract variables.

Intuitive Computing /ɪnˈtʃuː.ɪ.tɪv/ /kəmˈpjuː.tɪŋ/: as a matter of habit, ubiquitous computing becomes a deeply intuitive part of human life experience. Adults have managed to learn their way into the world of ubiquitous computing, or at least those on the 'have' side of the digital divide. They become fluent second-language speakers of the languages of ubiquitous computing.

"Knowledge is Power" /ˈnɒl.ɪdʒ/z /paʊər/: The movement that taught *"knowledge is power"* is Empiricism. Wikipedia describes empiricism as a

theory of knowledge emphasizing the role of experience. This experience comes from experiments and observations using the senses. This is definitely a change from past education when strict memorization and structure were the basis for teaching. Empiricism allowed a child to play an active role in their own learning and learn from their experiences using their senses. John Locke was an advocate for empiricism and wrote An Essay Concerning Human Understanding, where he explained his views on human learning. Locke wrote that we are born with a blank mind and therefore must gain all knowledge and the only way to gain this knowledge is through experiences. Locke claimed that *"There is nothing in the mind that was not first in the senses",* and this belief that experiences taught children knowledge lead to education by nature and the real world. Locke also introduced the idea that one must first learn the simple ideas and then combine them to gain the more complex ideas; to gain these simple ideas as children in the form of reading, writing, and math gradually and cumulatively.

Knowledge /ˈnɒl.ɪdʒ/: The sum of what is known; a body of truths, principles, and information. Specific information required for the student to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.

Learning /ˈlɜː.nɪŋ/: A relatively permanent change in behavioral potentiality, that can be measured, that occurs as a result of reinforced practice; gaining knowledge, skills, or developing behavior through study, instruction, or experience.

Literary Fiction /ˈlɪt.ər.ər.i/ /ˈfɪk.ʃən/: Fiction that is considered to have more literary merit. It has deeper, complex meaning with moral and philosophical dilemmas.

Literary Text /ˈlɪt.ər.ər.i//tekst/: according to Duff, & Maley (1990), literature is a written body of work which was written for pleasure. It is also an authentic material and its meaning will vary from reader to reader.

Microsoft Access /ˈmaɪ.krəʊ.sɒft/ /ˈæk.ses/: refers to related data management system used to manage the information system, from simple address book to complex inventory management system, Rashid and Ismail (2002:19).

Mnemonic /nɪˈmɒn.ɪk/: something such as a very short poem or a special word used to help a person remember something

Monologue or monologia /ˈmɒn.əl.ɒg/: is associated with the idea of a centralized power system, a single voice speaking the only truth that can exist, without challenge or interplay. Dialogic speech, on the other hand, always involves a multiplicity of speakers and a variety of perspectives; truth becomes something negotiated and debated, rather than something pronounced from on high. Monologic speech seems to come from God or nowhere; it is dissociated from the speaker who originates it, and from the social relations in which that speaker is embedded. Dialogic speech acknowledges sets of social relations between and among speakers, and is thus more descriptive of historical and cultural realities. Bakhtin uses the concept of dialogism in discussing the distinction between novels and poetry as literary forms. In poetry, Bakhtin argues, words are used monologically, as if they have no connection to social or historical relations; a word has meaning only in reference to language itself. In prose fiction, by contrast, words are used dialogically, as having both etymological meaning and social meaning.

Motivation /ˌməʊ.tɪˈveɪ.ʃən/: In L2 acquisition motivation is described as the need or desire the learner feels to learn the second language. Integrative motivation is defined as a desire to achieve proficiency in a new language in order to participate in the life of the community that speaks the language. Instrumental motivation is defined as the desire to achieve proficiency in a new language for utilitarian reasons, such as getting a job or a promotion. It reflects the practical value and advantages of learning a new language.

Multitasking /ˌmʌl.tiˈtɑːs.kɪŋ/: is the ability to perform multiple tasks at one time.

Pansophism /ˈpan(t)səˌfizəm/The dictionary defines a pansophist as *"one possessing or pretending to possess all knowledge".* The same dictionary also states that Pansophism had been an ancient religion that *"worships everything that lives".*

Participatory Computing /pɑːˌtɪ.sɪˈpeɪ.tər.i//kəmˈpjuː.tɪŋ/: ubiquitous computing spawns ubiquitous media, which spawns participatory culture. Here are a few the signs of our times: the centrally designed voice of experts, the print encyclopedia, is supplanted by the tens of thousands of unnamed authors, anyone can post a video to YouTube. Unlike the old media, they are cheap, accessible and easy enough for anyone to do.

- **positivism** (e.g. experimental testing),
- **post positivism** (i.e. a view that we need context and that context free experimental design is insufficient)

Rote learning/rəʊt/ /ˈlɜː.nɪŋ/: is a memorization technique based on repetition. The idea is that one will be able to quickly recall the meaning of the material the more one repeats it. Some of the alternatives to rote learning include meaningful learning, associative learning, and active learning.

Sampling Error /ˈsɑːmplɪŋ/ /ˈer.ər/*:* in testing and research, the difference between the data obtained on a specific sample selected for a test or an experimental study and the data that would have been obtained if the entire population had been tested or studied.

Situated Computing /ˈsɪtʃ.u.eɪ.tɪd/ /kəmˈpjuː.tɪŋ/: ubiquitous computing situates information processing, communications, recording and playback devices everywhere in human lives.

Spatial Computing /ˈspeɪ.ʃəl/ /kəmˈpjuː.tɪŋ/**:** ubiquitous computing creates new senses of space.

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Stereotypes /ˈster.i.ə.taɪps/**:** are usually defined as relatively fixed and oversimplified generalizations about groups or classes of people. In practice, they generally focus on negative, unfavorable characteristics, although some authorities include in their conceptions of stereotypes positive social overgeneralizations as well. The term derives from the Greek *stereos,* meaning solid, and *tupos*, meaning image or impression, from *tuptein*, to strike. A stereotype was originally a solid printing mould or plate which, once cast, was difficult to change, but the word was adapted for its present usage by Walter Lippmann in his classic book, Public Opinion (1922). Lippmann was the first to articulate the *'cognitive miser'* theory, according to which stereotypes serve an important function as cognitive simplifications that are useful for the economical management of a reality that would otherwise overwhelm us with its complexity. The phenomenon of stereotyping has become a standard topic in sociology and social psychology.

Strategy /ˈstræt.ə.dʒi/**:** This word is given many definitions and functions with regard to different scholars' views in their educational researches. Some scholars referred to it as skill, Warr & Allan (1998), technique, Blakey and Spence (1990). In this study the term is used broadly to refer to any method helps to reach effective reading in literature. According to Merriam- Webster Dictionary, a strategy is *"a careful plan or method for achieving a particular goal usually over a long period of time"* or *"the skill of making or carrying out plans to achieve a goal"*. Many L2 learners employ similar strategies: they over-generalize, they transfer certain aspects of their native language, and they simplify various L2 structures as they subconsciously test their hypotheses about the second language. L2 learners often need a silent period (a period of aural exposure to the language) so that incoming information may be processed and stored in memory.

Taxonomy /tækˈsɒn.ə.mi/: Is a hierarchic classification system. We use them everywhere in our lives, for example the Windows operating system stores
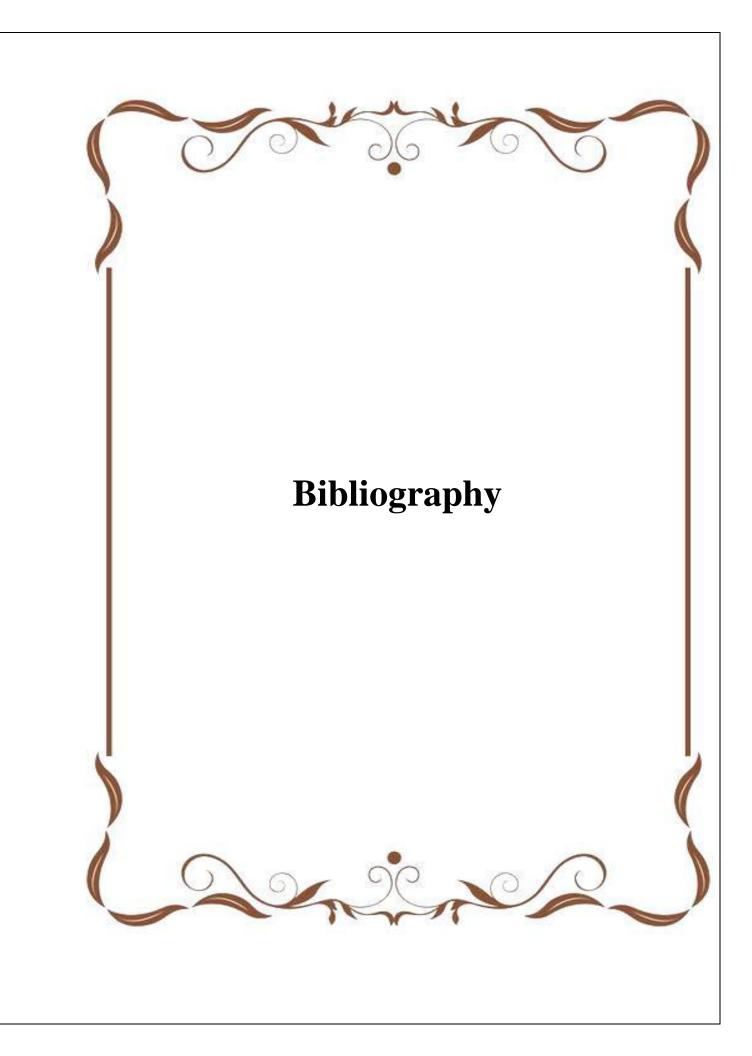
documents in a hierarchic classification system. The aim of this type of organization, i.e. of establishing clear storage structures, is to be able to find things as quickly as possible when needed. This applies to many aspects of everyday activity, whether it is merchandise stored on warehouse shelves, or documents, images and other data stored digitally on hard disks. Web 2.0 developments have brought changes, not only in respect of Internet applications, but also in the methods of organizing common storage systems too. The goal is the same: to be able to find important information as easily and as quickly as possible.

Tech savvy /tek/ /ˈsæv.i/**:** refers to the proficient ability to navigate and use typical computer programs for a given task or project. This ability is continually compromised every few years because software companies needlessly rearrange the layout and menu structure of newversions touting them as "new and improved", forcing users to continually relearn new operating systems and applications.

Temporal Computing /ˈtem.pər.əl//kəmˈpjuː.tɪŋ/**:** ubiquitous computing also creates new senses of time. Ubiquitous computing brings together the 'now' and the 'whenever'. Now can be made sooner or later. Observing other people's timetables is increasingly replaced by calendaring for oneself.

The abbreviation viz /vɪz/**:** short for the Latin *videlicet*, is used as a synonym for "namely", "that is to say", "to wit", or "as follows". It is typically used to introduce examples or further details to illustrate a point.

*The browser***:** /ˈbraʊ.zər/ is a programme that enables a computer to locate, download, and display documents containing text, sound, video, graphics, animation, and photographs located on computer networks. The act of viewing and moving about between documents on computer networks is called browsing (Microsoft Encarta Encyclopaedia 2009). Duggleby (2001. 24) also defines it as, *"The software that you use to view web pages and it is installed on the computer you use to access the web. It is like the window*

that you look through". The most widely used browsers by far are the Netscape Navigator, Microsoft Internet Explorer and Google Chrome.

The emic approach /ˈiːmɪk/: it investigates *"how local people think"* (Kottak, 2006): *"How they perceive and categorize the world, their rules for behavior, what has meaning for them, and how they imagine and explain things".*

The etic approach /ˈɛtɪk/**:** or scientist-oriented shifts the focus from local observations, categories, explanations, and interpretations to those of the anthropologist. The etic approach realizes that members of a culture often are too involved in what they are doing to interpret their cultures impartially. When using the etic approach, the ethnographer emphasizes what he or she considers important. Although emics and etics are sometimes regarded as inherently in conflict and one can be preferred to the exclusion of the other, the complementarity of emic and etic approaches to anthropological research has been widely recognized, especially in the areas of interest concerning the characteristics of human nature as well as the form and function of human social systems.

...Emic knowledge and interpretations are those existing within a culture, that are 'determined by local custom, meaning, and belief' (Ager and Loughry, 2004: n.p.) and best described by a 'native' of the culture. Etic knowledge refers to generalizations about human behavior that are considered universally true, and commonly links cultural practices to factors of interest to the researcher, such as economic or ecological conditions, that cultural insiders may not consider very relevant (Morris et al., 1999:14).

The Internet /ˈɪntənɛt/:   it consists of global interconnected networks and the web is just a small part of the Internet as a whole. It also includes FTP (File Transfer Protocol), e-mail and newsgroups, besides all the hardware and software (Cheltenham courseware LTD 1995- 2005). Moreover, Duggleby (2001: 19) defines it as *"The biggest library that has ever existed and also one that you can pop into with a few mouse clicks or keyboard strokes. It is a library that you can reach from your workplace, from your home, from the place where you study and possibly from your local library".*

The Philosophy of Composition /fɪˈlɒsəfi (ə)vkɒmpəˈzɪʃ(ə)n/: In 1846, Poe wrote an essay entitled 'The Philosophy of Composition" which was published in an edition of Graham's Magazine. He emphasized on the length of the all literary works either reading or writing them toward one objective which is the *"unity effect"* in the mind of the reader.

Unlearn: /ʌnˈlɜːn/ : to make an effort to forget your usual way of doing something so that you can learn a new and sometimes better way.

World Wide Web /wəːld wʌɪd wɛb/ /**:** Microsoft Encarta encyclopedia (2009) defines WWW as, *"a library of resources available to computer users through the global Internet […] users generally navigate through information in the WWW with the aid of a programme known as www browser. The browser presents text, image, sound, or other information objects on the user's computer screen in the form of a page, which is obtained from www server".*

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"Without books the development of civilization would have been impossible. They are the engines of change, windows on the world, 'Lighthouses' as the poet said 'erected in the sea of time.' They are companions, teachers, magicians, bankers of the treasures of the mind, Books are humanity in print". Arthur Schopenhauer

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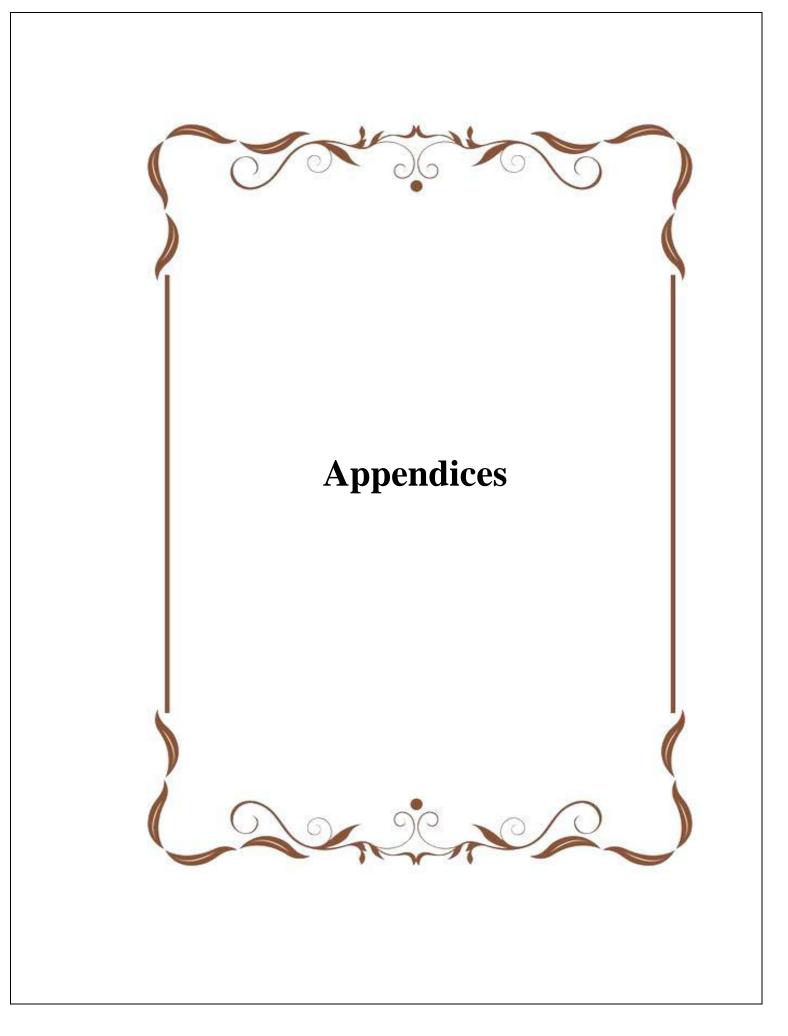
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Appendices

Appendix 01

Students' questionnaire

Part one: Personal Information about the Learner

- Please, respond or put a cross (X) in the appropriate box for you:

5- Gender: ☐ Male   ❑ Female 6- Age…..
7- English was my ………………………choice in BAC exam.
8- Do you use a computer at home? ☐ Yes   ❑ No
9- Do you have access to the Internet at home? ☐ Yes   ❑ No
10- How many hours per day do you use the computer and the Internet: …………….hours
11- Do you like reading? ☐ Yes   ❑ No   ❑ Somehow
12- Do you like reading literature? ☐ Yes   ❑ No   ❑ Somehow
13- Which technology you think of when you find the word "technology": ………………………………………………………………………………………………

Part two: Attitudes towards literature

1- According to you, what is the role of literature learning? You can choose more than one answer.

☐ It increases my proficiency in the English language.
☐ It makes me aware of other cultures.
☐ It motivates me to know more.
☐ It provides fun.
☐ It is difficult because literary texts are not easy to understand.
☐ Literature reading is boring and waste of time.
☐ It is unimportant because it does nothing to my future career.
☐ I do not like English literature because it is different from our culture, habits, and religion.

2- I prefer this genre of literature:

☐ Short stories.   ❑ Drama.
☐ Novels.   ❑ Poetry.
☐ Theater.   ❑ Novellas

3- I like Reading literature:

☐ In groups.
☐ Individually.

4- The selection of the literary text depends on:

☐ The teacher
☐ The students.

5- For you, studying different genres of literature help improve this skill:

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    ☐ Reading   ❏ writing.

    ☐ Listening   ❏ speaking.

6- I can read and access to different literary books easily:

    ☐ On the computer and Internet.

    ☐ On printed books in libraries.

7- I prefer that studying literature is not obligatory:

    ❏ Yes   ❏ No

8- I enjoy looking for the meaning of new words in literary texts:

    ❏ Yes   ❏ No

Part three: Attitudes towards ICT and its effectiveness in literature class.

a- Please, put a cross (X) in the suitable column:

Items	Yes	No
1- I enjoy doing things on computer and it motivates me to work harder		
2- I feel comfortable with the idea of ICT as a tool in learning.		
3- I feel comfortable with the idea of ICT as a tool in reading literary texts.		
4- Using ICT tools in Literature lessons pushes me to concentrate.		
5- Using ICT in studying literature stresses me and makes me tired.		
6- I like reading books online more than printed books.		
7- ICT helps me understand concepts in more effective ways.		
8- I prefer the traditional way of learning (pens, papers and books) to using computers.		
9- Using the computer makes me learn and do my assignments easier and more convenient besides access to updated learning material.		
10- Using the computer in learning English helps me communicate with my teacher and classmates easily.		
11- If I do not understand my teacher, I search myself.		

b- Please, put a cross (X) in the suitable column

Items	Disagree	No idea	Agree
1- While using the computer, I can improve my reading skills.			
2- The use of ICT helps me improve my writing skills.			
3- The use of ICT helps me improve my speaking skills.			
4- The use of ICT helps me improve my listening skills.			
5- The use of ICT helps me improve my grammar competence.			
6- The use of ICT enables me to acquire vocabulary better.			
7- The use of ICT increases my creativity critical and thinking.			
8- Reading literary texts can be enjoyable with ICT applications.			
9- I need my teachers to show me how to search for and use online learning resources.			
10- I would like to study literature without ICT.			
11- I don't want English teachers to use ICT applications in teaching.			

c- What do you like best interacting with your PC? You can mark more than one box.

- ☐ Social media (facebook, twitter,…etc)
- ☐ writing e-mails
- ☐ playing games
- ☐ surfing the Internet
- ☐ listening to music
- ☐ watching videos
- ☐ Writing texts, learning (e.g. online courses, using dictionaries...etc)
- ☐ Experimenting with various software and applications.
- ☐ Doing research for university (looking for information, using search engines like GOOGLE…)

Appendix 2

Teacher's questionnaire

Dear teacher,

You have been chosen as respondent in a survey which is undertaken as part of an educational research. Your co-operation in filling this questionnaire will ensure success of the study. Please feel free to give your views on the items by answering all the questions. The information provided is purely confidential and to be used for academic purpose only.

Part one: General information

14- Gender: ☐ Male ☐ Female
15- Teaching experience:……………years
16- Do you use computer related technologies at home for the preparation for lessons?   ☐ Yes ☐ No ☐ Sometimes
17- Do you use computer in class?   ☐ Yes ☐ No ☐ Sometimes   - If not/or sometimes, please mention some reasons…………………………………………………   ………………………………………………………………………………………………………   ………………………………………………………………………………………………………   ………………
18- Which technology you think of when you find the word "technology":   ………………………………………………………………………………………………………   ……..
19- Your specialty is:………………

Part two: Attitudes towards technology in literature class and its effectiveness:

- Please, put a cross(X) in the suitable column for you:

Items	Disagree	No idea	Agree
1- Technology in class gives flexibility to literature teaching and makes lessons relevant and enjoyable.			
2- I depend a lot on technology in preparing lessons.			
3- Emails secure a good connection between teacher and students.			
4- Computers can enhance the presentation of my work to students.			
5- ICT tools save time and effort in creating my Literature lessons.			
6- ICT tools will change the way I teach the Literature components.			
7- Technology constitutes a more relaxed and stress-free teaching atmosphere.			
8- Technology helps me become a better teacher (you are already a good one).			
9- Technology in class is as valuable as traditional language teaching.			
10- Computer- assisted language teaching is a valuable extension of classical teaching methods.			
11- Technology helps students understand literary concepts in			

more effective ways.			
12- I feel inhibited if I'm to use technology in my classes because I know that my students are more skillful than I am			
13- I do not use technology in my classes and I will not use it in near future.			
14- Technology makes students' reading of literature uncontrollable. (e.g. they consult summaries and don't read books)			
15- In our situation, ICT tools are not advantageous to good teaching because they create technical problems.			
16- I hesitate to use a computer for fear of making mistakes I can't correct.			
17- Teacher's proficiency of using computers in language teaching largely defines his attitude to computer use.			
18- I may advise students to use audio books in reading literature			

Part three: aims and methods:
   a- According to you, the main goal of literature teaching is:(you can choose more than one)
   1- ☐cultural literacy
   2- ☐vocabulary enrichment
   3- ☐social awareness
   4- ☐personal development
Others:……………………………………………………………………………………………………
……
   b- How often did these students' activities occur in your literature classes?

Items	Never	Incidentally	Regularly
1- Answering teacher's questions.			
2- Peer discussion about a literary text.			
3- Asking questions and generating discussion			
4- Independent, individual work.			
5- Collaborative work in pairs or in small groups.			

Part four: The value of reading and Literature Circles (LC).
   c- Please, put a cross(X) in the suitable column for you:

Items	Yes	No
1- Literature is a good teaching resource.		
2- I encourage my students to read literary texts by themselves in their free time.		
3- I encourage my students to relate the themes of texts to their own personal experiences.		
4- I pre teach all the new words of the literary text I use.		
5- I encourage literature circles (organized and informal)		
6- I encourage the students to enjoy the stories as a whole and do not focus on details.		

Part five: The Challenges and barriers in using ICT tools in class in Literature Lessons:
   a- Please, put a cross(X) in the suitable column for you:

Items	Yes	No
1- Not enough computers and/or ICT tools		
2- Technology makes its users so lazy.		

3- Outdated/incompatible computers and/or other ICT tools		
4- Large classes		
5- Unreliable computers and/or software		
6- Internet is either not easily accessible or unavailable		
7- Insufficient time to integrate ICT during a class period.		
8- Lack of training of teachers		

b-

4- Do you think your students like literature?

……
……
………………………

5- What do you think the challenges of using literary texts in EFL-classrooms are?

……
……
……
……………………………

6- Which type of texts you make use of in your classes?

……
……
………………………

7- Why? (What criteria you follow in your selection)

……
……
……
……………………………

Appendix 3

Reading habits questionnaire

Gender:

❑ **Male** ❑ **Female**

Part one: future habits of reading

Items	Disagree	No idea	Agree
1- In the future, I think it will be more common to read on an e-book device than in a paper book			
2- I think reading on a paper book will never be replaced by any other device.			

Part two: reading experience: Tick (   ) one or more statements:

Items	E-books	Paper Books	No difference
a- Physical reactions			
1- Most comfortable for my eyes			
2- Easily carried			
3- Most comfortable in turning over the pages			
b- Emotional reactions			
4- Felt most natural to read from			
5- Felt more personal to read from			
6- Made it more fun to read			
7- Most relaxing			
8- Most tiresome to read from			
9- Most boring to read from			
c- Intellectual reading qualities, speed and concentration			
10- Made me want to read more			
11- Made me reflect more upon the text			
12- Easiest to understand what happened in the story			
13- More attentive while reading			
14- Easiest to immerse into the story			
15- Made me reflect more after reading			
16- Easiest to remember what was read			
17- Disturbed me while reading			
18- Highest reading speed			

Appendix 4

100 Essential Web 2.0 Tools for Teachers

There are new web 2.0 tools appearing every day. Although some of these tools were not originally meant for use in the classroom, they can be extremely effective learning tools for today's technology geared students and their venturesome teachers. Many of these teachers are searching for the latest products and technologies to help them find easier and efficient ways to create productive learning in their students. More and more teachers are using blogs, podcasts and wikis, as another approach to teaching. We have created a list of 100 tools we think will encourage interactivity and engagement, motivate and empower your students, and create differentiation in their learning process.

1. **WordPress.org**   A free and open source software that makes personal publishing as easy as word processing. Make your life and your students' life easier by keeping a classroom or subject blog.
2. **Flickr** A nice tool to get a stream of images on any topic. Make content available to your students only.
3. **Yapa Capa!** A free blackboard for teachers and students. Teachers can create assignments and tests, which are scored and analyzed and share other teachers' tests as well.
4. **Quizlet** More than just flashcards and very easy to use. Get students started on good study habits.
5. **Tizmos** It's a place to put thumbnails of sites. Very useful to construct if you want students to go to certain places only. It can also cut down on random searches.
6. **Joomia** A podcast sit eby Kyle Mawer & Graham Stanley on using digital games in teaching & language learning.
7. **Today's Meet** Encourage the students to use the live stream in the classroom to make comments, ask questions, and use that feedback to make presentations and lets teachers sharpen their points and address student needs.
8. **Simple Solver** Very easy to use tool for collaborative projects, brainstorming and problem solving. Students will enjoy this for group discussions.
9. **One True Media** A blast for doing presentations. Use your photos you can download directly from Flickr and you can even use sound too.
10. **Edisco** Another collaborative flashcard tool. This one gives you learning statistics.
11. **Xtra Normal** For creating text to speech animated movies. A useful tool for social development.

12. **Cmap Tools** Build interactive, collaborative mind maps with texts, video, and weblinks. Used by many high school teachers and college professors advanced for advanced project work and EAP writing.
13. **Photo Peach** Have students create themes stories and leave comments for each other. Used by teachers for some time now.
14. **WordSift** Used for vocabulary and English, you and your students can analyze text and get information about the vocabulary in it.
15. **Overstream** A free tool that allows you to add subtitles to online videos. Gives teachers the URL and the embed code.
16. **Phasr** You can visually illustrate a sentence with this tool. Students type a sentence and then look for a Flickr image to go with each word.
17. **Shidonni** A virtual world for young children. They can create imaginary worlds and animals, play games and interact with each other.
18. **Sliderocket** Create a stunning-looking PowerPoint-style multimedia presentation which can then be viewed and shared online. A great way to introduce topics in the classroom.
19. **eyePlorer** Use this toold to develop digital literacy. Used by a number of teachers from preschool to high school seniors.
20. **The Speech Accent Archive** This tool can be used for any linguistics project. You wil see sets of speech samples from all around the world.

Engagement

Students using these tools will engage in gaining knowledge of the subjects they are studying instead of being passive listeners.

21. **Go!Animate** Takes story telling using online cartoon strip makers a little bit further by allowing students to spark life into characters and create short animations. A super tool to foster creativity and engage students.
22. **English Café** Many teachers recommend this for adult ESOL learners. A fun site for facilitators to explore and contribute too.
23. **Animoto** Teachers and their students can upload pictures and sounds and create professional looking videos which can then be downloaded and shared online. Promote enthusiasm to less exciting tasks such as extended writing and practicing oral pronunciation.
24. **Box.ne**t You can easily share files using this tool. It is very easy for students to use as well.
25. **Google Video** Allows users to search, upload, and share videos online for free. There is even an educational category providing hour long videos.
26. **Penzu** Keep an online journal using this site. This can be useful for both students and teachers.
27. **Kinder Site Projects** A great resource for Kindergarten teachers. Find educational games, songs & stories made especially for kindergarteners.
28. **Smilebox** Especially good for class blogs, this tool has some nice templates. Classmates can share photos or save them for their own projects.

29. **MakeBeliefsComix** Encourage writing, reading, and storytelling. With this tool, students can create online comics.
30. **SimplyBox** Research can help students learn more about the subjects they're studying. Teachers can help them to think "outside the box" with this tool.
31. **Hot Potato** An easy tool that's free to educators. Build your own crosswords, matching exercises, short answer multiple-choice, and jumbled sentences. Makes homework prep a breeze.
32. **Tweet Scan** More and more teachers have been experimenting with this tool in real time agreement to support vocabulary development.
33. **Shwup** With way cool effects, students can build video slideshows with their photos. They can be embedded into a blog or downloaded as a MP4 video.
34. **Diigo Education** Any annotations you make on a web page can be saved and sent to students or colleagues. This tool is popular among teachers because it offers the ability to create accounts for a whole class and it protects the student's privacy.
35. **Jamendo** A good way to add some music to a class blog. It can also be helpful to introduce music while working with lyrics in the classroom.
36. **Bookr** Students and teachers can create their own photo book using this fun tool. Search for images, add text, and get it published.
37. **Chalksite** A system built for teachers, students, and parents providing teachers with an easy to use central point where they can communicate with students and parents, post assignments and grades, send messages, and manage a website for their courses.
38. **Wizlite** Allows you to highlight text just like on real paper. Find a page on the Internet and share it with students or classmates.
39. **Eyespot** Neat site where users can actually create video mixes online and share them with others. You can add up to 100 clips or photos to a movie as well as add transition and video effects.
40. **Tag Galaxy** A nice way to search through Flikr images. Just type in your tag and watch as numerous images appear.

Motivation

These tools will highly motivate students to participate in assignments.

41. **Voki** Allows students to create wacky avatars then record themselves speaking. Some teachers have found it to be a fantastic way to assess speaking in the target language.
42. **Glogster** Students can create multimedia online posters or "glogs" which then can be shared on the Internet. This tool can be used to assess both writing and speaking.
43. **Delicious** Social bookmarking site where users can save bookmarks and organize them with tags. Add friends to your account and keep track of bookmarks left by each friend.
44. **Tokbox** A fun way to get students talking via video-mail You can also use it for creating class presentations and you can even talk live.

45. **Mayomi** A free flash-based mind mapping tool that lets you amp out ideas, projects, research topics, or anything else that can be dug into. Great for students when it comes to writing essays.
46. **Mashface** Upload a photo of a famous individual, then uses a webcam to add your voice and lips to that person. This could be perfect for getting into the mind of a famous person being studied in history or other subjects.
47. **Advanced Survey** Teachers can create customized subject survey introduction and conclusion pages. Post to your blog and even put the logo on every page.
48. **Mind 42** A free mind map maker with an emphasis on the collaboration. Google instant messenger is built in and if you are a Wikipedia fan there is also an option to attach an article.
49. **Slidestory** This tool allows you to record a narration with your slide show. Post on the web for students or classmates to see.
50. **Comiclife** A very intuitive comic creator with a free trial and a modest purchase price. It's a lot of fun and great for those reluctant writers.
51. **Ted.com** A series of talks by a variety of striking people. The goal is to bring people from the worlds of technology, entertainment, and design together.
52. **Writeboard** A place to create shareable, web-based text documents. Write solo or collaborate with others.
53. **Vimeo** This video-hosting site has a clean interface, includes HD video uploads, and videos can be kept private. A respectful atmosphere lets you & your students' creativity thrive.
54. **Yugma** A free web collaboration device that lets you instantly connect to students and colleagues all over the Internet. A way to communicate and share content and ideas using any type of application or software.
55. (sic)
56. **Ning.com** This site allows you to create your own social network, consider using this as a private social network with your students.
57. **Podcasting Tools** A well-done overview about the process of making a podcast. Learn from the beginning to the end and everything in between.
58. **CAST UDL Book Builder** This wonderful and free online tool allows you to create your own interactive "books" to help young readers learn reading strategies to build comprehension. Enter your own text, images and hints.
59. **VoiceThread** Online presentation site that lets you attach audio and video. Other users can leave audio and video comments.
60. **Citebite** Useful for reading comprehension, reading a specific portion of text, or even for highlighting a literary device within a text or poem. Students will no longer waste time, announcing, "I can't find it!" or return to school saying they couldn't do the homework.
61. **Wikispaces** Create a public, online wiki for free. This is great for group assignments and class collaborations.
62. **Twitter** We are all pretty familiar with Twitter. Teachers and trying this out more and more with their students to instantly post and receive short messages.

63. **Bloglines** A good aggregator tool for skimming the titles of blog posts from many different blogs.
64. **Wordia** Get video word definitions from here or upload them on your own. Find out how everyday people use the English language.
65. **ToonDoo** A web application that allows students to create their own comic strips. Highly motivational, it allows students to express themselves in a more creative way.
66. **JayCut** This is not just a video-hosting site. You can actually edit your uploaded video and store it online.
67. **Issuu** Lets you upload office or pdf documents and turn them into a collage type album with pages that turn. Students will love this for their special assignments.
68. **Apture** Makes learning and finding information easier since it is in linear form. Your information's deeper meaning occurs with richer context in a shorter time frame. This relevant content remains within your classroom site.
69. **NetVibes** Fairly simple web based aggregator that allows you to collect all of your RSS feed on a single web page. Bring together your favorite media sources with online sources.
70. **Class Blogmeister** This blog site was set up specifically for educators and students. There are a number of privacy controls that are already built-in.
71. **Wetpaint** Another popular wiki-creation site. Students are held accountable by being able to see who changed what, and automatically reverse any changes.
72. **ArtRage 2** You and your students can paint with thinned oils, use wet or dry markers, soften the pencil and control the hardness of the crayon, and much more.
73. **bubble.us** This easy and free online tool allows you to brainstorm ideas, save your mind map as an image, share with students, and create colorful mind map organizations.
74. **Adobe Connect Now** Have a three-person or site conference with this online conferencing system. You can share files, use a whiteboard, and create audio and video.
75. **Asterpix** Create an interactive video through the use of hyperlinking. Add more information to your video for students to access when they play it back.
76. **80 Million Tiny Images** Visual dictionary of Google images that presents a visualization of mouns in the English language. You can also label the images.
77. **Carbonmade: Your Online Portfolio** One fabulous way for art or photography students to cerate a free online portfolio to share work in your class, share with other students, or even submit as an online collection for competitions or college admissions.
78. **Zoho Creator** A way to make an online database application that can be used for surveys, inventoris, date collection and much more.
79. **Calendar Hub** Teach organizational skills to your students by using these calendars in class. They will enjoy being able to take responsibility for their own time management by creating their own calendar.

80. **EtherPad** It's easy to use and no password is needed. A shared notepad that lets you store your revisions and synchronize with others.

Differentiation

These tools allow students to use different learning styles. Students who are visual learners can read information; auditory learners can listen to information on podcasts.

81. **Gabcast** Use this application for podcast creation and hosting sites. You or your students can even use your cell phone to record the podcast.
82. **Dabbleboard** Make whiteboard drawings and graphic organizers in an online space you can share with others. Since more than one computer can work on the whiteboard at a time, students in multiple locations can add to the board at the same time.
83. **Anki** This is what is called a spaced repetition system (SRS). It can help students remember things by intelligently scheduling flashcards. This helps when trying to learn a lot of information at one time.
84. **edublogs**   A free blog-hosting site for educators and students of all ages.
85. **GoogleEarth** Satellite imagery, maps, terrain and 3d buildings put the world's geographic information at your fingertips. Students can see the world from a different point of view which makes learning interesting.
86. **Fleck** Put sticky notes and annotations onto existing pages and share them with others. You can tell students exactly what you want them to do on a page and point out instances.
87. **Kwout** Capture part of a webpage and embed it onto any other site, while keeping links in the image active. Students will love this for individual assignments.
88. **Fliggo** Create your own free video site. Allow only the class or students you wish. Have complete control of the privace of your site for the use of you and your students.
89. **FURL** A web page storage site that gives teachers an opportunity to save personal favorite sites in an online archive. You can also search, via tags, the archives of others.
90. **Blogger** Said to be one of the best online blog creation sites for classrooms. User friendly and privacy features are now available.
91. **Wordle** Turns any given text into a word cloud, then picks out the most common words and gives them prominence by increasing their size. Behind this simple concept lies many possibilities for use in the classroom.
92. **Apple's Podcasting in Education** K-12 teachers wanting to know how podcasting will enhance the learning environment should first take a look at this site. The main page gives a quick and easy overview of podcasting in the classroom, and provides the steps for podcasting.

93. **Befuddlr** Add some fun to your pictures my making them into puzzles using this free site. This easy-to-use, free site offers choices of Flickr picture groups to choose from.
94. **Many Eyes** A take on the power of human visual intelligence to find patterns. Use this tool to create great discussions and debates in your classroom.
95. **Big Universe** Now, your students can create their own picture books with just a few clicks. Or if you want, you can read countless other books written by students. They also offer publishing of students' writing.
96. **Funnelbrain** Create flashcards for studying in a variety of courses from basic to advanced. Take flashcards once step further by using collaboration, and also choose the next cards based upon correct or incorrect answers.
97. **DarkCopy** A text editor for free writing. This is for those teachers and students who enjoy the simplicity of a typewriter, and want to increase productivity by focusing only on writing.
98. **WiZiQ** Virtual classroom application that is fully equipped with 2-way audio, text chat, whiteboard, PowerPoint and PDF document sharing capabilities.
99. **Bootcas**t A user owned and generated video base that you control. Create and manage your own video site with your own chosen name and customized access and features.
100. **Gliffy** Research shows that graphic organizers promote strong thinking skills and comprehension for all age groups. Assign groups to create study guides using this collaborative tool.

If you want to see what many teachers and students will be doing in the next couple of years, we suggest you try some of the above tools. It's clear that Web 2.0 has some real educational value that teachers enjoy implementing in their classrooms.

Appendix 5
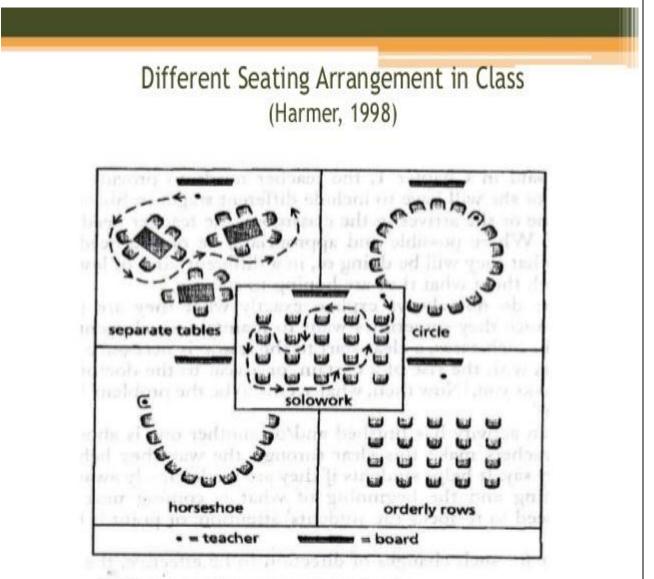
Oldest manuscript of Comenius

(https://commons.wikimedia.org/wiki/File:Oldest_manuscript_of_Comenius.jpg)

Classroom management and learning style

(https://www.slideshare.net/desinwijaya/classroom-management-n-learning-style)

Different Seating Arrangement in Class
(Harmer, 1998)

Different seating arrangments in class

Appendix 7

Johan-Amus Comenius (https://ipfs.io/ipfs)

Appendix 8

Official ministerial text

REPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

Arrêté n°713 du 03 novembre 2011
fixant la composition et le fonctionnement de la commission du tutorat

Le Ministre de l'Enseignement Supérieur et de la Recherche Scientifique,

- Vu la loi n° 99 - 05 du 18 Dhou - El - Hidja 1419 correspondant au 04 avril 1999, modifiée et complétée, portant loi d'orientation sur l'enseignement supérieur ;
- Vu le décret présidentiel n°10-149 du 14 joumada Ethania 1431 correspondant au 28 mai 2010 portant nomination des membres du gouvernement ;
- Vu le décret exécutif n° 94 – 260 du 19 Rabia – El – Aouel 1415 correspondant au 27 Août 1994, fixant les attributions du ministre de l'enseignement supérieur et de la recherche scientifique ;
- Vu le décret exécutif n° 03 - 279 du 24 Joumada El Thania 1424 correspondant au 23 Août 2003, modifié et complété, fixant les missions et les règles particulières d'organisation et de fonctionnement de l'université ;
- Vu le décret exécutif n° 05 - 299 du 11 Rajab 1426 correspondant au 16 Août 2005, fixant les missions et les règles particulières d'organisation et de fonctionnement du centre universitaire ;
- Vu le décret exécutif n° 08 - 265 du 17 Châabane 1429 correspondant au 19 août 2008 portant régime des études en vue de l'obtention du diplôme de licence, du diplôme de master et du diplôme de doctorat ;
- Vu le décret exécutif n° 09 - 03 du 06 Moharem 1430 correspondant au 03 janvier 2009 précisant la mission de tutorat et les modalités de sa mise en œuvre.
- Vu l'arrêté n° 711 du 03 novembre 2011 fixant les règles d'organisation et de gestion pédagogiques communes aux études conduisant aux diplômes de licence et de master.
- Vu l'arrêté n° 712 du 03 novembre 2011 portant modalités d'évaluation, de progression et d'orientation dans les cycles d'études conduisant aux diplômes de licence et de master ;

A R R E T E

Article 1er : Le présent arrêté a pour objet de fixer la composition et le fonctionnement de la commission de tutorat.

Art. 2 : La commission de tutorat, ci-après désignée par la «commission», est composée :
- du chef d'établissement,
- du vice recteur chargé de la pédagogie ou du directeur des études chargé de la pédagogie,
- des responsables de domaine,
- d'enseignants chercheurs dont la désignation est laissée à l'appréciation du chef d'établissement.
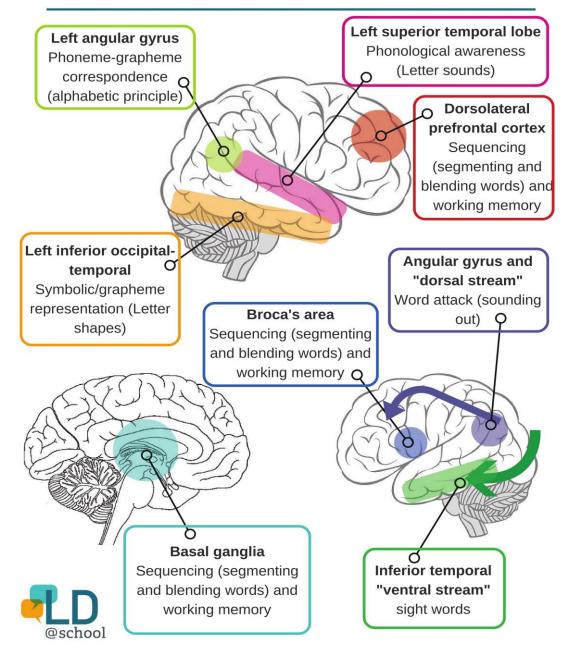
599

Appendix 9

Brain –Areas-Reading skill

(https://www.ldatschool.ca)

· TEACHING THE BRAIN TO READ ·

BRAIN AREAS AND READING SKILLS

Left angular gyrus
Phoneme-grapheme correspondence (alphabetic principle)

Left superior temporal lobe
Phonological awareness (Letter sounds)

Dorsolateral prefrontal cortex
Sequencing (segmenting and blending words) and working memory

Left inferior occipital-temporal
Symbolic/grapheme representation (Letter shapes)

Angular gyrus and "dorsal stream"
Word attack (sounding out)

Broca's area
Sequencing (segmenting and blending words) and working memory

Basal ganglia
Sequencing (segmenting and blending words) and working memory

Inferior temporal "ventral stream"
sight words

LD @school

Appendix 10

21st Century Skills for Students and Teachers
(www.ksbe.edu/spi)

Appendix B. Best Practices and Outcomes

Best Practice	Obstacles	Support Systems	Outcomes
Supporting collaborative inquiry	• Lack of commitment by from teachers and administrators • Need for teacher training	Curriculum and Instruction Professional Development Learning Environments Standards and Assessments Dedicated Funding	Learning and Innovation Skills: Learning to Create Together • Learning to Learn and Innovate • Critical Thinking and Problem Solving • Communication and Collaboration • Creativity and Innovation
Enabling student creativity; teaching to student creativity	• Lack of commitment by from teachers and administrators • Need for teacher training • Need for instructional time		
Teaching problem solving by (1) providing reflection time; (2) promoting listening; (3) letting students teach one another digital skills; (4) using interactive white boards; (5) building emotional literacy; (6) teaching mindfulness; and (7) telling stories.	• Classroom time • Need for teacher training • Cost of new technologies		Career and Life Skills: Work-Ready, Prepared for Life • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Interaction • Productivity and Account ability • Leadership and Responsibility
Supporting project-based learning	• Need for curricular development • Need for teacher training • Need to develop new modes of assessment		Info-Savvy, Media-Fluent, Tech-Tuned • Information Literacy • Media Literacy • ICT Literacy
Integrating technology into the classroom; development of digital literacy skills	• Need for and cost of teacher professional development • Cost of technology		
Designing new learning environments	• Cost • Commitment of state educational agencies		
Supporting the acquisition of foreign language skills through immersion. Developing an understanding of the culture the target language comes from—and some ease interacting in that culture.	• Difficult to fund and encourage immersion. • In classroom technologies such as digital technologies—like Skype, wikis, and asynchronous online conversation tools—allow students to connect with native speakers in other countries		New Learning Environments Cross-cultural understanding

Appendix 11

Literature Circle Role Sheets

(**www.ipadlitcircles.com/uploads/1/0/6/.../lit_circles.role_sheets.pd**)

Literature Circle Role Sheet

Summarizer

Name _____ **Circle** _____
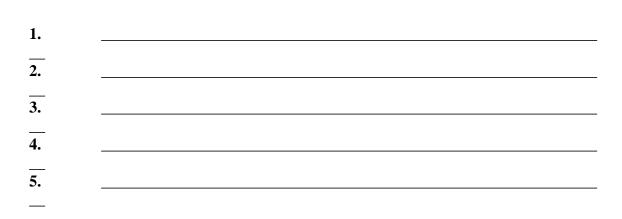
Meeting Date _____ **Reading Assignment**
_____

Book
_____

Summarizer: Your job is to prepare a brief summary of today's reading. Your group discussion will start with your 1-2 minute statement that covers the key points, main highlights, and general idea of today's reading assignment.

Summary:

_____
____
_____
____
_____
____
_____
____
_____
____
_____
____
_____
____
_____
____

Key Points:

1. _____
___
2. _____
___
3. _____
___
4. _____
___
5. _____
___

Connections: Did today's reading remind you of anything? Explain.

_____
___
_____
___
_____
___

Literature Circle Role Sheet

Questioner/Discussion Director

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Questioner/Discussion Director: Your job is to develop a list of questions that your group might want to discuss about this part of the book. Don't worry about the small details; your task is to help people talk over the big ideas in the reading and share their reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read. You can list them below during or after your reading. You may also use some of the general questions below to develop topics to your group.

Possible discussion questions or topics for today:

1.   _____

2.   _____

3.   _____

4.   _____

5.   _____

Tips: Consider

- A discussion of a work's characters: are they realistic, symbolic, historically-based?
- What motivates the characters or leads them to make the choices they do?
- An in-depth discussion of the work's events
- A discussion of any confusing passage or event
- The historical context and/or events that occurred in a particular work
- Commentary on the social, political, or economic context in which a work was written –- how does the context influence the work?
- An analysis of a specific image, passage, phrase, etc.
- An analysis of a recurring image, phrase, event, etc.

Topics to be carried over to next discussion: _____

Literature Circle Roles

Connector

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Connector: Your job is to find connections between the book and you, and between the book and the wider world. Consider the list below when you make your connections.

- Your own past experiences
- Happenings at school or in the community
- Stories in the news
- Similar events at other times and places
- Other people or problems that you are reminded of
- Between this book and other writings on the same topic or by the same author

Some connections I made between this reading and my own experiences, the wider world, and other texts or authors:

Literature Circle Roles

Illustrator

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Illustrator: Good readers make pictures in their minds as they read. This is a chance to share some of your own images and visions. Draw some kind of picture related to the reading you have just done. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. Any kind of drawing or graphic is okay – you can even label things with words if that helps. *Make your drawing(s) on any remaining space on this side and on the other side of this sheet. If you use a separate sheet of paper, be sure to staple it to this role sheet.*

Presentation Plan: Whenever it fits in the conversation, show your drawing to your group. You don't have to explain it immediately. You can let people speculate what your picture means, so they can connect your drawing to their own ideas about the reading. After everyone has had a say, you can always have the last word: *tell them what your picture means, refer to the parts in the text that you used, and/or convey what it represents to you.*

Literature Circle Roles

Travel Tracer

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Travel Tracer: When you are reading a book in which characters move around often and the scene changes frequently, it is important for everyone in your group to know *where* things are happening and how the setting may have changed. That's your job: carefully track where the action takes place during today's reading. Describe each setting in detail, either in words or with an action map or diagram. While you may use this sheet, you may find that you need to use an additional sheet. If that is the case, be sure to staple any additional sheets to this role sheet. *Also, always give the page locations where the scene is described.*

Describe or sketch the setting

Where today's action *begins*:   Page where it is described _____

Where *key events* happen: Page where it is described _____

Where today's events *end*:   Page where it is described _____

Literature Circle Roles

Vocabulary Enricher/Word Wizard

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Vocabulary Enricher/Word Wizard: The words a writer chooses are an important ingredient of the author's craft. Your job is to be on the lookout for a few words that have special meaning in today's reading selection.

•   Jot down **puzzling or unfamiliar words** while you are reading. Later, look up the definitions in either a dictionary or some other source.
•   You may also run across **words that stand out** somehow in the reading – **words that are repeated a lot, used in an unusual way, or are crucial to the meaning of the text.** Mark these special words, too, and be ready to share your ideas on their usage to the group.

Note: When discussing vocabulary, you should always refer back to the text in order to examine the word in context.

Word	Pg. # & Paragraph	Definition	Reason/Plan for Discussion

Literature Circle Roles

Literary Luminary

Name _____ **Circle** _____

Meeting Date _____ **Reading Assignment** _____

Book _____

Literary Luminary: Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to some especially interesting, powerful, funny, puzzling, or important sections of the reading and think about them more carefully. Also look for literary devices and make connections to the six elements of fiction. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one and consider some plans for how they should be shared. You can read passages aloud yourself, ask someone else to read them, or have people read them silently and then discuss. *Remember, the purpose is to suggest material for discussion.*

Page # and Paragraph	Reason for Picking	Plan for Discussion

Literature Circle Roles

Researcher

Name _____ **Circle**
_____

Meeting Date _____ **Reading Assignment**
_____

Book
_____
—

Researcher: Your job is to dig up some background information on any relevant topic related to your book. This might include

- The geography, weather, culture, or history of the book's setting
- Pertinent information about the author and other related works
- Information about the time period portrayed in the book
- Information on any topics or events represented in the book
- Information on any topics or events that may have influenced the author
- Pictures, objects, or materials that illustrate elements of the book
- The history and derivation of words or names used in the book
- Information about any character that is based on a historical person

This is *not* a formal research report. The idea is to find some information or material that helps your group understand the book better. Investigate something that really interests you – something that struck you as puzzling or curious while you were reading.

Ways of gathering information:

- The introduction, preface, or "about the author" section of the book
- Library books and magazines
- On-line computer search or encyclopedia
- Interviews with people who know the topic
- Other novels, nonfiction, or textbooks you've read

Appendix 12

The Developmental Model of Reader-Response Approach, Thomson (1987):

Level 1: Literal understanding Students give summaries of the events of the story. Understanding of the story is at a very superficial level. Students are merely narrating the information in the text.

Level 2: Empathy Students are involved in the story. They identify some aspects of the story with their own lives. They also have imaginative sympathy with one of the characters in the story, and this sympathy can range from reacting with the character to imagining how the character feels.

Level 3: Analogy From the readings, students make connections between the characters and their lives, and from this, they learn about their own lives.
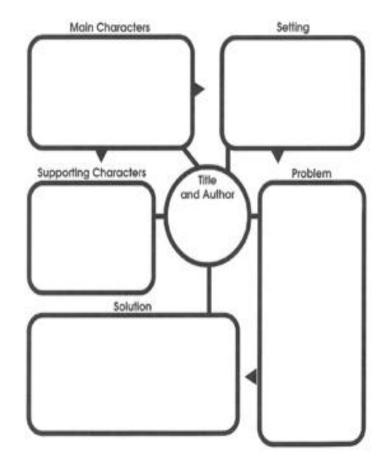
Level 4: Interpretation Students reflect on the significance of events and behaviours in the text. Their reflections lead to generalizations and evaluations of the characters and theme of the story.

Level 5: Evaluation of fiction Students view text as a construct. They question the author"s values against their own values; they differentiate between fiction and reality; they are able to discuss and evaluate forms of narration and social and cultural values of the implied author.

Level 6: Recognition Students make a conscious effort to consider their relationship with the text; they gain implications of constructedness (aspects of level 5) for their own self-understanding. They become more aware of their reading process and how they arrive at the meaning of a text. They are also able to evaluate their relationship with the implied reader.

Appendix 13

A Sample of story map

(http://www.readingrockets.org)

Main Characters

Setting

Supporting Characters

Title and Author

Problem

Solution

Appendix 14

An official text taken from the faculty of languages

RÉPUBLIQUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTERE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA RECHERCHE SCIENTIFIQUE

ARRETE N° 497 DU 30 2016

PORTANT CREATION DES DEPARTEMENTS COMPOSANT LA FACULTE DES LANGUES ETRANGERES - UNIVERSITE DE CHLEF -.

Le Ministre de l'Enseignement Supérieur et de la Recherche Scientifique,

- Vu le décret présidentiel n°15-125 du 25 Rajab 1436 correspondant au 14 mai 2015, modifié, portant nomination des membres du gouvernement,

- Vu le décret exécutif n° 01-209 du 2 Joumada El oula 1422 correspondant au 23 juillet 2001, modifié et complété, portant création de l'université de Chlef,

- Vu le décret exécutif n°03-279 du 24 Joumada Ethania 1424 correspondant au 23 août 2003, modifié et complété, fixant les missions et les règles particulières d'organisation et de fonctionnement de l'université, notamment son article 34,

- Vu le décret exécutif n°13-77 du 18 Rabie El Aouel 1434 correspondant au 30 janvier 2013 fixant les attributions du ministre de l'enseignement supérieur et de la recherche scientifique,

- Vu l'arrêté n°407 du 9 juin 2011, portant création des départements composant la faculté des lettres et des langues - université de Chlef -,

ARRETE

<u>Article 1er</u> : En application des dispositions de l'article 34 du décret exécutif n°03-279 du 24 Joumada Ethania 1424 correspondant au 23 août 2003, modifié et complété, susvisé, le présent arrêté a pour objet de créer les départements composant la faculté des langues étrangères – université de Chlef -.

<u>Art.2</u> : Il est crée au sein de la faculté des langues étrangères – université de Chlef - les départements suivants :

- Département de langue française,
- Département de langue anglaise.

596

Art.3 : L'arrêté n°407 du 9 juin 2011, susvisé est abrogé.

Art.4: Messieurs le Directeur général des enseignements et de la formation supérieure et le recteur de l'université de Chlef sont chargés, chacun en ce qui le concerne, de l'exécution du présent arrêté qui sera publié au bulletin officiel de l'enseignement supérieur et de la recherche scientifique.

Fait à Alger, le

**Le ministre de l'enseignement supérieur
et de la recherche scientifique**

General Statistics about the University of Chlef

Source :University of Chlef

مؤشرات إحصائية للجامعة خلال الموسم 2017-2018

1-توزيع الطلبة في التدرج.

المجموع	فيما بعد التدرج	في التدرج	الكلية / المعهد
5018	**45**	**4973**	**كلية العلوم الانسانية والاجتماعية**
4938	**194**	**4744**	**كلية العلوم الاقتصادية التجارية وعلوم التسيير**
4621	**44**	**4577**	**كلية علوم الطبيعة والحياة**
3336	148	3188	كلية الآداب والفنون
3283	133	3150	كلية التكنولوجيا
3082	27	3055	كلية الحقوق والعلوم السياسية
2421	81	2340	كلية العلوم الدقيقة والإعلام الآلي
2418	26	2392	كلية اللغات الأجنبية
1541	118	1423	كلية الهندسة المدنية والمعمارية
1100	42	1058	معهد التربية البدنية والرياضية
31758	**858**	**30900**	**المجموع بالجامعة**

2- التأطير البيداغوجي الإداري
عدد الاساتذة

المجموع	أستاذ معيد	أستاذ مساعد		أستاذ محاضر		استاذ	الرتبة
		قسم -ب-	قسم -أ-	قسم -ب-	قسم -أ-		
1168	2	169	492	242	198	65	العدد

عدد الموظفون
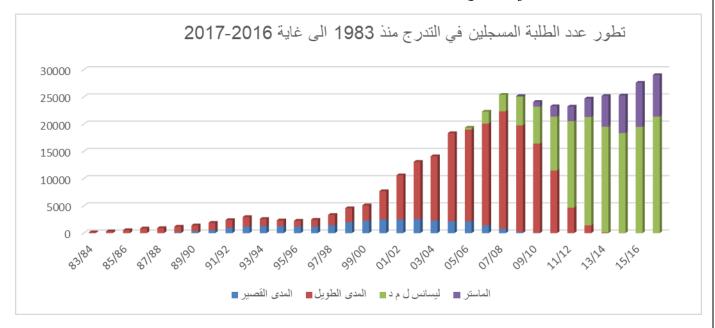
المجموع	المتعاقدون	التنفيذ	التحكم	التطبيق	التأطير	الصنف
1181	**446**	**63**	**31**	**264**	**377**	**العدد**

3- الهياكل البيداغوجية
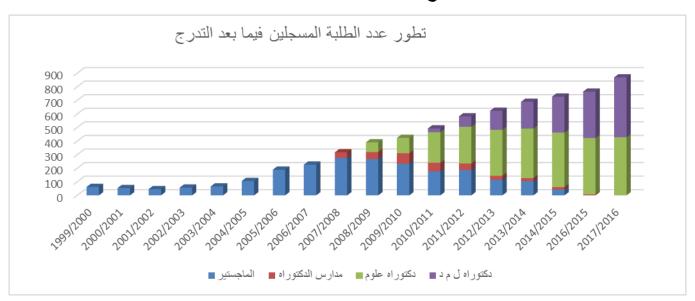
قدرة الاستيعاب	الـعدد	نوع الهياكل
12222	45	المدرجات
2360	29	قاعات الدروس
12550	361	قاعات الأعمال الموجهة
2315	109	الورشات والمخابر
375	16	قاعات الرسم
140	6	مخابر اللغات
801	43	قاعات الإعلام الآلي والإنترنت
30763	**609**	**المجموع 01**
2820	14	مكتبات وقاعات مطالعة
1500	2	مكتبة مركزية
1200	1	مدرج السمعي البصري
5520	**17**	**المجموع 02**
36283	**626**	**المجموع 01+02**
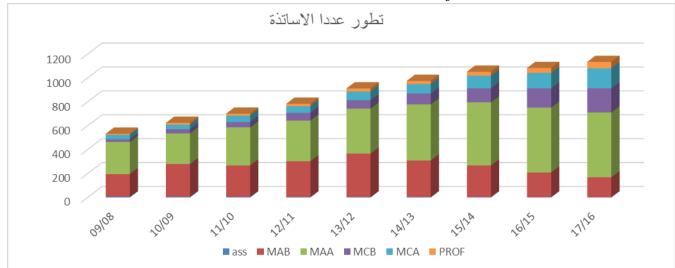
تطور المؤشرات الإحصائية للجامعة

1- الطلبة في التدرج

تطور عدد الطلبة المسجلين في التدرج منذ 1983 الى غاية 2016-2017

1-الطلبة فيما بعد التدرج

تطور عدد الطلبة المسجلين فيما بعد التدرج

دكتوراه ل م د ■   دكتوراه علوم ■   مدارس الدكتوراه ■   الماجستير ■

1- التاطير البيداغوجي

تطور عددا الاساتذة

ass ■   MAB ■   MAA ■   MCB ■   MCA ■   PROF ■

1- التأطير الإداري

تطور المستخدمين الاداريين ، التقنيين و اعوان المصالح من سنة 1982 إلى غاية 2016

الدائمون ■   المتعاقدون ■
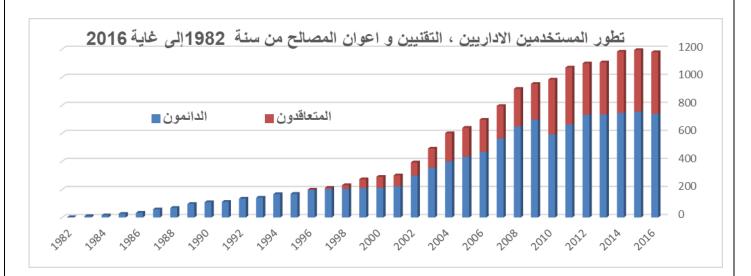
An Example of Using Social Media in Teaching Literature
Taken from : https://community.macmillan.com/docs/DOC-2606-teaching-literature-with-digital-technology

Shaking the Magic 8 Ball: Social Media for Readers and Writers

Course:
Instructor:
Date:

Part 1: Choose a contemporary literary author you like and follow that author on a social media site.

In Part I of this assignment, you will begin to research, participate in, and evaluate a social media site and your author's presence there. You'll also start to draft an essay — presenting your experience, recommendations, and analysis — that will become part of a final portfolio and presentation.

Social media can be used as a powerful marketing platform for promoting literary authors. In fact, publishers now use social media to help inform their decision-making processes (PBS Mediashift). The rise of social media sites has created individual writing, publishing, and reading platforms for individuals to share information, publish work, and connect with other writers. Each network has a unique audience, social norms, and niches that attract users to join and interact.

Authors, poets, and other writers look for ways to engage their audiences and distribute their writing (in all its forms) to interested parties. For example, *Poets & Writers'* public relations representative Lauren Cerand writes, "You can use Twitter to promote yourself and your writing, to engage your readers, or to stay current on the publishing and literary scenes" (79). Knowing the social media landscape is necessary if authors are to effectively convey their work and themselves. How one approaches, joins, and interacts with others online should be based on the rhetorical strategies of audience, purpose, cultural context, genre, and style, and for authors, delivering relevant content to readers is key.

Imagine you are working at a publishing company and your boss says: "We need to expand our social media efforts." She asks you to research a particular social media site and evaluate how literary authors present themselves (or are presented) there. Might that site be appropriate for promoting the authors your company publishes? Why or why not?

For this project, your task is to select a published literary author, follow that author on a social media site, participate at site, and write about it. Your finished product will be a portfolio that will include 8 to 10 pages of pol- ished prose in which you document, reflect on, and describe the social media site, the opportunities it may create, the ways in which your author presents

himself/herself rhetorically, and your own evaluation of your experience posting content and interacting with others at the site. Your portfolio will also include screenshots or other artifacts that support your recommendation; ultimately you will translate your portfolio into a PowerPoint presentation to share with your class.

This project will give you a hands-on, real-world experience in which you ana- lyze how a real author uses a real social media site for networking and promo- tion. As a participant and researcher, you will also develop your own rhetorical writing skills.

In order of preference, select your top 5 social media sites and authors of choice and submit them to your instructor. *No student may do the same author on the same network.* I will approve your choices and assign your author and network. Once approved, you will join and interact with others at the site

by posting video, audio, photos, content, links, ideas, and whatever else is relevant to your network. You will follow what your author does, noting how he/she uses the site. Meanwhile, you will begin drafting and workshopping your essay in peer groups during class.

Part 2: in an 8- to 10-page essay, analyze your author's chosen social media site, your author's presence on that site, and your experience as a participant at the site.

In Part 2 of this assignment, ask yourself: What rhetorical concepts are at work at the site? How does your author use these concepts? How do you use them? How engaging is your experience?

In your 8- to 10-page essay, you will include information on three key areas (see below), paying particular attention to and incorporating the rhetorical concepts of purpose, audience, genre and style, and cultural context. Use these questions to guide your writing, citing your observations and descriptions in appropriate stylistic conventions (e.g., MLA, APA, etc.).

1. **Analyze the social media site that your author uses.**

    Purpose. What are the basic functions of the site? What is the purpose of the site? What is it attempting to do or accomplish (invite, teach, inform, persuade, entertain, encourage reflection or introspection, scare, urge action, woo)?[1]

    Audience. What is the estimated total number of users? How many are active? Passive? Who are some of the literary authors using the site? How do they use it, generally? Specifically? How do these authors iden- tify themselves at the site? Gather any demographic and psychographic information that you can. Who is the audience for the site? Generally?

[1] Rhetorical questions and portfolio rubric adapted from *The 2006 Writing Teachers' Sourcebook*, edited by Dana Kinzy.

ASSiGnMEnT SHEET (*continued*)

Specifically? What do the participants on the site assume about their audi- ence and how do you know?

Genre and Style. What genres of writing does the site feature? What types of media are native to the site — text, video, audio, photo? What isn't on this site? What types of analytics or marketing tools are available on this site? What composing style does the site use? What is its design? What niche does the site fill? What activities show this? When listening to or reading conversations on the site, ask yourself, what is the style of this communication? What persona, manner, spirit, or tone does the social media site project and use to attract an audience?

Cultural Context. What is the cultural context of the site? Why was the site constructed? What do you know or what can you learn about this site by examining the context in which it occurs — physically, historically, socially, geographically? One way to understand a site's cultural context is by comparing the site to other social media sites. On what other sites might similar information be found? Why? On what sites would it be very unlikely or never be found? Why?

2. **Analyze your author's use of the social media site.**

    Purpose. What do you believe is the author's purpose for using the site? What does she/he attempt to do or accomplish (invite, teach, inform, per- suade, entertain, encourage reflection or introspection, scare, urge action, woo)? What do you think your author's main goals are in using the site? What topics or ideas seem to be the author's main concern? How does your author's approach compare with and/or connect to other authors you've read?

    Audience. What is your author's point of view? What does the author assume about his or her audience and how do you know? How does this audience influence the

rhetoric (style of writing, etc.) that the author uses? What is the relationship between author and audience on this site? Where do you see these influences in the descriptions and observations you've collected? Where and how does the writer of the text establish authority in relation to the audience? What kinds of groups/functions do authors have on this site?

Genre and Style. What writing genres does your author seem to prefer or embrace on the site? What types of media does the author use (text, video, audio, photo)? What doesn't your author use on this site? What types

of analytics or marketing tools has the author chosen to include on this site? What style does the author write in? What niche does the author's social media activity seem to fill? What activities show this? When reading the author's posts, notice the style of communication she/he uses. What persona, manner, spirit, or tone does the author project in order to draw

in an audience and other participants? Do you see any recurring themes or discontinuities in your author's point of view?

Cultural Context. What do you know or what can you learn about this author by examining the cultural context in which she/he is using this social media — physically, historically, socially, geographically? Why is the author using this social network rather than another? Where else does the author post content on the Internet (e.g., personal Web site, blog, other social networking sites)? Is the content the same? Different? Why?

3. **Reflect on and analyze your participation as a writer and reader at the site.**

Rhetorical Analysis. Based on your analysis and experience with this social network for this assignment, describe what suggestions you have for participants, including authors and publishers, who might just be getting started on this network. What groups did you join, follow, or participate in? What was your role as a user? Would you have done anything differ- ently? How can this network integrate with other media (e.g., e-books, books, journals, other networks, e-mail)? Describe your sense of your own use in terms of audience, purpose, cultural context, and genre and style.

Emotional Reaction, intellectual Reaction, and Response as a Writer/ Participant.

Emotional: How did engaging on this site make you feel? Were there posts that made you feel left out — either because the vocabulary was difficult or the ideas were new or the authors/users were assuming knowl- edge about events, ideas, or theories that were unfamiliar to you? Does your engagement at the site remind you of other experiences? What do you already know that can contribute to your understanding of this site? How are the ideas in this site or the style of writing different from what you already know or have experienced online on other networks?

Intellectual: What ideas came to mind as you engaged at the site? What questions does this raise about you, other humans, life, the state of the world, the relationship between participant readers and writers, social media, and technology, and so on?

Writer/Participant: What did you notice about the way posts were written, the choices your author, you, and other users made in terms of details, organization, voice, point of view, argument? What appeals to you about the style of the site and the posts? What does not?

Reflection. What do you feel has been most and least effective in your experience on the site? What is your assessment of the responses you've received to your posts? What would you have done differently? What do you understand better about yourself as a writer and a user of social media? What have you learned about your literary author and your own writing through this assignment? What writing issues would you like t

o **ASSiGnMEnT SHEET** (*continued*)

continue examining or learning about in the remainder of the semester? What roles have you played on the site and in your peer workshopping group for this assignment? What is your assessment of your overall par- ticipation in this assignment, in your peer group, and

in the class so far? What areas do you plan to improve on for the remainder of the semester?

Part 3. Finalize your essay, organize your appendix of screenshots, assemble your portfolio, and create and give a presentation.

In Part 3 of this assignment you will:

1. Draft, workshop, and revise your essay. Make sure that in your essay you draw on five (5) sources and include an annotated MLA bibliography.

2. Create and share with the class a 5- to 7-minute PowerPoint presentation.

PROJECT CHECKLIST:

All in-class/prewriting and brainstorming (untyped)
Draft 1 of 4 with author's note, Track Changes off, 3–4 pages,
2 annotated sources for MLA bibliography
Workshop comments and edits from peers
In-class revision work of draft 2 of 4, Track Changes on with author's editing notes in comment bubbles, 5–6 pages, 4 annotated sources for MLA bibliography
Workshop comments and edits from peers Peer
response letter
Draft 3 of 4, Track Changes on with author's editing notes in comment bubbles,
7–8 pages, 5 annotated sources for MLA bibliography
Workshop comments and edits from peers In-class
revision work
Appendices beyond the final essay
Screenshot of your profile with relevant information
5 relevant posts you made
3 additional examples of your interactions with others Screenshot of
your case study author's profile
5 examples of relevant posts the author made
5 additional examples of the author's interactions with others Other charts,
graphs, or other visuals that support your findings

Inclass

revision work of draft 2 of 4, Track Changes on with author's

editing notes in comment bubbles, 5–6 pages, 4 annotated sources

for

MLA bibliography

Workshop comments and edits from peers

Peer response letter

Draft 3 of 4, Track Changes on with author's editing notes in

comment

bubbles, 7–8 pages, 5 annotated sources for MLA bibliography

Workshop comments and edits from peers

Inclass

revision work

Appendices beyond the final essay

Screenshot of your profile with relevant information

5 relevant posts you made

3 additional examples of your interactions with others

Screenshot of your case study author's profile

5 examples of relevant posts the author made

5 additional examples of the author's interactions with others

Other charts, graphs, or other visuals that support your findings

Appendix 17

Steps for Contextual Guessing. Source : http://www.immigratemanitoba.com

Step	Procedures
1	Determine the word's grammatical category.
2	Examining the clause or sentence where the word occurs, identify the word's functions relative to other constituents. For instance, if the word is a verb, what is its subject? Does it co-occur with any object noun phrases? If the item is an adjective, what noun(s) does it modify?
3	Examine the relationship between the linguistic structure containing the word and surrounding text (e.g., prior and subsequent sentences, paragraphs, and so forth). Whereas some such relationships may be overtly marked by conjunctions (e.g., *and*, *because*) or adverbials (e.g., *nevertheless*, *consequently*), others may be covertly marked (e.g., through exemplification or cause-and-effect rhetorical structures). Co-reference markers such as pronouns (e.g., *this*, *that*) and punctuation can similarly signal relationships providing clues to meaning.
4	Based on information gathered in Steps 1–3, make an educated guess about the word's contextual meaning(s).
5	Test this educated guess for accuracy. a. Verify that the grammatical category of the guess matches that of the target word. If not, review Step 1. b. Replace the unfamiliar word with the word(s) resulting from the guessing process. If the sentence or passage makes sense and is grammatically well-formed, the guess may be correct. c. Analyze the unfamiliar word morphologically: Identify its root(s) and affixes. If the meanings of these word parts match those of the replacement word, the latter may be correct.
(6)	(Optional) Verify the accuracy of the replacement word by checking in a monolingual or bilingual dictionary.
(7)	(Optional) Record the replacement word(s) and other useful information in the margin and/or in a vocabulary log as a means of promoting deep processing.

FIGURE 8.2. Steps for Modeling Contextual Guessing Strategies.
Based on Clarke and Nation (1980); Nation (2001).

الملخص

عادة ما تكون دراسة الأدب والقدرة على القراءة بثقة واستقلالية في أقسام اللغة سواء قصد تحصيل المعلومات أو سعيا إلى المتعة من بين الأهداف الهامة والبارزة التي يسعى إليها الطلبة من خلال دراسة اللغة. ولا يزال الجدال قائما حول كيفية تدريس الأدب في أقسام اللغة، وكيفية تحديد الاهتمام بتسخير التكنولوجيا الحديثة لتدريس الأدب في أقسام اللغة. تلك التكنولوجيا التي غزت حياتنا، فلا غرو إذن من ضرورة دراسة تأثير استخدامها في اكتساب اللغة والأدب على وجه الخصوص. وعلاوة على ذلك، لا يزال تدريس الأدب مهمة شاقة، من حيث محتوى الدورة وأساليب التدريس والأهداف، يختلف حقا من أستاذ إلى آخر. لذلك ترى هذه الأطروحة أن هناك حاجة ماسة لفهم طبيعة التقنيات التعليمية من أجل تطبيقها بفعالية في تدريس الأدب من جهة، ومعرفة مدى استعداد وقبول استخدامها من طرف كل من الأساتذة والطلبة من جهة أخرى، من أجل إعداد برنامج عمل مسبق عوض ترك ذلك لمحض الصدف.

وبناء على ذلك، فإن الدراسة التي أجريت في هذه الأطروحة تعتبر محاولة مبدئية للوقوف عند التحديات والقيود المحتملة التي قد تعيق طلبة السنة الأولى من التعليم العالي في قسم اللغة الإنجليزية في جامعة الشلف من فهم الأدب وهم يتعاملون مع مقياس الدراسات الأدبية لأول مرة. إذ يمكن أن تتجلى الأسباب المحتملة وراء هذا التساؤل في عدم وعي الطلبة بطبيعة النصوص الأدبية والمكاسب التي يمكن تحصيلها من خلال دراستها. إلا أنه ورغم كل هذه الاستثمارات في البنية التحتية لتكنولوجيا المعلومات والاتصالات، إلا أن المعدات والتطوير المهني لتحسين التعليم في العديد من البلدان، واعتماد تكنولوجيا المعلومات والاتصالات والاندماج في التعليم والتعلم ما تزال محدودة في هذا السياق. وعطفا على ذلك، فلا يمكن تجاوز افتراض برينسكي (2001)، القائل بأن طلبة هذا الجيل "ولدوا وهم يتعاملون مع التكنولوجيا بالفطرة". على الرغم من أن هناك أدبا متناميا، حيث يغطي تجارب طلبة وأساتذة والمواقف تجاه التقنيات المتعلقة بالحاسوب المستخدمة في القراءة أو تدريس الأدب، فإن العديد من جوانب خبرات التعلم والتدريس لا تزال غير معروفة مثل عادات القراءة للطلبة والأساتذة وما هي التكنولوجيات التي يفضلها الطلبة ولماذا، وما هي التقنيات التعليمية التي قد تكون مفيدة للأساتذة لاسيما في سياق هذا البحث. ولفحص هذا الوضع، أجريت الدراسة التجريبية مع طلبة السنة الأولى

(ل م د) بقسم اللغة الانجليزية، بجامعة حسيبة بن بوعلي في الشلف (الجزائر) للموسم الأكاديمي (2016–2017)، حيث تم اعتماد استبيانين للطلبة وآخرين للأساتذة، بالإضافة إلى الملاحظات الميدانية فرصة الأستاذ– الباحث .ليتم بعدها تحليل البيانات وشرحها .واستنادا إلى تحليل النتائج الكلي، اتضح أن التقنيات ذات الصلة بالكمبيوتر تمثل، في الواقع، وسيلة للتغيير قصد تعزيز مستوى التحفيز لدى الطلبة الذين يدعون أن لديهم مواقف إيجابية تجاه الأدب إن نفذت بالشكل الصحيح من طرف الأساتذة الذين بدورهم أبدوا تفهمهم لأهمية استثمار التكنولوجيات الجديدة في أقسام التدريس في الوقت الراهن، ولم يظهروا أي تردد في انتهاج أساليب تدريس مبتكرة (مستحدثة).

ولما كان الهدف من هذه الرسالة إعادة بعث الاهتمام بالأدب وتدريس اللغة المقترن بالافتراض الموجه لإدماج التكنولوجيات الحديثة، فقد تم إدراج بعض الاقتراحات التربوية المتعلقة بالمنهاج الدراسي، ومقاربة التدريس والتعليم والأهداف، واختيار النص كشرط أساسي لمواجهة ضعف الطلبة، ولاستيعاب عادات القراءة المتنوعة. وليس هذا فحسب، فقد اقترحت الدراسة أيضا بعض التوصيات الهامة حول التعليمات الخاصة بالقسم والمقدمة خدمة لتدريس الأدب الرقمي ضمن حلقات قائمة على المناقشة (تقنية الاستجواب). وسعيا إلى إضفاء نوع من الابتكار والتجديد للأساتذة بغية الرفع من تحفيز الطلبة وزيادة الاهتمام بمطالعة النصوص الأدبية، تم التأكيد على بعض الاستراتيجيات الفعالة خاصة لخلق التواصل، وضمان الدافع، وتعزيز التعاطف، وزيادة الاهتمام. وبموازاة هذه النتائج، تمت الإشارة إلى دور استراتيجيات تدريس القراءة بالنظر إلى المنظور العاطفي والاجتماعي في تعلم الأدب.

الكلمات المفتاحية:

حلقات (تدريس) الأدب الرقمية، النصوص الأدبية، عادات القراءة، التكنولوجيا.