

PART TWO

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1. ANALYSIS OF STUDENTS' QUESTIONNAIRE

1. 1. Introduction:

This questionnaire is administered to 4th Year English department students at Biskra University. It is designed specifically to students who have accomplished four (4) full English literature semesters. It aims at giving us insights about the reading skills and strategies used by the students, if any are used, to serve a practical part for MA inquires in Applied Linguistics-literature didactics- at Biskra University. The study will centre on promoting students reading abilities in general and foster their literary reading in particular.

1.2. Description of the students' questionnaire

The students' questionnaire is designed to students at Biskra University who have accomplished four full English literature semesters.

The questionnaire is composed of five sections of twenty seven questions. Some questions are open-ended questions and some are close-ended questions which require yes –no or frequent options.

Section one: (question 1 to question 4)

This section attempts to obtain general information about the respondents' age, sex, their streams in the secondary school, and whether studying English at university was a preferred choice or imposed.

Section two: (question 5 to question 9)

The overall aim of section 2 is to check the importance of the reading skill in literary course and whether the respondents are aware of the widely used types of reading skills and strategies such as SQ3R.

Section three: (question 10 to 15)

This section attempts primarily to question whether the respondents are aware of the importance of literary material as input to help them improve their language abilities. Also, it tries to unveil whether they face difficulties in reading literary material compared to non-literary material and what skills and competences need to be enhanced to improve literary reading.

Section four: (question 16 to 22)

This section investigates the reading skills and strategies used by students to read and process literary texts and if they distinguish between intensive and extensive literary reading. Also, it inquires about issues of literary reading such as motivation and text selecting.

Section five: (question 23 to27)

This section inquires about time allocation and pedagogical progress of English literature course. It also considers the suggestions of the students to improve the rate of reading in English literature course.

1.3. Analysis of the results:

1.3.1. Section one: General information

Question 1: what is your age?

Age	Nb	%
20 - 24	98	92.45
25 - 40	08	07.74

Table 02 : Age

This table shows that the overwhelming majority of English department students are freshers and new bac holders. This would make foreign language acquisition and learning very normal without age hurdles, since there is congruity between age and studying-level.

Question 02: What is your sex?

Sex	Nb	%
Male	18	16.98
Female	88	83.01

Table 03 : Sex

This table elicits that female students with a percentage of 83.01% are more interested in foreign languages than male students. Actually, this confirms what is generally believed by most psychopedagogists, administrators, school-headmasters and inspectors. Natural voluntary inclination of females to foreign languages would facilitate language learning and increase interest and motivation among students.

Question3: In the secondary school what was your stream?

- a- Letters
- b- Sciences
- c- Mathematics
- d- Others

Stream	Nb	%
Letters	52	49.05
Sciences	52	49.05
Maths	00	%
Others	02	1.88

Table 04 : Secondary school stream

This table shows that nearly 50 % of the respondents come from literary stream and the same percentage of them studied sciences in the

secondary school. Arabic language teachers at secondary school affirm that both streams have nearly the same Arabic language and literature program except some slight changes. This includes some activities in prosody in the first year and some extra reading texts in the 3rd year. They all affirm that these small changes have no effects on the literary background for scientific students. On the contrary, scientific students sometimes demonstrate that they are better in Arabic language and literature. As far as English language is concerned, both streams in the secondary school have typically the same program. Moreover, pupils who major in the entire subjects, in the middle school register in scientific stream and those with lower average most of the time register in literary streams. Accordingly, scientific students have more cognitive dispositions and abilities to study any subject at university.

The percentages in the table show that the overwhelming majority of students are ready to study literature and to register at any literary branch at University. Things would however change if the 49.05 % of students were not scientific, but maths or other technical stream.

Question 4: Studying English at university was:

- a- A personal choice.
- b- An imposed choice

	Nb	%
a	96	90.56
b	10	09.43

Table 5: Choice of English at university

This table actually confirms what has been said in question 3. It reveals that though 49.05 % nearly 50 % of students came from scientific stream, they registered voluntarily in English Department.

1.3.2. Section two: Reading comprehension skills and strategies in literary text

Question 5: Which of the following activities do you often do in your work-time as well as free time?

- a- Listen to English songs, debates, conversations, conferences ...
- b- Speak English with others as much as possible.
- c- Read articles, Textbooks, magazines, Stories ...
- d- Write articles, essays, poems, letters ...

	Nb	%	rank
a	32	30.18	2
b	14	13.20	3
c	56	52.83	1
d	04	03.77	4

Table 06 : Importance of reading

The above table shows how important the skill of reading is to English department students. Also, it evidenced a reality, i.e., English department students deal more with written texts in their studies and even in their daily life, yet they speak and write less.

The fact that listening with 13.20 % ranks just after reading reveals that English language students give too much priority to receptive skills: listening and reading, rather than productive skill: speaking and writing. This would make them passive learners if the two receptive skills are not taught appropriately using methods and strategies in order to enhance the students' productive skills.

Question 6: Is reading to you?

- a- An enjoyable inclination.
- b- A task done just when necessary.
- c- A hard and boring task.

	Nb	%
a	76	71.69
b	28	26.41
c	02	1.88

Table 7: reading as a studying and preferable activity

This table confirms that the respondents opt for reading skill not only because it is important in their studies, but it is the most preferable and enjoyable activity.

Question 7: Do you have any idea about the following terms?

Scanning, Skimming, Intensive Reading and Extensive Reading.

- a- Yes.
- b- Very superficial idea.
- c- No idea at all.
- d- Or underline only the items you know.

- **Define each one you know:**

	Nb	%
a	22	20.75
b	22	20.75
c	56	52.83
d	06	05.66

Table8 : Types of reading

We notice that 52.83 % of the respondents have no idea at all about the most widely used types of reading very often called sub-skills. This reveals that until 4th year, students have not been asked to skim or scan a text, or to read intensively and extensively. As a result, most of the students attack reading texts in the same way. They do not know how to read for gist comprehension, specific information; for close study, and for pleasure. Even for the 20 students who opted for (a) after an interview and the definitions they provided, we noticed that they know those sub-skills as terms and not as reading types.

- **For item: d**
 - One student underlined intensive and extensive reading.
 - Four students underlined scanning.
 - One student underlined extensive reading.

Question 8: Have you ever used any of the techniques below when reading a text? Survey / recite / review

- a- Yes.
- b- Not very often.
- c- Never.

	Nb	%
a	24	22.64
b	22	20.75
c	60	56.60

Table 9 : Reading strategies

Survey, recite and review are the most essential techniques in the widely used reading strategies like SQ3R and intensive reading. Table (09), however shows that 56.60 % of the respondents have never used these techniques in their reading. This confirms that most of the students are not strategic readers and do not know how to read intensively.

After an interview with the respondents centered on SQ3R strategy, we deduced that the 24 students who opted for (a) and the 22 who opted for(b) know these techniques only as terms, or they used them unconsciously or inappropriately. This is mainly for “Survey”.

Question 9: To get specific information from a text, do you usually?

- a- Read the whole text.
- b- Go quickly through the text to get the information required.
- c- Use previous information and hints.

	Nb	%
a	56	52.83
b	36	33.96
c	14	13.20

Table 10 : Reading skills and schemata

Table 09 shows that most of the respondents opted for item (a), i.e., they read the whole text each time they look for information. 33.96 % of them however opted for (b), i.e., they skim the text for specific information. But, only 13.30 % rely on previous information in mind or what is known in theory as schematic knowledge.

In sum, most of the respondents do not use all the textual cues, i.e., do not make predictions and then check them against the reading text. Cook (1989), Anderson (1977) affirm that in order to comprehend a text, a reader has to use a pre-existing knowledge stored in his brain and make use of all information and illustrations around the text.

1.3.3. Section three: literary reading

Question 10: When you read texts, which kind of text do you find challenging and harsh?

- a- A technical text.
- b- A scientific text.
- c- A literary text.

• **Could you say why?**

	Nb	%
a	20	18.86
b	30	28.30
c	56	52.83

Table 11: literary competence and characteristics of literary text

Table 11 reveals that 52.83 % of the respondents have difficulties in reading and understanding literary materials. This could be explained either by text selection principles or the characteristics of literary text. Alderson (2000) states that literature uses formal devices like deviation and figurative language in order to defamiliarise language. Thus, teachers need to consider the characteristics of literary texts by enhancing their students' literary competence and involving the students in selecting the appropriate text.

For the second part of the question: could you say why? Only seven respondents answered it. But, all of them said that literary text exhibits a difficulty at figurative language level, themes of the texts and vocabulary.

Question 11: What skill(s) do you think has to be reinforced to help you better assimilate literary texts?

- a- Listening.
- b- Speaking.
- c- Reading.
- d- Writing.

	Nb	%
a	08	07.54
b	02	1.88
c	94	88.67
d	02	1.88

Table 12 : Literature and reading

The overwhelming majority of respondents opted for item (c) with a percentage of 94 %. In fact, this percentage confirms that students are so aware of the strong relation between reading and literature. Some theorists actually affirm that reading is the mainstay of literature and literature is a

reading-centred task. Therefore, reading skill has to be highly enhanced and appropriately incorporated in literature course.

Question 12: What difficulties do you face when reading a literary text?

- a- Vocabulary and new words.
- b- Figurative language: simile, metaphor ...
- c- Colloquial English: Informal English.

	Nb	%
a	50	47.16
b	34	32.07
c	22	20.75

Table 13 : Context and metalinguistic factors

As show in the table above, 47.16 % of the respondents have difficulties with vocabulary and new words. This evidenced that students are stuck to word-by-word reading techniques and apply factual reading strategies to literary materials. This actually will lead to failure and frustration. 20.75 % of the respondents have problems with colloquial English, this means that they do not predict meaning from context and rely so much on translation and word by word reading. The remaining respondents affirm that they have difficulties with figurative language. This could be explained by lack of literary competence and metalinguistic background. Thus, students have to

read not only for gaining knowledge and facts but also for pleasure. Also, they need to be encouraged to extract meaning from text relying on context. Moreover, they should have a good command and manipulation of literary devices and techniques used by writers.

Question 13: Do you think that reading literary texts helps you?

- a- Improve your language capacities.
- b- Enlarge your knowledge about English culture.
- c- Appreciate and enjoy the beauty of language and literature.

	Nb	%
a	46	43.39
b	28	35.84
c	32	30.18

Table 14: Multi-disciplinary role of literary reading

43.39 % of the respondents believe that reading literary materials helps them improve their linguistic abilities and 30.18 % think that literary text enhances their appreciation of literary text and 35.84 % assume that literary text helps them absorb and grasp the cultural dimensions of the language they are learning.

Here, students show great awareness of the multi-disciplinary role literature plays in the students' studies. Also, they show that reading literary text does not serve linguistic purposes only, but aesthetic and cultural as well.

Question 14: Which of the following genres do you think require more reading texts?

- a- Prose.
- b- Poetry.
- c- Drama.

	Nb	%
a	32	30.39
b	46	43.39
c	28	26.41

Table 15: The importance of literary genres reading

The scores reveal that the respondents are aware of the value of poetry and drama as literary genres to be reinforced and reconsidered, since teachers usually opt for prose texts, i.e., extracts from novels or short stories. In fact, focusing on prose texts only will not provide students with adequate literary knowledge and competence to enable them deal with the great bulk of literature.

Question 15: Do you agree if a session reserved for reading is recommended in English literature course?

	Nb	%
a	44	41.50
b	36	33.96
c	26	24.52

Table 16 : Reading-based literature course

The majority of respondents call for a reading session in English literature course. This confirms either the importance of reading in the course or a natural reaction resulted from dissatisfaction with the poor time allocated for reading, i.e., literature-based course with a doing-all teacher.

1.3.4. Section four: Literary reading skills and strategies

Question16: Do you prefer literary texts (extracts) assigned with tasks and activities?

a- Yes.

b- No.

	Nb	%
a	86	81.13
b	20	18.86

Table 17 : Intensive literary reading

81.13 % of the respondents prefer reading any assigned literary text with some tasks and activities. This could be explained that students are so much aware that reading any text for close study implies setting an explicit purpose. So, in order to enhance the students' reading abilities and help them extract meaning and message from a text, teachers should always accompany the assigned texts with a set of gradual, purposeful, and varied activities not only comprehension questions.

This also confirms that students read literary text intensively, but not for reading sake.

Question 17: Do you prefer full novels, short stories and plays assigned with tasks and activities?

a- Yes.

b- No.

	Nb	%
a	58	54.71
b	48	45.28

Table 18 : Literary extensive reading

It seems that a great majority of students are for assigning tasks and activities with full literary works. This reveals that most of the respondents do not know the major techniques of Extensive Reading Programs or Sustained

Silent Reading. In theory extensive reading should be stress-free and relaxed without tasks or exercises in order to foster the learners' appreciation and love of literary works.

On the whole, assigning full literary works should aim at increasing students' desire to read on their own during their free-time and to help them create good independent and voluntary reading habits.

Question18: When your teachers assign some literary texts (passages and extracts) to be read and prepared. Do you?

- a- Often understand them.
- b- Hardly understand them.
- c- Never understand them.

	Nb	%
a	46	43.39
b	60	56.60
c	00	00

Table 19 : Literary text selecting

This table shows that 56.60 % of the respondents hardly understand the texts assigned by teachers. This could refer either to the linguistic and literary components of the text or mainly to the choice of the texts, since the success or failure of the reading is greatly dependent on the choice of the reading text.

Thus, teachers need to consider the principles of selecting a reading passage. Also, they have to involve the students in text selecting through arranging some open sessions and meetings in which students can discuss and exchange ideas and experiences about the most interesting literary works. Meetings with teachers can serve as a strong platform for increasing motivation and interest in reading particular works.

Question 19: When you read a literary text do you usually look for?

- a- New words and expressions
- b- New information and facts
- c- To examine facts and evaluate the author's views regarding the general context.

	Nb	%
a	56	52.83
b	30	30.18
c	20	16.98

Table 20: Reading skills and interpreting literary texts

The scores reveal that 52.83 % of the respondents read literary texts for taking new words and expressions, and 30.18 % read for getting facts. These percentages actually show that, till their 4th year, English department students treat literary texts as factual or informational texts. Only 16.98 % of them

respond to the texts considering the overall context. Teachers, then should help their students to develop critical reading and thinking for their students and provide them with skills to enable them exploit any external hints and clues about the text in order to reach a high interpretation as well as appreciation of the literary text.

Question 20: When you read a literary text do you try to:

- a- Understand each word?
- b- Understand general ideas?
- c- Interact with the author's world?

	Nb	%
a	18	16.98
b	74	69.81
c	14	13.20

Table 21 : Interaction with literary text

This table shows that though the respondents show that they have overcome the problem of word-by-word reading they still a bit far away from literary strategies, since 69.81 % of them focus only on general ideas provided in the text. A few number of respondents this represents 13.20 % interact with the author's world, i.e., his socio-cultural environment, beliefs and convictions.

Dealing with literary texts entails a dialogue like relationship. Thus, the role of the teacher will be that of a mediator to help learners interact with the text and the author's world, and not transmitting ideas and facts supplied in the text.

Interaction with the text stresses the value of individual and unique response to the text and frees the readers from conventional responses usually provided by critics or teachers, most commonly in the form of comments and essays.

Question 21: When you do not understand a word in a literary text, do you often?

- a- Look it up in the dictionary?
- b- Try to guess its meaning from context?
- c- Translate it into French or Arabic?

	Nb	%
a	60	56.60
b	20	18.86
c	26	24.52

Table 22: Extracting messages from literary text

The table above shows that 56.60 % of the respondents rely on the dictionary for extracting meaning from a literary text. As far as theory is concerned, the overuse of dictionary in reading literary texts will destroy the pleasure of reading and some cognitive skills such as guessing and interpreting.

In sum, 4th year English department students focus on language itself and not on message the text is trying to transmit. Teachers need to urge their students to rely on context and not on dictionaries except for some difficult key words that would hinder understanding completely

Question 22: Do you read literary texts in languages other than English (mainly your mother tongue)?

- a- Yes.
- b- I have tried
- c- Never

	Nb	%
a	26	24.52
b	74	69.81
c	6	05.66

Table 23: literary reading and transfer

The results reveal that the overwhelming majority of the respondents, 69.81 % have tried to read literary texts and whole works in Arabic (mother tongue) and 24.52 % have actually read whole literary works in Arabic. This shows that the respondents have experienced literary reading in their mother tongue. This will provide them with abilities and dispositions for reading literary works, if they are properly oriented in foreign languages. For many theorists in the field, literary reading cannot be considered without reference to the transfer of L1 reading ability. Smith (1985) affirms that L1 reading ability transfers to L2 and then helps learners to build a model of literary reading.

1.3.5 Section five: Reading and literature course progress

Question 23: After four semesters of studying literature at University, are you?

- a- Satisfied with the progress of the module.
- b- Dissatisfied with the progress of the module.
- c- Very Dissatisfied with the progress of the module.

	Nb	%
a	20	18.86
b	74	69.81
c	12	11.32

Table 24 : Literature course progress

This table reveals that most of 4th year students are dissatisfied with the progress of literature course. Actually, this score alludes that students are in a great need for change in the methods literature is taught. This makes educationists and particularly teachers review and evaluate their teaching methods. Also, responsables need to provide more requirements and facilities to teachers. This might include time allotment, grouping, materials and expending, and ameliorating the teaching-learning environment in order to ensure a letter progress of literature course.

Question 24: Do you think that the weekly allotted time to literature (3 hours in the 2nd year and 4 hours and half in 3rd year and 4th year) is enough to cope with the great reading material of literature ?

a- Yes.

b- No.

	Nb	%
a	40	37.73
b	64	62.26

Table 25 : Time allotment

We notice from the scores that 62.26 % of the respondents are not satisfied with the time allotted to literature compared to time allotted to other modules.

Three hours in the 2nd year, this includes British literature and American literature actually does not suffice one to cope with the substantial material of 2nd year program let alone 3rd year and 4th year in which students are required to study some significantly lengthy literary works, esp., in prose or drama. Responsibles at high positions thus are required urgently to review the amount of time (timing) devoted to literature course if satisfactory outcome is expected on the part of both teachers and learners.

Question 25: Do you prefer to take literature course in:

- a- Sections?
- b- Groups?

	Nb	%
a	14	13.20
b	92	86.79

Table 26 : Literature course management

The fact that 86.79 % of the respondents prefer studying literature in groups comes as an open appeal to the high staff responsables to inform them about the dramatic situation of literature course, since it is held in sections very often in more than 100 students. Theorists affirm that lessons where reading and writing are the focus activities, work in small groups seems to be of a substantial value, Hedge (2000:62). Accordingly, Administrators as well

as teachers have to consider carefully the demands made on by their learners and to be aware of the external factors which influence directly the process of teaching / learning from timing to grouping in order to guarantee a good progress of literature course.

Question 26: Most of you will be destined to teaching English at schools.

Do you think that English literature material (texts and whole works) is?

- a- Very important.
- b- Important.
- c- Not important.

	Nb	%
a	48	45.28
b	52	49.05
c	06	05.66

Table 27: The importance of literary course and input

Most of the respondents actually are aware of the importance of literary input for their professional career as teachers of English at secondary schools. This requires serious and rigorous implementation of methods and techniques of teaching reading and literary reading as well as strategic reading and carefully selected texts in order to affect positively the learners' general outcome.

Question 27: Do you have any suggestions to improve the rate of reading in English literature course?

The students' suggestions are selected and grouped into three classes. Suggestions to students, suggestions to teachers, and general suggestions...

- **To teachers**

Teachers should not deviate from the program.

Examine the students' proficiency of reading.

Giving the yearly program to students at the beginning of the year.

Teachers administer questionnaires and set quizzes after the reading

Dealing with different types of literary works.

Teachers should not give their opinions about stories before the student.

Teachers have to help us choose convenient texts and stories.

Teachers should plan the literary course.

We need precise instructions to be good readers.

Selecting more interesting works.

Teachers should not ask the students to read boring and difficult

To give students weekly texts to read and analyze.

Encourage the students to read by giving them extra marks.

- **To students**

Students must try to read before coming to University.

Students should have sessions reserved only for reading.

Students try to write their own short stories during the session.

To use the internet.

The students must know how to read and analyze a literary work.

Students should read not only works assigned by their teachers.

We need a practical course and a theoretical one.

- **General suggestions**

University library system must be improved.

Incorporate reading in examinations.

Academic methods of reading must be included in literary studies

Enrich the local library with more literary works and books.

To issue a magazine in the department to give the opportunity to students to publish their own works.

To add other hours (sessions) to English literature.

Literature must be started at 1st year.

Keep the same teachers of literature from 2nd to 4th year.

Literary course must be taken in groups.

Unify British and American English programs.

1.4. Conclusion

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

The questionnaire evidenced that the overwhelming majority of 4th. Year English department students have registered in the department voluntarily. In fact, this will facilitate so much the task of learning and teaching and would increase interest and motivation to any module prior to the area of speciality.

Towards the reading skill, we deduced that the students are extremely aware of its importance and the place it has in literature course. The results however reveal that the students do not make difference between the kinds of text and they confuse between all types of reading. It must be said that most of them have never used consistent and appropriate skills and strategies prior to literary reading. Thus they deal with literary texts as if they were factual texts the thing which led them fail in either comprehending or appreciating literary works usually assigned by their teachers.

In order to ensure a good literary class management and a better progress of literature course, the respondents confirmed our calls and appeals for TD sessions, reading classes and an increase in the time allotted to the course.

All these hints will help us to provide some useful suggestions to help students make up for their lacunae and assist teachers to bridge the gap between the great body of literary works and the mainstay skill that is of reading.

2. Analysis of the teachers' questionnaire

2.1. Introduction

This questionnaire is administered to six English teachers who have been teaching English literature at Biskra University for the last two years. The aim of the questionnaire is to provide us with insights about the methods used by teachers to teach English literature. Also it investigates the situation of the English literature course and to check the efficiency of reading skills and strategies in the progress of the course. All that will help us confirm some hypotheses about the teaching of the literary text and the progress of the course.

2.2. Description of the teachers' questionnaire:

The teachers' questionnaire is designed to teachers who have been teaching English literature for the last two years at Biskra English department.

It aims at investigating the efficiency of the reading skills and strategies in literary reading and the progress of English literature course.

The questionnaire consists of open-ended questions and close-ended questions which require yes-no answers or selected items.

Section one: (question 1 to 2)

This section aims at gathering information about the teachers' qualifications and teaching experience.

Section two: (question 3 to 5)

This section attempts to check whether the teachers are aware of intensive and extensive reading techniques and if they use any skills and strategies in teaching literary texts.

Section three: (question 6 to 10)

Section three investigates the progress of literature course and attempts to provide some working procedures in order to improve the learners reading abilities in general and foster their literary reading in particular.

2.3. Analysis of the results

2.3.1. Section one: General information

Question 01: What is your qualification?

- a- BA
- b- BA postgraduate
- c- MA
- d- MA postgraduate
- e- Ph. D

	Nb	%
a	01	16.66
b	03	50
c	/	/
d	02	33.33
e	/	/

Table 28 : Teachers' qualifications

This table shows that most of or nearly all literature teachers are postgraduate. The thing which allows them to possess the necessary requirements of University teachers. In spite of that, most of them choose to teach literature not as a field of speciality, but just as an inclination. Most of them actually say that even though we are not specialists, we teach what we have been taught as BA students.

In any case, teachers need to renew their methods and up date their approaches to teaching literature and processing literary texts. The coming questions will help us reveal whether they are aware of the techniques and strategies of the new calls and approaches of teaching literature.

Question 2: How long have you been teaching English literature?

years	Nb	%
1 – 2	1	16.66
3 – 6	3	50
7 - 10	2	33.33

Table 29 : Teachers' experience

This table presents the experience of the teachers of English literature at Biskra University. It reveals that more than 50% of them have good or at least an acceptable experience in the field. This advantage normally allows them to be qualified and performing teachers if they are open to new methods and pedagogies for teaching the module. Yet, for some theorists long experience often leads to boredom and stagnancy. The results of the students' questionnaire gave us a clear idea about the progress and the way literature is taught. In deed, most of the students are dissatisfied with the progress of the module and with their literary level and abilities.

2.3.2. Section two: Reading comprehension skills and literary text

Question 3: Do you assign precise activities with short selected literary texts?

e- Yes.

f- Rarely.

g- No.

	Nb	%
a	3	50
b	3	50
c	0	/

Table 30: Intensive reading techniques

The fact that 50% of the teachers rarely assign activities with short extracts is really alarming. This can be explained that they are not aware of the techniques of intensive reading or reading for close understanding and retention. In intensive reading, students should be aided by study questions to help them grasp the main ideas read beyond the lines and interact with writer's world.

Question 4: If yes, what kind of activities do you usually opt for?

- a. General comprehension questions.
- b. Evaluating and analyzing the text.
- c. Summarizing the text.
- d. Discussing figurative language.

	Nb	%
a	3	50
b	1	16.66
c	/	/
d	2	33.33

Table 31: Activities for literary reading extracts

The results reveal that 50 % of the questions assigned with literary intensive texts are for general comprehension purposes. This means that teachers do not develop literary competences for their students. They treat literary texts as factual texts.

The other faculties like evaluating and analyzing, discussing figurative language are not so much considered while they have to receive the priority in literary reading. In intensive reading learners should enter a sophisticated stage that is of analysis and interpretation. On the whole, intensive reading has

to enable learners to look for mining beyond the lines and the author's word. This process or type of reading is generally known as critical reading.

In sum, teachers should assign questions focusing on the most significant components of literary text this implies evaluating, analyzing, summarizing and discussing figurative language and style.

For better manipulations of intensive reading, teachers can resort to reading skills and strategies in chapter four. This includes the widely known strategies SQ3R and CRS reading strategies.

- Part c: would you please add others

Some teachers added the following activities.

- Text commentary.
- Research papers.
- Staging plays.
- Portraying and drawing.
- Reading poems about teachers and students to observe its musicality.

These seem to be very good activities, but they are just propositions never done in class, except some rare text commentary or research papers generally with a purpose of fostering comprehension only. This actually has been confirmed after discussion with 4th students.

Question 04: Do you assign precise tasks and activities with full texts (novels, stories, plays ...)?

a- Yes

b- Not often

c- Never

	Nb	%
a	5	83.33
b	1	16.66
c	0	0

Table 32: Extensive literary reading techniques

The table reveals that 83.33 % of English literature teachers are not aware of extensive literary reading techniques. Extensive literary reading actually does not require questions, but just discussions and panels to reinforce the learners' comprehension and foster their personal responses to literary text. Theorists affirm that the major aim of extensive reading is getting an overall understanding and experiencing reading as a sustained and pleasurable task. Widdowson (1989), Bell (1998) and Prowse (2002) assert that extensive literary reading should go without three No; no dictionaries, no comprehension questions, and no texts. They agree that comprehension questions and activities require the reader to leaf out a text just for

information and to answer questions the thing which has no thing to do with sustained voluntary pleasurable reading.

Question 5: In your opinion, which is the most efficient method for your students?

- a- Read and analyze literary texts.
- b- Read ready analysis and criticism about the text.
- c- Read articles about theoretical literature and criticism.

Options	Nb	%
a	2	33.33
b	2	33.33
c	2	33.33

Table 33: Developing aesthetic and critical reading abilities for readers

The results show that only the third of the teachers who option for what is known as reader-response approach to teaching literature in which learners are supposed to interact with the literary text and formulate their own responses and reactions to messages, ideas as well as artistic devices and style of authors. This actually will enhance the readers' critical abilities and involve them in transactional act with author and text. In this approach which is favored by most of recent applied linguists and educationists, the reader is not

considered a passive recipient and the teacher's role is that of a mediator to help readers interact with text and never impose or suppose analysis or criticism on his learners.

Proponents of language-based approach also call for involving learners in analyzing literary texts. They assume the teacher that mediator or to encourage the learners to use their schematic and systemic knowledge to form aesthetic judgments about the text. Professor Arab and Professor Miliani in Algeria are among the experts and University researchers who appeal to this approach in the Algerian University.

- **Part b: Why?**

For part (b) only one teacher answered this question. The teacher opted for option (a), i.e., read and analyze literary text as the most efficient method. He believes that read and analyze makes the learners know to criticize and forge from them *would be* critics. Actually, this can be achieved if the teacher guides his students with appropriate activities and skills to develop their critical abilities. For this refer to chapter three and four which deal with developing skills and strategies for literary text reading.

2.3.3. Section three: Course progress and Syllabus

Question 6: Towards English literary text reading, do you feel that your students are?

- a- Very motivated
- b- Motivated
- c- Slightly motivated
- d- Not motivated

	Nb	%
a	/	/
b	1	16.66
c	5	83.33
d	/	/

Table 34: Literary motivation

This table shows that the overwhelming majority of teachers affirm that their students are slightly motivated to read literary texts. In fact, motivation is a very essential factor for the success of language learning and acquisition. Ellis (1991:12) affirms that: without motivation learners cannot accomplish long- term goals even those with the best abilities. Teachers, then have to consider motivation and try to know what hinders students from literary

reading and thus create educational situations to foster their motivation. For further information and directives resort to chapter (six).

- Part (b): If not, would you please say why?

For this question, we formulate the following suggestions:

1. Poor methods which deal with literary reading.
2. Large programs and insufficient time.
3. Some topics and themes of reading texts are boring and uninteresting.
4. Students are not prepared linguistically.
5. Lack of theoretical background.
6. Students deal with words and vocabulary and overlook messages and traits of literary texts.
7. Students don't know how to read.
8. Students are not accustomed to such kind of text.
9. Teachers' objectives are not clear to students.

On the whole, these suggestions confirm that the pedagogical state and educational situation of literature course are far away from convenient and suitable conditions to allow students raise their motivation.

Question 7: Is the necessary material (outstanding works, texts and passages for reading) available in the local library?

a- Yes

b- Not satisfactory

b- Not at all

	Nb	%
a	1	16.66
b	4	66.66
c	1	16.66

Table 35: Material availability

Actually, four teachers with 66.66 % of the teachers affirm that the necessary literary material for reading is not satisfactory available. This will load teachers in most of the time assign some irrelevant works and impose them on learners since they are the only works available in the local library. Consequently, both teachers and learners will lose interest and curiosity in reading and leafing through these books. In this situation, students and teachers need to exchange their books, duplicate them and then make them accessible to everybody. Another thing is to use the internet for some available scripts and outstanding literary works. But, still the best solution is

to sensibly the responsible to give some importance to literary books and enrich the local library.

Question 8: Are the objectives of English literature course explicitly stated and laid out in the official syllabus?

a- Yes

b- Not lucid

c- No idea

	Nb	%
a	1	16.66
b	5	83.33
c	/	/

Table 36: Syllabus objectives and organization

The fact that five teachers out of 6 agree that the objectives of English literature course are not explicitly clear and lucid, requires the responsables at high level a serious review. When objectives are not lucid to teachers, the process of teaching will be let to improvisation and chance and will make teachers set their own objectives which in most of the time are personal and

do not meet the overall objectives the educative university educative system is calling for or demanding.

To overcome this problem, teachers should get together in seminars conferences and organize workshops to devise unified objectives, at least at a local level, and if possible organize meetings and conferences at a national level.

Question 9: How do you think English literature course could be improved to help improve the students' literary reading abilities and proficiency?

- a. Increase the number of hours.
- b. Adapt the content of the syllabus.
- c. Introduce TD sessions.
- d. Incorporate some academic teaching / learning methods and strategies.

Options	Nb	%
a	/	/
b	/	/
c	/	/
d	/	/
abcd	2	33.33
bc	1	16.66
ac	1	16.66
bd	2	33.33

Table37: Improving students' literary reading abilities

The table shows that one third of the teachers recommend all the four items. One third also recommend (a-c) which means increase the number of hours and (c) Introduce TD sessions. One teacher recommends (bc) in this option TD sessions item is included and then scores with option (b) the most recommended requirements with 66.66%.

We wish our responsables and department staff will take into consideration the teachers recommendations.

Question 10: What would you recommend to improve the students' literary reading?

- Encourage students in reading novels, short stories, articles.
- Avoid enslaving students through one method.
- Introduce new publications.
- Make a bridge between theory and practice.
- Use audio-visual aids.
- Set research papers.
- Acting and staging.
- Transfer from poetry to prose.
- Compare between English works and Arabic works.
- Insert Stylistics and Semiotics in the programme.
- Revise and renew of the syllabus (update).
- Organize reading circles to implicate students in research and exposés.

2.4. Conclusion

Teacher's questionnaire reveals key facts about the methods and techniques used by Biskra university literature teachers. It also provides us with some important hints about the progress of English course. At first the majority of English literature teachers focus on comprehension questions when assigning literary texts. Thus nearly no room is left to discussing figurative language, artistic devices and author's style. Most of teachers also do not distinguish between intensive and extensive reading as long as they assign comprehension questions and commentaries with whole literary works, esp., novels. Another thing is that all teachers focus on prose, i.e., novels and short stories and the other literary genres are somewhat neglected. As for motivation, most of the teachers feel their students are slightly motivated. For this, they have to involve their students in text selection, provide them with motivating literary works, not only available in the local library and use skills and strategies proper to literary text in order to foster their personal responses and aesthetic responses.

As for course progress and class management, teachers need to get together at least each year to discuss and unify the official syllabus also to highlight the major objectives and axes of the programs taking into consideration their cognisance capacities and professional qualifications, number of students, pedagogical and organizational capacities as well as the material and financial dispenses provided by the local university.