

Appendix 02

BISKRA UNIVERSITY 2004

DEPARTMENT OF ENGLISH

TEACHERS' QUESTIONNAIRE

The objective of the questionnaire

This questionnaire is administered to English department teachers who have been teaching English literature at Biskra university for the last two years. Its major aim is to provide us with insights about the efficiency of the reading skills and strategies in the progress of English literature course and syllabus. All that will be helpful to develop MA inquiries in Applied Linguistics –reading comprehension and literary material.

SECTION ONE: GENERAL INFORMATION

1. What is your qualification?

a- BA

b- BA postgraduate

c- MA

d- MA postgraduate

e- Ph D

2. How long have you been teaching English literature?

Number of years:

SECTION TWO : READING COMPREHENSION SKILLS AND
LITERARY TEXTS

3. Do you assign precise tasks and activities with short selected literary texts (extracts and passages) for reading?

a)

- a- yes
- b- rarely
- c- no

b)

• If yes what kind of activities do you usually opt for?

- a- general comprehension questions
- b- evaluating and analysing the text
- c- summarizing the text
- d- Discussing figurative language

c)

• Would you please add others?

- a- c-.....
- b- d-.....

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

a- yes

b- not often

c- never

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

a- read and analyse literary texts

b- read ready analysis and criticism about the text

c- read articles about theoretical literature and criticism

Why?

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SECTION THREE: COURSE PROGRESS AND SYLLABUS

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

- a- very motivated
- b- motivated
- c- slightly motivated
- d- not motivated

• If not, would you please say why?

a-.....

b-.....

c-.....

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

- a- Yes
- b- Not satisfactory
- C- Not at all

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

- a- yes
- b- not lucid
- c- no idea

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

10. Would you please recommend others?

- a-.....
- b-.....
- c-.....
- d-.....

NB: FOR EACH QUESTION, THE CHOICE OF MORE THAN ONE ITEM IS POSSIBLE

THANKING YOU FOR HELP AND COOPERATION IN ADVANCE