

ABSTRACT

Since literature is a reading-centred activity in EFL classes, the present study attempts at bridging the gap between literary material and its mainstay skill reading.

The paper is divided into two parts. Part one consists of four chapters. It covers the major notions of the reading skill and displays some key approaches, skills and strategies related to the teaching and processing of literary texts.

Chapter one presents some general notions and key concepts for teaching the reading skill and highlights the widely recognised reading approaches and models.

Chapter two reconsiders the role of literature in EFL classes and investigates literary text teaching approaches and literary competence in order to help teachers as well as learners develop consistent and appropriate abilities to read and process literary material.

Chapter three attempts to develop reading activities usually known as skills that enable learners to process literary texts and foster their personal responses. These skills are generally grouped into before, during, and after reading activities.

Chapter four aims at integrating the most commonly used reading strategies. This includes SQ3R, USSR, and CR in literary reading in order to

provide learners with efficient tools to help them process and comprehend literary material for both study and pleasure.

Part two consists of two chapters, chapter five and six. It is devoted to case study and analysis of the results of the two questionnaires. It also provides some pedagogical implications considered on the basis of theory and the results obtained from the two questionnaires.

Chapter five covers the analysis of the results of the two questionnaires administered at Biskra University to get insights about what has been hypothesised about the reading skill and literary reading.

Chapter six suggests some pedagogical implications in the light of the results obtained from the questionnaires and interviews. It endeavours to foster the teachers' conceptions about teaching reading and literary reading and provides students with guidelines and directives when reading literary material.