PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila

Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Investigating Students' Literature Learning and Reading Strategies: The case
of 3rd year Students of English at Mila University Centre

A Dissertation Submitted in Partial Fulfillment for the Requirement of a Master's
Degree in **Didactics of Foreign Languages**

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2024

Dedication

It is beautiful for a person to strive for success, and even more beautiful to acknowledge those who made it possible.

I, Miss Melissa AMIOUR, dedicate this work to the dearest people to my heart

To the most incredible mommy in the world Nadia

To my kind father Azzedine may ALLAH bless him

To my beloved brothers: my 911 hero, the eldest on the list Imad, and to my dopamine source my little brother Khaled

To my sisters: my heavenly wings Mimi and Mnl a thank you is never enough to your precious support

Thank You MNR and Ramezy

To my dearest partner Naro thank you for being there for the whole past 5 years

To my beloved (Nina, loubna,and Aya)and all of my friends thank you for the past 17 years, for the support,

Last but not least, I want to thank me for never giving up

To everyone who helped me one day

To my favourite person

Thank you all for supporting and believing in me

Melly

Dedication

"A Star is a Rock that never gave up on its Dream to rise"

"To my Father's memory… I wish you were here to see the seeds you planted growing" YAMINE...

"To my Mother SOUMIA who never stopped believing in me, much love and respect"

"To my Brothers ISLAM (my childhood) and RABAH (my maturity) , my shelter who were always by my side"

"To my Sister RAHAF, my Angel who was always with me even in the Tough Days"

"To those Rare, best friends INTISSAR, MELISSA, LOUBNA who know the chapters I left Unsaid" You mean the world to me...

"To my dearest ANAIS"

"To my supervisor DR. GUERID FETHI, who guided us in this Journey….Much Respect"

"To the Woman I have become through this process and To every Moment that brought ME to this Point "

Narimane

Acknowledgments

❖ In the Name of ALLAH, the Most Gracious, the Most Merciful

After All, none of this would have been achieved without ALLAH's support and guidance. Foremost praise be to Our Lord, ALLAH

❖ We are greatly indebted to our supervisor **Dr. Fethi GUERID**for his valuable support, guidance and the time she has devoted to draft our work throughout the writing of this dissertation.

❖ We would like to express our deep gratitude to the honorable members of the jury, **Dr. Rima MEDJDOUB** and Dr**. Nihed LAOUAR** who kindly accepted to examine and whose comments and observation will be followed to polish this paper.

❖ We are extremely thankful to all the students of our department who contributed enormously by kindly completing the questionnaire.

Abstract

In studying literature, students use various and different strategies in reading and comprehending literary texts. Detecting how those strategies are used is of a crucial importance in guiding students towards achieving meaningful comprehension of literarture. This study aims to investigate 3rd students' of English literature learning and reading strategies at Mila University Centre. The research aims also to identify the difficulties and challenges that the participants face when learning and reading literature. To conduct the investigation, a questionnaire has been used as a research tool. The participants of the study are 60 3rd year students of English at Mila University Center. The findings of the study have revealed that the strategies the participants use when learning and reading literarture such as identifying themes and motifs and analysing character development. The findings have as well revealed the difficulties the particpants encounter while reading literary texts.

Keywords: Literature Learning, Reading Strategies, Reading Habits, Third-Year English Students, Abdelhafid Boussouf University Center

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language teaching

CBI: Content-based Instruction

TBL: Task-based Learning

FVR: Free Voluntary Reading

L1: First Langauage

L2: Second Language

Q: Question

%: Percentage

List of Figures

Table of Contents

General Introduction

Chapter One: THEORETICAL PART

Chapter Two: FIELD WORK

Appendix

Abstract in French

Abstract in Arabic

General Introduction

1. Background of the Study

Understanding how students learn and interact with literature is necessary for enhancing educational outcomes. Effective reading strategies are vital for comprehending and enjoying literature. They consist of cognitive techniques like summarizing and predicting, metacognitive capabilities such as self-monitoring and revising understanding, and social-affective strategies like working with friends and managing emotions. These strategies are influenced by means of elements like age, gender, motivation, cultural background and environment.

Literature learning and reading strategies are methods used by learners while reading and comprehending literary works. The use of these methods contributes positively to enhancing learners' capabilities and increasing their critical thinking.

Analyzing students' preferences in matters of literary reading habits such as the frequency of reading and the type of literature, serves as a useful guide for teachers while motivating their students to excell in literature studies.

This dissertation aims to address research gaps by examining how various factors affect learners' literature learning strategies. By focusing on gender differences, academic environments, and the impact of digital literacy, this study seeks to provide insights that can lead to more effective teaching methods and productive academic outcomes. Through this research, the dissertation will contribute to a deeper understanding of how students interact with literature and assist in the improvement of educational practices.

2. Statement of the Problem

Understanding and enhancing the literature learning and reading strategies of English language students is crucial for their educational development along with literature teaching, cognitive development and cultural awareness.

The techniques used in learning and reading literature are influenced by personal differences, degrees of motivation, cultural backgrounds, access to resources and academic environment. It is of a paramount importance to detect the level of motivation of students with every type of literature. It is as well crucial to know the frequency and way used by students in reading literary texts. Furthermore it is primordial for teachers to identify the difficulties and challenges students encounter while studying literature. This will help teachers suggest suitable solutions to the difficulties and contribute to educational success of students.

3. Aims of the Study

The main goal of this dissertation is to look at literature mastering and reading strategies used by English students at Mila University. This dissertation aims to address research gaps by discovering and analysing the challenges and difficulties encountered by students in their literature learning journey. By examining how various factors, such as gender differences, academic environments, and the impact of digital literacy, affect learners' literature learning strategies, this study seeks to find the underlying reasons contributing to these challenges. Through this investigation, we endeavour to provide valuable insights and recommendations for improving the effectiveness of literature education practices tailored to students' needs, leading to more effective teaching methods and productive academic outcomes.

4. Research Questions

Based on the research aims, the following research questions are developed to guide the study:

Q1. Do third year students' of English at Mila University use literature learning and reading strategies? How do they use them?

Q2. Do the participants face difficulties while learning and reading literary texts ?

Q3. What is the effect of using literature learning and reading strategies on academic attainment ?

5. Research Hypothesis

It is hypothesized that if 3rd students' of English at Mila University use literature learning and reading strategies, their academic attainment will be enhanced.

6. Methodology

A questionnaire as a research tool has been administered to 3rd year students of English at Mila University center order to know their views and attitudes towards literature studying and reading strategies. The number of participants is 60 students from the department of Foreign Languages, representing a student population of 206. By this means of research we will investigate the learners' perceptions of literature learning strategies and reading effects on their second language acquisition.

7. Structure of the Dissertation

This dissertation is composed of a general introduction, two chapters and a general conclusion. Chapter one is devoted to the theoretical part, it encompasses two sections; one discusses different aspects of literature education, the other focuses on literature learning and reading strategies, examining theoretical frameworks and empirical studies associated to effective strategies for improving literature comprehension and engagement. Chapter two deals with fieldwork; detailing the methodology employed to investigate literature learning and reading strategies among English students at Mila University, and presenting the obtained findings. Finally, the general conclusion synthesizes the research findings, providing insights into the implications for literature education practices at Mila University and suggesting avenues for future research in this field.

Chapter One: Theoretical Part

Introduction

Literature is increasingly being integrated into EFL teaching due to its ability to provide authentic models of language use. Literature has long been recognized as one of the most compelling instruments for language acquisition.

Literature includes various kinds of writing, like poems, plays, and stories, each with its own insights and difficulties. Overall, literature preserves the values and norms of different cultures and societies, giving readers a way to understand and interact with the world. Short stories, for example, capture life, and human experiences in small forms. Therefore, literature goes beyond language learning, helping in developing critical thinking and understanding different cultures.

1.1 Literature

1.1.1 Definition of Literature

Literature is hard to define due to its diverse forms of language that resist easy categorization. Gillian Lazar (1993) explores the intricate nature of this challenge in Literature and Language Teaching: A Guide for Teachers and Trainers, highlighting the ongoing debate among scholars and critics regarding what constitutes literature. Iris Murdoch (1978) contributes to this discourse by portraying literature as a medium uniquely capable of conveying specific emotional states in her work The Sovereignty of Good. In contrast, Selden (1989) defines literature as a distinct

utilization of language, emphasizing its departure from everyday communication norms in A Reader's Guide to Contemporary Literary Theory. Eagleton, in «Literary Theory: An Introduction "(2008), provided a comprehensive exposition of the concept of literature, by exploring its historical, ideological, and cultural dimensions, plus its impact on human consciousness, and identity. Similarly, Bennet and Royle in their work (2016), examined the interplay between it and the reader and the historical context. Murdoch highlights literature's ability to make us happy, echoing the romantic idea of it as a source of deep feelings. Meanwhile, Seledens' approach emphasized how literature uses language in special ways that challenge traditional ways of expression.

1.1.2 Literature in the Classroom

Literature in English exposes students to a variety of perspectives such as social, political, and historical contexts underlying each literary work. This opens the eyes of the reader to question and analyse the text from not only the writers' context but also his own point of view. Comparing the readers' social and political conditions with what they read will develop their cultural competence. Lazar (1993) stressed the importance of critical engagement, encouraging students to evaluate the text to develop valuable insights and critical thinking skills. Other scholars have contributed to this discourse by highlighting the multifaceted benefits of using literature in language learning contexts.

Similarly, Day and Bamford (1998) focused on integrating literature to enhance learners' vocabulary acquisition and reading comprehension. Linguistically, using literature as a source to vocabulary can give learners the chance to dive into

different synonyms and antonyms used by the writer. Literary texts are the right tools for language learners on their journey not only to proficiency, but also to fostering critical thinking and intercultural understanding.

1.1.3 The Role of Literature in Foreign Language Learning

Literature learning has a big contribution in foreign language learning:

1.1.3.1 Fostering Critical Thinking through Literature

Literature serves as a platform for communities to express and exchange their cultural narratives (Barka, 2013) emphasized that rather than seeing cultural differences as barriers, literature provides insight into diverse cultures. For example, studying the works of authors such as Charles Dickens in one of his famous books " Oliver Twist" where he sheds light on poverty ,crime and the harsh realities faced by the lower classes in the Victorian era .

1.1.3.2 Enriching Language Exposure

Literature is one of the valuable sources of authentic language material in EFL. However, Complex texts can create a discomfort zone for readers since they contain symbolic words. On the other hand, metaphor and irony push the reader to use his imagination to fully grasp and interpret these literary texts. Furthermore, literature exposes learners to a variety of syntactic structures and Vocabulary, improving their language skills and enabling them to express emotions more effectively (Elliot, 1990).

1.1.3.3 Enhancing Students' Motivation

In language education, literature captivates students with its narratives and linguistic richness. Scholars like Clandfield and Foord (2016) highlighted its dual capacity to engage learners with stories and provide language practice. Duff and Maley (2012) emphasized literature's emotive power, igniting curiosity and offering linguistic material for exploration. Literature offers the reader a menu which contains different plats and different flavors from different cultures. It introduces them not only to intercultural aspects but also to different syntactic structures and vocabularies, improving their language and critical skills.

1.1.4   The Importance of Teaching English Language through Literature

Teaching English through literature provides an effective approach to language learning, engaging students in both cultural exploration and linguistic development. Raju (2016) highlighted literature's effectiveness in engaging students through activities that encourage active participation. According to Carter and Long (1991), this approach not only promotes interaction between teachers and students but also enhances their understanding of the form and content of literary works. It plays a crucial role in developing communicative competences among students.

Recognized as a valuable resource, literature offers authentic language samples, enabling learners to adapt to various communication styles (Brumfit & Carter, 1986). This approach not only facilitates language acquisition but also deepens understanding of cultural and linguistic differences. Engaging with literature encourages active interaction, improving communicative skills and fostering critical thinking (Widdowson, 1983).

By offering insights into different cultures and personal experiences, the emotional resonance of literature empowers learning (Pulverness, 2003). It creates dynamic learning environments that promote active engagement and holistic language development (Duff & Maley, 2007), allowing students to take ownership of their learning journey. Additionally, literature emerges as a necessary tool for language acquisition, offering for students opportunities for proficiency, cultural awareness, and personal growth (Berardo, 2006; Wallace, 1972).

1.1.5 Literary Studies in Algeria

Delving into literary studies in Algerian universities tends to open doors to cultural exploration and critical thinking. By immersing themselves in literature, students embark on a journey to understand language, culture, and society more deeply. They gain insights into various perspectives and historical contexts through the diverse range of literary works they encounter. Along the way, students are likely to sharpen their analytical skills, refine their ability to think critically, and develop a greater appreciation for the art of storytelling. Through the study of literature, they not only expand their knowledge but also learn to navigate complex ideas and engage with the world around them in a more meaningful way.

1.1.5.1 American Literature

In Algerian universities, American literature holds a significant position in the curriculum, offering students a glimpse into the cultural tapestry of the United States. Through the writings of celebrated American authors like Mark Twain, Emily Dickinson, and Toni Morrison, students delve into themes of identity, race, and the American journey. Texts such as *Adventures of Huckleberry Finn* (Twain, 1884) and *Beloved* (Morrison, 1987) provide deep insights into the intricacies of American society, igniting conversations on topics such as slavery and the pursuit of the American Dream.

1.1.5.2 British Literature

Studying British literature in Algerian universities gives students a deep understanding of literary traditions that have evolved over centuries. From the timeless plays of William Shakespeare to the lyrical poetry of William Wordsworth, students encounter a wide range of texts that mirror the depth and diversity of British culture. By exploring themes like love, power, and social class, students uncover the historical, social, and political influences that have shaped British literature throughout history.

1.1.5.3 African Literature

Exploring African literature is significant in Algerian universities as it connects students with the diverse cultures and histories of the continent. Through the works of notable African authors like Chinua Achebe (1958), Chimamanda Ngozi Adichie (2006), and Wole Soyinka, students delve into themes of colonization, identity, and postcolonialism. Texts such as *Things Fall Apart* and *Half of a Yellow*

Sun provide insightful perspectives on Africa's struggles and successes. This study of literature offers students a transformative learning experience, nurturing critical thinking, cultural awareness, and language skills. By engaging with literary texts from various cultural backgrounds, students gain a deeper understanding of human experiences and emerge as thoughtful, empathetic global citizens. As Algerian universities evolve, integrating literature into the curriculum remains crucial for preparing students to thrive in an interconnected world.

1.1.6 Benefits of Using Literary Genres in EFL Education

1.1.6.1 Benefits of Using Poetry

Using poetry in language teaching offers a pathway to mastering basic language skills. Metaphor, a key element in poetry, plays a significant role in this process, as it enhances learning by providing a substantial cognitive experience. As Çubukçu, F. (2001). *Poetry in language* notes, poetry encourages appreciation for the sound and rhythm of language, helping students become acquainted with suprasegmental aspects like stress, pitch, and intonation. Overall, poetry enhances language skills and offers an enjoyable cultural and emotional experience in language teaching.

1.1.6.2 Benefits of Using Novels and Short Stories

The inclusion of fiction in ESL/EFL curriculum offers numerous academic benefits, as simplifying reading assignments by exposing readers to different cultures and perspectives.Short stories and novels encourage personal exploration by motivating learners with relatable contents, Stimulates imagination.and intriguing narratives. In summary, incorporating short stories into foreign language classes is highly beneficial since their brevity makes them accessible to students, while their

universal themes and relatable content contribute to cognitive and analytical skill development. These fictional materials develop both oral and written proficieny.

1.2   Literature Learning Strategies

Learning strategies involve the strategies and approaches that learners utilize to acquire, store, retain, recall, and apply knowledge. Learners play a central role in the educational process, actively participating rather than passively receiving information.   They have access to various resources and can choose their own learning strategies to achieve educational success. Several challenges in language learning, whether in discourse or academic contexts, can be overcome through the strategic use of language learning strategies related to literature context, that facilitate achievement to be more improved.

1.2.1   Cognitive strategies

Strategies involving cognitive processes such as reasoning, analysis, and synthesis necessitate direct interaction with language materials. For instance, learners employ these strategies to deconstruct complex sentences into their constituent parts, thereby improving comprehension. In the context of poetry analysis, students utilize cognitive strategies to dissect the text, identify literary devices such as metaphors or symbols, and synthesize their interpretations to uncover the poem's deeper meaning.

1.2.2 Metacognitive strategies

Metacognitive strategies can be defined as thinking and learning activities that require students to think about the thought process. Each reader may have particular aims or general objectives or reading goals which are quite unique and

distinct from one another even prior to beginning a novel study. While reading that novel, they may engage with it conversing with text, questioning it to develop better readings skills and thus influencing their comprehension.

What is most important about such strategies is their focus on the process of learning rather than on means enlisted in support of this process. Examples of self-Aided processes include; identifies learning objectives, assesses own progress as well as evaluate own understanding of a concept/topics.

1.2.3 Memory-related strategies

The use of questioning strategies can assist learners to remember and retrieve content knowledge and information that has been learnt more adequately. They include repetition methods, association methods, visualization methods, and methods that utilize precise images or figurative language, also known as mnemonic techniques. They also help in establishing associations with prior knowledge to which new information can be attached, and hence facilitate memory.

In the case of a literature admission examination, a student may employ memory-based approaches that include the formation of special schemata aimed at memorizing the important aspects of the plot and the characters' names. They could also use visualization to practice to develop their ability to 'visualise' different sequences of events from the novel and if they were to be in an exam, this would help them a lot.

1.2.4 Social strategies

These strategies are about social approach to carry out that is relevant to second language acquisition. Students may ask clarification questions to their peers or teachers, engage in discussions to develop language skills, or work on assignments collaboratively to achieve better comprehension.In their turn, when a student performs analysis of a particular piece of literary work, the student might discuss it with the members of a study group or, if he or she belongs to a book club, could share his or her opinions regarding the particular piece of literature with the other members of the club. They also can work on a group activity, for instance, designing a presentation or acting out a scene from a play they are studying so that a combination of ideas and views of several students would help them analyze the material in question better. The use of these social techniques can enhance learner independence (Oxford, 2001) and fit content and academic instructional contexts (Chamot, 2005).

1.3 Literature Reading Strategies

1.3.1 Definitions of Reading

Reading is one of the most important language learning skills. Reading involves the interaction of the reader with the text in order to elicit and grasp the meaning. Reading is the activity of word recognition, phonemic decoding, and text comprehension. Krashen (2004) defined reading as follows: "Reading is the only way we become good readers, develop a good writing style, an adequate vocabulary,

advanced grammatical competence, and the only way we become good spellers" (p. 37).

According to Grabe (1991), reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. Readers need to use to use strategies such as skimming, inferring, and guessing in order to find out meaning. Grabe (1991, 379) listed some of the reading components skills:

> ➤ Automatic recognition skills
>
> ➤ Vocabulary and structural knowledge
>
> ➤ Formal discourse structure knowledge
>
> ➤ Content / word background knowledge
>
> ➤ Synthesis and evaluation skills and strategies
>
> ➤ Metacognitive knowledge and skills monitoring.

These component skills, according to Grabe (1991), make or form together the reading skill.

Moreover, Nunan (1992) stated that "reading is a dynamic process in which the text elements interact with other factors outside the text, in this case most particularly with the reader's knowledge of content of the text" (p. 70). In other words, the reader combines different factors in order to build up the text meaning. The reader relies on the background knowledge, the language knowledge, and the text content in order to attain comprehension.

1.3.2 Reading and Literary Education

The Importance of Reading according to the views of Krashen (2004), developing reading fluency means reading a lot; the texts should be meaningfully communicated; and an effective way to do this is through Free Voluntary Reading (FVR) in the target language. Based on Krashen's Input Hypothesis, foreign language acquisition takes place when the audience receives materials that are easily understandable.

The approach of the reader as an independent subject has recently received significant attention for increasing intrinsic motivation and achieving learning outcomes. However, the practice of applying such an environment in a classroom is still quite rare. Literary education is in a problem area because the tasks and scope of literary education are not more well-defined and there are differing curriculum implementations leading to reading instruction being placed on the sidelines.

1.3.3 The Importance of Reading

Reading is considered as an important and a basic skill in order to acquire a foreign language. It gives the students access to unlimited amounts of the language. That is to say, the more the students read, the further they enrich vocabulary, idiomatic expressions, different styles and sentence structures, and cultural knowledge of the target language. Reading enhances as well understanding literary works. In fact, through reading, students engage actively with the new language and culture.

To be a fluent reader, one should demonstrate other interrelated reading sub skills. With this intention, Davis (1968) defined eight sub skills of reading to be acquired:

- ➢ The ability to recall word meanings

- ➢ Drawing inferences about the meaning of a word in context

- ➢ Defining answers to questions answered explicitly or in paraphrase

- ➢ Weaving together ideas in the content

- ➢ Recognizing a writer's purpose, attitude, tone and mood

- ➢ Identifying a writer's technique

Furthermore, Grabe (1991) proposed the following six component elements in the fluent reading process:

- ➢ Automatic recognition skills,

- ➢ Vocabulary and structural knowledge,

- ➢ Formal discourse structure knowledge,

- ➢ Content/world background knowledge,

- ➢ Synthesis and evaluation, skill strategies

- ➢ Meta-cognitive knowledge and monitoring skills.

Evidently, it can be deduced from the two above lists that these components are beneficial for the reading process and for fostering other skills. In other words, reading can enhance interpersonal relationships. Therefore, reading is a vital skill that ESL/EFL learners should focus on, especially in understanding literary works. Various scholars consider reading a multifaceted process because it involves cognitive development (vocabulary expansion, critical thinking), language skills (grammar, pronunciation), emotional and social development (empathy, relationships), academic and professional benefits (knowledge acquisition, career advancement), personal growth (imagination, stress reduction), and technical skills (digital literacy, research).

1.3.3.1 Reading as an Interactive Process

Reading as an interactive process means that the readers become active and, therefore, a certain dialogue between the text and the readers is established. Therefore, while reading the text or passage the reader deploys various types of know-how's include syntactic know-how, morphological know-how, general world know-how, sociocultural know-how's as well as topic know-how (Hedge, 2001). The second defining, though not less denotative, meaning of the term "interaction" concerns interactions between different types of knowledge reader engages while reading. Such knowledge can include linguistic, schematic and systematic knowledge through which the meaning of the text's language will be decoded (Hedge, 2001).

1.3.3.2 Language Knowledge

Language knowledge helps learners to work on the text and extract its meaning. Proficient readers decode quickly and accurately words in different contexts as they recognize grammatical structures and other linguistic features of the text.

Indeed, fluent reading requires a good knowledge of language (Hedge, 2001). Certainly, EFL learners could have difficulties in processing texts which involve unfamiliar aspects of English. When learners are unable to understand the cohesive devices in texts, their understanding of the functional links of sentences can

be hampered. Cohesive devices include items such as; references, lexical cohesion through a chain of synonyms and deletion of items such as relative pronouns.

Therefore, EFL readers are partly dependent on processing syntactic structures accurately so as to gain access to meaning. In reading, students may use discourse signals of different types to process the text. Learners should be encouraged to read extensively in order to build vocabulary knowledge and awareness of written texts that ought to be carefully and purposefully selected for the reading instruction.

1.3.3.3 Reading as a Thinking Process

Research has revealed that there is a solid relationship between reading and thinking as readers become massively strategic and metacognitive when they read. Readers use thinking as part of decision making in order to construct the final meaning. To support this view Griffith and Ruan argued (2005:5) that:

Readers must constantly make decisions that impinge on their comprehension of text: when to reread a portion of text, when and what type of inference to make, what information of importance to retain in memory and what information of lesser importance to discard, when to move on in the reading of text and at what rate.

Indeed, thinking is considered as the most important strategy in reading. While reading, students are engaged in a thinking process which involves using prior knowledge, making inferences, developing meaning, and drawing conclusions. Skilled readers are those who are able to think in a metacognitive way while reading. They know how to control and adjust their comprehension by using several reading

strategies. Alternatively, learners need to prepare for reading, build meaning as they read, and think critically on their reading when they finish.

1.3.3.4 Reading as a Purposeful Process

Reading serves to extend our general knowledge of the world and, henceforth, much of it is done for learning purposes. A good deal of reading to support learning takes place in academic contexts.

Reading is a purposeful process. Some reading purposes for learners of English can be the need to study and use English in their professional life. Accordingly, there can be several motives for giving learners a range of purposes for reading and providing them with a variety of texts including articles, brochures, poems, stories, maps, and diagrams (Hedge, 2001). Scanning involves probing rapidly through a text to find a specific point of information such as the relevant times on a program. Skimming is useful when a reader wants to get a general idea or a global impression about the content of a text. Intensive reading involves looking carefully at a text such as looking at a poem to appreciate the choice of words. Certainly, different goals for reading determine different methods in approaching texts. Therefore, it is now a necessary practice in ELT to consider real purposes for reading.

1.3.4 Types of Reading

Reading can be divided into two major types that may differ in terms of purpose, level, and length. These types are described in accordance to ELT.

1.3.4.1 Extensive Reading

Extensive reading has a paramount importance in language education. It is viewed as a practical option for reading pedagogy in foreign language teaching.

Extensive reading involves rapid and long reading of large amounts of material including books and novels. This type of reading plays a significant role in improving language proficiency and helps learners develop comprehensive awareness of grammatical structures (Davis, 1995). In fact, extensive reading improves the writing skills, broadens the vocabulary knowledge, and consolidates grammar mastery.

However, extensive reading varies according to students' motivation and attitudes. Indeed, it helps learners to develop their reading comprehension abilities and to achieve autonomy in reading. Moreover, it makes learners able in practicing specific strategies such as skimming and scanning. In general, extensive reading gives learners the opportunity to improve their language proficiency in comfortable environment and non-classroom contexts. Alternatively, learners are encouraged to increase their learning capabilities without the pressure of text analyses and reading activities which usually occur in the classroom academic studies. In this respect, Carrel and Eisterhold (1983: 567) viewed: "Students select their own reading texts with respect to content, level of difficulty, and length".

Alternatively, students feel autonomous while choosing their favorite texts according to their want. In addition, extensive reading helps learners to choose from a variety of non- academic texts such as fiction series, detective stories, and biographies where they are given the opportunity to read texts at lower and higher levels. Through

this process, they can develop a comprehensive database and increase their background knowledge as they are exposed to a various subjects.

1.3.4.2 Intensive Reading

Intensive reading focuses on a deep understanding of words, sentences, and paragraphs. Its concern is for detailed comprehension of the text. Intensive reading leads to achieve full understanding of the arguments, the rhetorical arrangements, and the structural patterns of the text.

According to Hafiz and Tudor (1989:5): "In intensive reading activities, learners are, in the main, exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, syntactic, or discourse system of L2". In other words, intensive reading is used to refer to short texts that students can be asked to read, to find out the main ideas, and to build their understanding of the text. Learners in intensive reading are required to focus on a small amount of material under the guidance of their teachers who can introduce short texts and stories in order to develop their intensive reading skills and strategies.

Intensive reading practice focuses on vocabulary knowledge, patterns of text organization, and texts genres and types. Instruction of intensive reading is necessary as it helps learners comprehend written texts, use and monitor reading strategies, and develop general literacy skills (Paran, 2003). Henceforth, intensive reading serves to broaden the cognitive process through practicing particular reading skills in effective and useful ways.

1.3.5 The Reading Strategies

Reading involves the use of some techniques that are implemented according to particular purposes. For example, students do not need to read a whole text in order to check specific information. They need rather to understand and reflect on the text meaning when they are asked to learn something from their reading. In this concern, scholars have revealed two main reading strategies:

1.3.5.1 Skimming

Skimming is a technique of reading a particular text in order to determine its main idea. It is a way of reading in which students are recommended to quickly pass their eyes across the whole text for a gist.

Skimming is an effective technique of reading that leads to getting an overview of the main ideas (Brown, 2001). It is a style of reading used to determine the main idea of a particular written material. Besides, it can be defined as a type of rapid reading which is used when a reader wants to get the main idea from a passage (Richard et al., 1992). In other words, skimming is described as a high speed reading technique useful for saving time. It requires that readers run their eyes over the entire text rapidly without going through the details of the passage or text. This strategy involves glancing through the text to get a general view of the content.

Moreover, skimming involves getting rapidly through a book by looking at the index, chapter headings, introductions, and conclusions. In this way, skimming gives some ideas about the way the book is organized and styled. Precisely, it is useful to decide whether the book is worthy of reading or not. In order to practice the skill of skimming, teachers should train learners to recognize the key sentence of a passage, and the key paragraph of a text.

In brief, the purpose of teaching this skill of reading is to help learners to have an idea of the main points of the text. It entails their ability to pick out the main points rapidly and to disregard what is not needed to their understanding of the text.

1.3.5.2 Scanning

Scanning is a reading technique used to extract specific information from a particular text. It is viewed as a type of a speed reading technique which is used when the readers want to locate a particular piece of information without necessarily understanding the rest of a text or a passage.

According to Grellet (1981) scanning trains learners to run their eyes quickly over a text in order to locate specific information. Reading by scanning involves the reading a particular list, sentence, paragraph, passage, or chapter in which the reader seeks facts related to a particular subject. Scanning is more useful when the reader knows exactly what he or she is looking for in a text.

However scanning is not an effective way of studying all of the information covered in a particular passage as it is only a method of finding specific information. Therefore, a reader who scans without knowing specifically what he or she is looking for will more likely miss key information. Certainly, scanning is useful when students read something for a particular interest without reading the whole text. They use this type of reading to find the fact they need, and when they find it, they read it with more attention without caring about the other parts of the text.

Consequently scanning is a useful strategy in reading when the readers know precisely what they are looking for in a passage, a text, or a book. It is an effective technique used to seek specific data related to a particular issue.

1.3.6 The Relationship between Literature and Reading

Literature is considered rich and enjoyable input that could well stimulate students to develop reading habits. Short stories are considered as insightful easy sources for students to enrich their vocabulary which influences positively their reading comprehension.

In a study conducted by Danit (2000) examining the effects of literary texts on students reading achievement, the results confirmed the usefulness of literary texts to the development of students reading comprehension. Short stories can be considered as a valuable source for comprehensible input (krashen1982). Besides that, reading and interpreting are the departure seeds for the imagination to write a particular literary work. Accordingly, Young (1996) argued that stories have two crucial advantages over traditional content; first, because they are entertaining and second; because critical thinking is an easily remembered context.

Indeed the appreciation of literary works is not based solely on pleasure of reading, it requires from the reader an understanding of literature methods used by the author. It requires as well mastering the four processes in literary reading: understanding, interpreting, responding and enjoying.

Therefore, reading can be considered as the voice that speaks on behalf of literature. The ideal relation between reading and literature is not regarded just as to become a successful interpreter but more importantly to live experiences to feed our imagination than simply acquiring knowledge.

1.3.7 Students' Common Difficulties in Reading literature

Various researchers have examined possible challenges that most students are more likely to encounter dealing with literary texts.

Judie Hayne (2007:59-60) listed some specific challenges that ELLs face when learning to read literature in English, they are:

- ➢ Difficulty of unfamiliar vocabulary
- ➢ Use of homonyms and synonyms
- ➢ 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
- ➢ Story themes and endings can be inexplicable
- ➢ Literary terms for story development are not understood
- ➢ Unfamiliarity with drawing conclusions, analyzing characters and predicting

Indeed, the proficiency of language acquisition is highly required for access to meaning of the literary text. Knowledge of foreign languages inevitably leads to develop certain skills and knowledge acquired far from the linear meaning of words and sentences. Furthermore and because literary texts are full of metaphors, connotations vary in formal and informal meanings.

Cultural difficulties are as well among the difficulties faced by learners when reading and studying literary works. Because literature is culture bound, interpreting a literary text requires some shared cultural references between the writer and reader. Any literary text carries with it a sum of cultural values which immediately become an obstacle for the reader. These cultural barriers create a misunderstanding of the text

or a wrong understanding. Indeed, the most affordable literary texts are those who carry the largest numbers of cultural common knowledge supposedly shared widely. When we do not lend more attention and to the issue of cultural symbols implied deeply between the lines students can form falsified or subjective attitudes which may influence negatively their acquaintance with a particular type of literature, people race, religion and thereby reading.

Conclusion

Finally, it can be stated that the incorporation of several reading strategies in literature learning and reading contributes positively in various aspects of students' educational attainments. Reading in all its forms; as skimming, scanning or close reading, has a distinct function that reflects its importance in the process of learning. Skimming is a great way to get the gist of that what the reader is reading. If students take a few moments to roughly scan the chapters or sections, they are able to get an overall picture and organization of the entire piece. Using this strategy is helpful when beginning a new book, or reviewing for discussions, as it helps learners to grasp foundational themes and events of the plot without becoming distracted by individual details. Therefore literature learning is affected by the different strategies used in reading. These strategies usage differs from one reader to another.

Chapter Two: *Fieldwork*

Introduction

In the previous chapter, we have provided a theoretical conceptualization of literature reading and learning strategies this chapter is devoted to describing the methodology used in the practical partand putting it into practice. It also aims at testing our hypothesis, through the analysis of the results obtained from the students' questionnaire which is an effective and a practical tool for gathering data. In this chapter, we will provide an analysis of each question followed by a discussion of the results.

2.1 Methodology

2.1.1 Research Tool

In an attempt to investigate literature reading learning strategies on learning English language, we have decided to use questionnairesin order to gain access to

sufficient data and increase the credibility of the findings. The questionnaire was addressed to third year students of English. It was designed in two formats: Google form format and Word printed format.

This questionnaire is made of 13 questions. The first section "general information" contains two multiple choice questions; it aims at investigating personal information about the participants. The second section, "Reading habits and literary engagement". It is about learners' interest in Literature and which among its types they prefer to read. And the third section is about "Literature reading and learning strategies" and it aims at investigating students'preferable strategies and tools in the process of learning. The last section of the questionnaire which investigates 'Students learning difficulties and possible suggestions'aims at searching for possible remedies to the struggles faced by them for a good learning experience.

2.1.2 The Participants

The present study was conducted in the Foreign Languages Department at Abd Elhafid Boussouf University Centre- Mila. The population examined in this study is taken from third year English students in the department of foreign languages. Our decision to work with students from this levels stems from their familiarity with foreign language learning at university and their ability to express thoughts and ideas because they have dealt with various materials in their learning process, and their understanding of the importance of mastering the four skills as FLL. Out of a population that consists of 206 students, we have randomly selected a sample of 60 students as representatives of the population.

2.2 Results of the Study

2.2.1 Results of Section one: General Information

Q1. What is your gender?
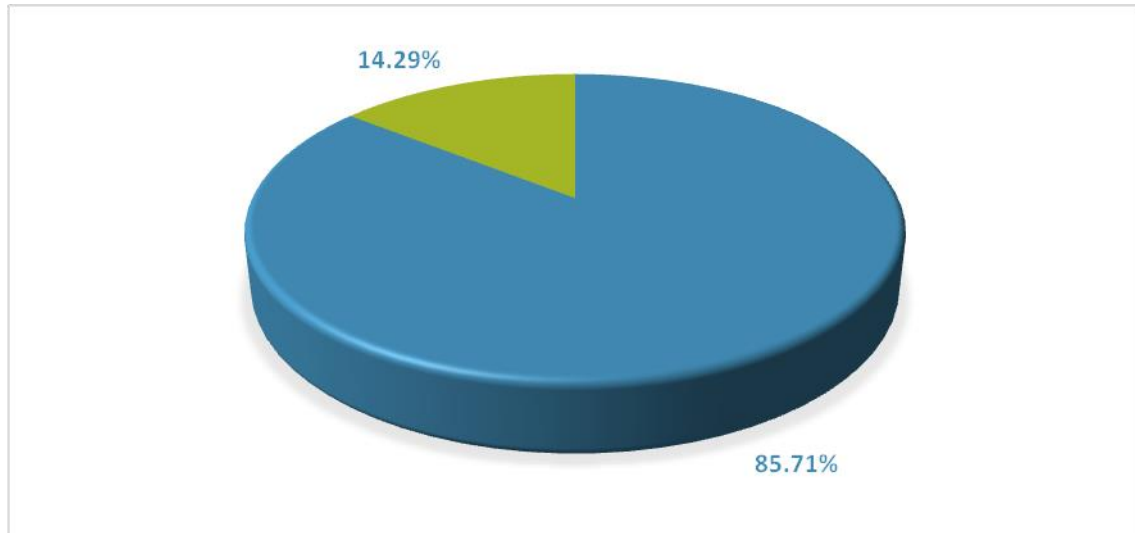
Figure 01: Students' Gender.

The purpose of asking this question is to determine whether both genders are interested Literature. According to the findings, the proportion of males is (14.29%) and the percentage of females is (87.71%). This demonstrates that students of both genders are open and motivated to learn English using different learning strategies.

2.2.2 Results of Section Two: Reading Habits and Literary Engagement

Q2: Are you interested in literature?

Figure 02: Students' interest in literature

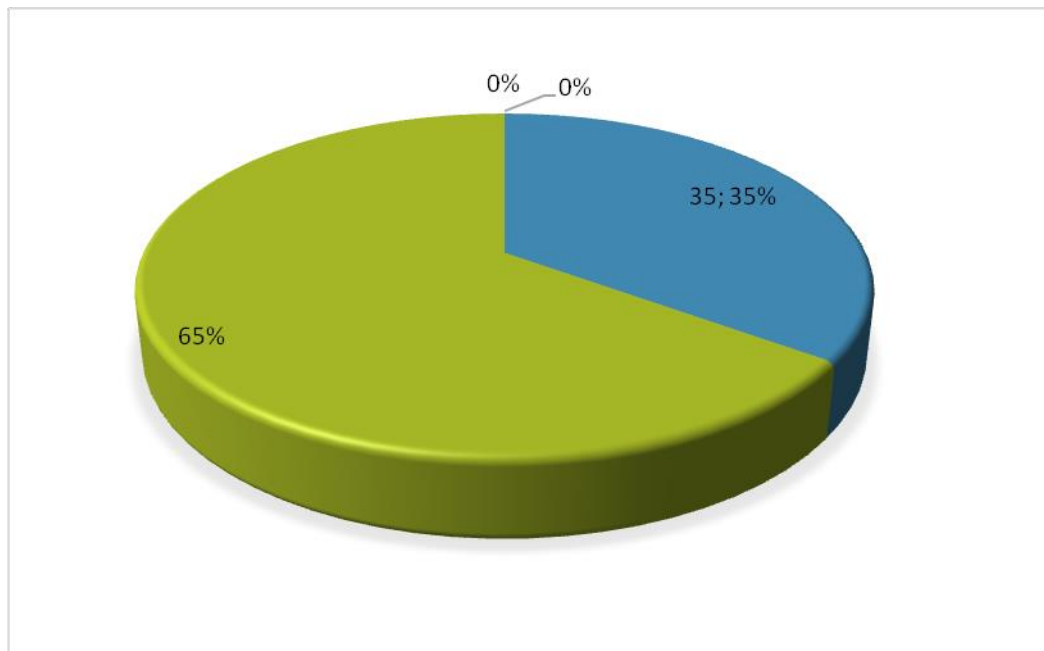This question attempts to explore students' interest in literature. Thirty-nine students (65%) state that they find literature interesting. As opposed to them, twenty-one participants (35%) declare that literature is not among their interests.

Q3: Do you think that literature is important?
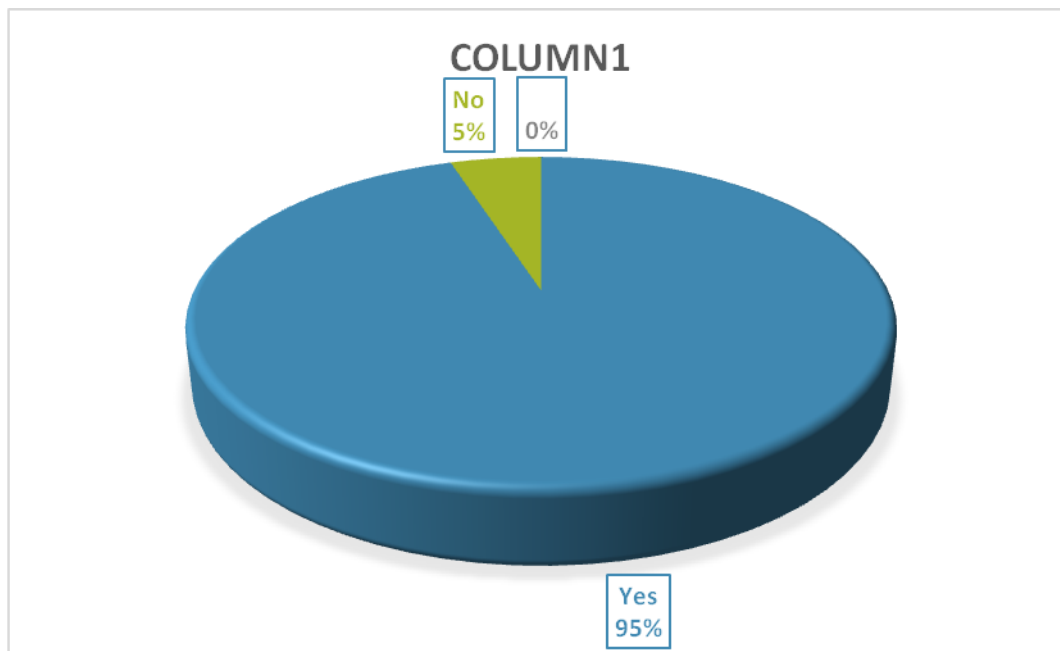
Figure 03: Students' attitudes towards the importance of literature

When we asked about whether literature is important, the greater part of the learners (95%) answered approvingly. They state that literature is important for language learners. Contrariwise, a minority of three out of sixty participants (5%) report that literature does not hold an essential place in language learning. By way of explanation, they say that the language of literature cannot be utilized in daily life for communicative purposes, let alone the fact that it is complex.

Q4. If yes, why is it important?
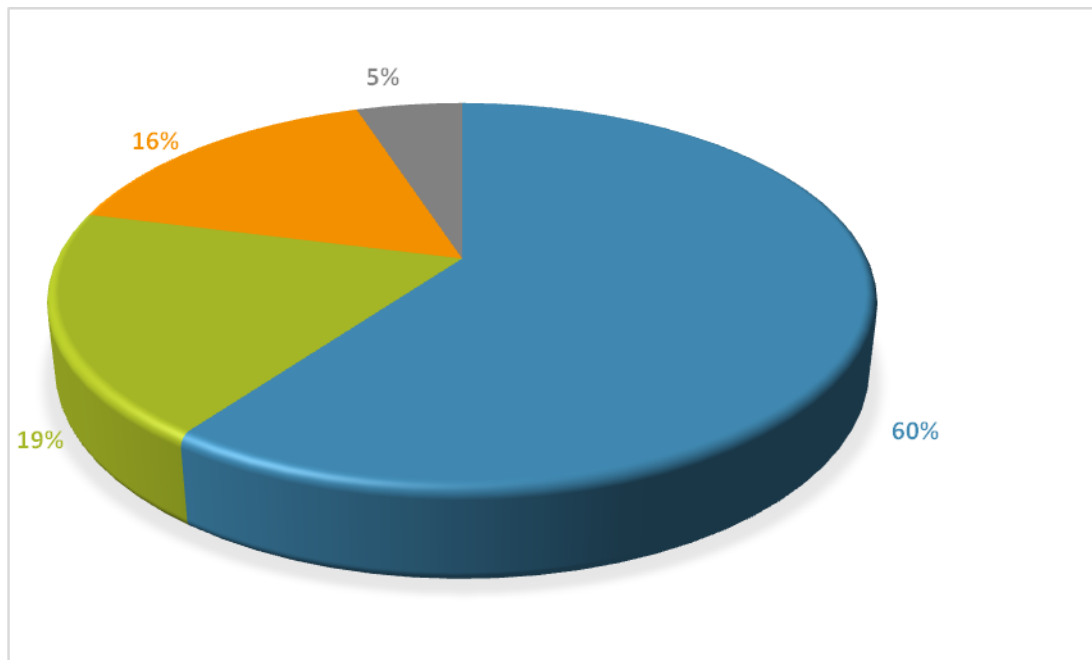
Figure 04: Reasons for the importance of literature

This question is designed for the students who opted for the "yes" answer in the previous question. Therefore, the total number of respondents concerned with it is fifty seven rather than sixty. Upon analysis, nine students (16%) say that literature is important since it exposes learners to authentic texts. Eleven students (19%) see that literature is, instead, important for it teaches about the target culture. Only 3 respondents (5%) opt for the third choice which holds that literature is important because it is motivating for learners. For more than half of the students (60%), the importance of literature lies in the three above mentioned elements altogether. That is, it enables learners to be exposed to authentic texts, to explore the target culture, and to gain motivation.

Q5.What types of literature do you prefer to read?
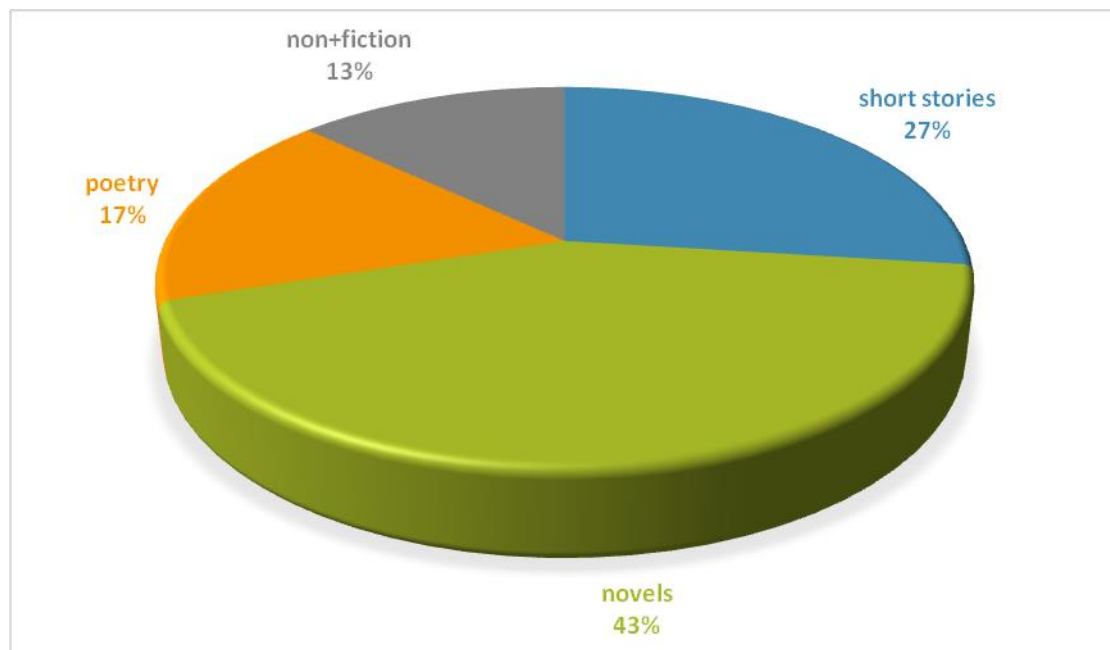
Figure 05: Students' Favorite Reading Tool

By raising this question, we wanted to find out what material students use when reading for pleasure either poetry, novels, short stories or non-fictional essays and biographies. According to the figures above, 60 students (43 %) have chosen novels. It can be suggested that one of the primary reasons for the prevalence of novels is that they are part of their academic schedule at university. With a rate of 27%, 38 students have selected short stories as a suitable source of reading, while 24 learners (17%) have shown their interest in poetry. The last 13 student which 3 ladies and 10 gentlemen have chosen reading essays and biographies.

Q6. How often do you engage in reading literary texts outside of required course materials?
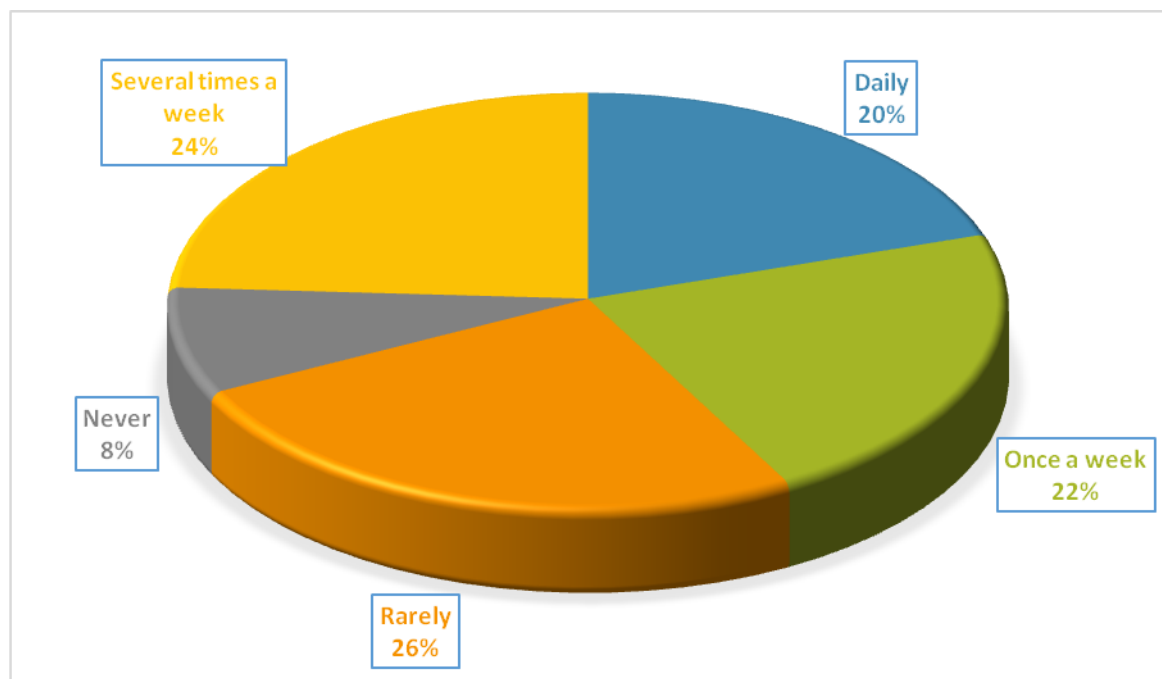
Figure 06: Frequency of Students Reading outside the classroom

This question is designed to evaluate the amount of time spent reading or viewing literary texts in order to determine how much students' English has improved while reading different materials. According to the pie chart, (20 %) of students use and read different reading materials daily, thirteen participants (22 %) once a week, sixteen students (26 %) rarely, and fourteen learners (24%) several times a week. The remaining 5 students have stated that they have never used or read outside. The results have shown that the majority of students use reading materials weekly rather than daily, we can assume that they find the weekend as the best time for them to read.

Q7. How do you typically approach reading a new literary text?
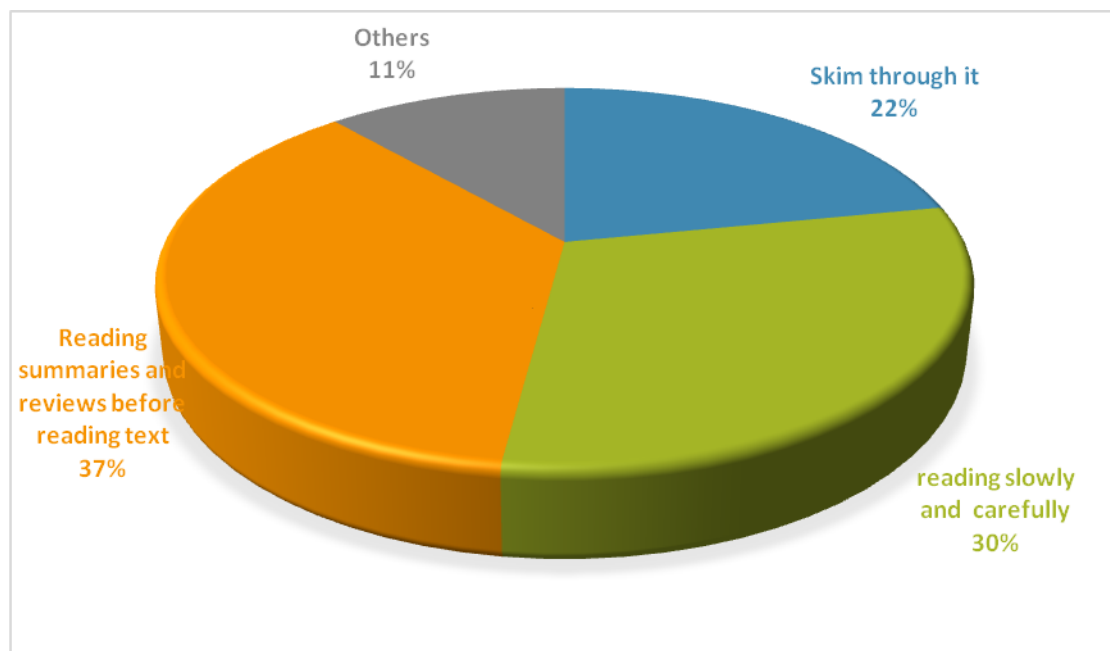
Figure 07: The way students approach reading a new literary text

This question is designed to check the way students approach reading a new literary text. According to the pie chart, (36 %) of students read different summarizes and search for reviews on a text before reading it, twenty nine participants (30%) read and repeat slowly the text they are exposed to , 21 students (22 %) skim quickly though the texts , and about 11 learners (11%) approach it through different ways . The results have shown that the majority of student's attraction depends on seeing the summaries and some review or comments on the text first.

Q8.How do you enhance your understanding of complex literary words?
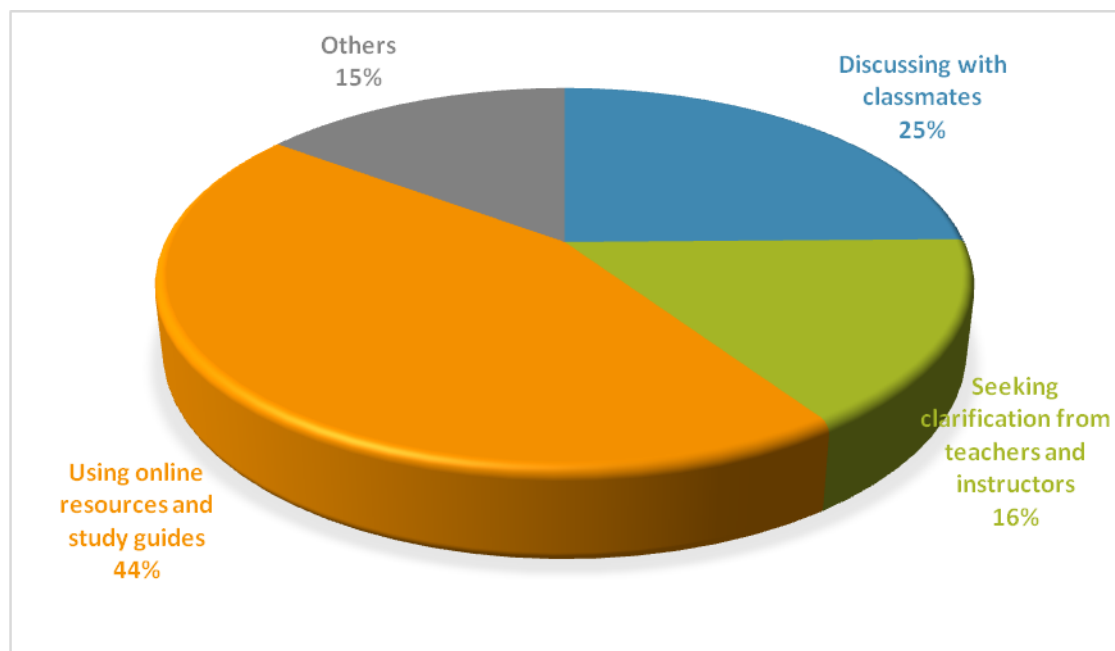
Figure 08: The way learners improve their comprehension of intricate literary

 Words

The results suggest that the majority of the students (45%) choose to use online resources and study guides to improve their understanding of complex literary texts. On the other hand (25%) of students discuss what confuses them with their classmates.(16%) of the respondents believe in seeking clarification from teachers and instructors However, as for the option of other ways, it was opted only by 9 students (15%).

2.2.3 Section Three Results: "Literature reading and learning strategies"

Q9.What strategies do you use to analyse and interpret literary texts?(select all tht apply)
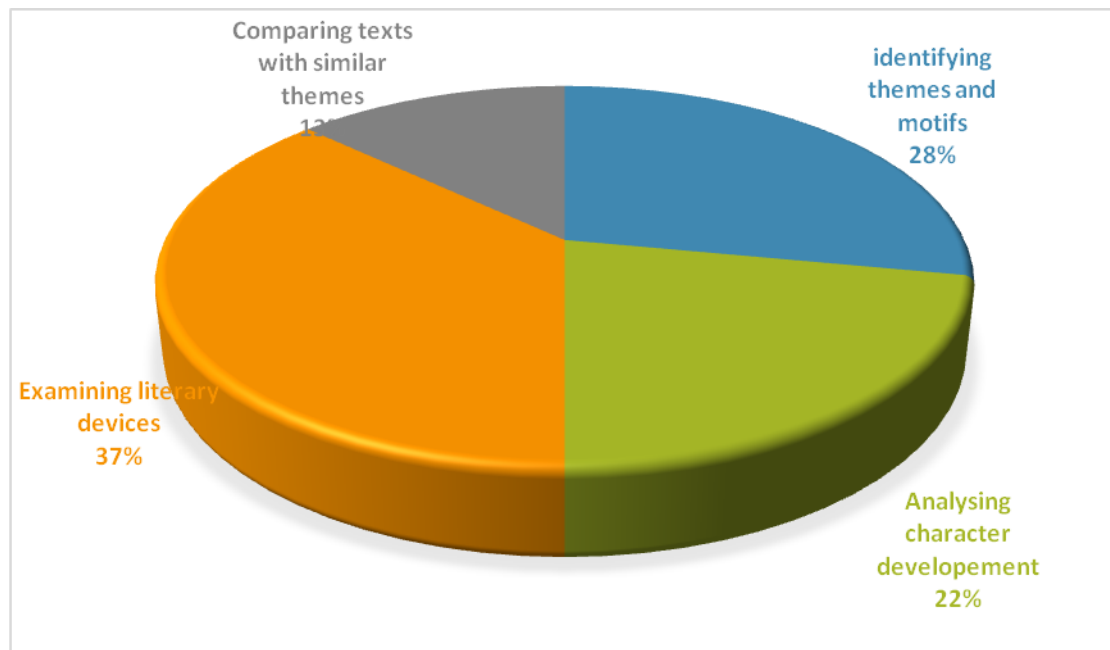
Figure 09: The strategies used by students to analyse and interpret literary texts

Upon analysis, eight students (13%) declare that they do the analysis or interpret literary texts through comparing them with similar themes.22 students (37%) follow the close reading strategy in which they examine texts carefully, while paying attention to details such as imagery and symbolism.(28%) of the informants go for identifying themes and motifs, while thirteen ones (22%) selected analysing character development among the suggested strategies.

Q10. Have you received formal instruction or training on literature learning?
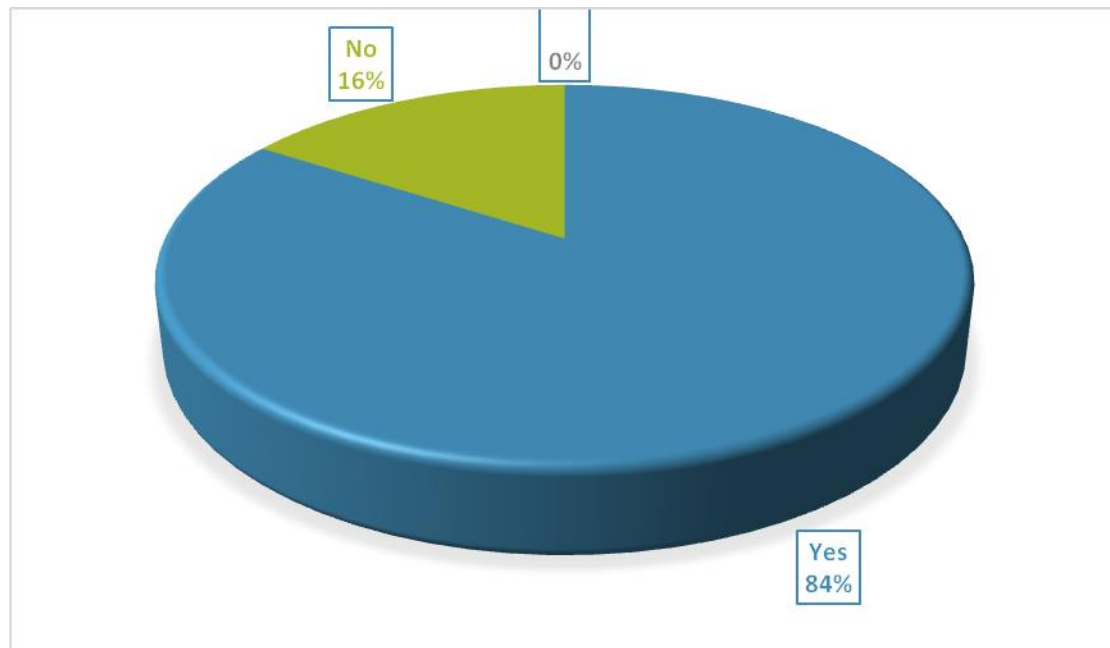
Figure 10: Formal Instruction on Literature Learning Strategies in University

        Studies

When we asked about whether students got any formal instruction on literature learning strategies during their university studies, the greater part of the subjects (84%) answered with no. Contrariwise, a minority of ten out of sixty participants (16%) answered approvingly on being having training and formal instruction then.

Q11. How do you use technology (e.g., online resources,digital texts) to support your literature learning?
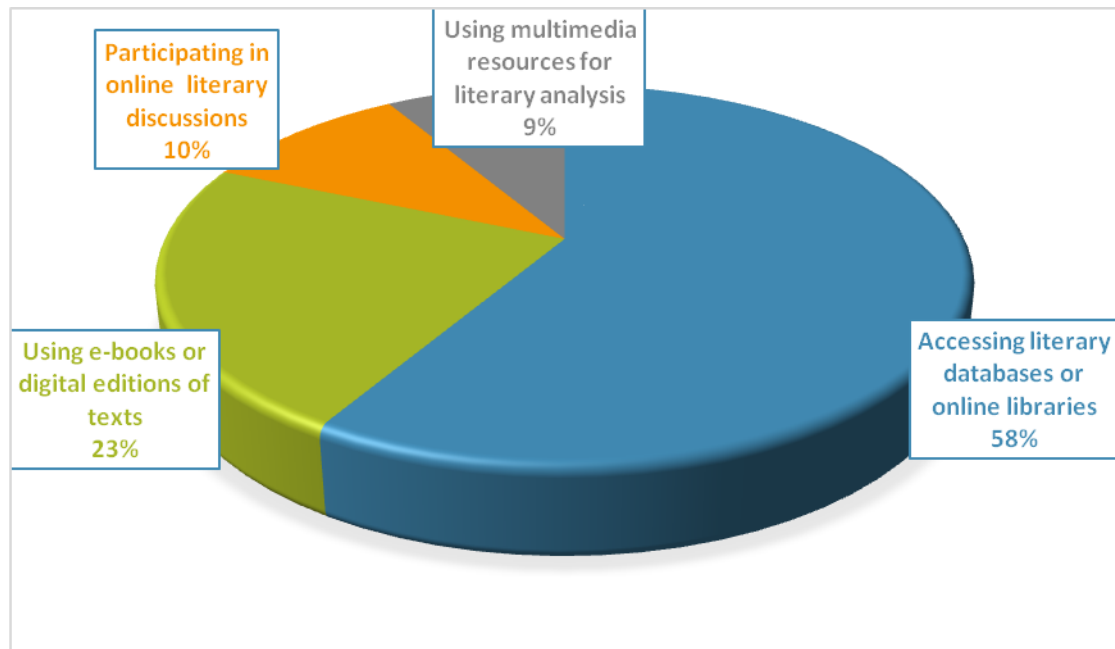
Figure11: The way technology supports literature learning

This is meant to highlight how technology use supports student's literature learning. Upon analysis, five students (9%) declare that they use multimedia resources for their literary analysis. 14 students (23%) assume that using e-books or digital editions of texts helps well in their learning. To push further, six informants (10%) go for participating in online literary discussions, while more than half of the subjects (59%) opt for all of the literary databases accessing and online libraries as a supporting way.

2.2.4 Section four Results :" difficulties and suggestions"

Q12:What are the difficulties you face in studying literature?
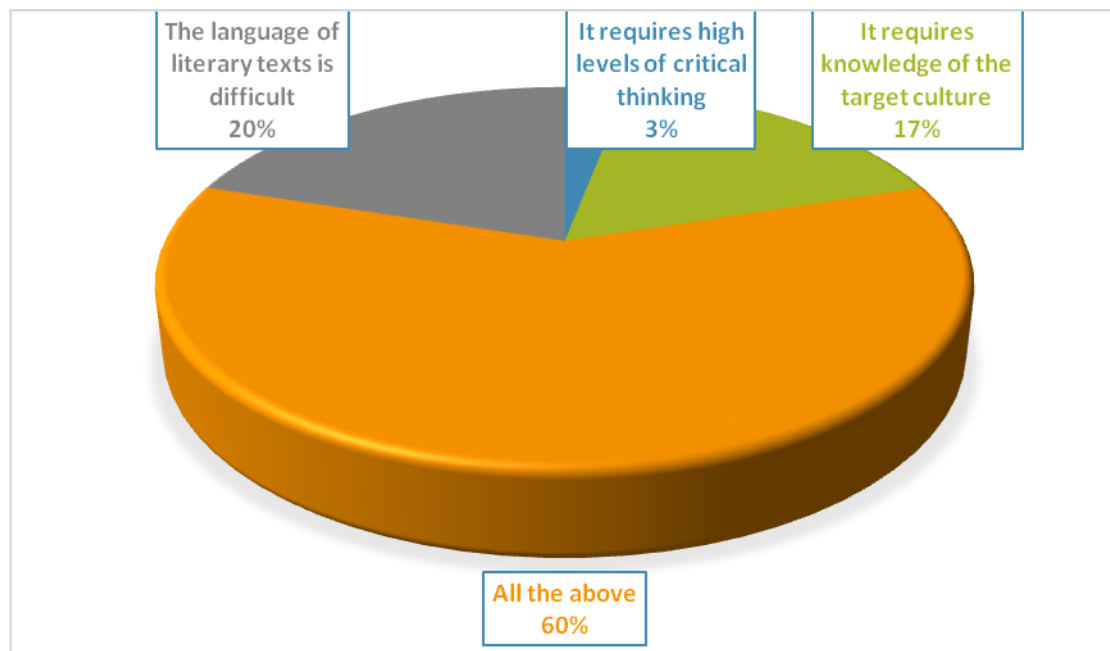
Figure 12:Students' difficulties in studying literature

The data displayed in the figure up there reveals that students have different views regarding the difficulties they encounter in studying literature. Out of sixty, eleven respondents (20%) consider that the complexity of literary language constitutes their major problem in studying literature. Two students (3%) suggest that literature requires high levels of critical thinking. Further, ten of them (17%) declare that understanding literature entails one's knowledge about the target culture.(60%) of the respondents, representing thirty-six students, believe that all the options provided are equally regarded as difficulties faced in the study of literature.

Q13:What suggestions do you recommand as literature-learning strategies in the university curriculum?
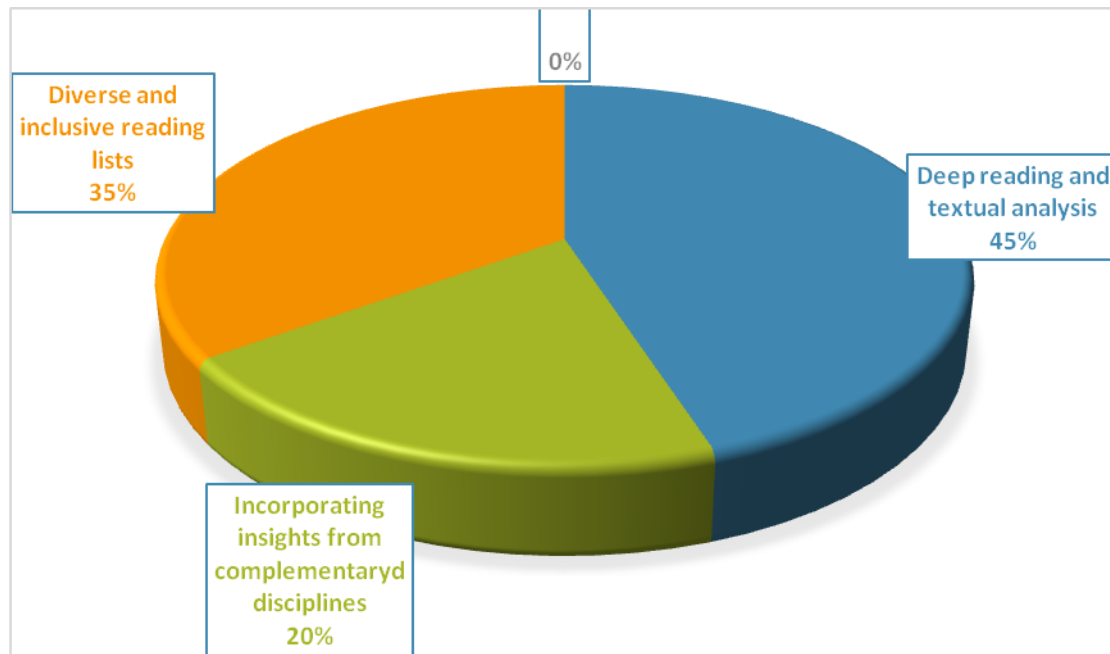
Figure13: Suggestions as literature-learning strategies in university curriculum

When considering effective literature-learning strategies, three key recommendations emerged from a survey of 60 students. (45%) of respondents emphasized the importance of deep reading and textual analysis, which means reading and analyzing texts in a complete and careful manner to fully understand the deeper meanings within them.12 students (20%), suggested learning from other subjects like history and psychology to better understand literature. Additionally, (35%)believe in the the need for diverse reading lists, including works from different cultures and authors, to get a full picture of literary diversity. These strategies aim to make studying literature more detailed and interrelated.

2.3 Discussions of the Main Findings

The analysis of the student questionnaire provides valuable information regarding literature learning in the university curriculum. Third-year students have a great interest in literature, with the majority expressing eagerness to engage with literary materials, providing the groundwork for an engaging educational environment.

The study has revealed that the participants are highly aware of the value of literature in learning a language, citing its role in introducing them to authentic texts, studying other cultures, and providing inspiration. A noteable preference for novels as an important reading tool ,that stress the importance of adapting the course materials to what students prefer.for Furthermore, students show different levels of literary engagement outside of required course materials, as well as the importance of encouraging independent reading. Their various ways of reading new literary texts underscore the necessity of providing diverse learning materials.The findings highlight possible areas for curriculum improvement, notably in terms of including more formal teaching on literature learning processes and integrating technology-rich materials into the classroom. At last, the research provides significant insights for teachers to adjust instructional techniques, resulting in engaging and enriching learning experiences in literary education.

2.4 Limitations of the Study

This study has been constrained by some limitations. One limitation is that in order to carefully manage the study, it was limited to students of English at Mila University only. This study could have been broadened if it had included wider samples of different levels and universities throughout the country. Also, we were unable to conduct an experimental study that would have required a significant amount of time. Instead, a questionnaire was employed to quickly collect data although some students ignored open-ended questions. We have as well faced difficulties in getting available teachers for having an interview with them which could have led to varied and more reliable results.

2.5 Recommendations of the Study

Our research's main aim is to emphasize the necessity of adopting varied learning strategies for learning English languages that go beyond the typical curriculum. It is also found that including literary pieces, like stories and poems, significantly enhances language learning. To successfully improve language skills, learners must try different ways. Furthermore, the emergence of digital platforms, such as online books, provides them with new opportunities to interact with literature in engaging and easy ways. We believe that further research might enhance teaching

methodologies, allowing teachers to better assist students on their language learning journey and providing a more enriched learning environment.

We recommend that students explore other materials in addition to the traditional textbooks. Our findings show the necessity of integrating a variety of resources into their ways of learning to improve both their comprehension and language learning. Learners should try various styles of literature and learning strategies that relate to what interests them. Additionally, reading different genres and forms of literary works, discussing them with peers, or using online tools might develop learners language use and their comprehension of them. Finally, besides developing learning experiences, this diversity also focuses on improving learners eagerness and passion to read.

Conclusion

This chapter has dealt with the practical part of the study. The findings and analysis from its student questionnaire have revealed that learners are highly conscious of the value of literature. Moreover, the analysis has also shown that students have different levels of literary engagement outside of class. Further to this, this emphasizes literature learning's role in developing students understanding, critical thinking, and engagement. Overall, this results of this study have highlighted the importance of literature learning strategies in providing meaningful learning experiences within the literary classroom.

General Conclusion

Through out this study on how learners read and learn literature, our primary focus was on checking whether learners get and recognize the importance of literature in improving their proficiency in mastering a language. Additionally, to what extent can the application of different learning strategies help students in their learning journey? By getting answers to our main questions, we sought to have valuable information on the interrelationship between both learners, learning strategies, language learning, and engagement.

In order to achieve the mentioned aims of the study, we administered a questionnaire to 60 third-year EFL students in the Department of Foreign Languages at the University of Mila. The findings have revealed that the participants give importance to literature learning and eagerness to read various literature genres. The results of this investigation have indicated the participants' use of strategies in learning and reading contribute to their understanding and engagement with literary texts.

The study included two chapters; one that has dealt with theoretical background and another that was dedicated to fieldwork. The first chapter has provided a theoretical foundation to the issue of literature learning and reading strategies. It has focused on literature and its relationship with foreign langauge

learning. It has dealt as well with the different literarure learning strategies. It has covered also learning strategies and techniques used to study literature. The second chapter has described how the research was conducted and the more importantly it has indicated the results of the study along with its interpretations and discussions. It has included as well the recommendations and limitations of the study.

In conclusion, this research encourages both teachers and learners to delve deeper into the efficacy of their reading and learning strategies within class. As well, it is suggested that students attend their literary classes to enhance and improve their understandings and skills. However, acknowledging the limitations of this study, future research to be conducted is encouraged to better study literature learning and reading strategies. Therefore this research can be considered as an essential starting point for future research using a larger sample or an experiment that may provide further insight into the difficulties and complexities of literary learning.

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World.

Appendix

The Students' Questionnaire

Investigating lerners literature learning and reading strategies:the case of third

year students Mila university center

Dear third year Student,

This questionnaire intends to collect preliminary data for a Master thesis which is

about "**Investigating lerners literature learning and reading strategies**"

Your answers will be of great help to the research project.

Thank you very much in advance for your cooperation.

Section one: **General Information**

1/ Are you a:　　　　　⭕　Male　　　　　　　　　　　　Female ⭕

2 / your age:　　　　Less than 19 ⭕　　　　　from 20-24 ⭕　　　　　Over 25

⭕

Section Two: "Reading Habits and Literary Engagement"

1-Are you interested in literature?

Yes   No   ☐

2- Do you think that literature is important?

 Yes   ☐   No   ☐

If no,please explain…………………………………………….................

If yes, why is it important?

   -It provides authentic texts   ☐

   -It teaches about culture   ☐

   -It is motivating   ☐

   -Others:

………………………………………………………………………………….

3-How often do you engage in reading literary texts outside of rquired course materials?(e.g,,novels,poems,plays).

- ◉ Daily
- ◉ Once a week
- ◉ Rarely
- ◉ Never
- ◉ Several times a week

4-What types of literature do you prefer to read?(select al that apply)

- ◉ Poetry
- ◉ Fiction (novels,short stories)

- Drama (plays,,)

- Non-fiction (essays,biographies)

5-How do you typically approach reading a new literary text?

- Skim through it quickly

- Read it slowly and carefully

- Read summaries and reviews before reading the text

- Other (please specify)

  ……………………………………………………………………..

6-How do you enhance your understanding of complex literary words?

- Discussinng with peers or classmates

- Seeking clarification from teachers or instructors

- Using online resources or study guides

- Others (please justify)

  …………………………………………………………………………......

Section three: literature learning strategies

1- What strategies do you use to analyse and interpret literary texts?(select all tht apply)

- Identifying themes and motifs

- Analysing character development

- Examining literary devices (e.g.,symbolism,imagery)

- Comparing texts with similar themes

- Others (please specify)

  ……………………………………………………………………..

2-Have you received formal instruction or training on literature learning strategies during your university studies?

- ● Yes

- ● No

  Justify……………………………………………………………………

3- How do you use technology (e.g., online resources,digital texts) to support your literature learning?

- ● Accessing literary databases or online libraries

- ● Using e-books or digital editions of texts

- ● Participating in online literary forums or discussions

- ● Using multimedia resources (e.g., videos,podcasts) for literary analysis

- ● Others (please specify)

Section four :" difficulties and suggestions"

1- What are the difficulties you face in studying literature?

-The language of literary texts is difficult

-It requires high levels of critical thinking

-It requires knowledge of the target culture

-All of the above

Others:……………………………………………………………………………
………..………..…………………………………………………………………

2-What suggestions do you recommand as literature-learning strategies in the university curriculum?

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Résumé

Dans l'étude de la littérature, les apprenants utilisent des stratégies diverses et différentes pour lire et comprendre des textes littéraires. Détecter comment ces stratégies sont utilisées est d'une grande importance pour orienter les étudiants vers une compréhension significative de la littérature. Cette étude vise à étudier les stratégies d'apprentissage et de lecture en littérature des étudiants de 3eme année de Langue anglaise au Centre universitaire de Mila. La recherche vise également à identifier les difficultés et les défis auxquels les participants sont confrontés lors de l'apprentissage et de la lecture de la littérature. Pour mener l'enquête, un questionnaire a été utilisé comme outil de recherche. Les participants à l'étude sont 60 étudiants de 3ème année d'anglais au Centre universitaire de Mila. Les résultats de l'étude ont révélé les stratégies utilisées par les participants lors de l'apprentissage et de la lecture de la littérature, telles que l'identification de thèmes et de motifs et l'analyse du développement des personnages. Les résultats ont également révélé les difficultés rencontrées par les participants lors de la lecture de textes littéraires.

Mots-clés : Apprentissage de la littérature, Stratégies de lecture, Habitudes de lecture, Étudiants d'anglais de troisième année, Centre universitaire Abdelhafid Boussouf

ملخص

في دراسة الأدب، يستخدم الطلاب استراتيجيات متنوعة ومختلفة في قراءة النصوص الأدبية واستيعابها. إن اكتشاف كيفية استخدام هذه الاستراتيجيات له أهمية في توجيه الطلاب نحو فهم هادف للأدب. تهدف هذه الدراسة إلى التعرف على استراتيجيات تعلم وقراءة الأدب الإنجليزي لدى طلاب الصف الثالث في مركز جامعة ميلة. ويهدف البحث كذلك إلى التعرف على الصعوبات والتحديات التي تواجه المشاركين في تعلم وقراءة الأدب. ولإجراء البحث تم استخدام الاستبيان كأداة للبحث. المشاركون في الدراسة هم 60 طالبا من طلاب السنة الثالثة في اللغة الإنجليزية بالمركز الجامعي ميلة. وكشفت نتائج الدراسة عن الاستراتيجيات التي يستخدمها المشاركون عند تعلم وقراءة الأدب مثل تحديد الموضوعات وتحليل تطور الشخصية. كما كشفت النتائج عن الصعوبات التي يواجهها المشاركون أثناء قراءة النصوص الأدبية

الكلمات المفتاحية: تعلم الأدب، استراتيجيات القراءة، عادات القراءة، طلاب اللغة الانجليزية السنة الثالثة، مركز الجامعي عبد الحفيظ بوصوف