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Option: Literature

**The Use of Young Adult Literature in Literature Class.
The Case of the Department of Letters and English Language,
University 8 Mai 1945 Guelma**

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Dedication: Amdjed DALI

In the name of Allah, the most Gracious and Merciful, peace be upon His messenger,

I would like to dedicate this work

First and foremost, to my very dear parents who have been by my side since I came into this world, cared for me, loved me unconditionally, and made me into what I am today. May god

bless them and keep them safe.

To my one and only brother Mehdi

To my two best friends who've been like brothers to me Kamel and Imad

To all the teachers that have guided me throughout the years, up unto this moment, I will be

forever grateful.

And lastly this is for all the friends that I made throughout these five years, whom I like to thank for all the experiences, the moments, and the memories that will be cherished for years to

come

I wish you all, nothing but, the very best

Dedication: Ferial DAFRI

I would like to dedicate this work to:

My dear parents who always supported me to finish my studies, although they will not see or read it, they are my source of motivation.

My two best friends Insaf, and Saoussen, my supporting system, I have no words to describe my feelings for you, your friendship is the best thing I have ever had.

My cousins, from both sides.

My friends and whomever managed to put a smile on my face.

Finally, I would like to dedicate this work for you my dear reader.

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Abstract

Throughout the years we noticed that students usually face problems concerning their motivation to study the module of literature. The module itself is often referred to as being boring, or non-interesting. The present research is an attempt to solve this issue and to see whether the use of Young-Adult can raise student's motivation towards the module. A questionnaire was made and presented to a sample of 103 students in the English department of 8 Mai 1945 University Guelma. The analysis of the results showed that the students are aware of the importance of motivation in the course of learning, and also that they do find YAL much more interesting. Equally important, the analysis highlights that students do believe that the use of YAL can raise their motivation.

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List of Abbreviations:

YA: Young-Adult

YAL: Young-Adult Literature

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1. Introduction

In the field of language and culture teaching, Literature can never be ignored as each culture has its own. Literature is representative, in the way that it speaks about certain events at a certain point in history, allowing others to know how people were in a particular land during a specific time frame. Each literary era is marked by some historical events that affect the style and the reasons of writing. In the twenty first century, people seem to like facilitating everything, including the language used. One of the results is that a learner from the twenty first century, for example, does not necessarily relate to a novel that was written in the Victorian era due not only to the lack of common things but also to the complexity of the language used. This will eventually make learners lose their interest in learning literature. A possible solution is to introduce literature with texts they can understand. This may contribute in raising their motivation into learning the classics.

2.Statement of the Problem

Many higher education students in Algeria are suffering when it comes to studying literature through the use of classics. This is partly due to the texts' hard and complex nature and the subjects and themes tackled; aspects that make them hard to relate to. The difficulty that students find in understanding and analyzing the novels makes them lose interest in studying literature. This study is an attempt to raise students' motivation to study literature through the integration of YAL in higher education.

3. Aim of the Study

This research contends that the integration of Young-Adult literature in literature curricula through its use as before moving to classical texts, mainly in first year, can contribute in raising students' motivation to study classical novels.

4. Research Methodology and design

4.1. Research Method

In order to match the aims of the study, the method used in this research is the quantitative descriptive method. The students were given an online questionnaire and were asked to answer it in order to express their views on the topic.

4.2. Population of the Study

The population of this research was mainly directed towards, first- year students at the department of English letters and language, University of 8 Mai 1945 Guelma. The selected sample is composed of (210) first-year students (06) groups, the department of English assures the representatives of the sample. The main purpose for choosing first year students is that they are the ones that are introduced to an entirely new concept which is studying literature, and therefore, should start light, in order for them to be motivated to learn the classics, for years to come. However, regarding the special circumstances in which the research was conducted, namely COVID 19 pandemic, the population was enlarged to include students from other levels as well.

4.3. Data Gathering Tools

In order to gather the necessary information for this research, a students' online questionnaire was shared. The platform used is Qsurvey.com

5. Structure of the Study

This research is split into three chapters. The first chapter is dedicated to motivation and some background information about it. The second chapter concerns itself with YAL. It focuses on its definition and main characteristics. The last chapter is dedicated to what can be labeled as the practical part of the study and is offers an analysis of the students' questionnaire.

Chapter One

Motivation to Learn

Introduction

Motivation is seen by many experts in the field of education as one of the most important factors that affect students' success and performance (Richard M. Ryan, Edward L. Deci, Peter Westwood). It is therefore something that has been the center of focus for a while. Psychologists, teachers and researchers dedicated to the field, who believed in the idea that motivation can improve the learning process for students, proposed a number of different strategies in attempts to raise learners' motivation. In order to delve deeper and understand this concept better, this chapter will go through the definition of motivation, its types, and associated theories.

1.1. Definition of motivation

Motivation as a concept is not something that can be so easily defined. Researchers and experts in the field mostly agreed on the idea of its contribution to learners' performance but they could never be on the same page when it came to defining what motivation is.

Dörnyei approached the definition in a somewhat literal form, dissecting the word and going back to its roots. According to him, motivation is derived from the Latin verb "*movere*," which means "to move" and basically it refers to whatever "pushes a person into

making certain choices, engage in certain action or expend an effort and persist in an action”

(Dörnyei, and Ushioda 3)

In her book *A Course in Language Teaching* UR. Penny mentioned that motivation as “an abstract term” is hard to define, and that it would be easier to focus on what a “motivated learner” is, and she defined the latter as one who is “willing or eager to invest effort” in the learning process (274). Penny explained even further, saying that motivation can drastically enhance the teaching or learning process and that it could make it much easier, enjoyable and also more “productive” (274).

Two very well-known researchers for their works on “self-determinism theory” in this field are Ryan and Deci. On this topic, they mentioned that being “motivated” to do something is “to be moved” towards the action of doing it, and according to them, a person who is not “motivated” is one who lacks “impetus or inspiration” to act, while a motivated person, is one who feels “energized” or “activated” to do certain activities (Ryan, Deci 54). In other words, motivation is believed to be highly related to the learner psychology and it is generally about an internal feeling that students have about wanting to do certain tasks, studying certain modules, or be engaged in the learning process to be simply put.

Williams and Burden in 1997 stated that motivation is not only about being moved to do something, but they defined two aspects that construct the whole thing. The first one is “initiating motivation” which was concerned with the individual’s reasons to do something

and deciding to do it. The second aspect is, “sustaining motivation” and this one refers to the act of maintaining and “persisting” in doing something (qtd. in Jiying Han 3)

In one of their previously published works, back in 1988 Dörnyei and Ottó gave what they called a “general” definition saying that “motivation can be defined as the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalized and (successfully or unsuccessfully) acted out (Dörnyei and Ottó, qtd. In Dörnyei 06).

One point that Dörnyei makes sure to shed light on, is the fact that there is no such thing as a “consensus” for an actual “understanding” of what motivation actually is, and the reason behind that is that researchers are “selective” of their focus since capturing the entire concept is “impossible”. In his explanation of this idea, he uses the example of a certain Indian fable about blind men touching an elephant, where each of them touched a different part, and by the end each of them had a different picture of what the animal looks like. In other word, according to him every research made about motivation, has approached it differently, and therefore explained it differently, and there isn’t one that captures the entire idea as it really is. One thing that gets all researchers on the same page, and none of them disagrees with, is that motivation “concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it and the effort expended on it. In other words, motivation is responsible for: why people decide to do something, how long

they are willing to sustain the activity, and how hard they are going to pursue it.” (Dörnyei, Ushioda 04).

1.2. Types of motivation

There are four types of motivation that have been defined, each two being paired and opposing each other. The first pair is Instrumental and Integrative, and the second is Intrinsic and Extrinsic. Yet, there is a fifth type of motivations, which is rarely spoken of, and which is labelled Amotivation and it refers to the lack of motivation overall. It is commonly known that students’ motivation to learn anything, is either because they want to actually learn it, or they do it for different sorts of feedback or reward. Either way, students by the end can be motivated intrinsically, or extrinsically and sometimes it can be both, depending on the contributing factors.

The contributing factors that affect motivation in general can vary greatly, from basic drives, to desires and they can be positive factors, like curiosity or wanting to achieve certain goals, as well as being negative and that means things like fear or resentment. All in all, these factors can all be put under one of the types of motivation.

1.2.1. Intrinsic motivation

This type of motivation, refers to the individual’s internal desire to do something, in other words, no external factors intervene in any sort of way, and it refers to the will of doing something just for the sake of doing it.

Ryan and Deci defined Intrinsic motivation, as the act of doing something for its “inherent satisfactions rather than for some separable consequence.” Furthermore, a person who is intrinsically motivated, is more likely to be attracted towards doing an action just for the “fun” or the “challenge” instead of external prompts being “pressure” or “reward” (Ryan and Deci 56).

Dörnyei and Ushioda also mentioned that intrinsic motivation is concerned with acts performed for their own sake to experience “pleasure and satisfaction” such as the joys of doing a certain activity or just out of curiosity (Dörnyei, Ushioda 23).

Ever since birth, healthy humans develop a sense of curiosity making them highly “inquisitive”, “active”, and “playful”. This makes them explore it by nature and there is always a feeling or a sense of “readiness” to learn new things, that is without any external factors being involved or needed for them to be motivated towards learning. Ryan and LaGuardia, explain further: “this natural motivational tendency is a critical element in cognitive, social, and physical development because it is through acting on one’s inherent interests that one grows in knowledge and skills”. This “natural motivation” however is not only limited to childhood, but rather, is a basic human characteristic that affects “performance, persistence, and well-being” throughout the course of our lives (Ryan and LaGuardia, qtd in Ryan and Deci 56).

From that point of view, intrinsic motivation, exists within the person. However, from another point of view, intrinsic motivation can be seen as the relation between the person and

the action, in other words “People are intrinsically motivated for some activities and not others, and not everyone is intrinsically motivated for any particular task” (Ryan and Deci 56).

Intrinsic motivation being based on the relationship between the task and a person, it was therefore explained in two main ideas, the first being around how “interesting” the action is. The second idea is about the “satisfaction” that a person “gains” from engaging in an “intrinsically” motivated task. Both these explanations, are based on the very common theories of behaviour. The first one belonging to Skinner in which he explains that all behaviours are motivated by separable rewards i.e. something concrete. The second theory, belongs to Hull, and according to him, actions, are motivated by “physiological drives” and intrinsically motivated actions, are that way, because they satisfy certain psychological needs (Ryan and Deci 57).

Ur Penny tackled this subject, and explained Intrinsic motivation as the “generalized desire to invest effort in the learning, for its own sake”. She also explained further, saying that it’s something that is related to the students’ attitudes, and their views towards what they are learning, whether it’s worthwhile, or whether they generally have a liking to what they study (280).

In their work on Cognitive Evaluation Theory, which was published as a sub theory in Self Determinism theory, Ryan and Deci, defined intrinsic motivation as:

The innate, natural propensity to engage one's interests and exercise one's capacities, and in so doing, to seek and conquer optimal challenges. Such motivation emerges spontaneously from internal tendencies and can motivate behaviour even without the aid of extrinsic rewards or environmental controls. (43)

They explained that intrinsic motivation, is very important in developing the “competencies that characterize human development”. In contrary to popular belief however, intrinsic motivation is not a “ubiquitous phenomenon” as people seem to be “prone to disinterest and stagnation” in all different fields (Ryan and Deci 43).

1.2.2. Extrinsic Motivation

As previously mentioned, types of motivation go in pairs. Extrinsic motivation is the second part of the first pair. While intrinsic motivation refers to the internal desire to do things, extrinsic motivation refers to motives that come from the outside in Brophy's words it's the act of “performing specific behaviours in order to earn anticipated rewards” (Brophy, qtd. In Dörnyei, Ushioda 19)

H. Douglas Brown, tackled this idea in his book, *Principles of Language Learning and Teaching*, and he said that motivation is examined in terms of motives especially for learners. The critic contends that students who learn in order to satisfy their “needs” or achieve their “goals” are intrinsically motivated, which is the commonly agreed upon point. Those who “pursue” goals for the only purpose of receiving a reward from another, are extrinsically motivated (167).

Dörnyei and Ushioda also made this distinction between the two and they explained that intrinsic motivation is the one that deals with “behaviour performed for its own sake” which is only driven by an individual seeking pleasure, satisfaction, or curiosity. Extrinsic motivation, however using their own words “involves performing a behaviour as a means to some separable end, such as receiving an extrinsic reward (e.g. good grades) or avoiding punishment” (23).

Extrinsic motivation is “fuelled by the anticipation of a reward from outside and beyond the self”. Obvious rewards that fit the category can be “money, prizes, grades, and even certain types of positive feedback”. Brown also mentioned that actions made only in order to avoid punishment are considered to be “extrinsically motivated”. He writes: “Even though numerous intrinsic benefits can ultimately accrue to those who, instead, view punishment avoidance as a challenge that can build their sense of competence and self-determination” (Brown 155).

Extrinsic motivation in itself, however, does have four subcategories that are related specially to learning. The first one being external regulation which refers to the student being involved in some sort of activity because of pressure or seeking certain rewards. Once that external element is removed, their motivation would also fade away.

Introjected regulation is the second subtype, and it refers to the motives that are imposed but feel somewhat internal. To be simply put, this means that there are some rules or norms in a society that control behaviour, and students would abide to those motives in order

to avoid the feeling of shame or guilt. Just like the first subtype, once these motives are removed, the learner's involvement is expected to come to an end. Third is Identified regulation which is highly connected to an individual and it occurs when an individual, learns something because of its importance in the course of achieving something bigger. To be simply put, it is the act of being motivated to do something because it is "means to an end"; an example would be learning a language to pursue other hobbies because of its necessity. The last one, would be Integrated regulation. It is described as the "most developmentally advanced type of extrinsic motivation" this one refers to actions, made by choice, but are "assimilated" with the person's "values, identity, and needs" an example that explains this type perfectly, is the need to learn a language just to identify with a bigger group or the society that one lives in or a culture he is trying to be a part of (Dörnyei and Ushioda 24).

1.2.3. Integrative motivation

As previously mentioned, there are two dichotomies for motivation. Integrative motivation, is the first side of this dichotomy. According to Cook in his review of Robert Gardner and Wallace Lambert, who were the first to ever introduce the terms "integrative" and "instrumental motivation"

Integrative motivation reflects whether the student identifies himself with the target culture and people in some sense, or he rejects them and that the more the student admires the target culture, reads its literature, visits it on holidays, looks for

opportunities to practice the language and so on, the more successful the student will be in second language learning. (Cook, qtd. In Mahlool 28)

Integrative motivation refers to the individuals who seek an integration into another group and become involved within its society. Integrative motivation, therefore, shows first hand, and individual's personal interest in learning another language, as their goal is to "ultimately" integrate into the target culture, identify with it, and evidently become a part of it. (Reza Gholami, Shameem Rafik-Galea 1417)

Another Definition which was quite close was given by Krashen where he defined it as wanting to speak a second language and become a "valued member" of the target culture. Krashen also explained that learner with an integrative motivation have a tendency to engage more in interactions with speakers of the target language, willingly and out of interest, which therefore, would make it easier for them to "obtain". (Krashen, qtd. in Mahlool 28)

Integrativeness in the views of Dörnyei was defined as an indicator of "affirmative views" of the target culture or language "to the extent that learners would like to join it" (Qtd. In Zanghar 4). Another scholar, Qashoa, said that "Integrative motivation is distinguished by the learners' positive attitude towards the target language group, and the desire to interact with those group members" (qtd. in Zanghar 5).

1.2.4. Instrumental motivation

Being the second side of the dichotomy; and according to Gardner's words, it refers to the willingness to learn a language because of "someone", or because of "a less clearly perceived utility" that the language may carry for the learner (qtd. in Al Ta'ani 91).

Another definition provided by Wilkins, and he said that a learner is instrumentally motivated, when his purpose behind learning a language is to "pass an exam" or to use it during a "visit to another country" or to "get a job" (qtd. in Al Ta'ani 91). In other words, those who are instrumentally motivated, are most likely to have other plans and the only purpose behind their motivation to learn something is to use it a tool to achieve their goals.

Hudson also talked about the subject and said that instrumental motivation is "indicated" through the "aspiration" to gain concrete and "practical" benefits from learning the second language. (qtd. in Zanghar 3).

Tileston defined instrumental motivation "as the motivation that engenders due to the promise of a touchable, saleable prize." To simply put this, instrumental motivation arouses when an individual sees an actual personal benefit from doing the action (qtd. in Zanghar 4).

For Dörnyei, "Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2" (Dörnyei, qtd. in Zanghar 4). In 1992 Gardner and Lambert supported the same idea and

explained that their definition of instrumental motivation as “means” in order to get “social or economic” rewards through the learning of the second language. (Qtd.in Al Ta’ani 91).

1.3. Theories of motivation

The one thing that can be agreed upon and no one can argue against, is the fact that motivation is, indeed, a very highly affecting factor in the learning process and especially on the performance of the learners on the long run. Although, many scholars tried to define it, and put a face to the name, all they could come out with were different theories. There are mainly four distinctions, the behaviourist, the humanistic, the cognitive and the social learning theories.

1.3.1. Behaviourist theory

Behaviourist theory is one of the earliest theories of motivation and is based on the work of B.F Skinner. It defines motivation as reactive behaviour to a certain stimulus; the latter could be either a reward or a punishment. Researchers believed that learners would behave correctly if offered the right reward or in other words they would be motivated. This correct behaviour, after being stimulated repeatedly, would eventually lead to the learners becoming motivated. To put the theory simply, learners’ motivation is mainly extrinsic, it can be developed with rewards, or it can be diminished by punishment.

According to Thorndike’s laws of effect and exercise, people have a tendency of repeating an action, if it brings a rewarding outcome, and that is the law of effect. The law of exercise is that the action “response” would evidently become stronger each time it is

repeated (Thorndike, qtd. in Westwood 17). Westwood also stated that, behaviours or “responses” that cause “displeasure” or “pain” work the same way but in the opposite direction, and therefore are likely to become weaker over time.

1.3.2. Cognitive theory

The cognitive view was based on Jean Piaget’s work. It contrasts with the behaviourist view and instead of viewing motivation as merely a result of outside contributing factors, cognitivists believe that it was more of an internal mental phenomenon. According to Eggen and Kauchak, learning is essentially a “change in mental structures” (qtd. in Westwood 19). One of Deci’s first explanations of this theory, is that individuals proceed with an action after weighing the costs and benefits, and whether the decision was based on internal reasons, external reason, or a mixture of both (qtd. in Hart & Mueller 2).

To be simply put, the concept of cognitive theory, is that the behaviour is not carried out just for the anticipated reward, but instead there is a deeper layer of processing and analysing different variables. “Individuals motivate themselves and guide their actions in an anticipatory proactive way through the ongoing exercise of forethought (Bandura, Zimmerman qtd. in Hart & Mueller 3) and by that, they mean that before any action is made, it is highly considered, and analysed based on the current events, previous experiences, and evidently, the expected outcome.

Cognitive theories, are mainly concerned with the way people “process and store” information in order to understand their environment and themselves, and how that affects

their actions (Henson and Eller, Qtd. In Westwood 19). One of the most commonly known theories that are based on cognitive motivation would be the attribution theory.

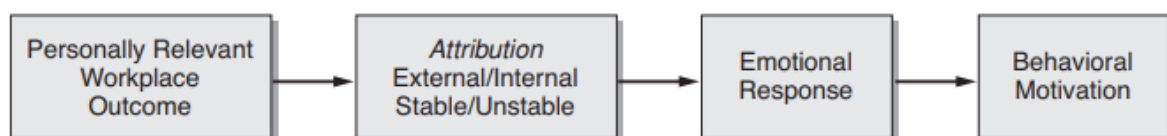
1.3.2.1. Attribution theory

A theory that was developed by Bernard Weiner. It is one of the most important theories that was developed in the cognitivist view. The concept of this theory was the way people analyse their success.

Before explaining anything, the term attribution must be defined, and according to Merriam Webster it is “the interpretive process by which people make judgments about the causes of their own behaviour and the behaviour of others”. Attribution theory, therefore, defines what matters as what caused the outcome, rather than the outcome itself (Weiner 558). Fritz Heider describes humans as “naïve psychologists” (qtd. in Harvey & Martinko 147), in the sense that, unconsciously, everyone analyses their daily actions, so if an outcome is pleasing, the cause will be recognized in order for it to be repeated, and the opposite works for unpleasant actions.

Robert Weiner, explained that having these attributions, would eventually help us make “emotional and behavioural” responses towards certain actions (qtd. in Harvey & Martinko 148). In order to explain this relationship, Harvey & Martinko made this figure.

Figuer 1.1: Attribution-emotion-behaviour process



And to explain even further, they classified attributions into two main dimensions, the “locus of causality dimension” and “the stability dimension”. The first, dimension, which is the locus of causality, defines whether the attribution is external or internal, in other words, whether the person blames himself or some external factor. These attributions are the ones that mainly cause emotional responses, depending on what the person relates the outcome to, for instance if the outcome is negative and the attribution is internal, frustration would be expected, and if it’s external, anger would be more fitting (Harvey & Martinko 148).

The second dimension, is the dimension of stability, and that is concerning the possibility for them to change. In other words, things like intelligence or laws are considered as stable attributes because they are either impossible or very hard to change. And in the words of Kovenklioglu & Greenhaus, these attributions only change the “future expectations” (Qtd. In Harvey & Martinko 148); i.e. if the attribution is unstable the outcome can be expected to be different, and if not, the outcome will most probably be the same.

1.3.3. Humanistic Theory

The view of this theory was not focused on either the cognitive, or the behaviour of individual, but rather it viewed motivation as a result of a need for self-development, growth or achievement. The theory that made the greatest impact on the humanistic view was

Abraham Maslow’s hierarchy of needs:

Figure 1.2: Maslow’s hierarchy of needs



Adapted from: Mohammed Faizul Haque, et.al (63)

Through this hierarchy, Maslow defines the basic needs, the psychological needs and the self-fulfilment needs. Maslow believed that actions are driven through our need to fulfil these needs, starting from the basic ones to the self-actualisation, the latter being what can be called the creative level of needs and which, unfortunately, can't be achieved until all what is below is satisfied.

1.4 Conclusion

Motivation is a very important concept in the field of learning. It is a very complex element which has been given many definitions and analyzed through different perspectives, however, they all agreed on the fact that it is a highly impacting factor in the success and achievement of learners. It can be categorized in four major distinctions, instrumental, integrative, intrinsic, and extrinsic; and throughout the years there has been a number of theories that got put out in order to explain it and explain the way it works.

Chapter Two

Teaching Young-Adult Literature in Higher Education

Introduction

Since ancient times literature had always been a source of joy for different segments of society. Some enjoy it because it reflects their reality or it makes them travel to non-existing lands, for others the real function of literature is to deal with real life issues. Throughout time, literature confirmed its position in many people's lives. This partly explains why literature managed to impose itself as an important module that has been taught globally in almost all stages of education. Algeria as many countries, adopted literature as an important module in the field of languages and culture teaching. At the university of Guelma, specifically the English department, classic texts are of a huge importance in teaching literature. Yet we can often notice that the difficulty of the texts used combined with boredom leads to the loss of interest for learners.

This chapter is dedicated to the young adult novel and how to teach it in Algerian EFL classroom. It concerns itself with the definition of the term "young adult literature", the historical background of the genre, the themes tackled in these books. It also highlights the genres of YAL, and why it should be included in the curricula. It is to be pointed that the term YAL, YA novel, and YA book, plus literature for adolescents or literature for teenagers are used interchangeably.

2.1. History of Young-Adult Literature

Despite the popular belief that YAL emerged in the twentieth century, Bushman asserts that the actual history of this genre reverts to the fifteenth and sixteenth centuries. Even though literature of that era was different than that of today, the works produced at that specific era were linked to religion and mythology. During that time, literature was dedicated to adults only and young audience were pressed to read classics.

One book that is said to be the first ever book dedicated for young people in England is *A Book of Courtesy* published in 1477. Between 1475 and 1480, *Aesop's Fables* were devoted for adults, yet they started to raise the attention of young adults. Moving to 1659, the first picture book ever for children was published by John Amos Comenius and was entitled *The Visible World in Pictures*. Furthermore, in the 1700 John Newbery was the first ever who published literature for children as a business and drove the attention to the fact that reading should be for fun also. In the following years, two works were adopted for younger audience *The Life and Strange Surprising Adventures of Robinson Crusoe* by Daniel Defoe in 1719 and *Gulliver Travels* by Jonathan Swift in 1726. Aside from that, the seventeenth and the eighteenth centuries novels kept reflecting a very religious attitude (qtd.in Kappus 19-20).

According to Michael Cart, the early twentieth century marks the starting point of YAL (1). Thus, the year of 1904 is the year of the creation of a stage in human life called adolescents by Granville Starely Hall. He stated that adolescence was “a time of storm and stress

... along with inner turmoil, awkwardness, and vulnerability” (8). Yet at that time there were only two stages in human life, childhood and adulthood, and so far, the literary classification for adolescents remains under the umbrella of children’s literature. It was not until the 1920’s with the emergence of writers such Haratio Alger, Hawred Pease, Rose Wilder Lan and Helen Well, that a big change has occurred in the world of literature. These were the first writers to introduce teenage protagonists in their writings (Klinkhamer 6). A famous example is, Rose Wilder *Let the Hurricane Roor* 1933, which was described by researcher Margaret A. Edwards as follows “while it was not a piece of literature, it was an entertaining story which did not fil into any category. It was too mature for children and too uncomplicated for adults” (qtd in Klinkhamer 6).

In the year 1956, critic Frank G. Jenning mentioned that “the stuff of adolescent literature for the most past, is mealy-mouthed, gutless, and pointless” (22). With all that been said, many researchers felt the urge to support Frank G’s opinion, thus, for them having the words “young adult” and “literature” side by side would only be oxymoronic (Cart 22).

The mid- twentieth century marked a huge change due to the publication of *The Catcher in the Rye* by J.D Salinger in 1951. According to researcher Judith A and others, *The Catcher in the Rye* was released to the world and it made a huge change by introducing the teenage voice, the desire of living on cloud nine of fantasy disappeared and the door was opened for the harsh reality that adolescents’ live in. Teenage life was presented as it is with no filter (Klinkhamer 8). Art stated that “Catcher’s most powerful contribution is the

idiosyncratic, first person voice of its narrator Holden Caulfield. But the book is also adolescent in quintessentially its tone, attitudes, and choice of incidents, many of which one rite of passage..." (27).

2.2. Defining Young-Adult literature

Although YAL gained recognition and a literary status, this genre still does not have a clear definition. Many academic researchers have made several attempts to suitable definition. According to Bushman, YAL has been called "literature for adolescents", "adolescent literature", "adolescent fiction", "junior teen novels", and "juvenile fiction" (qtd. In Kappus 18). Moreover, Reid stated that YA novels are "books that adolescents would probably like and be able to relate to" (qtd in Pramesti 2). Furthermore, Michal Cart stated that the term YAL "like the gelatin, is inherently slippery and amorphous" (15).

In her article "Connecting with Texts: Teacher Candidates Reading Young Adult Literature" Kelly Byrne Bull believes that YAL "consists of a wealth of genres (fiction, nonfiction, short stories, and poems) that are written for and about adolescents. YAL is rich and complex, using authentic language and addressing issues that are relevant to contemporary adolescent readers" (223).

To sum up, YAL is a literature written for and about adolescents. It discusses their problems in an understandable and simple way. It has several genres and tackles a variety of themes.

2.2.1. Genres/ Types of young adult literature

As already mentioned, YAL is a popular fiction genre that deals with teen issues.

YAL is composed of many different genres, among them:

- Contemporary realistic fiction: it is also called problem novel. It reflects the problems teenagers are facing every day.
- Adventure, Mystery, and Humor: some adolescents tend to read adventure and mystery novels as a result for looking for excitement. While others prefer comedy to have their daily dose of entertainment. Thus, it is their refuge from the daily problems they live in.
- Science fiction, Fantasy, and Horror: these categories are preferred by young adults. It thus allows them to explore magical places, experiment science, in addition to facing their fears.
- Historical fiction: it gives a full past experience for both teenagers. It can be both “interesting and informative” thus it deals with different cultures of different people.
- Biography: it enables adolescents to explore the different phases of the lives of famous or common men, and the obstacle they have been through (*understanding young adult literature* 13).

2.2.2 Themes Present in Young Adult Literature

Because YAL is a reflection of reality, YA books include many themes discussed in an interesting way and describe the struggles teenagers are going through. The variety of themes can be of great interest for classroom activities. Among the themes present in the literature of adolescent literature the following can be identified:

Friendship

According to Hipple, humans, no matter how introverted, they are always in need to social interaction. During the puberty phase, parents are not a good option for young adults to talk to about the changes they are going through in their lives so they resort to a friend. Along the lines of reality in YA books, friendship is an important and significant concept as it teaches about values of companionship, and it shows them that a need for a friend doesn't concern kids only but rather everyone (qtd in Christine Kappus 24).

There are many YA novels that deal with the theme of friendship, a good example is *When You Were Everything* 2020 by Ashley Woodflok. Alternating between past and present, this novel is about two best friends "Cleo" and "Layla" and how their friendship is being tested.

Family

According to Pmichela Lenzi and others, “Parental and family factors may be one of the important areas influencing children’s civic engagement. The family environment is one of the primary socializing agents in adolescence” (252). A non-supportive family or a dysfunctional one is usually a barrier for the development of the adolescents, such issues are an important material in YA novels.

A good example of YA novels that discusses the theme of family is *The Smell of Other People’s Houses* 2016 by Bonnie Sue Hitchcock. The storylines intersect in 1970s in Alaska, it is about four teenagers Ruth, Dora, Alyce and Hank, their paths cross in a really interesting way where each one of them is dealing with something very challenging.

Death

Since death is the absolute truth in life, we are all going to experience it at some point in our lives. According to Liza-Marie Johnson and others, most adolescents have experienced the loss of a beloved one by the time they graduate high school, and by trying to adjust to the new situation, they may experience, mental, physical, social, or emotional difficulties (2).

A best example of a novel of death as a central theme is *The Book Thief*, by Markus Zusak 2005. During World War II, death narrates the story of Liesel the girl who loses her family and steals books, then learns how to read and finds comfort in words.

Love and Romance

Love is the most common feeling adolescents are interested in when hitting puberty phase, and that appears clearly as a central theme in YA novels. This theme is discussed with the negative and positive aspects that come with it.

According to a study entitled “Characteristics of YA Sexual Relationships, Diverse, Sometimes Violent, Often Loving” conducted by Mindy E Scott and others, a large number of young adults who were part of this study were in some sort of a relationship and based on their perspective, the key element for a successful relationship are love, commitment and fidelity (7).

There are many examples of YA novels which have dealt with love theme, among them is *The Fault in Our Stars* 2012 by John Green. The novel tells the story of Hazel Grace Lancaster, a seventeen-year-old girl who suffers from thyroid cancer, and a boy of the same age named Augustus whose cancer is in remission. The teenagers have known each other in a supporting group meeting and the romance began. It was adopted into a movie in 2014.

Mental illness

According to David Knopf and others “mental health issues are a serious concern among adolescents. Although most adolescents are doing well, about one in five report symptoms of mental health problems” (“The Mental Health of Adolescents: A National Profile” 4)

Suicide is common among young adults who suffer from mental illness. According to the “Surgeon General report” “suicide is the third leading cause of adolescents mortality” (qtd in "The Mental Health of Adolescents "7)

A good YA novel that discusses suicide is *My Heart and Other Black Holes* by Jasmine Warga. This novel follows the story of two teenagers, Aysel who suffers from depression due to some family related problems, and Roman who suffers from guilt. Both of them meet in a suicide support group they make a deal to become suicide partners and plan their death together.

Identity development

According to Stover Lois T, there are plenty of tasks that shape personal identity for adolescents among them “ethical, religions and political principle”. Needless to say, that cultural factors of every society should be taken into consideration (qtd. In Kappus 27). For literature in general and YAL in specific depicting this theme is of a huge importance to enlighten teenagers.

As an example, for YA novels that discusses the theme identity development is also *The Book Thief* by Markus Zusak 2005.

Drugs and alcohol

According to Joel Swendsen and others, “the patterns of alcohol and drug use that emerge during adolescents are increasingly recognized as important determinants of later substance use behavior and associated disorders” (1).

By having the exploratory tendency and promoting drugs and alcohol as cool stuff or as a refuge, teens automatically would like to try them which can lead to a higher possibility of addiction. Literature discussed this issue whenever there is a possible chance in many of YA novels.

Among the many YA novels that have dealt with this theme is *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie 2007. It deals with the tell of junior a 14-year-old boy, and it discusses a serious problem like poverty, drug abuse as well as alcoholism in native American culture.

Getting into Trouble

Adolescence is a sensitive phase for young adults. During this phase of their lives, teenagers tend to get into a lot of troubles. Whether it is related to school such as cheating, or crimes related to law, like stealing, killing, or even smoking weed.

A good example of a YA novel that dealt with this theme is, *The Young Landlords* by Walter Dean Myers (1979). It tells the story of Paul and Dean, two friends who sneak into a

warehouse, in order to find a prove of innocents of their friend Chris. While they were there they got shot and runaway with their lives.

2.3. Content of young adult literature

Same as many literary genres, young adult literature has characteristics of its own.

Pam B. is one of many researchers that stated these characteristics. According to her, and as previously highlighted, the protagonist is a teenager, the novel generally revolves around the young adult protagonist and his/her struggles as s/he tries to figure a solution or a refuge (qtd in Klinkhamer 12). All YAL novels contain a teenage protagonist, because it is all of what this literary genre is about.

Moreover, as Karlene MCGowen highlights in her article “Fantasy Books”, YAL contains a diversity of points of view. Generally, point of view refers to who is narrating and telling the story. The story can be told from a first-person point of view, one character only who is telling the story based on what s/he witness. The word “I” is used excessively in this case. There is also the third person point of view, in which the thoughts of all characters are not known. The third point of view is called the third person limited, in which the narrator is an outsider to the story, and s/he can only view the mind of one character. Finally, there is the third person point of view, in which the thoughts of the characters are revealed for the narrator (Teachers.yale.edu).

A good example for a YAL novel in which the first-person point of view was used is *The Hunger Games* (2008) by Suzanne Collins as appears in the following extract:

It's this detail, the untucked blouse forming a ducktail, that brings me back to myself. "Prim!" The strangled cry comes out of my throat, and my muscles begin to move again. "Prim!" I don't need to shove through the crowd. The other kids make way immediately allowing me a straight path to the stage. I reach her just as she is about to mount the steps. With one sweep of my arm, I push her behind me. "I volunteer!" I gasp. "I volunteer as tribute!". (40)

Harry Potter and The Sorcerer's Stone (2003) by J. K. Rowling is a good YAL example in which the third person limited was used. "He'd forgotten all about the people in cloaks until he passed a group of them next to the baker's. He eyed them angrily as he passed. He didn't know why, but they made him uneasy. This bunch were whispering excitedly, too, and he couldn't see a single collecting tin. It was on his way back past them, clutching a large doughnut in a bag that he caught a few words of what they were saying. "The Potters, that's right, that's what I heard —" "— yes, their son, Harry —" (10).

Among the good examples of YAL novels in which the third person omniscient point of view was used is *Lord of The Flies* (1954) by William Golding. "The fair boy began to pick his way as casually as possible toward the water. He tried to be offhand and not too obviously uninterested, but the fat boy hurried after him. "Aren't there any grownups at all?"

“I don’t think so.” The fair boy said this solemnly; but then the delight of a realized ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy” (7).

The variety of points of view offered by YAL can serve introductory teaching-learning purposes since it offers a wide range of illustrations.

Furthermore, YA novels also contain a plot which is generally defined as a sequence of events. It includes many phases. It starts with beginning action, in which the setting and the characters are introduced. Moving on to the initiating event where the conflict begins. Followed by the rising action. Everything related to this is complicated because the events in the story start to heat up. Afterward there is the climax in which the events start trail off. Next, we have the falling action which marks the beginning of the end for the story. Finally, we have the end of the story known as resolution (Teachers.yale.edu).

The more common type of plots in YAL is the linear one. As most YA novels are more leaning towards the simpler side, plots are usually straight to the point and the events flow on a straight line from start to finish, any book like *The Book Thief*, *Paper Towns*, *Looking for Alaska*, and many others, would all fit the category. This, however, does not mean that non-linear plots do not exist in YAL. They might be less common, but they do exist. A good example for this type of plot, would be *Thirteen Reasons Why* by Jay Asher. In this book, there are thirteen stories mingled within the main story, the stories in themselves

are not disconnected from each other, but rather conveyed as points of view of some kind, related to the bigger story, each one connected to a character.

In addition, setting also is an important literary element in YA novels, it refers to the place and time in which the story happens. It can be anywhere on the planet, but also other imaginary places might be created. In addition, time is not limited to a certain frame (Teachers.yale.edu).

Some YAL novels need a special location in order to complete the general idea of the story. A good example The Wizarding world in *Harry Potter* series by J. K. Rowling, or the Districts in *The Hunger Games* by Suzanne Collins.

2.4. Teaching Young-Adult literature

To make learning a fun process it is a must to bring enjoyable material. In his article “Characteristics and Strategies of Literature Teaching in the EFL Context in China” Chen Zen argues that “Literature teaching has its characteristics and literature teaching in the EFL context has more characteristics because of its dwindled denotation compared with the former. Simply it has more limitations, which endow it with a lot more features”. He further comments “Language learning is the first target, while literature appreciation is the second and it is actually the means to serve language learning” (38).

Overall in the module of literature, learners react in a negative way to assignments related to classical books. Teachers, on the other hand, insist on teaching classics as a result

of their value. Yet Diana Mitchell, for instance, states that YA is also a valuable genre due to the many themes it deals with. She also points out to the easy and understandable nature of the YA books, and to the connection learners can make between this genre and their real lives. In addition, it makes a good link between learners and school, plus helping adolescents to feel less “marginalized” (Santoli and Wagner, qtd.in Klinkhamer 27).

Selecting a YA novel to teach is, however, a simple task, because not every YA novel makes a good choice to use inside the EFL classroom. Therefore, many attempts have been made to find a suitable criterion in order to figure out the right YA novel to teach. According to Steven Bickmore, “choosing young adult literature does not have to mean providing a text of inferior quality but it does mean that more of us should explain that craftsmanship (qtd in Gronke and Scherff 4).

Carol Jago stated a list for choosing the perfect YA novel to use inside the classroom based on a certain criterion.

- 1- The language used should be both suitable and understandable.
 - 2- Giving a realistic image on the human struggles.
 - 3- Diversity of the themes used
 - 4- Making readers connect to the in addition to questioning their religion and principal...
- etc.

- 5- Telling the story and showing the right emotion in the right situation. (qtd in Gronke and Scherff 4).

2.5. Teaching literature in Algeria

Literature is food for the soul, but when it turns into a module at university it becomes somehow limited if not molded. In Algeria, a non-English speaking country with a non-English background, one the main roles of literature are to teach and improve English language proficiency. In Algerian university, specifically in the university of 8 Mai 1945, teaching literature involves the teaching of prose, novels, short stories, drama, and poetry. Each year teachers of literature in the English department are facing a problem in developing a suitable curriculum that meets the needs of the learners. They are also alert to the importance of adopting a suitable teaching style, and since they are teaching aged between 18 and 19 is a challenge for them to capture their attention besides making them fall in love with this module.

Algerian university teachers are using different methods to make learners appreciate the world of literature. Among the methods used: the use of technology, in other words the use of data show where the teacher presents the lesson and highlights the key points. It is considered as an interesting method because of the ability of the teacher to elaborate using an audio-visual tool, unfortunately most Algerian universities are facing lack of reliable technology and technological equipment due to financial problems. Besides it is worth to mention that some teachers and learners are facing problems in using technology (whether

using data show or computer or some software programs). Another method is organizing heated discussions on some possible interesting topics to show off the advantages of literature. This method is effective because it allows learners to be engaged into a discussion, to find insights into literature themes and meanings conveyed in the works. Role play is another strategy that proved efficient as it makes the text come into life and thus creates a vivid atmosphere inside the classroom. All the methods used require from the teacher a lot of reading and responding to the text adding to that they should be ready to receive many and different responses. By taking the course of literature, learners will improve their quality of analyzing and the level of awareness will be raised.

While these methods may prove efficient, the use of YAL to improve students' motivation is also worth investigation. The next chapter is an attempt to explore students' views about literary courses, and to assess the possibilities of including YA novels especially at introductory levels.

Conclusion

The history of YAL is long and complicated, but as a literary genre it managed to insure an important position in the world of literature despite the fact that it still does not have a clear definition. Regarding its literary elements and discussed themes, YAL proved that it is not inferior and that it is not only for entertainment and, accordingly, that it is suitable to teach it in the EFL classrooms. YAL is suitable to be thought in the Algerian

classrooms to introduce literature and as a “warm up” for classics especially that the excessive use of complex language may result on the loss of interest and boredom for young adult learners. Of course, not every YA novel is suitable to be used inside the classroom and there are certain criteria to be considered in order to pick the appropriate one.

Chapter Three

Field Investigation

Introduction

After discussing both motivation and YAL in the previous chapters, this chapter investigates learners' views and ideas about the relationship between the case studies which they tackled and their motivation to study the module of literature. To further explain, the part aims to check whether the use of YAL can raise students' interest in literature module. In this study, we use the descriptive method, accompanied with a questionnaire directed at students from the English department at Guelma University 8 Mai 1945. The aim of the questionnaire is to see whether the students would prefer to use YA novels, and also to see the extent of their motivation when facing YA novels instead.

3.1. Students questionnaire

3.1.1. Population of the study

The entire population of the study is mainly first year students, which we chose because they are the ones experiencing new modules and teaching methods as opposed to what they are familiar with i.e. *what* and *how* they had been learning through middle and high schools. However, because of the circumstances faced, the questionnaire was also handed to none-first year students. The sample total is a hundred and three students. There were over fifty other more responses which were not completed and therefore not taken into consideration.

3.1.2. Description of the questionnaire

The students' questionnaire opens up with an introduction describing the aims behind the study and relevance of the respondents' answers. With a total of twenty-four questions, it is separated into three sections. The first contains four questions about the background information of the students. The second section contains four questions mainly concerned with the students' motivation. The last section contains sixteen questions about knowledge and opinions on YAL.

3.1.3. Administration of the students' questionnaire

The questionnaire was conducted online using "Qsurvey.com". It was shared via a direct link on June 1st and has been shared multiple times after until the 6th of August, the reason behind the long period was the lack of responses.

3.2 Analysis of the students' questionnaire

3.2.1. First section: Background information

Question 1: How old are you?

Table 3.1: Students' age.

Answer choices	Percentage	Number of respondents
18-19	38.83%	40
20-21	24.27%	25
Over 22	41.75%	43

Total	100%	103
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The table reveals that there are three major age categories that were taken into consideration. The first category ranging from 18-19 includes (38.83%) of the population. The second category for 20-21 holds (24.27%). The last category is for those over 22 years old which holds (41.75%) of the entire population. What can be noticed is that the first and last categories hold the majority of the respondents while the second category falls a little but not too far behind. This shows that there is great diversity in the population sample.

Question 2: what's your gender?

Table 3.2: Students' gender.

Answer choices	Percentage	Number of respondents
Male	23.3%	24
Female	76.7%	79
Total	100%	103

The table shows a dominance of the female element, which was expected, as they make up the majority of the students of the English department. Only twenty-four males which represent (23.3%) of the respondents, which is three times less than the females (76.7%).

Question 3: How long have you been studying English?

Table 3.3: Years of English learning experience.

Answer choices	Percentage	Number of respondents
8 years	49.51%	51
9 years	11.65%	12
10 years	7.76%	8
11 or more	31.06%	32
Total	100%	103

The diversity in the number of years studied is caused by the diversity of the sample itself, however, the majority goes to those who only studied for eight years with (49.51%) which are first year students who have never repeated a year. The second category with nine years holds (11.65%), and the third category with ten years of experience holds (7.76%). The last two categories hold both those who possibly repeated and the ones who moved past first year. The last category represents (31.06%) of the sample and are students who all passed first year.

Question 4: Was studying English your choice or was it imposed on you?

Table 3.4: Students' choice to study English.

Answer choices	Percentage	Number of respondents
Your first choice	66.99 %	69
One of your choices	30.10 %	31
Not a choice/Imposed on you	02.91 %	03
Total	100 %	103

The learner's choice of studying something willingly would, automatically have an effect on their motivation. The majority (66.99%) have answered this question as English being their first choice, this indicates that they are more apt to be motivated. English being one of the choices was the answer of thirty-one students (30.1%), and these learners are expected to be less motivated than the first category or not motivated at all. The last option was chosen by only three students; the choice of these learners was either imposed on them by their parents, or they might have possibly just ran out of options because of their baccalaureate results.

-Whatever the answer is, please justify.

Not everyone answered this part, but most of the answers were that they chose English because they either loved it, or because of its globality and utility in their future goals, which would explain their motivation. The opposing comments were that they either ran out of options or it was the only option where they thought they would succeed.

3.2.2 Second Section: Motivation to learn

Question 5: Do you consider yourself a motivated learner?

Table 3.5: Students' views of their motivation.

Answer choices	Percentage	Number of respondents
Yes	80.58 %	83
No	19.42 %	20
Total	100%	103

The results from this question show that the majority of the learners are motivated to learn English (80.58%) as expected from the results of the previous questions. The non-motivated students might not be as many, but, nevertheless, the number is still considerable.

Question 6: How important do you think motivation is in learning?

Table 3.6: Importance of motivation.

Answer choices	Percentage	Number of respondents
Very Important	77.67 %	80
Important	17.48 %	18
Somewhat important	03.88 %	4
Not Important	00.97 %	1
Total	100 %	103

What can be noticed is that the greatest majority of the students (77.67%) believe that motivation is very important and that it greatly affects learning. The second category of the students (17.48%) believe that it's important, but not as much. Only four students said that motivation is only somewhat important (3.88%), and only one student classified it as not important. This leads us to the conclusion that learners are aware of the importance of motivation in learning.

Question 7: If you could rate your motivation, how would you describe it and why?

Table 3.7: Learners' degree of motivation.

Answer choices	Percentage	Number of respondents
Very high	12.62%	13
High	46.6%	48
Medium	28.16%	29
Low	8.74%	9
Very low	3.88%	4
Total	100%	103

Right from the first look, we can notice that there is a certain amount of diversity in answers. Thirteen learners (12.62 %) have rated their motivation as being very high. The majority, however, rated it as moderately high (46.6%). The second highly picked answer is a medium level of motivation, selected by twenty-nine students (28.16%). Those who rated their motivation as low or very low were thirteen students with (8.74%) on low and (3.88%) on very low.

-Why?

The follow up question was mainly aimed to see what can be the cause of low motivation amongst the learners. A total of thirty-five students answered this question. The ones who answered that their motivation was high, mainly traced it back to intrinsic causes. The other answers mainly came from those with medium levels of motivation, and they related it to many things, both intrinsic and extrinsic, including classroom conditions, personal interest, teachers, learning materials and the contents of certain modules. The rest of answers were cases of Amotivation.

Question 8: What factors do you think affect motivation the most?

Table 3.8: Factors that affect motivation.

Answer choices	Number of respondents
Teachers	54
Teaching materials and self interest in them	68
Classroom conditions	33
The peers	24
others	13

We gave the learners the option to check multiple answers, and therefore the total was considerably high. However, we can notice that the highest majority agreed on the point that teaching materials and self interest in them was the highest affecting factor. The second position was taken by teachers and their role. Third comes classroom conditions and lastly the peers. Thirteen students mentioned other sources that worked for them, and those, include parents and societal factors, and also the learner himself.

3.2.3. Third section: Literature and Young-Adult writings.

Question 9: How often do you read?

Table 3.9: Learners' reading consistency.

Answer choices	Percentage	Number of respondents
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Very often	15.53 %	16
Often	29.13 %	30
Sometimes	41.75 %	43
rarely	13.59 %	14
Total	100 %	103

From the table 3.9 we can notice that almost all students practice reading yet with different consistencies. The majority of answers were split between those who read sometimes (41.75%), and those who read often (29.13%) and these are the ones who read on a moderate level. The other two extremes were close to each other with a total of sixteen students who read very often and, fourteen who rarely, if almost never, read. This can be brought down to the simple reason of enjoyment.

Question 10: What language(s) do you usually read in?

Table 3.10: Language of the reading content.

Answer choices	Number of respondents
English	87
Arabic	81
French	27
Other	01

The only reason behind the question is for it to work as a warmup leading to other questions, and it shows that students are, in fact, interested in reading literature written in

English. English being the most picked language, followed by Arabic, and French being the least favorable language. There was one student who mentioned that they read occasionally in Italian.

Question 11: For what purpose do you usually read?

Table 3.11: Learners' purpose for reading.

Answer choices	Number of respondents
Pleasure	76
Self-education	67
Scholarly assignment	34
others	10

Through the table 3.11 we can notice that the mostly picked choice was reading for pleasure, that is to say, students do it because they enjoy it rather than feel forced to do it. The second common option was self-education which was ticked sixty-seven times which is also a type of self-motivated reading just like pleasure. The option to read because of an obligation to finish a scholarly assignment was chosen thirty-four times and, in this case, learners might be less motivated and feel more that they have to do it rather than want to do it. Other reasons that were mentioned were out of boredom or just for the sake of passing time.

Question 12: What type of texts are you more interested in reading?

Table 3.12: Learners' reading choice.

Answer choices	Number of respondents
Novels	66
Articles	46
Short stories	56
other	19

This question was made in order to know what students are into and what they are motivated to read, novels and short stories were the most picked choices and articles were on the third place. This indicates that pleasure reading is the most common. Other texts mentioned were webtoons, news reports, philosophical books, or books about human development.

Question 13: Do you read novels, if yes how often do you finish them? Please justify.

Table 3.13: Learners' Reading Consistency.

Answer choices	Percentage	Number of respondents
Always	21.36%	22
Most of the time	29.13%	30
Sometimes	23.3%	24
Rarely	26.21%	27
Total	100%	103

The answers to this question were fairly spread out amongst the available choices. The students who said that they always finish them when reading them, justified it with their interest in what they are reading, their curiosity, or to the fact that they just can't leave things

unfinished. The ones who said that they finish reading most of the time or sometimes, justified it with losing interest, getting bored half way through, or just not having the time and mentioned that they opt for shorter stories. The students who answered with rarely, said that they rarely read and also rarely finish when they do, and it is almost always because they just are not interested.

Question 14: Have you ever heard of Young-Adult literature? if yes please mention some titles.

Table 3.14: Learners’ knowledge about YAL.

Answer choices	Percentage	Number of respondents
Yes	43.69%	45
No	56.31%	58
Total	100%	103

This question was made in order to see learners’ familiarity with this genre. The results were fairly close to each other but the majority did not know about it. There is also the possibility that they know books belonging to the genre but just lack the knowledge of the labeling. The results however show that (43.69 %) of the students are familiar with it and there was a variety of titles by different writers which were mentioned, and that is a fairly good result.

After that question, the students were provided with a definition of YAL and the next question followed.

Question 15: Having known what YA literature is, have you read any books belonging to this genre, if yes, please mention them?

Table 3.15: Young adult books read by students.

Answer choices	Percentage	Number of respondents
Yes	45.63%	47
No	54.37%	56
Total	100%	103

This question was in order to remove any confusion that the learners might have had, as previously mentioned, they could know the titles but not know that they belong to the genre. The number of responses were almost the same, but the titles mentioned were a bit different and this leads to the conclusion that the same students who answered that they knew about the genre in the last question, have not necessarily read them.

Question 16: What are the case studies that you have dealt with this year?

This question caused some confusion among the students, because they did not know what a case study was, and they should have been provided with a definition in order not to have this issue, however, some students did manage to answer. For first year students, the case studies that were mentioned were all classics, like *Beowulf*, *The Canterbury Tales*, and other classical writings for Shakespeare and others. These are all necessities in literature, but are also things that the learners, particularly first year students, might not be completely interested in.

Question 17: What did you think of their difficulty?

Table 3.16: Learner’s perception of case studies’ difficulty.

Answer choices	Percentage	Number of respondents
Very difficult	5.83 %	06
Difficult	19.42 %	20
Medium	57.28 %	59
Easy	16.50 %	17
Very easy	00.97 %	01
Total	100 %	103

What is obvious through the table, is that the answers are quite diverse, with a minority leaning towards the two extremes with only one student that believes they were very easy, and only six believing they were very difficult. This clearly shows that there is a balance among the level of students.

Question 18: Did the course meet your expectations?

Table 3.17: Learner’s expectation from the course.

Answer choices	Percentage	Number of respondents
Yes	71.84%	74
No	28.16%	29
Total	100%	103

The majority of the students (71.84%) have answered with a yes, which means, that they had a previous idea about the curriculum and the materials they were having. The other (28.16%) answered with a no, in other words what they were expecting and what they faced were completely different, and this might have an effect on their motivation to study the module.

Question 19: Do you think that Young-Adult novels are easier or more appealing to read?

Table 3.18: Learner’s thoughts about YAL.

Answer choices	Percentage	Number of respondents
Yes	54.37 %	56
No	01.94 %	02
I don’t know	43.69 %	45
Total	100 %	103

Most of the students agree that YAL is, in fact, easier and more appealing to read, which is justified, because, it is mainly directed towards them. Only two students answered with a no and for them it either makes no difference or it is not something that interests them. The rest said that they don’t know, and this can be because, they have never read anything belonging to this genre or simply because they don’t know enough about the subject to have an opinion.

Question 20: Do you consider yourself motivated when it comes to studying the module of literature?

Table 3.19: Learner’s Motivation Towards Literature

Answer choices	Percentage	Number of respondents
Yes	55.34 %	57
No	20.39 %	21
Neutral	24.27 %	25
Total	100 %	103

This question was asked in order to see students’ motivation particularly concerning the module of literature, rather than the entire English choice. As shown in the table, 55.34% said that they are motivated. Yet what concerns us more is the other two categories, i.e. those who are not motivated. The total number of students who were either not motivated or feel neutral was 46 which is close to half the students, and that, is a high number.

Question 21: If your answer for the previous question was "no" please mention why?

Table 3.20: Learner’s reason for being unmotivated

Answer choices	Percentage	Number of respondents
The module is hard	25%	15
Teaching material is not interesting or too complicated	38.33%	23
The teacher’s methods being un-engaging	26.66%	16
Other	10%	06
Total	100%	60

Finding the exact issues where the students face problems is the first step towards fixing the problem. As shown in the table, only 60 students answered the question. Those who think the module is just too hard for them make (25%) of the students. The majority (38.33%) said that it is because the teaching material is not interesting or too complicated for them. The third category blamed it on the teachers' methods being un-engaging which eventually affects them and they make (26.66%). The last category is for those who mentioned other reasons and they were only six students. The reasons that they mentioned were either that they find the module boring, not interesting, or because they were bored with the content.

Question 22: Would you be more interested in studying the module if the teaching materials were different?

Table 3.21: Learner's interest in different teaching materials.

Answer choices	Percentage	Number of respondents
Yes	66.02%	68
No	05.83%	06
I don't know	28.16%	29
Total	100%	103

This question was asked in order to see whether or not the students would be open or more interested into something different other than what they have dealt with, something new, fresh, if we can say so. The results were quite positive as (66.02%) answered with a yes. The number of students who said no was quite low with only (5.83%). The rest, did not completely

reject the idea, but they rather, opted for the third option, saying that they “don’t know”, which can be seen as a hopeful response and that there’s a possibility that it can help them.

Question 23: Would you be more interested in studying Young-Adult literature over classical literature?

Table 3.22: Learner’s interest in studying YAL.

Answer choices	Percentage	Number of respondents
Yes	54.37 %	56
No	13.59 %	14
Neutral	32.04 %	33
Total	100%	103

Much like the answers from the last question, the majority were positive about the idea with (54.37%). Also like the last question, the students opted for the third option saying that they would be neutral, in other words, it would make no difference, other than being in complete denial of the idea.

Question 24: Do you think that you would be more motivated to study Young Adult novels?

Table 3.23: Learner’s motivation to study YAL.

Answer choices	Percentage	Number of respondents
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Yes	83.5%	86
No	16.5%	17
Total	100%	103

As the last question in the survey, we wanted to know exactly if YAL could possibly affect motivation. The results were quite positive, as a great majority, (83.5%) to be exact, agreed with the idea, and do believe that it would help with their motivation, be it already high, or low.

Question 25: anything you would like to say or add?

Only eight students answered this question, and their responses were as follows:

- Classics should still dominate the scene, but I think some YA books here and there won't cause any harm.
- I think it would be better to study both YA lit and Classics to make balance and not one over the other
- I like the idea; however, I don't think it would work completely but there is a chance
- I wouldn't replace them but I'm certainly open to the idea for trying something new
- I guess using it might help a little bit but i don't know. good luck
- I think that classical novels in the system have been overly used, and the themes they talked about are quite old and ancient, so yes using things that we relate to would be much more useful and appealing.

- I would like to say that 1st year students recently graduated from High School should not be HIT by classics such as Romeo and Juliet and the different Shakespearean plays and novels with their difficult language. We should start little by little to be engaged in the module of Literature. I would say that most of my classmates are not interested in this course because they find it really hard to concentrate and to relate to classical literature.
- Young adult-novels were my first step toward reading in English. I enjoy reading them a lot but nobody can deny the fact that classics have a great value.

3.3. Summary of the Findings

Using a questionnaire alone may not have been enough to gather all the information needed, but it shed light on the following aspects: the first section has revealed a huge diversity amongst learners, notably in terms of levels of experience. It also revealed that most of them chose to study English by choice rather than as a last resort, and that it was not imposed on them, and therefore we could say that they were fairly motivated.

Concerning the second section, what can be noticed is that the majority of the students not only consider themselves to be motivated, but they are also aware of the importance of motivation in the learning process. The factors that affect their motivation are as varied as the sample. However, the majority of the students believe that they are motivated intrinsically and that their motivation comes out of their self interest in what they are learning.

In the last section, we can see that a fair number of the students do in fact read in English. The students mainly do it for pleasure and are usually interested in novels over short stories and other types of texts. Only about half of the sample had knowledge about YAL or already read it. The motivation towards the module itself was different from their motivation to study English in general, and the reasons were almost equally distributed amongst the methods of the teachers, the content, or the difficulty of the module, however, despite that, most of the students said that they would be more interested in the module if the contents were different, and the majority answered that they would be more motivated to study YAL.

3.4. Conclusion

This chapter is devoted to the analysis of the questionnaire. The students show that they are quite motivated both to study English and literature, and that they are also aware of the importance of motivation. The results leaned towards the confirmation of our hypothesis: the results indeed show that the majority students (83.5%) are for the idea of using YAL in literature module and many believe that it would potentially raise their motivation.

General Conclusion

As any other research in the making, we faced a number of issues and limitation. The thing that, possibly, caused issues to everyone, was the COVID-19 global pandemic and its resulting confinement that took place during our research. This has caused us a lot of troubles especially in relation to the questionnaire. We could not make contact with our intended sample, and gathering responses was basically a nightmare. We also planned a teachers' interview, which was canceled for the same reason. Nonetheless, the dissertation proposes the following results and recommendations.

Since learners are heterogenous, teaching requires a large variation of techniques and styles; and the student needs to be considered as the highest priority. Our research hypothesized that learners' motivation in the module of literature can be raised through the use of YAL especially at first year level. It is something related to both students and teachers, and it should be at least taken into consideration.

While taking the students of the department of English letters and language as sample, the research highlighted that using YAL may, in fact, help raise students' motivation concerning the module of literature; a module usually described as boring, or uninteresting. This can therefore improve their learning experience, and also possibly the level of their achievement. The questionnaire's results confirmed to a large extent the hypothesis in the sense that most students of English department at the level of Guelma university find YAL

interesting as they also believe that if used within the educational system, it would boost their motivation. However, taking into consideration the general context in which this research was made, further research may come out with better, more detailed, results.

The complete ignorance towards the classics is not something that this research is suggesting, but rather the inclusion of what the learners find interesting and what they can relate to, in this case, YAL. The students being the highest priority, especially with the learner-centered approach to teaching, their interests have to be taken into consideration, as nothing can peak their motivation more than self-interest.

Using this genre in higher education curriculum is rather new, has not been applied in many places, and little research was made about its applications at high school levels in English speaking countries. Yet, regarding the positive results, further investigation is required, and teachers are strongly encouraged to consider such a possibility in more serious terms.

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Students' Questionnaire

Dear Students

This questionnaire is conducted in order to gather information as a field study for a master dissertation. It is about the possibility of using Young-Adult literature as a basis for introducing the classics in order to raise first year students' motivation to study the module of literature. The information gathered from this questionnaire will be of great importance and will be very helpful for us to make future recommendations and suggestions about the implementation of Young-Adult literature in the Algerian literature classes.

Please, take the time to answer the questions, tick the ones that suit you best, in some questions you can tick more than once, and do make full statements where it is appropriate.

Your contribution is highly appreciated.

Thank you very much for your time.

DALI Amdjed

DAFRI Ferial

Department of Letters and English Language

University of 8 Mai 1945, Guelma

First Section: Background Information

1-How old are you? Years

2-You're a? male female

3- For how long have you been studying English? Years

4-Studying English was:

- a. Your first choice
- b. One of your choices
- c. Not a choice/ imposed on you

-Please explain?

.....
.....

Second Section: Motivation to learn

5-Do you think that you are a motivated learner?

Yes No

6-How important do you think that motivation is in learning?

Very important	
Important	
Somewhat important	

Not important	
---------------	--

7- If you could rate your motivation, how would you describe it?

Very high	
High	
Medium	
Low	
Very low	

-Please explain why?

.....

.....

8- what factors do you think affect motivation the most? (more than one if needed)

The teacher	
The teaching material and self interest	
The classroom conditions	
Your peers	

-If other please specify?

.....

.....

Section Three: Motivation to Study literature

9-How often do you read?

Very often	
often	
Sometimes	
never	

10-What languages do you usually read in?

Arabic	
French	
English	

11-For what purpose do you usually read

- a. Pleasure
 - b. Education
 - c. Assignments
 - d. Other.....
-

12-What types of texts are you more interested in (novels, articles, stories, short stories...)?

Novels	
Articles	
Stories	
Short stories	

13-Do you read novels: if yes, how often do you finish reading them?

Always	
Most of the time	
Sometimes	
Never	

Please justify your answer

.....
.....

14-Have you ever heard of Young Adult literature?

Yes No

If yes, please mention some titles that belong to this genre

.....
.....

In case your answer to the previous question was “No”. Young Adult literature or Young Adult fiction is generally described as books written for audiences of 12-20 year olds. It may also include books primarily written for adults but which have appeal to younger readers, examples may include books similar to “the Fault in Our Stars” by John Green.

15-Having known what Y-A literature is, have you ever read any Young-Adult novels?

Yes No

If yes, which title(s)

.....
.....

16-What novels/case studies have you dealt with this year?

.....

17-What do you think of their difficulty?

Very difficult	
Difficult	
Medium	
Easy	
Very easy	

18-Did the course meet your expectations?

Yes No

19-Do you think that Young-Adult novels are easier or more appealing to read?

Yes No

20-Do you consider yourself to be motivated when it comes to studying the module of literature? If not, why?

Yes No

- a. The module is hard
- b. The teaching material is not interesting or too complicated
- c. The teacher's methods being un-engaging
- d. Another reason.....

.....

21-Would you be more interested in studying the module if the teaching materials were different?

Yes No

22-Would you be more interested in studying Young Adult literature over classical literature?

Yes No

23-Do you think that you would be more motivated to study Young Adult novels?

Yes

No

Finally, I would like to thank you for taking the time to answer this questionnaire, and if you have any other suggestions or anything to say please feel free to do so.

.....
.....
.....

ملخص

عبر السنوات لاحظنا ان الطلبة عادة يواجهون مشاكل متعلقة بالتحفيز اللازم للدراسة وبالتحديد في مادة الادب. الادب بحد ذاته عادة ما يوصف على انه ممل او غير مثير للاهتمام. هذا البحث هو محاولتنا لحل هاته المشكلة والتحقق من إمكانية استخدام الادب الموجه للمراهقين كأداة لتحفيز الطلبة لدراسة المادة. تم تحضير وتوزيع استجابات على عينة متكونة من مئة وثلاثة طالب ينتمون لقسم اللغة الإنجليزية في جامعة قلمة 8 ماي 1945. دراسة النتائج أظهرت ان الطلبة على علم بأهمية التحفيز في المسار الدراسي، وأيضا انهم بالفعل يجدون النوع الجديد من الكتب أكثر اثارة للاهتمام والأهم من ذلك انهم يؤمنون بقدرتها على تحفيزهم أكثر.

Résumé

Au fil des années, nous avons remarqué que les étudiants rencontrent généralement des problèmes de motivation à étudier le module de littérature. Le module lui-même est souvent qualifié d'ennuyeux ou non intéressant. La présente recherche est une tentative de résoudre ce problème et de voir si l'utilisation de Young-Adult peut accroître la motivation des élèves à l'égard du module. Un questionnaire a été réalisé et présenté à un échantillon de 103 étudiants du département d'anglais de l'Université du 8 mai 1945 à Guelma. L'analyse des résultats a montré que les étudiants sont conscients de l'importance de la motivation au cours de l'apprentissage, et aussi qu'ils trouvent YAL beaucoup plus intéressant. Tout aussi important, l'analyse met en évidence que les étudiants pensent que l'utilisation de YAL peut augmenter leur motivation.

