Raising EFL Learners' Interest towards Studying Literature via the use of Audio-Visual Aids

Cade Study: Master One LMD Students at the Department of English, 8 Mai 1945 University, Guelma

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A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language and Culture

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DEDICATION

Firstly, I thank Allah who gave me the strength to finish this work.

I dedicate this work to:

The candle of my life, my marvelous mother who has always been by my side.

My wonderful father.

My dear brother and my lovely little sister

All the members of my family, especially my aunt Amel for her advice and

unconditioned support.

All my relatives and friends.

ABSTRACT

The purpose of the present study is to scrutinize EFL students and teachers' views and attitudes towards the implementation of the audio-visual devices in literature classes. Moreover, the research tries to detect the efficacy and advantages of such integration. More than that, this study sheds the light on the appropriate types of audio-visual aids to be used in teaching literature. It thereby hypothesizes that the integration of audio-visual aids in teaching/learning literature would increase the students' interest in learning it. The descriptive method is adopted, based on a quantitative-qualitative design in order to achieve the aforenamed aims. Consequently, two data collection tools, a students' questionnaire and a teachers' interview, were used. The questionnaire has been administered during the second semester of the academic year 2017-2018. The interviews took place from 17th to 27th May 2018 during the period of exams. The sample of the study is composed of 58 Master one students out of 68 and ten (10) teachers of literature at the Department of English, University of 8 Mai 1945, Guelma, Algeria. The derived results revealed a positive relationship between the two research variables, which confirms the hypothesis set at the beginning of the research. They showed that the use of audio-visual aids is beneficial for the learning of literature.

Keywords: Literature, Audio-Visual Aids, EFL Learners.

LIST OF ACRONYMS AND ABBREVIATIONS

CD: Compact Disc

DVD: Digital Versatile Disc

EFL: English as foreign language

ESP: English for Specific Purposes

FL: Foreign language

FLL: Foreign Language Learners

FLT: Foreign Language Teaching

PP/PPT: PowerPoint

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GENERAL INTRODUCTION

Learning a language requires learning its culture. The linguistic competence needs to be accompanied with knowledge on the Foreign Language (FL) culture; this combination would help learners of English as a Foreign Language (EFL) to communicate effectively. Therefore, it is important to include culture in Foreign Language Teaching (FLT); literature is part of culture; thus, it is also important to be part of curriculum. In English as a Foreign Language (EFL) classes, both the British and American literature are essential to enrich students' both linguistic and cultural knowledge. Learning English literature in English as a Foreign Language (EFL) classes may be difficult for Foreign Language Learners (FLL) because the medium of instruction is a Foreign Language (FL). Encountering difficulties, when studying literature in an English as a Foreign Language (EFL) context, may decrease students' interest in learning literature. Thus, it is better if teachers find a way to enhance the learners' interest in studying literature.

This is the age of technology in which everything people do, students do, is linked in a way or another to technology. Teachers of literature can integrate technology in their classes to trigger the learners' interest to study the module. They need to look for the technological aids that may suit literature classes. Hence, audio-visual aids can represent a good tool for teachers to diversify their methods of teaching. Therefore, it is better that teachers of literature in English as a Foreign Language classes do not teach literature only as a theoretical module because it could be insufficient to teach this module via written words in a book or handouts, and/or via their verbal explanation; the Foreign Language learners may face many problems in understanding literary works. As a result, teachers need to engage new techniques that increase learners' motivation and interest in studying literature. Those new techniques can be in the form of audio-visual aids because students appreciate them.

In this sense, the present study scrutinizes EFL students and teachers' views and attitudes towards the implementation of the audio-visual devices in literature classes. In order to validate the research hypotheses, a questionnaire for EFL students and an interview for teachers of literature were used.

1. Statement of the Problem

Teaching EFL is one of the fields that uses audio-visual aids to enhance FL Learners' motivation, and to make the two processes easier. At the Department of English, University of 8 Mai 1945, Guelma, such technology is used in teaching EFL in a limited way. It seems that teachers do not use technology to teach literature. Learning literature seems to be based only on reading books and teachers' verbal explanation, which is not a sufficient method because students get bored quickly, lose their attention, and forget the information. The previous three points are the result of the verbal instruction, as the popular saying states: "I hear, I forget", "I see, I remember", "I do, I understand". Teaching only via verbal explanation and giving written materials can lead to forgetting the learned knowledge. It would be better if teachers integrate technology in class to ensure understanding and remembering the pieces of information that s/he delivers. Audio-visual aids can represent a suitable tool to reach the course objectives. It can also facilitate teaching and learning processes, and make it more interesting. Therefore, the application of audio-visual aids in class to teach literature can be the appropriate way to attract the interest of FL Learners, enhance their motivation, and facilitate both teaching and learning literature.

2. Aims of the Study

This study aims at examining whether the implementation of audio-visual aids in literature classes would increase EFL students' interest in studying the course of literature or not. Furthermore, EFL students' and teachers' views and attitudes towards the use of audio-

visual aids in literature classes will be scrutinized. In addition, the research tries to identify the advantages of using audio-visual aids in teaching literature. Moreover, this study is an attempt to show the appropriate types of audio-visual aids for literature classes and present some ways of implementing them.

3. Research Questions

To reach the study aims, the following questions are to be answered:

1. What are the students' attitudes towards the integration of audio-visual aids in literature classes?

2. What are the teachers' views about the use of audio-visual aids in teaching literature?

3. What is the efficacy of using audio-visual aids in teaching literature?

4. What are the appropriate types of audio-visual aids for literature classes?

4. Research Hypotheses

The present research is related to the role of using audio-visual aids in teaching literature in raising FL Learners' interest in learning it. It seems that the students lose their concentration while studying literature because the lesson is based only on pre-reading a literary piece of writing and a teacher's verbal explanation. One might easily observe that some students enjoy reading books and others do not, in which the latter prefer watching stories as a movie or series of pictures. Teachers of literature should take into consideration the various learning styles of learners. S/he can use a teaching technique that suits all the students. Therefore, this research is based on the following hypotheses:

H1: If audio-visual aids are integrated in literature class, students' interest in studying literature would increase.

The null hypothesis implies that no relation exists between the two variables:

H0: If audio-visual aids are integrated in literature class, students' interest in studying literature would not increase.

5. Research Methodology and Design

The following titles explain how data is collected, who are the source of information – the informants- and how the study is organized.

a. Research Method

The study adopts the descriptive method to confirm or disconfirm the research hypotheses. It investigates students' views and attitudes towards the integration of audio-visual aids in literature classes through the quantitative descriptive method. The latter helps in gathering quantifiable data via administrating a Master one students' questionnaire at the Department of English, 8 Mai 1945 University- Guelma. The qualitative descriptive method is used to gather and analyze the different opinions and attitudes of literature teachers, at the same University, about using audio-visual aids in teaching literature through interviewing them.

b. Data Gathering Tools

As data collection tools, a questionnaire was delivered to Master one students at the Department of English, University of 8 Mai 1945- Guelma. It aims to investigate the students' viewpoints and attitudes towards the integration and the efficiency of using audio-visual aids in literature classes. It also attempts to identify the appropriate types to be used in literature classes depending on the learners' wants. Second, some literature teachers were interviewed. The aim of the interview is to collect data about teachers' views about the use of the suggested technological materials in teaching literature and their efficacy, and to point out the interviewees' propositions of the suitable types depending on the students' needs.

c. Population and Sampling

The sample of the present investigation is composed of two groups. The first is English language teachers of literature, and the second is Master one students, at the Department of English, University of 8 Mai 1945 - Guelma. A random sample of Master I students was selected from 68 Master one students, which are divided into 2 groups. Following Krejcie and Morgan (1970) sampling table, from a population of 65 person, a sample of 56 can be selected (as cited in Cohen, Manion, & Morrison, 2000, p. 94). Through a simple equation, $(68 \times 56) \div 65 \approx 58$, it can be deduced that a sample of 58 person can be selected out of population of 68 person. Master one students have been taught literature for three years at least at Licence level by different teachers. Therefore, they have been exposed to different teaching methods in literature classes. As a result, they can be able to point out their needs and wants, concerning the way of learning literature. The second group of the sample are ten teachers of literature. The latter have met many students with diverse learning styles. They can spotlight on the needs and wants of students in literature classes. Hence, the two samples can represent a good source of information for this study.

6. Organization of the Study

The dissertation is divided into three chapters; the first two ones are theoretical, while the third one is practical. Chapter one −General Overview of Audio-Visual Aids− defines audio-visual aids, introduces their types, in general, highlights their importance in teaching EFL and states how to implement those devices in EFL classes. The second chapter that is entitled −Literature and Audio-visual Aids− deals with the definition of literature, the reason behind studying the course of literature, and it sheds the light on the importance of using audio-visual aids in teaching the aforementioned module. In addition, the chapter specifies some technological tools as being appropriate for teaching literature. Chapter three −Data

Description and Analysis− describes the collected data from students' questionnaire and teachers' interviews and provides their analysis and interpretation in order to confirm or disconfirm the research hypothesis. At the end, conclusions are drawn, some pedagogical implications, limitations and future research directions are provided.

CHAPTER ONE: GENERAL OVERVIEW OF AUDIO-VISUAL AIDS

Introduction

Teachers need to be creative in their classes to establish a positive learning atmosphere in order to attract learners' attention and increase their motivation. Audio-visual aids can be a good and a suitable tool to make a course more interesting and to get motivated students. This chapter attempts to clarify the meaning of "audio-visual aids" and to demonstrate their several types that can be used in teaching EFL. Moreover, it tries to draw attention to the importance of audio-visual aids in EFL classes. This section ends with providing several ways and examples for implementing those devices.

1.1. Definition of Audio-Visual Aids

Audio-visual aids can be viewed and defined in several ways. Those definitions share the same key idea that is how audio-visual aids present the information as heard and/or seen. For instance, Singh considers audio-visual aids as any tool based on giving visual and auditory instructions; he claims that: "Any device which by sight and sound increase[s] the individuals' practice, outside that attained through read labeled as an audio visual aids"(as cited in Shabiralyani, Shahzad Hasan, Hamad, & Iqbal, 2015, p. 227). The definition of such type of technology in 'Good' Dictionary of Education goes hand in hand with Singh's one. The dictionary directly links audio-visual aids with learning via listening and/or seeing. It defines them as: "Anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight"(as cited in Ben Sola, 2011-2012, p. 46). In the same context, Dike suggests that the equipment that displays information in an audio and/or visual form, as in written form, is called audio-visual aids (as cited in Ashaver & Mwuese Igyuve, 2013, p. 44).

Other scholars define those devices in terms of their importance. Kinder, S. James, for example, asserts that such tools help in relating the learning process to real life; it makes it

authentic. It also makes it effective and vivid i.e. it creates a suitable atmosphere for learning (as cited in Shabiralyani, Shahzad Hasan, Hamad, & Iqbal, 2015, p. 226). Carter. V. Good's definition supports S. James' one. The former sees audio-visual aids as devices that attract the learners' interest and attention. He underlines that: "Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation" (as cited in Ben Sola, 2011-2012, p. 46). Additionally, two more scholars, McKean and Roberts, agree that audio-visual aids make ambiguous information clearer and help the teacher to support his/her verbal instructions, so learners would be able to perceive, understand and interpret them in easy way (as cited in Ben Sola, 2011-2012, p. 46-47). In his book, *Essentials of Instructional Technology*, A. R. Rather states similar point of view to that of McKean and Roberts. He asserts that the teacher uses audio-visual aids as instructional tools to facilitate the process of learning and create a motivational atmosphere in the classroom. A. R. Rather (2004) goes on to say that those instructional aids, used in classroom, are like charts, maps, models, film strip, projectors, radio, television etc. (p. 53-54)

Some general points can be deduced from the previous set of definitions. Audio-visual aids are instructional tools that present information in a visual and/or auditory form. They are integrated in the classroom to create a suitable atmosphere for learning through exposing learners to authentic materials. The scholars' definitions seem to be reliable to assume that audio-visual aids can be used in EFL classes to attract the attention of students, motivate them and make a positive learning environment. Some of those aids are charts, maps, filmstrip, radio, television…etc.

1.2. Types of Audio-Visual Aids

Varied range of tools emerged as a result of the technological advances; audio-visual aids are one of them. This part is concerned with stating, defining and explaining the main characteristics of some audio-visual aids.

1.2.1. Graphic Aids

The word *graphics* derives from the Greek word *graphikos,* which means visualizing materials through drawing or writing them. Also, they can be called illustrative tools, in terms of their function, since they explain and present abstract information into visual ones (English Oxford Living Dictionaries, 2018) .

Graphics are considered as a kind of visual aids, which are related to writing, drawing, painting and others. These aids involve the use of different forms of graphic presentation (Figure 1.1).
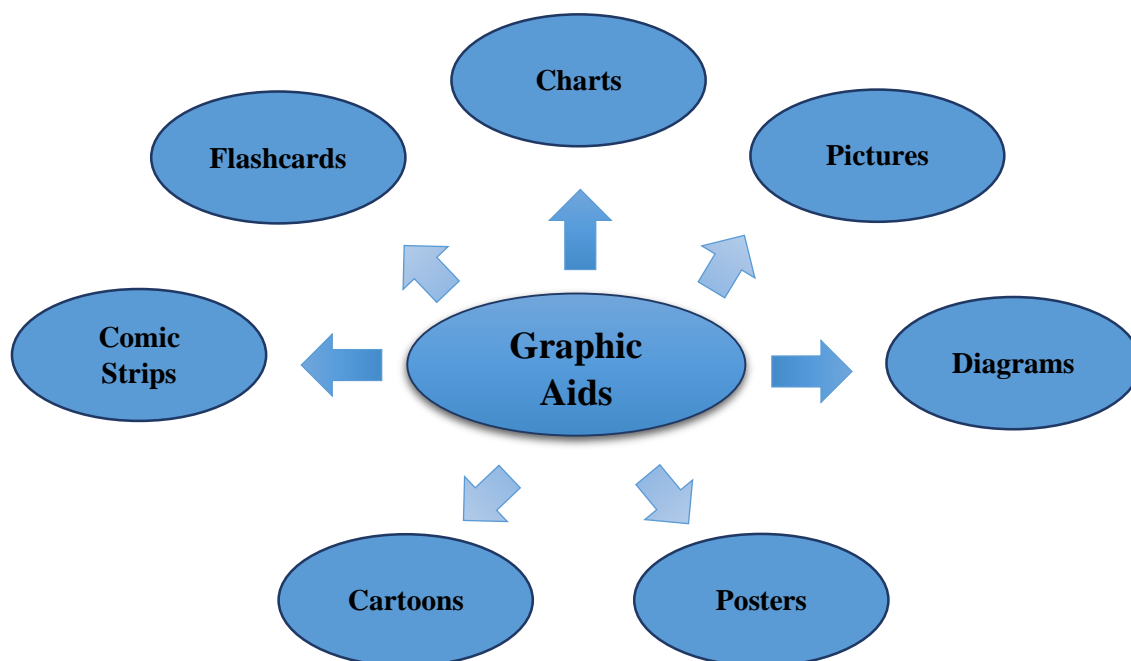
Figure 1.1. Types of Graphic Aids

(Adopted from Merdas, 2015, p. 16)

1.2.1.1. Charts

Chart is a frequent used type of graphic aids. It is a visual aid, which explains data through writing or combination of writing and pictures. Charts can be used to illustrate or present written materials in a visual form. According to Edgar Dale, chart is "a visual symbol summarizing, comparing, contrasting, or performing other helpful services in explaining

subject-matter" (as cited in Sharma, 2012, p. 309). Most common types of charts are Column Chart, Line Chart, Pie Chart, Bar Chart, Area Chart and Doughnut Chart. The following diagram summarizes the characteristics of those types:
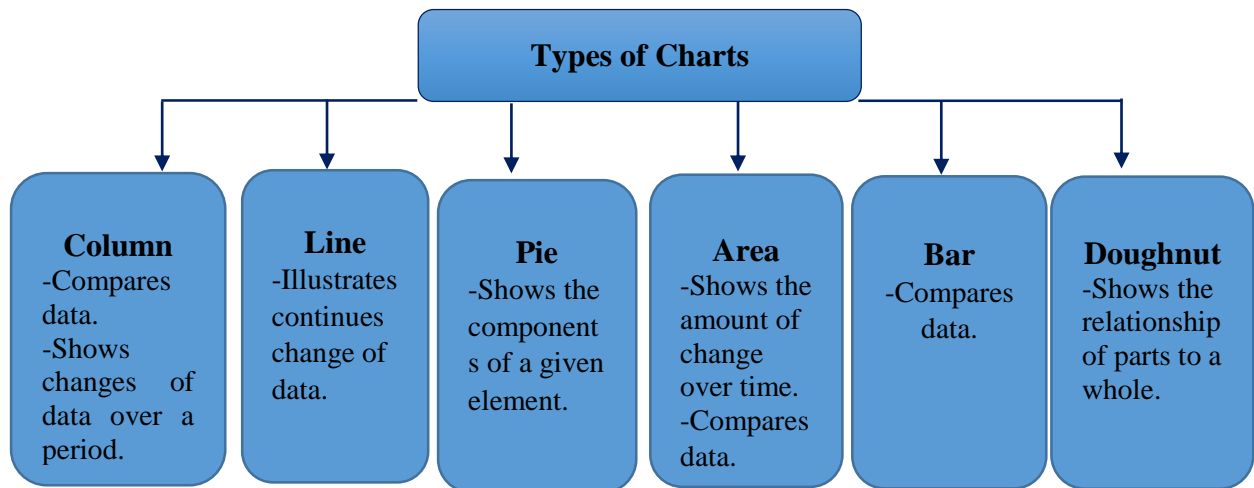
Figure 1.2. Types of Charts

(Adopted from Microsoft Excel 2010, p. 2-7)

Figure 1.3. Charts Types (Adopted from "Chart Creation Guide", n.d.)

1.2.1.2. Pictures

Merriam Webster Dictionary defines a picture as a design or a representation made by various means (such as painting, drawing, or photography) (2017). Such visual materials can be useful in clarifying the meaning of new words. It also attracts

learners' attention; for example, they would be attracted when they see pictures of women and children's misery, in a war as a scene of a novel, more than listening to a verbal description. Pictures can reinforce the written or verbal information. After conducting a study, McBirde and Dosher came up with the idea that "pictures are one source of information that engages deeper level of processing" (as cited in Mall-Amiri & Arabgol, 2015, p. 164).

1.2.1.3. Posters

According to Almodaires (2011), a poster is a combination of a picture and a written message for educational or advertising purposes; one poster is based on a single idea whether to give an advice, to warn from something, to attract…etc. In Merriam Webster Dictionary (2017), a poster is "a usually large sheet with writing or pictures on it that is displayed as a notice, advertisement, or for decoration". Therefore, a poster is a graphic and textual design, at the same time, intended to convey one idea; themes of posters differ depending on the intention of its designer.

1.2.1.4. Diagrams

According to Mardelyn L. Dumayas (2016), this symbolic or visual representation is marked out by lines, outlines, drawing, parts or operation of something. In other words, it visually illustrates the components of an idea or object and/or shows the relationship between them; moreover, it explains how a machine, for instance works. Those illustrations are via lines, outlines, drawing…etc. In the same vein, Dale defines a diagram as "any line drawing that shows arrangement and relations as parts to the whole, relative values, origins and development, chronological fluctuations, distribution, etc." (as cited in Dadang, 2016). In addition to demonstrating the parts of something and the relationship between them, other uses of diagrams can be pointed out from Dale's definition. It can be used to indicate the possible

differences between two elements to show the origins; for example, of a given family, to explain the development of an event or changes of something over time. To present those varied themes or subjects, a set of diagrams can be used. The main used types are *Tree Diagram, Affinity Diagram, Fishbone Diagram* and *Venn Diagram*.

First, *Tree Diagram* is defined as a graphic aid that is composed of a starting section and many branches depending on the number of the components; it is used to demonstrate the parts of a particular element (Business Dictionary, n.d.).

Second, *Affinity Diagram* is a simple device used to group and gather ideas, related to a given situation or problem, into categories depending on their relationships ("Affinity diagram (What is it? When is it used?) | Data analysis tools | Quality Advisor", 2018).

Third, *Fishbone Diagram* organize the causes and sub-causes of a particular effect in a form of *fish skeleton*; because of its purpose, fishbone diagram is also known as cause and effect diagram (Business Dictionary, n.d.).

Fourth, *Venn Diagram* can be defined as circles overlapping with each other to display the relationship between two or more elements (Business Dictionary, n.d.).
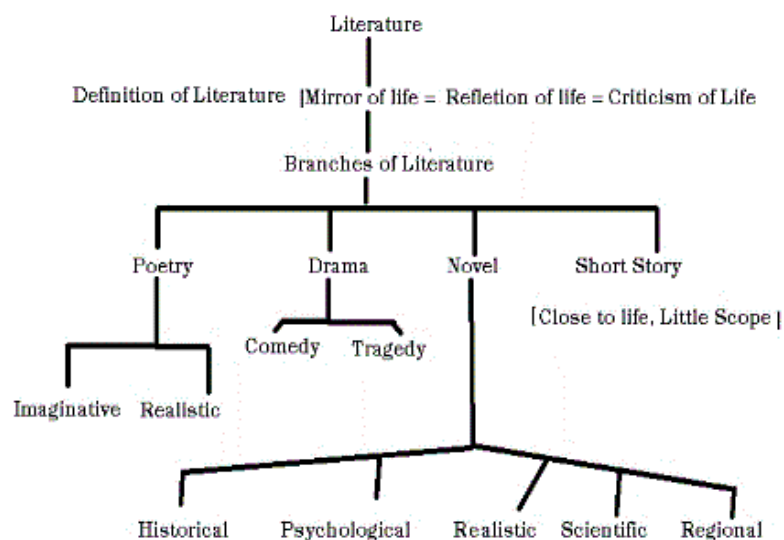
Figure 1.4. Tree Diagram

(Adopted from *Tree Diagram*, 2014)
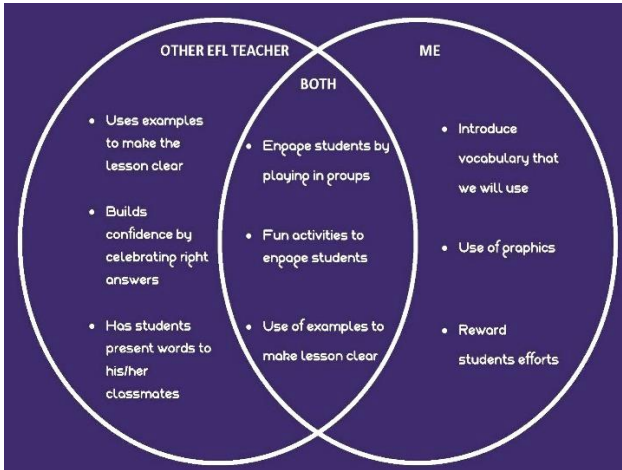
Figure 1.5. Venn Diagram

(Adopted from *Venn Diagram*,

2014)
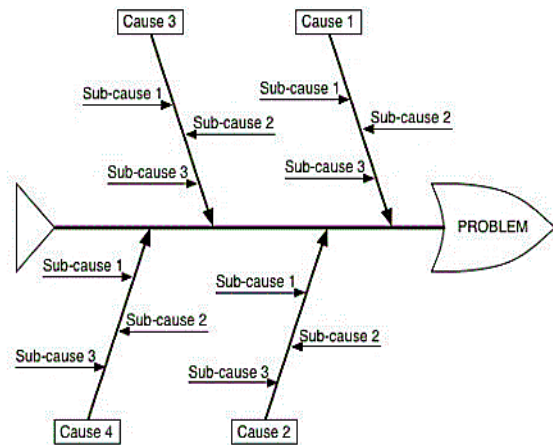
Figure 1.6. Fishbone Diagram

(Adopted from *Fishbone Diagram*,

2015)
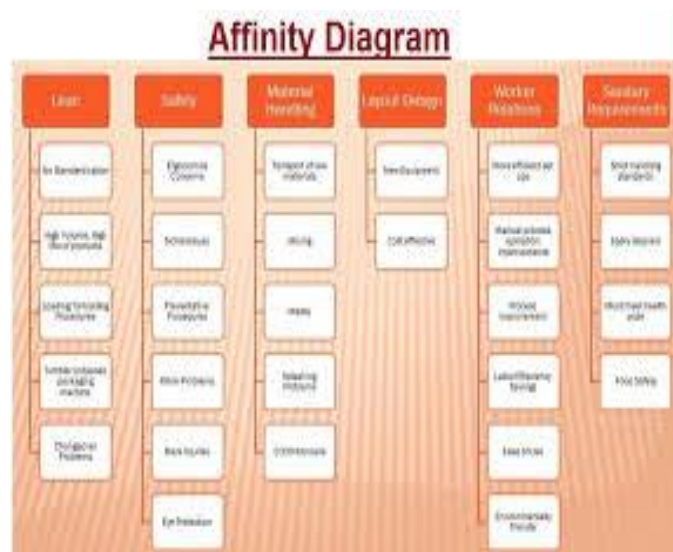
Figure 1.7. Affinity Diagram

(Adopted from *Affinity Diagram*, 2018)

1.2.1.5. Cartoons

Cartoon is another audio-visual aid. It is a single graphic designed to carry metaphorical message; it ironically represents a behavior, an idea or a famous person (Dictionary.com, n.d.). Cartoon is "a unique pictorial medium has long had a visual appeal" (Chandler & Cypher,

1948, p. 22). In the same context, C. F. Hoban, C. F. Hoban, Jr., and S. B. Zisman defined cartoons as "an illustration dramatizing a story by making use of humor, fantasy, grotesque incongruity or satire" (as cited in White, 1948, p. 67). Therefore, cartoons are designs that comically represent persons, objects, ideas or actions.

1.2.1.6. Comic Strips

Comic strips are related to the previous graphic aids, cartoons and pictures. The former is a collection or series of cartoons/pictures; they are arranged horizontally to tell a story or a part of it in a humorous way. Comic strips may present a funny story for children, convey an indirect message related to different aspects of life, like politics or present an educational message. These cartoons are found in magazines, newspapers or books, whether colored or in black and white. They usually contain both texts and pictures in which texts are written in balloons (Figure 1.8. and Figure 1.9.).
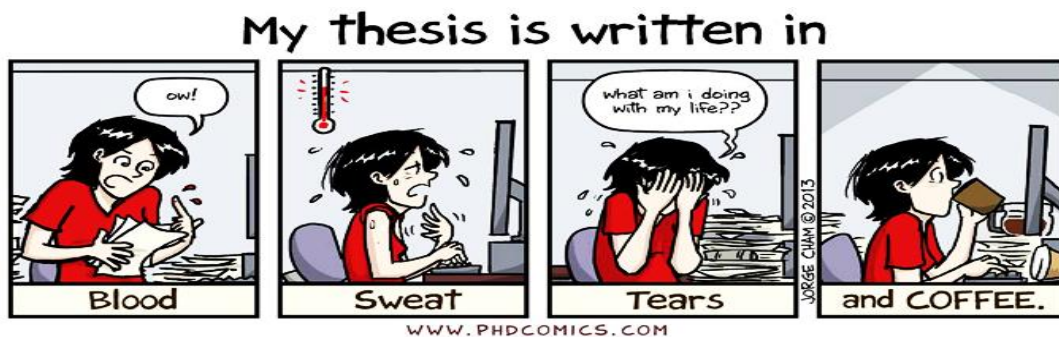
Figure 1.8. Example 01 of Comic Strips (Adopted from Comic Strips, 2016)
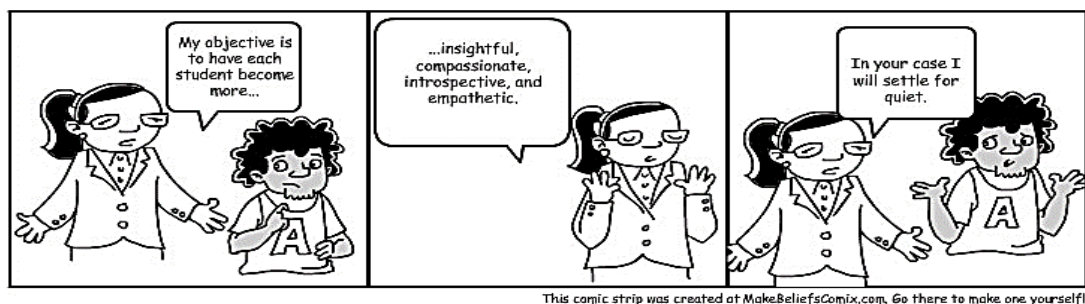
Figure 1.9. Example 02 of Comic Strips

(Adopted from eMINTS National Center – Inspired Teachers | Inspired Students, 2011)

1.2.1.7. Flashcards

Flashcard is a visual card that contains words, numbers, or pictures, which teachers use it to facilitate learning (Merriam Webster Dictionary, 2017). They contain colors and they are designed in creative ways to motivate the learners and make them more interested in class.

1.2.2. Films

Film is a set of moving pictures recorded by a camera. It shows real events or imaginary ones, for the purpose of informing or entertaining. It can be based on an imaginary story, a book, or real events. Films are usually found on TV or in cinema (Collins Dictionary, 2017). "As an art of audio-visual storytelling", film is defined as "a medium of communication rich with social implications, created within different social, historical and cultural contexts" (Career View, 2011, p. 1). Therefore, teachers can use films to contextualize the information they deliver, especially data related to the foreign language culture.

1.2.3. Filmstrips

Filmstrip is a long strip, one piece, composed of a series of black and white or colored images. It is prepared for projection on screen, in which each image is projected separately.

Figure 1.10. Filmstrip Projector   **Figure 1.11.** Example of Filmstrips

(Adopted from *Filmstrip Projector, 2018*)   (Adopted Museum of Obsolete Media, 2018)

Chandler & Cypher explain how filmstrips work:

> Filmstrip is made by photographing scenes or objects on narrow gauge, 35 mm.
> film, which contains sprocket holes along each side of the film. This film is
> processed and the finished roll of film projected on a screen by means of the
> special projector… Filmstrip may be in black and white or in color. Titles may
> accompany each picture, or, as is often the case, a manual accompanies each
> roll of filmstrip. (1948, p. 32-33)

1.2.4. Videos

Video is a medium that records visual or audio-visual performances; it whether records only moving pictures, or in combination with corresponding sound. It is "a program, movie, or other visual media product featuring moving images, with or without audio that is recorded and saved digitally or on videocassette" (Dictionary.com. n.d.).

1.2.5. PowerPoint

PowerPoint (PP or PPT) is a Microsoft presentation software program. It consists of a series of slides that may contain text, images -static or moving, videos and other media. It can also be defined as: "a slide show presentation program that is part of the Microsoft office suite of tools. PowerPoint makes it easy to create, collaborate, and present your ideas in dynamic, visually compelling ways" ("What is PowerPoint | PPT", 2017).

1.3. Importance of Audio-Visual Aids in Teaching EFL

Traditionally, printed materials have been the basic instructional tools in FL classroom, without integrating other aids. However, nowadays, they are still used but not in isolation. With the noticeable technological developments in the recent years, new instructional aids appeared and were integrated in the field of teaching, in general, and in FLT, in particular. In the current

times, the FL is taught through some technological aids, in addition to printed materials. It seems that the frequent used types are audio-visual aids. Many scholars notice the limitations of texts or printed instructions in general. They recommend the use of technology in classroom to ensure learning through showing and emphasizing the importance of audio-visual aids in teaching EFL.

Barker, for example, suggests that printed materials need to be supplemented by other materials, so that the teacher can be able to communicate all types of information. He says, "books... are heavily dependent upon pictures", which are form of graphic aids. Barker goes on to say"…books…cannot produce sound and they are unable to generate animation and moving pictures", such "effects" can be produced by films, filmstrips, videos and power points i.e. through the use of audio-visual aids. Therefore, the latter plays the role of supplementary devices for printed materials. Barker emphasizes on the idea of text limitations; he asserts that:

> While text is good at communicating some types of information it is very poor
> at conveying others. It is for this reason that books... are heavily dependent upon
> pictures...they cannot produce sound and they are unable to generate animation
> and moving pictures. In order to produce these effects instructional designers
> must resort to the use of other media. (as cited in Al-Khalifah, 1994, p. 3)

The teacher when s/he chooses the materials to be used in presenting a given lesson, s/he needs to take into consideration the various learning styles of students. The teacher may use audio-visual aids to reach all styles and improve the process of teaching and learning because of their long list of advantages. Some students are visual learners and they get attracted to pictures and colored papers or screens; among the audio-visual aids, the teacher may use pictures, posters, cartoons, comic strips, flashcards, filmstrips and powerpoint to satisfy the needs of the visual students and create a suitable learning atmosphere for them. The second

type of students are auditory learners, who depend on the listening skill to concentrate and understand the messages they receive. Films, videos or even PowerPoint can present good teaching devices to be used in order to catch the attention of such profiles. The third type of learners is kinesthetic; those students learn and memorize something through doing it that is why a teacher can ask them to design cartoons, posters or comic strips to present a given subject. Kinesthetic learners can also perform topics, for instance, a story and record it in a form of video instead of presenting it orally without action.

Graphic aids: charts, pictures, posters, diagrams, cartoons, comic strips and flashcards are all based on sight; films, film strips, videos and power point are based on both sight and hearing. They are pictorial and textual mediums; that include static and/or moving images and texts. Graphic aids and the other aids, as it is mentioned in their definitions, are designed in a way to attract the viewer or/and the learner, through colors and special style of writings, drawings and projection. When the teacher uses such materials to supplement the printed ones- handouts, books, novels and novella- and/or his verbal explanation, s/he would make the abstract pieces of information concrete ones. Those aids are reflections of the abstract ideas; which means the message the teacher is conveying. Thus, instructions/information are reinforced and clarified for learners.

Dale indicates: "Because audio-visual materials supply concrete basis for conceptual thinking, they give rise to meaningful concepts enriched by meaningful association, hence they offer the best antidote for the disease of verbalism[1]" (as cited in "Unit-4 Planning for Teaching Aids and Multimedia Programmes", 2017, p. 60). Edgar Dale argues that audio-visual aids are like mirror; they reflect and transform the abstract ideas into concrete ones. When a student

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[1] Verbalism refers to a wordy expression of little meaning or words used as if they were more important than the realities they represent (Merriam Webster, 2017).

reads a novel, for example, s/he tries to imagine the characters and the scene of the story; the supplementary devices, audio-visual aids, make those imaginations real and vivid. To learn a foreign language, it is better if one learns it from the native users of the language. Instead of traveling, videos and films create a bridge between the foreign learners and the natives. Similarly, when learners are exposed to a new concept, for instance, pictures, posters and flashcards can be used to simplify and facilitate the understanding of that word. Moreover, the teacher can explain the development of a given theory through time via charts since one of their characteristics is showing the amount of change over time. Furthermore, diagrams are useful in demonstrating, for example, the royal families in a given era in a particular country. Therefore, by implementing audio-visual aids the teacher ensures the comprehension of the message.

Furthermore, the teacher may guarantee that students would not forget the conveyed message. Human beings tend to forget what they hear and remember what they see as the old Chinese proverb states, *"When I hear, I forget. When I see, I remember".* Raymond Wyman asserts that over-depending on verbal explanation and printed materials may lead to forgetting; in other words, learning only through listening may not guarantee the inculcation of ideas in learners' minds. He argues:

> We (teacher) tell students, and we provide them with written material so they are easily produced, reproduced, stored and transported. But the overuse or excessive use of words can result in serious problem, chiefly, the problem of verbalism ... and forgetting. (as cited in Thamil selvi, 2007, para. 5).

Depending on Edgar Dale's foundations, learners need to depend on both senses hearing and seeing not only one of them. He found that: "people generally remember 10% of what they

read, 20% of what they hear, 30% of what they see and 50% of what they see and hear" (as cited in Anderson, n.d., p. 1). Therefore, teachers need to use supplementary devices in addition to their verbal explanation and printed materials. Audio-visual aids can represent an effective device because they present visual and auditory instructions.

Audio-visual aids are also important because they make learning more interesting; they increase EFL learners' motivation to learn the target language. Those devices create an appropriate atmosphere, in the classroom, for learning, which is realistic and enjoyable one. For example, it would be better and more entertaining to study life style of British and/or American people via films, filmstrips, videos and power points rather than verbal explanation and/or printed materials. In addition, it seems better to learn the target language idioms and proverbs through listening to and watching natives using them in different situations. By doing so, the real context, where the target language is used, is brought to classroom; Jain affirms "A.V aids provide the learners with realistic experience, which capture their attention" (as cited in Rasal, Bukhsh & Batool, 2011, p. 79). EFL students can learn the cultural aspects, related to the English language, easily and this makes them eager to know more about the language i.e. it makes them motivated and more interested in learning the language.

1.4. How to Implement Audio-Visual Aids in EFL Class

Before implementing audio-visual aids in EFL classes, the teacher needs to take into considerations the subject matter s/he is going to present, the objectives s/he wants to fulfill, the activities s/he designed, the learning styles of the students, the length of the presentation and the availability of the equipment. S/he needs to choose the type of equipment that suits and serves the topic and helps him/her accomplish the designed objectives. In addition, the chosen devices need to be appropriate and in harmony with the class activities. Moreover, learners have different styles of learning, so the teacher needs to select types of audio-visual aids that fit those various styles as it is explained before (p. 17-18). Furthermore, if the teacher designs

a lesson for short period, s/he cannot use; for instance, a video, film or power point that takes more time than the lesson itself. Additionally, s/he has to choose the aid that is available in the institution or it is easily accessible elsewhere.

Since the enjoyable atmosphere in classroom can motivate students and increase their interest, games seem to be the suitable tool for creating such environment. The teacher can create tasks in the form of games. Audio-visual aids can be used to create set of purposeful games. As an example, in order to develop EFL learners' speaking skill and their critical thinking, the teacher may use a series of pictures that contain different scenes; students are supposed to describe the pictures in the form of story. This game or task is called "Picture-cued story-telling task". Comic strips can also suit such task because it is a sequence of pictures. The following Figure 1.12. are illustration for that task:

Figure 1.12. Picture-cued Story-Telling Task

(Adopted from Brown, 2003, p. 181)

Another game or task, using audio-visual aids, is to improve students' use of tenses and also speaking skill. It is called "Picture-cued elicitation of future tense" (Brown, 2003, p. 153). The teacher may show the learners a poster and they are asked to answer some questions; through answering, they are as if describing the poster. At the end, they come up with a short story.

It seems that the objective of most teachers is to engage all students in the classroom discussion; they try to make them talk and get rid of their shyness. A game called "Charades" may help teachers to stimulate all students and make them talk and act. This game is based on dividing learners into groups, then a student from the first group stands in the front of the class; s/he has a flashcard containing a picture of person, object or action, or it contains a word. The student is supposed to act out that picture or word and her/his group should guess it. Each time, the group guesses the content of the flashcard, another student stands up to act out a new card (Dictionary.com, n.d.). Each team needs to guess quickly, as fast as they can, to collect big number of correct answers in a limited period, for example a minute.

Films, filmstrips or videos can be combined with charts to form a task named "Chart-filling". Students may listen and/or see a record, twice, of daily activities of a person; then, they are supposed to fill a chart of that person's schedule (Brown, 2003, p. 128-129). This task helps in developing EFL learners' listening skill; it may also develop writing skill because they fill the chart.

The teacher can develop all those tasks and s/he may add and/or omit items. S/he can create tasks and games using audio-visual aids; s/he can use one type or mixes them, depending on the previous mentioned elements: subject matter s/he is going to present, the objectives s/he wants to fulfill, the activities s/he designed, the learning styles of the students and the length of the presentation.

Conclusion

Audio-visual aids are defined from several perspectives but all the opinions share common points. Those shared views can be arranged together to get a general definition of audio-visual aids. They are instructional tools that present information in a visual and/or auditory form. They are in various forms whether graphic and/or textual, with or without sound. Those tools are integrated in EFL classrooms because of their advantages that can improve both the process of learning and the process of teaching EFL. The implementation of audio-visual aids can take different forms mainly depending on the creativity of the teacher, the topic, objectives, activities, students' learning styles, length of the presentation and availability of materials.

CHAPTER TWO: LITERATURE AND AUDIO-VISUAL AIDS

Introduction

This chapter attempts to define the term "Literature" and to question whether studying it is important or not in EFL classes. In addition, it provides several reasons for integrating audio-visual aids in literature classes and concludes by stating some materials, which seem to be suitable for teaching this module and ways for implementing them.

2.1. Definition of Literature

Several scholars have attempted to define literature, but there is still no general definition, claiming that it is difficult to define the term. In his article "What is Literature?: A Definition Based on Prototypes", Meyer (1997) proposed that "Understanding exactly what literature is has always been a challenge; pinning down a definition has proven to be quite difficult." (1997, p.1). As a result, literature is viewed from different perspectives, a broad and a narrow one. The broad use of the term refers to any written piece of information, those printed materials such as novels, articles, dissertations, essays…etc. On a narrow level, literature involves both written and oral materials, which have creative and imaginative value.

The first definition that views literature from a broad perspective is in Merriam-Webster Dictionary (2018). The latter states that literature is a set of written works that are considered to be very good and have a lasting importance. Stecker (1996, p. 681) begins his article "What is Literature?" by affirming that "Literature has a use in which it refers to any piece of writing (or any piece of publicly available writing)". In the same way, George Herbert Clarke (1927) asserts that it is known that literature encompasses all published pieces of writing that provide information about something (p. 53). In English Oxford Living Dictionaries (2018), the term is also seen as "Books and writings published on a particular subject".

However, the meaning of the term extended, recently, to include the spoken works and at the same time narrowed to exclude other written ones. Thus, the previous definitions are not enough to define literature. On one hand, the definitions neglect that most of the ancient

cultures are oral, they are not documented via writings for the reason that they do not have written languages. Their literatures are transferred orally from one generation to another through storytelling, traditions and rituals, as a way of preserving them. Poems, songs, plays, speeches … etc., and oral literature in general, are now part and sub-type of literature. On the other hand, the contemporary definitions underline that not all printed works can be considered as and qualified to be called literature. Scholars draw an attention to the basic features of a literary product, which are mainly poetic language, creative and aesthetic style and format. Thus, a mathematical equation and a review on a football match, for instance, cannot be regarded as a literary work. Any written work needs to meet the above-mentioned characteristics to be part of literature. In 1997, it has been suggested by Jim Meyer that a "prototypical literary works" are mainly written in an artistic style and via a creative language. He claims, "prototypical literary works: are written texts, are marked by careful use of language, including features such as creative metaphors, well-turned phrases, elegant syntax, rhyme, alliteration, meter." (p. 4). Even oral works should be of an aesthetic language and style to be called literature, more specifically oral literature. The previous term is used to "emphasize the imaginative creativity and conventional structures that mark oral discourse too." (Godard, 2015, para. 1).

Therefore, when defining literature, it seems to be better to combine the two views in order to get an all-encompassing definition. One can reach the conclusion that the term literature refers to both written and oral works, which are characterized by the creative and imaginative value.

2.2. Why do EFL Learners Need to Study Literature?

Novels, songs, poems, stories, autobiographies, proverbs, plays, and other printed and spoken materials are examples of literature. Those works present pieces of information about a given subject, they depict the culture and the life style of a particular people and/or they take

the reader/listener to an imaginative world as a way of entertainment. Accordingly, literature enriches one's knowledge through displaying different historical, social, cultural and fictional details that lead to expanding one's imagination. Additionally, it facilitates understanding the world the person is living in and extracting and learning lessons and values from others' experiences. Thus, literature is both educative and also entertaining and enjoyable.

In addition, reading and listening to literary works helps in improving the learners' language skills (reading, writing, listening and speaking). Reading literature enriches the vocabulary of the reader, which develops her/his skill and style of writing. In his article, Nabil N. Noaman confirms the above idea by stating, "Literature provides learners with a wide range of individual lexical or syntactic items." (2013, p. 125). Moreover, listening to stories, songs, poems and watching videos and films of native speakers, based on a certain literary work, fosters the listening skill of the learner and makes her/him learn the language in its context, thus, s/he can produce it correctly. Literature also sharpens the thinking skills of the student; s/he ameliorates his critical thinking through analyzing themes, motifs, symbols, characters, plot, a writer's style…etc.

Furthermore, studying literature of a particular group of people at a given period means studying their culture. The latter, as Lee Su Kim views it, encompasses everything: traditions, customs, beliefs, norms, values and other aspects of people's life style (2003, p. 1). Having knowledge about all those details improves the learner's intercultural communicative competence; s/he can be able to overcome the cultural and linguistic obstacles that may face her/him when communicating with a person of a different cultural background.

Therefore, it is necessary to include literature in the curriculum of teaching English as a Foreign Language. It expands the EFL learner's knowledge, develops her/his language skills and makes her/him an intercultural competent communicator.

2.3. Significance of Audio-Visual Aids in Teaching Literature

In order to attract the students and trigger their interest in studying literature, teachers implement various methods and techniques in class. Using the traditional way -verbal explanation and written materials- in explaining the literary works is something fundamental. However, teachers need to supplement this method in order to satisfy the different learning styles of learners. The technological advances provide foreign language teachers in general and literature teachers in particular, with a variety of tools to facilitate both teaching and learning. Audio-visual aids can present suitable teaching devices for literature. As their name indicates, such materials do not replace the teacher's explanation but they complement and strengthen his/her work as Rasal, Bukhsh & Batool view it, "They supplement the work of the teacher and help in the study of the text books." (2011, p. 79). Audio-visual aids can offer many advantages to teaching literature; the two main ones, which are interrelated, are facilitating the understanding and the comprehension of literary concepts and works, in general, and enhancing the learners' interest and motivation in studying literature.

EFL Learners seem to be unmotivated to study the module because they encounter several difficulties. The first one is that literature contains abstract information, so while reading, the student needs to imagine the context, the events, the characters and their relationship, to be able to analyze the work and point out symbols, motifs, characteristics of a given period, depict the suffering of a group of people and/or apply a theory on the text. It is difficult for students to imagine all those elements correctly only through the verbal explanation. Pillai and Vengadasamy (2010) assert the above claim by highlighting that: "Student reflections on the learning experience based on a single modal approach is that most times the linguistic mode alone makes it difficult for them to relate to literary theories and concepts." (p. 135). Some writers have complicated styles and others have even their special use of language such as Shakespeare, whose language is difficult to be understood; also, minor

literature writers, as Chinua Achebe, include terms from their colloquial dialects. Moreover, literary works comprise hidden meanings that should be deduced to get the general idea of the work. Because of those difficulties, learners get bored, loose their attention and become uninterested in studying literature.

Visualizing the story via devices, which learners appreciate, can be of an immense help to overcome the previous mentioned problems. Audio-visual aids seem to be the appropriate materials for making the abstract pieces of writing real and vivid. After accomplishing his Doctorate thesis, Al-Khalifah (1994) drew the conclusion that: "The role of the use of audiovisual materials in making events or objects that are remote in time or space more realistic to the students is one of the important aspects related to this theme (Audio materials are aids to learning and thinking processes)."(p. 163). The teacher can use pictures, films, videos, filmstrips, diagrams, comic strips and power points to show the picture of the author, to listen to a song or poem, to demonstrate the setting and simply to reflect the learners' imagination about the work. Beswick notes that even ambiguous terms and implied ideas, students can easily infer them; he argues, "… the photograph or film of an event, or its recording in sound, often gives raw data for study which the verbal description by the most scholarly, imaginative or knowledgeable author does not." (as cited in Al-Khalifah, 1994, p. 68). Envisioning the literary work creates a positive, enjoyable and interesting learning atmosphere and makes learners become eager to know more stories. When the teacher supplement a written novel, for instance, with a diagram to illustrate the relation between characters or comic strips to represent a scene, this pushes the student to read the novel with interest to know more details. Additionally, the application of such aids in class to teach literature can attract students and keep them attentive.

2.4. Audio-Visual Aids Types and Implementation in Literature Class

Literature is important, but the way it is taught is also of great significance. In addition to verbal explanation and written materials, a teacher of literature can integrate audio-visual aids to rise students' interest and motivation in studying the module. Before selecting and implementing such devices in class, a teacher needs to consider some points the content, objectives, activities, students' learning style, length of the lesson and the availability of the equipment (See chapter one, p. 20). The types of audio-visual aids, which seem to be more suitable for teaching literature and easily accessible, are films, pictures, videos, diagrams, comic strips and power point.

2.4.1. Films

Many novels, short stories, plays and autobiographies are adapted into films. The latter can be regarded as the best teaching tool for literary works; there are many reasons that make films on the top of the list of audio-visual aids, which are suitable for both teaching and learning literature. Firstly, the use of films exposes EFL learners to the foreign language and creates an entertaining and enjoyable learning atmosphere, which motivates them and makes them excited to know the story and be part of it. David M. Stewart notes, "The very means whereby a commercial film attracts and entertains its audience function not only to hold students' attention, but also to draw them into the world that film presents."(2006, p. 2). Moreover, in order to extract themes, symbols and motifs and analyze a work from a literary theory's perspective, learners try to envision the setting, characters, and events. Films can make the analysis easier and more interesting because they visualize the entire story, even physical features, facial expressions, body language and tone of voice, the small details. Furthermore, students can point out the historical and cultural aspects of a particular group of people during a period of time because the film brings the story and its characters to life. Singh supports the idea and argues, "In a film context, the viewer can travel for a long distances and move through

countries of time, sets pictures of places, persons and activities." (as cited in Merdas , 2015, p. 21). For instance, Chinua Achebe's *Things Fall Apart* depicts the traditional social structure of one of the African tribes, Igbo tribe, before and during the coming of Europeans, the whites. The novel presents the way of life of that tribe in terms of clothing, housing, traditions, rituals, religion, food and customs. The learner cannot envision all the previous mentioned details as the film visualizes them. *Things Fall Apart* is adapted into a film, which portrays every detail of the story. This film can help the students to analyze the novel and extract all the characteristics of the Igbo tribe. Moreover, a film equals language in use, which means that learners can listen to and see how English is used by native speakers and also by other non-native speakers.

Concerning the implementation of this aid in literature classes, David M. Stewart suggests, "Films can also serve as the basis for writing assignments and oral presentations." (2006, p. 1). Thus, the teacher can ask students to write a review about the film and this helps in developing their writing skill and sharpening their critical thinking as Adele H. Stern asserts, in his article "Using Films in Teaching English Composition". He claims, "If students learn to look at films, they can criticize validly –react to the characters, understand a metaphor, enjoy or resist a plot, appreciate a theme. The result will be not a book report, but a film review." (1968, p. 646). In addition, the teacher can explain a passage in a novel, play or short story using a scene from a film (which is based on the literary work), and then learners are supposed to discuss together a theme, symbol, event … etc. This activity improves the speaking skill and engages all the students in the talk.

The teacher can use a CD/DVD or Flash disk and a laptop to present the film and s/he may use a data show to project it, or s/he and the learners can watch directly on YouTube if they have access to internet in the classroom.

2.4.2. Pictures, Cartoons and Comic Strips

A teacher of literature can also benefit from pictures, cartoons or comic strips in her/his class. S/He implements those tools the same way and for the same purposes. The only difference between them is that cartoons and comic strips, as their names indicate, demonstrate the story in a funny way. In his article "The Use of Pictures in Teaching Literature", Claud Howard starts by underlining the idea that the two arts, literature and painting, complement each other because the former tells the story that the picture represents and the latter makes literary works vivid and alive. He goes on to say, "yet each supplying beauties not possessed by the other." (1916, p. 539).

A picture is worth a thousand word, which means that a teacher can convey and clarify the meaning of a section, an event or an idea through using pictures/cartoons/comic strips. In order to facilitate the comprehension and the memorization, the teacher can supply the complicated part with a comic strip, which summarizes the key points in balloons. S/He may use cartoons to display various situations, White explains that "For the most part cartoons in school have been applied to situations dealing with politics, social conditions, history or economics." (1948, p. 68). The teacher can use the three aids to introduce the characters (their physical appearances and mental state), and show the writer of a novel, short story or play. S/He may depict the behavioral change of characters throughout the work –from naivety to maturity, from innocence to savagery. The setting and the context of the story can also be described in one or series of pictures. Thus, according to I. T. Al-azzawii, students can draw a clear image about the literary work (2006, p. 10). The teacher can make use of cartoons and comic strips to create a funny atmosphere. Pictures, cartoons and comic strips can be printed or presented on an electronic device. The following comic strip, cartoon and pictures portray some of the points related to George Orwell's *1984* and William Golding's novel *Lord of the Flies* (Figure 2.1., Figure 2.2., Figure 2.3., Figure 2.4., and Figure 2.5.):

Figure 2.1. Significant Event (*1984*)

(Adopted from Carrasco, 2018)
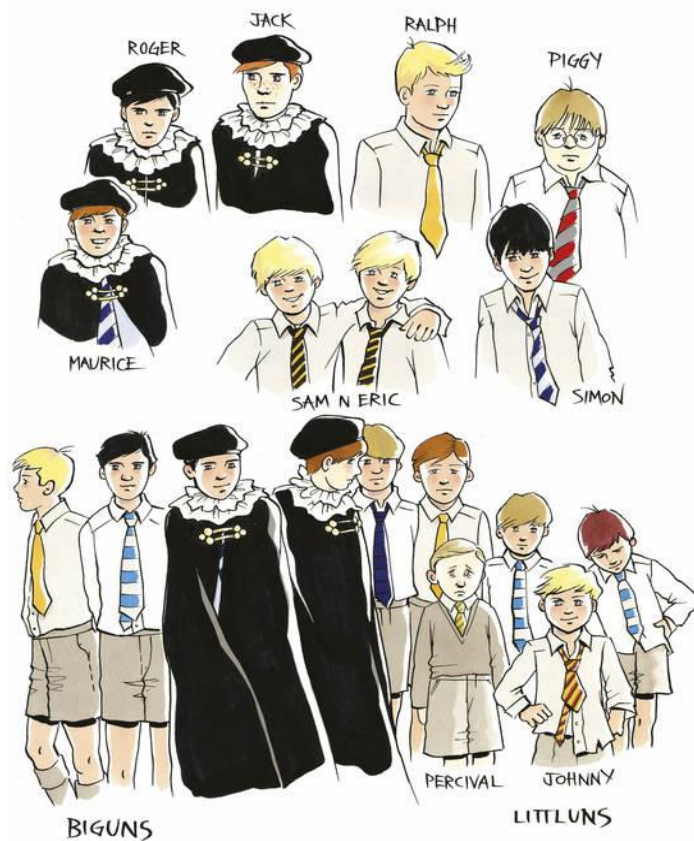
Figure 2.2. Characters of *Lord of the Flies*

(Adopted from *Characters of Lord of the Flies, 2017*)

Figure 2.3. Jack and Ralph (Opening of the story) **Figure 2.4.** Jack and Ralph (After days)

(Adopted from *Jack and Ralph*   (Adopted from BBC NEWS, 2014)

(Opening of the story), n.d.)
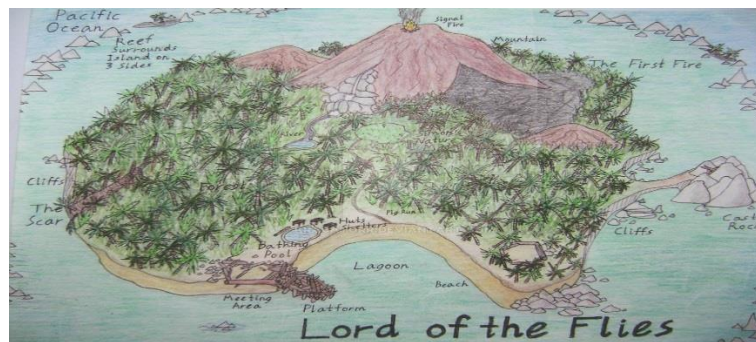
Figure 2.5. The setting of Lord of the Flies

(Adopted from Kracatorr, 2018)

2.4.3. Videos

Videos, as defined in the first chapter, are recordings of moving pictures, sounds or combination of both. They can include films, songs, interviews, series of pictures -related to a given topic- audio books, documentaries, TV programs or other recordings. The teacher of literature may use videos in the form of songs to teach poems, if the latter are adapted into songs, in order to increase the interaction between students and the literary work. Learners can feel the poem's words when they are sung more than written. In addition, watching interviews with writers of novels, short stories, plays and/or poems can be very helpful in the analysis of

the work. The author may speak about the purpose of his writing and details that may be implicit in the work. The interview can also talk about the biography of the writer; the teacher may ask his students to discuss orally or to write down an assignment about the similarities between the literary work and the life of its author to see whether the personal life affects the way of writing or not. Some students are auditory; they prefer to hear the story instead of reading it, so the teacher may encourage them to use audio books. As the previous audio-visual aids, videos visualize the literary work, which leads to its comprehension.

2.4.4. Diagrams

Depending on the definitions of diagram, in general, and its types, a creative teacher can deduce how s/he can make use of and implement such aids in his literature class. Many literary works are reflection to their writer's life and the protagonist is a representation of the author; thus, Venn diagram can be used to compare between the two. For example, in *The Woman Warrior* by Maxine Hong Kingston, the narrator and her life are depiction of Kingston herself and her real life, so the teacher can clarify this idea by drawing a Venn diagram, which can summarize the common and different elements between Kingston and the narrator. In addition, it can be useful to compare the writing style of two writers or the features of particular literary movements. Furthermore, Affinity diagram is helpful in grouping and describing the characters, in terms of physical and mental characteristics. Fishbone diagram can explain the reasons behind a problem faced by one of the characters or causes of changes in a character's behavior. For instance, in Toni Morison's *The Bluest Eye*, Cholly Breedlove, the protagonist's father, treats his family badly to the point that he rapes his daughter and burns the family house. Throughout the story, a reader can point out several details that may justify little bit his doings. Those causes can be organized in a Fishbone diagram. The last type is Tree diagram, which enables the teacher to explicate the genres of literature, the prominent figures of a given movement and their famous works (and their genres).

2.4.5. PowerPoint

PowerPoint is a series of slides, which can include all the previous instructional tools, films, pictures, cartoons, comic strips, videos and diagrams. It helps in presenting the lesson in an organized manner whether by the teacher or the students. The slides may present, for example, the biography of the author and his picture, the analysis of the characters and their images in the form of cartoons/pictures and a diagram, which demonstrates the relationship between them, the important scenes and a video/film or comic strip that visualizes them and other details.

Films, pictures, cartoons, comic strips, videos, diagrams and power point are suggested to be motivational tools for teaching literature. All of them create an enjoyable, entertaining and interesting atmosphere, which is suitable for both teaching and learning literature. The teacher can develop various activities and ways to implement those aids in her/his class.

Conclusion

Literature is an abstract word that is difficult to be defined. It can be seen from a broad or narrow perspective; when the two views are combined, literature can be described as set of written and oral works that are distinguished by the creative value. Whatever angle literature is viewed, it is a vital part in the curriculum of teaching EFL. It develops the imagination, knowledge and skills of the EFL learner. Although literature is important, students seem to be uninterested in studying it because of the difficulties that they face. Thus, learners' awareness towards the significance of this module on their educational level should be increased. That is why teachers can implement audio-visual aids as a motivator and trigger of students' interest in studying the module. Those devices are of great positive impact on EFL learners in literature classes. The types, which seem to be useful and suitable for teaching literature, are: films, pictures, cartoons, comic strips, videos, diagrams and power point.

CHAPTER THREE: DATA DESCRIPTION AND ANALYSIS

Introduction

This chapter represents the practical part of the present study, which has been conducted at the Department of English, University of 8 Mai 1945, Guelma. It deals with students' questionnaire, teachers' interviews and a detailed description of data collection tools and its administration, the population and the data analysis and its interpretation, in order to confirm or disconfirm the research hypotheses and to answer the study questions.

3.1. Students' Questionnaire

The questionnaire is conducted for the sake of obtaining data about the students' views concerning the impact of using audio-visual aids on EFL learners' interest in studying literature.

3.1.1. Description of Students' Questionnaire

The questionnaire begins with an introductory paragraph, which presents its aim, explains how the students are supposed to answer and confirms that their responses remain confidential. The questionnaire was divided into three parts that include 19 questions; which are simple, multiple choice, open-ended questions, and follow-up questions (Appendix A). Part one contains two questions that aim at getting general information about the respondents.

Part two entitled "Audio-Visual Aids" involves six questions, in which the students were asked first about the definition of those devices, their opinions about whether they agree that the use of audio-visual aids is essential in teaching EFL or not, by justifying their answers. Afterwards, students were asked about whether those tools make them stimulated and motivated or not, by justifying their responses.

The third part is about the use of audio-visual aids in teaching literature. The students were firstly asked about how their teacher of literature explains a literary work, then, how often s/he integrates that type of technology in the class and if s/he does so, which type(s) s/he

incorporates. The following question investigates whether their teacher encourages them to use audio-visual aids to facilitate understanding and analyzing a literary work or not. The fourteenth and sixteenth questions were about the students' opinions concerning learning literature only via verbal explanation and written materials and learning it via technological aids. The last question, in this part, looks for the audio-visual aids that students prefer to see in literature class. The last question is optional; students were invited to give any suggestions or recommendations.

3.1.2. Administration of the Students' Questionnaire

The questionnaire has been administered at the Department of English, Guelma, during the second semester. There are two Master one classes; the first group answered the questionnaire on May 08th, 2018, and the second group fulfilled it on May 10th, 2018. The teachers devoted about 20 minutes of the session to allow the students to answer the questionnaire comfortably and both teachers and learners were very cooperative.

3.1.3. Sample Choice

The whole population of Master one students, at the Department of English, University of 8 May 1945, Guelma, consists of 68 learners divided into two groups. A random sample of 58 students was selected out of the population. The reason behind selecting Master one students as a sample is their exposure to various teaching methods in literature classes, for the three years at License level/bachelor; thus, they can point at what suits them and what is missing when learning literature.

3.1.4. Analysis of Results and Findings from Students' Questionnaire

To get quantifiable data, the quantitative method is used; the students' answers are counted and arranged in tables and a graph.

Section One: General Information

Question 1: How long have you been studying English? (Including this year)

This question aims at checking whether the students' experience in studying English is the same. The majority of the population, n 53 (91.38%) out of n 58 (100%) declared that they studied English for 11 years. However, four (6.90%) learners proclaimed that they studied it for 12 years, which means that they may have repeated a year in a particular educational level. As it is indicated in Table 3.1, only one student (1.72%) has an experience of just ten years, probably because s/he studied during the ancient educational system which includes only three years in the middle school.

Table 3.1

Years of Studying English

Years	Number	Percentage (%)
10	1	01.72
11	53	91.38
12	4	06.90
Total	**58**	**100**

Question 2: Is it your choice to study English?

To establish an idea about the students' motivation and interest to learn English, they were asked whether or not they have chosen to study English or not. The majority of the students (93.10%) claimed that it is a personal choice, so the students are motivated and have a desire to study English. However, four students (6.90%) stated, as it is shown in Table 3.2,

that it is not their choice to learn English, which may affect their motivation towards learning it.

Table 3.2

Students' Choice to Study English at the University

Option	Number	Percentage (%)
Yes	54	93.10
No	4	06.90
Total	**58**	**100**

Section Two: Audio-Visual Aids

Question 3: How do you define audio-visual aids?

The reason behind this question is to see how the learners view audio-visual aids. They were given five options to choose one or more answers. Some of the students selected one choice, two and others opted for three ones. The findings are presented in Table 3.3. (27.58%) of the students thought that audio-visual aids are tools based on giving visual and auditory instructions. Seven informants (12.06%) chose the fourth choice, other six ones picked the third answer, and five students (08.62%) claimed that audio-visual aids are devices that attract the learners' interest and attention. While, the majority (53.44%) of the sample, opted for "All the previous stated definitions" Thus, students are aware of what is the exact nature of audio-visual aids. As the Table 3.3 demonstrates, none of the participants has given other opinions (as an answer to the follow-up question (N4)).

Table 3.3

Students' Viewpoints about Audio-Visual Aids' Definition

Option	Number	Percentage (%)
Tools based on giving visual and auditory instructions	16	27.58
Devices that attract the learners' interest and attention	05	08.62
Supplementary materials to support the written and the verbal instructions	06	10.34
Tools that create motivational atmosphere in the classroom	07	12.06
All the previous stated definitions	31	53.44
Others	0	0

Question 5: Do you agree that the use of audio-visual aids is essential in teaching English?

This question investigates the learners' awareness of the necessity to use audio-visual aids in teaching EFL. As it is shown in Table 3.4, 28 students (48.28%), strongly agree that those aids are essential in teaching English as a Foreign Language. Concerning their answers to this query, it can be summarized in the following points (appendix B.1):

- Twelve (12) students claimed that audio-visual aids facilitate the learning process.

- Fourteen (14) out of twenty-eight (28) learners declared that it is motivational, attractive and creates enjoyable vivid atmosphere.

- According to six (06) students, it exposes them to native speakers and their culture, which helps in developing their four skills.

- Only two informants affirmed that it helps in taking notes and memorizing.

The other 48.28% of the whole population stands for those students who responded "Agree". Three of them have not answered the follow-up question (N6) "Please say why?" and the rest justified their answers by asserting that (See appendix 2.1 for the students' full justifications):

- Audio-visual aids support the written and verbal explanation, enhance students' understanding of a lesson and improve their skills (15 students).

- It makes the information vivid, attracts the learners' attention and rises their motivation (09 informants).

- It gives them the opportunity to listen to native speakers (two students).

- The teacher has to use such technology to meet the different learning styles (one learner).

Only 3.44% remained neutral; they neither agreed nor disagreed. One responded "It can be essential as it cannot" and the other answered, "I believe that [it] is the method which can help in teaching FL not the tools".

Depending on the learners' responses, one can ensure that they are almost all aware of the importance of teaching EFL via audio- visual aids, and the shared view by the majority is in accordance with the literature review presented in the first chapter in general.

Table 3.4

Using Audio-Visual Aids is Essential in Teaching English as a Foreign Language (EFL)

Option	Number	Percentage (%)
Strongly Agree	28	48.28
Agree	28	48.28

Neither agree nor disagree	2	03.44
Disagree	0	0
Strongly disagree	0	0

Question 7: Do audio-visual aids stimulate and motivate you?

All the learners (96.55%) except two (03.45%) asserted that audio-visual aids make them stimulated and motivated. Those two students justified their choice through answering the follow-up question (N8) "Please say why?". They stated that those tools create a boring atmosphere. This can be the result of teacher's use of the same type repeatedly, which makes it a routine.

Only two of the majority have not justified their answers, the rest proclaimed that those tools make them interested and motivated for the following reasons (Appendix B.2):

- It attracts their attention, involves them in the discussion and makes them concentrate (23 participants).

- It breaks the routine of the traditional teaching methods because it creates an enjoyable, relaxing and at the same time informative atmosphere (34 learners)

- It facilitates the learning process (11 members)

- Other students say that they are auditory and visual learners. (Nine ones)

56 out of 58 of the sample confirmed that audio-visual aids motivate them and make them more interested in the courses.

Table 3.5

Audio-Visual Aids stimulate Students and make them Motivated

Options	Number	Percentage (%)
Yes	56	96.55

No	2	03.45
Total	**58**	**100**

Section Three: Audio-Visual Aids in Teaching Literature

Question 9: Your teacher of literature explains a literary work via:

Verbal explanation	
Written materials	
Audio-visual aids	
All	

The aim of this enquiry is to investigate whether literature teachers, at the English Department of Guelma University, apply the traditional methods of teaching (Only verbal explanation and written materials) or they integrate technology as a supplementary device. In this question, students were given four (4) options to choose from one or more. When they selected more than one choice, other possibilities can be inferred: verbal explanation and written materials, verbal explanation and audio-visual aids and written materials and audio-visual aids. The first option attracted almost half of the sample (25 participants); their choice may confirm the idea that literature teachers are following the traditional way of teaching. The Figure 3.1 shows that 25.86% claimed that literature teachers combine the three given methods. *Verbal explanation and written materials* were chosen by six students (10.35%), the same for *Verbal explanation and audio-visual aids* and five participants opted for *audio-visual aids.* Except one learner (1.72 %) stated that teachers use merely written materials. However, none chose written materials and audio-visual aids together. One cannot say that teachers are not aware of the importance and significance of implementing audio-visual aids in the course of

literature, but may be they do not use those devices because of some other reasons over which they have no control like the administrative constraints.
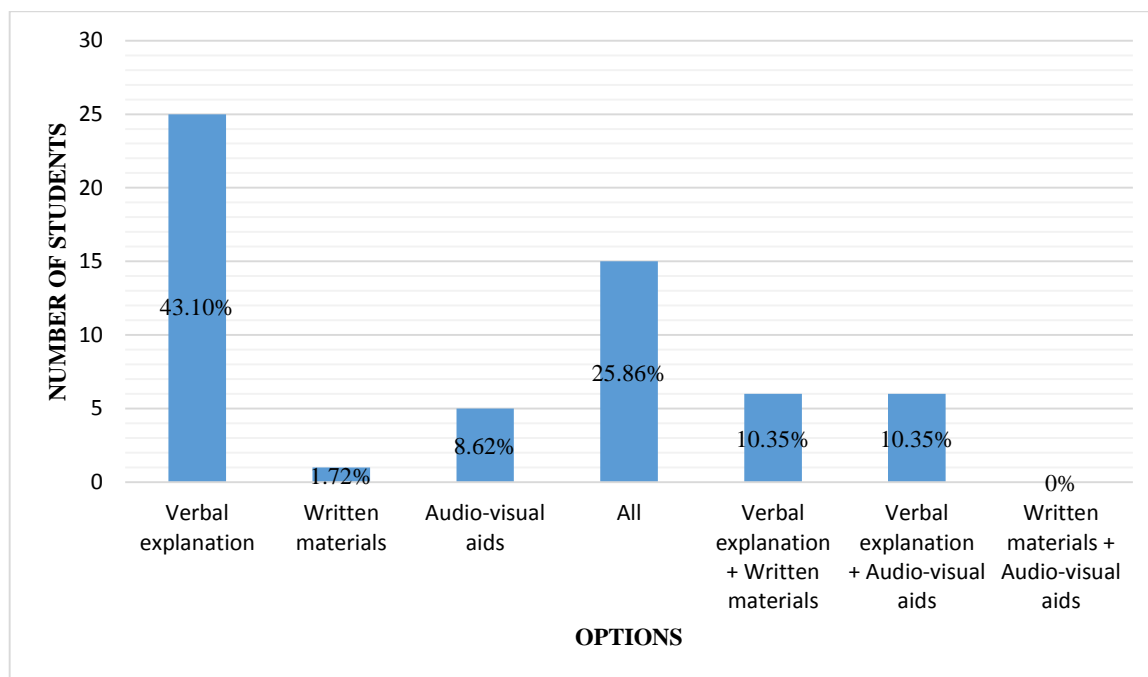
Figure 3.1. Literature Teachers' Way of Explanation

Question 10: How often does the teacher of literature use them in the class?

Depending on the answers of the previous question (9), one can extract that the number of students who affirmed that audio-visual aids are used in literature classes whether alone or in combination with other materials, are 26 participants. Thus, the latter are the ones who are concerned with this enquiry (Question 10). The Table 3.9 indicates that the majority of the learners 42.30% responded in favor of the option *usually*. The third choice *Often* attracted six students (23.08%). Four informants proclaimed that their teacher of literature always integrates audio-visual aids in the class, the same for the choice *sometimes*, which is opted for four participants. This portion of literature teachers seem to be familiar with those educational

technologies and they positively perceive the incorporation of audio-visual aids in literature classes. Only one learner states that those devices are rarely used in the course of literature.

Table 3.6

The Frequency of Integrating Audio-Visual Aids in Literature Classes

Option	Number	Percentage (%)
Always	04	15.38
Usually	11	42.30
Often	06	23.08
Sometimes	04	15.39
Rarely	01	03.85

Question 11: Which type(s) does your teacher use?

This question is related to the two previous ones (Question 9, Question 10); the 26 students, who responded that their teacher of literature uses audio-visual aids, are the ones concerned with answering this query. They were given different options from which they choose one or more. A significant number of informants (22) agreed that the most used aid by their teacher of literature is powerpoint. Then, five participants opted for graphic aids, a low percentage (7.69%) chose films and the option *Video* was selected by one learner. None of the 26 informants selected filmstrips or answered the follow-up question (N12), in which students were requested to suggest other types. The students' responses might imply that powerpoint is the only available material at the department or the other types of aids are not commonly employed by the teachers.

Table 3.7

The Frequent Types of Audio-Visual Aids Used by Literature Teachers

Option	Number	Percentage (%)
Graphic aids (Charts, Pictures, Diagrams, Maps, Posters Cartoons, Comic Strips, Flashcards)	5	19.23
Films	2	7.69
Filmstrips	0	0
Video	1	3.84
PowerPoint	22	84.61
Other	0	0

Question 13: Does your teacher of literature encourage you to use audio-visual aids to facilitate understanding and analyzing a literary work?

The compiled results revealed that 39.65% of the sample declared that their teacher of literature encourages them to use audio-visual aids to facilitate understanding and analyzing a literary work. However, a significant percentage of respondents (60.35%) answered, as it is presented in Table 3.11, that their teacher of literature does not encourage them to make such use in which the teacher might consider that students are unable to use those materials alone adequately.

Table 3.8

Encouraging the Use of Audio-Visual Aids to Facilitate Understanding and Analyzing a Literary work

Option	Number	Percentage (%)
Yes	23	39.65
No	35	60.35
Total	**58**	**100**

Question 14: Do you agree that learning literature via only verbal explanation and written materials is not very attractive and interesting?

This question includes five (05) options from which students were asked to choose one and then to give explanation to their answers. Table 3.12 demonstrates that 20 out of 58 of the sample (34.48%) strongly agreed that learning literature via only verbal explanation and written materials is not very attractive and interesting. The second choice *Agree* was selected by 22 informants. Thus, one can say that the majority of the participants (42 learners), affirmed the presented idea, which is described in the research literature review. They provided somehow similar justifications as answers to the follow-up question (N15) *Please explain why?*; except eight (08) students who gave no clarification. The explanations turn around the following ideas (Appendix B.3):

- Verbal explanation and written materials make the course boring which leads to loosing attention and concentration.
- Literature is a detailed course that needs more than one method to be explained such as using technology.

The rest of the sample vary in their responses. Three students (5.17%) rejected the idea that learning literature only via verbal explanation and written materials make it less attractive and interesting. They argued that this course is better explained via those two materials.

Moreover, only two learners out of 58 strongly disagreed with the offered suggestion; one of them supplied his/her view with no elucidation, and the other claimed that s/he prefers the two suggested means of teaching instead of other ways as technology; this might indicate that the student is a technophobe. 11 students chose to stay neutral, even though, eight (08) of them gave the reasons behind their position. For instance, they proclaimed that the truthfulness of the given statement depends on the nature of the lesson and the way of explanation of the teacher; s/he may make the module attractive and interesting and s/he may not, which requires the use of additional methods. Their responses seem to be reasonable to some extent but a boring course or explanation can turn to be enjoyable via the adequate implementation of audio-visual aids.

Table 3.9

Learning Literature through Verbal Explanation and Written Materials only is not very Attractive and Interesting

Option	Number	Percentage (%)
Strongly Agree	20	34.48
Agree	22	37.93
Neither agree nor disagree	11	18.97
Disagree	03	5.17
Strongly disagree	02	3.45

Question 16: Do you think that integrating audio-visual aids (Films, pictures, videos…etc.) in literature class can create a positive learning atmosphere?

As it is demonstrated in Table 3.13, the majority of students (94.83%) agreed that the integration of audio-visual aids in literature class would create a positive learning atmosphere, and thus it is in accordance with the literature review (Chapter two, Significance of Audio-Visual Aids in Teaching Literature). Only 5.17% of the sample opposed the idea. Both sides provided a set of arguments to support their views through answering the follow-up question (N17) *Please say why?*. 49 out of 55 informants justified their choice as following; the other six (06) students provided no reasons behind their option,

- Technology, in general, encourages learners to study and read, in particular, involves them in the course and makes them interact in the class.

- The case studies are better to be watched as a film. Audio-visual aids seem to be helpful in visualizing the works and as one of the participants stated "They make us feeling as we are a character of the story or that we really passed the event".

- Audio-visual aids attract all the students with the different learning styles and help in the comprehension of the literary works and theories.

In general, learners claimed that audio-visual aids facilitate the process of learning literature and kill the routine, which motivate them and push them to concentrate. (Appendix B.5). Their answers demonstrate their positive

attitude towards the implementation of audio-visual aids in literature classes.

The three (03) participants, who said "No" for the idea, provided these justifications:

- "In my opinion, explaining orally and students take notes then giving them handouts are useful".

- "Because they are needless, it is preferable to use power points".

- "Literature is enjoyable only through books, not picks and videos".

Table 3.10

The Students' View Point about the Integration of Audio-Visual Aids in Literature Class

Options	Number	Percentage (%)
Yes	55	94.83
No	03	05.17
Total	**58**	**100**

Question 18: Which type(s) of audio-visual aids do you prefer to see in literature class?

The aim behind this question is to point out the type(s) of audio-visual aids that students prefer to be used in teaching literature. They were given number of types from which they choose one or more, and they were also requested to suggest other types (Follow-up question N19). The options and answers are organized in the following table:

Table 3.11

Students' Preferable Type(s) of Audio-Visual Aids to be used in Literature Class

Option	Number	Percentage (%)
Comic Strips	4	06.89
Diagrams	2	03.44
Films	30	51.72
Filmstrips	1	01.72
Pictures	12	20.68
Videos	24	41.37
PowerPoint	29	50
All	8	13.79

It is indicated in Table 3.14 that more than the half of the sample (51.72%) responded in favor of films and 29 informants opted for power point. Less than half of the participants 41.37% chose videos. The aforementioned students might be auditory learners. The option of *Pictures* attracted 12 students, only four ones opted for *Comic Strips*, and *Diagrams* and *Filmstrips* were selected just by two and one student, respectively. Depending on their choice, they can be regarded as visual learners. Moreover, 13.79% of the sample claimed that they prefer all the mentioned types of audio-visual aids, which implies that they might like varying the instructional devices to avoid the routine.

Question 20: If you have any suggestions or recommendations, please, feel free to share.

This part is optional; students are invited to add suggestions or recommendations. Most of the participants have not afford any response. Fourteen (14) of the students' answers are in the form of wishing the good luck, or saying that the topic is interesting. Only Nine (09) learners out of 58 present some suggestions, recommendations and even additional comments. The propositions are about the integration of audio-visual aids in all the courses and not just literature. Recommendations are: "changing the way in which they deliver literature class" and "teaching some new literary works". The comments are about the importance of audio-visual aids. (See appendix 2.6 for the students' full suggestions and recommendations).

3.1.5. Students' Questionnaire Summary of Results

After analyzing the results and findings from students' questionnaire, one can conclude the following points:

- First of all, the questionnaire helps in extracting general information about the informants. Learners are exposed to EFL for almost the same period, eleven (11) years. In addition, studying English at the university is a personal choice of the majority of respondents, which implies that they are eager to learn more about the language.

- Moreover, all the students know what are audio-visual aids and the majority (96.56%) agree on the necessity of implementing those devices in teaching English, in general.

- In addition, learners affirmed that audio-visual aids trigger their interest, attention, and motivation to study.

- The questionnaire investigated more specifically the students' views about the integration of audio-visual aids in literature classes. It affirms to some extent that teachers of literature, at the Department of English, Guelma University, base their explanation of a literary work mostly on the traditional methods. The results show that only few literature teachers use supplementary materials, mainly powerpoint, to support their verbal explanation and the written instructions.

- Although, literature teachers do not incorporate the aids in the class, as pointed out by the students, for particular reasons that are clarified through the analysis of the teachers' interview, the students claimed that they are encouraged to use audio-visual aids to facilitate understanding and analyzing a literary work.

- Furthermore, the majority of informants (strongly) agree that learning literature via only verbal explanation and written materials is not very attractive and interesting and what makes it be so is the implementation of the proposed type of instructional tools. They even pointed out certain types that they considered to be suitable. Those results reinforce and approve the theoretical findings and appear to confirm the hypothesis of the study, which is if audio-visual aids are integrated in literature class, students' interest in studying literature would increase.

3.2. Teachers' Interview

The second data collection tool was an interview with literature teachers at the

Department of English, University 8 May 1945, Guelma. The aim behind the interview is to

investigate the literature teachers' point of view regarding the impact of using audio-visual aids

on raising EFL learners' interest in studying literature. In addition, it aims at collecting more data to support the results of the students' questionnaire, answer the questions of the study and confirm the research hypothesis.

3.2.1. Sample Choice

Since the focus of the study is on the course of literature, only teachers of this module were concerned with the interview. Ten (10) teachers were selected randomly as a sample. They are specialized in teaching literature at the English Department at the University of 08 May 1945, Guelma. Each one was asked to participate in an interview to investigate her/his perception towards the idea of teaching literature via audio-visual aids and its impact on EFL learners (Appendix C).

3.2.2. Administration of the Teachers' Interview

The interviews with teachers took place from 17th to 27th May 2018 at the University of Guelma, during the second semester. Teachers gave the researcher the opportunity to make an interview with them during the period of the break between two exams or after the exams. Some interviews lasted for 4-9 minutes and other ones took 10-17 minutes. Most of teachers were very collaborative and informative. One out of ten teachers did not accept to be recorded, and two others recommended that they answer the questions at home.

3.2.3. Description of Teachers' Interviews

The interview begins with an introductory paragraph, which presents its aim and requests the teachers to allow recording the interview. The questions of the interview are of both multiple-choice and open-ended type. They are thirteen (13), including follow-up questions, ranging from general information about the participants to mainly information about the current issue, which is raising EFL learners' interest in studying literature via using audio-visual aids.

3.2.4. Analysis of Results and Findings from Teachers' Interview

Question One: How many years have you taught literature?

Table 3.12

Teachers' Period of Teaching Literature

Category	Number	Percentage (%)
Less than five years	5	50
Less than ten years	3	30
Less than twenty years	2	20

The aim behind this question is to investigate the teachers' experience in teaching literature. Table 3.15 shows that five interviewees claimed that they taught literature for less than five years, which implies that they are newly hired or they even teach other courses (At the English Department, University of 8 May 1945, Guelma, teachers do not teach only their specialty). The other three interviewees affirmed that they have experience of less than ten years that is an acceptable one. The two remaining ones, one can describe them as more experienced teachers in the domain of teaching the module because they have been teaching literature for less than twenty years. It can be assumed that their long experience has built and shaped a large knowledge about the module and the students, in terms of what suits the two previously mentioned elements. In general, it seems that the diversity of the sample population's experiences as teachers of literature can help and provide the research with valuable data.

Question Two: Depending on your experience as a teacher of literature, are Algerian EFL learners interested in learning this module?

The research literature review, more precisely the second chapter, state that EFL learners are to some extent uninterested in studying literature because of certain reasons; this question aims at reinforcing and confirming those information, or disconfirming them depending on the

teachers' answers. Two teachers out of ten totally agreed that Algerian EFL learners are interested in learning literature through asserting that (answer the follow-up question (N3) *Please, explain why?*) the students consider it as a reflection of the real life and at the same time, full of imagination, this mixture makes the module educational and enjoyable for learners. In contrast, six teachers emphasized that most of learners consider literature as complex and hard to be studied; moreover, they are not aware of the importance of literature in general and in learning EFL in particular. Those reasons make students unwilling to study the module. Two other participants responded that the interest differs from one student to another. On one hand, according to one of them, some learners are not attracted to learn the module because they view it as difficult. On the other hand, there are students who are motivated and eager to deal with the literary works because they are "readers themselves". (Appendix D). The responses of the majority of the sample go hand in hand with the second chapter's literature review; Most of EFL learners are not interested in studying literature.

Question Four: Do you base your explanation of a literary work on: a. Verbal explanation, b. Written materials, c. Audio-visual aids or d. Other ways

Four interviewees declare that they use both verbal explanation and written materials without the integration of audio-visual aids; only one of them justified her/his answer (follow-up question N5, *Please, explain why?*) by saying that the use of verbal explanation is the result of the lack of both written sources and equipments, in the university. Written materials are in the form of books and novels and audio-visual aids are not used because they are not available in the university. However, s/he continued to say that s/he encourages her/his students to use some aids at home to facilitate more the understanding of the literary works. Among those four informants, one asserted that s/he uses other ways such as workshops. Five participants claimed to combine the first three ways, verbal explanation, written materials and audio-visual aids. One can be attracted to one of the teachers' answers, which is "I believe to be that flexible

teacher so I use a special, a particular strategy that depends on the learner needs and level and abilities". Two out of five incorporated even additional tools like visual aids, blogs and internet websites. This portion of teachers seem to be aware of the importance of diversifying the methods of teaching to satisfy all the learners. Only one participant among the ten interviewees proclaimed that s/he relies just on his/her verbal explanation without providing a reason behind that; the purpose can be her unfamiliarity with the technological aids. (Appendix D).

Question Six: Do you agree that learning literature through verbal explanation and written materials only is not very attractive and interesting?

Half of the sample, which means five teachers, agree that the use of only the traditional ways to explain the literary works is not very attractive and interesting; four interviewees reinforce their view by affirming that technology need to be integrated to get more interested students, in addition, a teacher has to consider the different profiles of students. The answers of the majority of teachers and the ones of 42 students (See Table 3.9), along with the theoretical part, highlight the necessity of supplying the traditional ways of teaching with other technological techniques to enrich the processes of teaching and learning. Four other participants neither agreed nor disagreed with the idea. They insisted on the idea that having an interesting or boring literature course depends on the students' attitude towards the module and the teaching strategies used in the class; a teacher added to those reasons the nature of the literary text and the time of studying the course (answers of the follow-up question N7, Please, explain why?). Among the ten interviewees, just one opposed the idea and claimed, depending on her/his experience, that "verbal explanation and written materials are really important and really attractive for teaching literature and for learning literature" because s/he noticed the positive interaction of learners. This variety in teachers' views is a result of their exposure to different students.

Question Eight: Do you think that the integration of audio-visual aids in literature class can make EFL learners more motivated and interested in studying literature?

This enquiry is combined by a follow-up question N N9, *Please, explain why?* All the teachers with no exception agreed, and some strongly agreed, that the incorporation of technology, more specifically audio-visual aids, in literature class can raise EFL learners' interest and motivation in studying literature. Most of the informants provided arguments, convincing ones, which can be summarized in the following points:

- Audio-visual aids facilitate learning literature and create enjoyable learning atmosphere.

- Attract the attention of the students.

- Raise their motivation to study.

Although some literature teachers do not use audio-visual aids, they seem to be aware of the advantages of integrating such educational technologies in teaching literature and their positive impact on EFL learners. Those answers go in parallel with the learners' ones (See Table 3.10), and this reinforces the practical findings.

Question 10: Do you integrate audio-visual aids, If so, how often do you do that?

The teachers are divided; six of them do integrate audio-visual aids in their classes while four other ones do not. In the first category, a teacher said that s/he uses the devices once a week "to add focus and participation". The other claimed that s/he often integrates them "depending on the year" and the third depends on them "as often as possible". The fourth participant affirmed to use the technological materials "once a term". The fifth asserted that s/he integrates audio-visual aids because the students are attracted to those tools but s/he has not determine how often s/he uses them. A teacher is used to integrate audio-visual materials, however, as s/he stated, s/he is depending on them "less and less for very practical reasons".

Concerning the second category, one interviewee replied "I did not use them before" and the other almost does not integrate them. Two informants argued that they do not use the aids but they encourage the students to rely on them. Implicitly speaking, one can infer from the interrogated subjects' responses that they are conscious of the necessity of incorporating audio-visual aids in their classes but for certain purposes they do not; it can be technical reasons or their unfamiliarity with the educational technologies.

Question Eleven: If you do not integrate such materials in your class, what are the reasons behind that?

The aim of this question is to investigate the reasons that prevent teachers from integrating audio-visual aids. Eight out of ten participants presented the following causes or obstacles:

- Lack of materials in the university.

- Lack of time.

- Technical issues (the distance between the classrooms and the department and the classrooms are not appropriate).

- The topic does not require the use of audio-visual aids.

- Teachers are not aware of the significance of using those tools in literature class or they see it as tiring materials.

The responses of this question clarify some of the previous questions' answers. It is clear now why teachers avoid using audio-visual aids despite that they appreciate and emphasize on the integration of such instructional materials in teaching EFL in general and literature in particular.

Question Twelve: Which type(s) of audio-visual aids do you think are appropriate for teaching literature?

During the interview, some types of audio-visual aids were mentioned: pictures, diagrams, posters, cartoons, comic strips, filmstrips, flashcards, videos, films, charts and power point. Teachers chose from the list the ones that can be appropriate for teaching literature. Those devices are videos, which are the most proposed type, films, pictures, power point, cartoons and some teachers even added recordings and audio books. One of the participants declared that all the stated types can help in teaching literature. Some interviewees suggested ways of implementing such materials: creating booklets, introducing writers, listening to speeches, showing the way of life of the characters and watching interviews. (Appendix C).

Question Thirteen: Do you have further comments, suggestions or recommendations?

All the teachers, except one, provided further comments, suggestions or recommendations (Appendix C) that can be summarized in the following points:

- The results of this study will be beneficial for teachers of literature.

- Syllabus designers should integrate the use of audio-visual aids in literature classes.

- Audio-visual aids need to be used as supplementary materials and not used solely.

- The university need to create special classes equipped with the necessary materials for teaching literature.

- Other points can also be discussed such as "are our classrooms equipped enough" and "does the administration provide (or encourage) the use of audiovisual equipments in literature classes).

Teachers highly appreciate and advocate the implementation of audio-visual devices and they seem to be aware of what is missing in the Algerian EFL classrooms.

3.1.5. Teachers' Interview Summary of Results

The analysis of the collected data from the teachers' interview lead to pointing out several results that turn around the following ideas:

- The dissimilar experiences of the interrogated informants as teachers of literature enriches the present study and provides the researcher with pieces of information from different perspectives.

- Because of the varying teaching experiences of the interviewees, they have diverse points of view concerning the Algerian EFL learners' attitude towards learning literature. The majority of the participants believe that the students are not interested in studying the module for its complexity and their ignorance of its importance. From the perspective of two other teachers, the learners are interested because of the educational and enjoyable nature of literature. However, the remaining two respondents see that the students are divided between those who show interest and those who do not.

- Some teachers supply the traditional ways with audio-visual aids from time to time, when they are available, because they notice its benefits. However, others depend only on verbal explanation and written materials because of the lack of the technological devices.

- The interviewees have different views about the explanation of literary works via only written materials and verbal explanation whether or not it is attractive and interesting or not; the half believe that this way is not attractive, four are neutral and just one respondent prefers this method, the traditional way.

- All the participants have positive attitudes towards the integration of audio-visual aids in literature classes; they affirmed, similarly as the students, that the use of such materials can enhance EFL learners' interest and motivation in studying literature. The interrogated teachers proposed number of aids that seem to be appropriate for teaching the module. In addition, the majority of interviewees mentioned set of obstacles that prevent literature teachers from implementing those technological devices in their

classes. That is why the members of the population suggest and recommend set of views that may help in overcoming the faced difficulties.

The interviewees' point of view confirm, on one hand, the findings of the theoretical part and, on the other hand, the hypothesis of the study: if audio-visual aids are integrated in literature class, students' interest in studying literature would increase.

Conclusion

This practical part of the research is based on the analysis of the information gathered via the two data collection tools, students' questionnaire and teachers' interview. The two instruments, along with the theoretical part, helped in answering the questions of the study and confirming the research hypothesis. The questionnaire demonstrated that the students have positive attitudes towards the integration of audio-visual aids in literature class. Almost the majority consider it as a motivator for studying literature, in addition to having other benefits. Depending on their wants, students chose number of aids that they consider helpful for them to deal with the literary works. The same as the students, literature teachers display a positive attitudes regarding the use of audio-visual aids in their classes. Moreover, all the interviewees stress on the efficacy of the proposed technological devices in teaching literature and enhancing EFL learners' interest in studying this module. Putting in mind the students' needs and the requirements of the course of literature, the interrogated subjects suggested set of materials that seem to be beneficial. The interview also reveals different obstacles that face literature teachers and discourage the integration of audio-visual aids in the course of literature.

Pedagogical Implications

The collected data helps in confirming that if audio-visual aids are integrated in literature class, students' interest in studying literature would increase. It also reveals the problems

encountered by teachers, which prevent the appropriate accomplishment of the course objectives and influences negatively the process of learning. In this sense, the following are some pedagogical implications in order to improve the context of teaching EFL in general and English literature in particular.

1. **Policy-Makers Implications**

One cannot advise teachers and learners to make use of audio-visual aids if the latter are not available at the university. The informants affirm that there is a shortage of technological tools at the department. Policy-makers should consider the advantages of such instruments on both teaching and learning processes. They have to equip the university with the necessary materials, in terms of quality and quantity and to provide it with the appropriate conditions as internet access. Because of its importance, a recommendation of some informants must be highlighted; there should be special classes for teaching literature with big TV screens, chairs and loudspeakers. This combination can help in creating a suitable teaching and learning atmosphere. Furthermore, the library can include even non-printed sources such as CDs and DVDs that include films inspired from literary work, an audio-book, an interview with/or a speech by an author, a critical review of certain novels, short story, poem or play, a recorded lesson from another (inter)national university to get different interpretations… etc.

After providing the needed equipments, special programs need to be set up for improving the teachers' knowledge on the use of educational technologies. Those programs are in the form of training, which can be conducted before the beginning of the academic year.

Moreover, it would be better if policy-makers organize meetings with teachers, at the end of each semester or at the end of the year, in order to review the performance of both teachers and learners, in terms of strengths and weaknesses. In addition, teachers can discuss the technical obstacles that they face during teaching and make them unable to achieve the designed objectives. They can also talk about and present documents that demonstrate the

students' needs as well as wants to consider it when designing the curriculum. Those meetings are of great importance because teachers are the ones who are in the field and in contact with learners, so they can extract what works and what does not. Teachers' reviews can be data source for policy-makers to ameliorate the context of teaching EFL.

2. Teachers' Implications

Teachers of English as Foreign Language in general and those of literature in particular have to be aware of the significance of implementing audio-visual aids in their classes. Such materials can be useful for them in realizing the objectives of their courses and helpful for students in the process of learning. Each teacher aims at using strategies and techniques that attracts and suits all the students' learning styles; the traditional ways, alone, cannot do so, and the results of the data collection tools proves that. Literature teachers, in particular, need to combine those ways with other instructional means, which are audio-visual aids that both the theoretical part and the practical one confirm their efficacy. In addition, they have to make their learners aware of the importance of literature course and its positive impact in their academic performance.

From time to time, teachers are required to conduct an action research to improve their teaching and thus their students' learning. This type of educational researches help in developing the teachers' knowledge on the profession of teaching. As it is defined by Eileen Ferrance, action research is "the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action." (2000, p. 2). This systematic investigation and interactive method of collecting information can provide the teacher with a big amount of data, which answer the question "How can the teaching and learning processes be improved?". The researcher –the teacher- can point out the students' needs and wants and thus s/he can design the lessons and the activities and choose the suitable teaching method. Literature teachers can conduct such research to extract and deduce the appropriate audio-

visual aids for teaching the course of literature depending on the learners' learning styles. Furthermore, It is better that teachers organize conferences or meetings to share their findings of the action research so that each one benefits from the others' experiences.

EFL learners strongly appreciate the use of audio-visual aids in studying EFL in general and literature in particular. That is why teachers of literature are required to integrate such materials to meet the students' preferences and also their needs.

3. Learners' Implications

Students must know the reason behind studying literature and must be aware of the importance of learning a language along with its culture, and literature is part of that culture. Since English is a personal choice of almost all the learners (Table 3.2), it means that they are interested in studying it; thus, they should accept to deal with all the modules that can enrich their knowledge about the language and develop their skills, and literature is one of them.

Even if audio-visual aids are implemented, students should not rely solely on them and neglect the great importance of reading. The latter develops and enriches the learners' vocabulary, which makes them able to speak; it also expands their imagination, which enhances their writing skill. Learners have to use audio-visual aids as supplementary devices to add more clarification and not as the only means of learning.

Limitations of the Study

Some constraints restricted the adequate fulfilment of the present study. Those limitations are:

- On the top, lack of time hinders the appropriate accomplishment of the research. The time, which is devoted for conducting the study, was very limited.

- Another constraint is the shortage of written materials in the university library. This obliges the researcher to depend only on electronic resources, which are mainly articles, chapters of books, abstracts, etc. In order to get access to books, which are richer than other materials, one should pay and subscribe.

- Some teachers did not accept the idea of recording and others did not even agree to take part in the interview; the latter preferred to answer the questions at home, something that can affect the reliability of the interview.

Recommendations for Further Research

One can extract from the findings of the present study a set of future research topics. The latter can reinforce or oppose this investigation, or it is built upon the found results. The following are some suggestions:

- A researcher can opt for a comparative study between the Department of English, University of 8 Mai 1945-Guelma, and another Department of an Algerian University, where English literature is taught via audio-visual aids. It is like to put the present study into action and see the results.

- S/he can also conduct an experimental study at the Department of English of Guelma University. The researcher chooses two groups of the same level to be the sample population, one is provided with the technological equipments for teaching literature and the other is taught via the traditional way.

- Another research can be on the impact of tech-literacy programs on teachers' knowledge about the educational technologies.

GENERAL CONCLUSION

The current study is conducted to investigate the impact of integrating audio-visual aids on EFL learners' interest in studying literature. The present research is composed of three chapters: the first two ones represent the theoretical part and the third chapter forms the practical one. The first chapter is devoted to offer a general overview of audio-visual aids. It encompasses four big titles that discuss the definition of the above-mentioned materials, its types, its importance in teaching English as a Foreign Language and in addition to highlighting some ways to implement those technological devices in EFL classes. The second chapter is concerned with the link between literature and audio-visual aids. It involves four titles, which tackle the definition of the concept of literature, the reason behind studying the course of literature, significance of audio-visual aids in teaching the module, types of those tools to be used in literature class and how to implement them. To enrich and reinforce the findings of the theoretical section, a questionnaire and interview are administered for students and teachers respectively. The results of the aforementioned tools of research are analyzed, interpreted and summarized in the third chapter.

The results of the two data collection means along with the findings of the theoretical part answer the questions of the study and confirms the hypothesis, which is EFL students' interest in studying literature would be increased if audio-visual aids are integrated in literature classes . Teachers as well as students have positive attitudes towards the use of audio-visual aids in literature class. Both believe that such integration can facilitate the comprehension of literary works and that leads to enhancing EFL learners' motivation and interest to study the module.

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APPENDICES

APPENDIX A: Students' Questionnaire

APPENDIX B: Students' Justifications and Suggestions

    Appendix B.1: Justifications for Q5: Using Audio-Visual Aids is Essential in Teaching English

    Appendix B.2: Justifications for Q7: Audio-Visual Aids stimulate Students and make them Motivated

    Appendix B.3: Justifications for Q14: Learning Literature through Verbal Explanation and Written Materials only is not very Attractive and Interesting

    Appendix B.4: Justifications for Q16: The Students' View Point about the Integration of Audio-Visual Aids in Literature Class

    Appendix B.5: Justifications for Q20: Further Suggestions and Recommendations

APPENDIX C: Teachers' Interview

APPENDIX D: Teachers' Interview Transcriptions

<center>**APPENDIX A**</center>

<center>**Students' Questionnaire**</center>

Dear Students,

You are kindly requested to answer this questionnaire that attempts to obtain information needed for the fulfilment of a Master dissertation. The aim of this questionnaire is to investigate the students' views about the impact of using Audio-Visual Aids on raising EFL learners' interests in studying literature. The questionnaire is anonymous and your responses remain confidential. Answering this questionnaire will be of an immense help to this study in achieving its objectives.

Would you please answer the following questions by ticking (√) the corresponding answer(s) or filling in with the information where necessary.

<div align="right">

Thank you for your cooperation

</div>

<div align="right">

Miss. Khawla Lounis

Department of English

University 8 May 1945-Guelma

</div>

Section One: General Information

1-How long have you been studying English? (Including this year)

………………….years.

2- Is it your choice to study English?

Yes	
No	

Section Two: Audio-Visual Aids

3-How do you define audio-visual aids?

Tools based on giving visual and auditory instructions	
Devices that attract the learners' interest and attention	
Supplementary materials to support the written and the verbal instructions	
Tools that create motivational atmosphere in the classroom	
All the previous stated definitions	

4-If other, please specify.
……………………….....…………………………………………………………………….

………………………………………………………………………………………………

5-Do you agree that the use of audio-visual aids is essential in teaching English?

Strongly agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly disagree	

6-Please, say why?

……………………..…………………………………………………………………………………

……………………..…………………………………………………………………………….……

7-Do audio-visual aids stimulate and motivate you?

Yes	
No	

8- Please, say why?

…………………………………………………..…………………………………………………….

…………………………………………………………………..…………………………………….

Section Three: Audio-Visual Aids in Teaching Literature

9-Your teacher of literature explains a literary work via:

Verbal Explanation	
Written materials	
Audio-visual aids	
All	

10-If s/he uses audio-visual aids, how often does s/he integrate them in the class?

Always	
Usually	
Often	
Sometimes	
Rarely	

11-Which type(s) does your teacher use?

Graphic aids (Charts, Pictures, Diagrams, Maps, Posters, Cartoons, Comic Strips, Flashcards)	
Films	
Filmstrips	
Videos	
PowerPoint	

12- If other, please specify.

………………………………………………………………………………………………...

………………………………………………………………………………………………

13-Does your teacher of literature encourage you to use audio-visual aids to facilitate understanding and analyzing a literary work?

Yes	
No	

14-Do you agree that learning literature through verbal explanation and written materials only is not very attractive and interesting?

Strongly agree	
Agree	
Neither agree nor disagree	
Disagree	
Strongly disagree	

15- Please explain.

………………………………………………………………………………………………...

………………………………………………………………………………………………

16-Do you think that integrating audio-visual aids (Films, pictures, videos…etc.) in literature class would create a positive learning atmosphere?

Yes	
No	

17- Please, say why?

....

....

18-Which type(s) of audio-visual aids do you prefer to see in literature class?

Comic Strips	
Diagrams	
Films	
Filmstrips	
Pictures	
Videos	
PowerPoint	
All	

19-If other, please specify.

....

....

20-If you have any suggestions or recommendations, please, feel free to add them.

…………………………………………………………………………………………..

…………………………………………………………………………………….......

....

Thank you for your cooperation

Students' Justifications and Suggestions

Appendix B.1: Justifications for Q5: Using Audio-Visual Aids is Essential in Teaching English

1. Students who answered "Strongly Agree" (28 student)

- Enhances learners' motivation to study.

- Because it is motivational and important as a way to expose students to native speakers.

- Because it helps learners to concentrate well and learn easily.

- It facilitates the learning process.

- Because it facilitates the learning process.

- The English language is not highly used in our country, so we need to use audio-visual tools to learn.

- To help students to be as a native speakers.

- Because it helps students to take notes and to understand more the lesson.

- Because it helps to enhance our level, secondly it may help us to remember things in easy way.

- Because it helps in enhancing EFL students phonetic as well as grammatical abilities.

- To develop pronunciation.

- It is motivational and attractive and facilitate learning.

- Motivational

- Because the students are not well exposed to language as they need the materials to watch and listen to native speakers.

- Because they attract EFL learners and they give more details.

- The facilitate learning and make it more enjoyable.

- Because they help students to have a clear understanding about a particular topic.

- It attracts students and creates a positive learning atmosphere.

- It facilitate learning, and it is attractive.

- Because audio-visual aids help learners to get the input they are exposed to more easier, motivational and interact.

- Because they add more explanations and attract more attention.

- The use of audio-visual aids really help both the teacher to convey the message appropriately and learners to understand more.

- It helps and motivates students and keep them interested.

- Because they usually attract student's attention and facilitate the process of learning.

- Because it permits to learners to listen to native speakers, and also to develop oral skills.

- Because it helps the student to learn better through images and videos.

- As EFL students, we need to see native speakers and hear them, to know more about their language and culture.

- To help to give more explanation, and motivate students to follow up with the learners.

2. Students who answered "Agree" and justified (25 student)

- It helps to motivate learners.

- It motivates and facilitates learning

- Because learners they differ in their learning styles, some learners are audio-visual learners they can learn only through visual aids.

- It gives the students the opportunity to listen to native speakers.

- Because the technology help us in learning process and make us comfortable and like the atmosphere of learning.

- For example when listening to a video of native speaker you can enhance your listening skills.

- It helps to create an atmosphere of motivation inside classroom, also, to ameliorate the level of students.

- They create an enjoyable atmosphere inside the classroom, so that students will be motivated during learning process.

- The use of audio-visual aids in the teaching of English as a foreign language will be a useful way to enhance the process.

- It is helpful way to attract the learners' attention and motivate them to memorize better the information.

- To facilitate the process of learning for students.

- They enhance learners understanding.

- They help in information more vivid.

- Because it helps the learners understand more.

- Because it is a necessary tool for the students to understand more.

- Because it facilitates the process of learning.

- It raises learners' motivation.

- To help students develop their four skills.

- Because it helps students in understanding.

- Yes, to facilitate the acquisition of the new terms, their pronunciation… etc

- They help for demonstration.

- It helps in improving some skills, and facilitates the learning process.

- Because it supports the written and verbal instructions.

- Because it is a foreign language and we cannot recapitulate all what we hear so we can understand it by watching.

- Because is a way to attract learners' attention.

3. Students who answered "Neither Agree nor Disagree" (Two students).

- Because it can be essential as it cannot.

- Because I believe that is the method which can help in teaching FLT not the tools.

Appendix B.2: Justifications for Q7: Audio-Visual Aids stimulate Students and make them Motivated

1. Students who answered "Yes" and justified (54 students)

- It helps us focus more and makes us enjoy the lesson.

- Listening and watching native speakers will improve our skills.

- It is a good way to break the traditions and basic methods of teaching/learning.

- Because I am a visual learner it helps me to understand well and attract my attention.

- Because they make the lesson enjoyable at the time enjoyable.

- It makes me motivated to learn something new as new words, phrases.

- I can focus more and take notes.

- Because it make you fill that it is much easier.

- Because it brings students' interest to the presented topics.

- To imitate, learn some new expressions.

- It creates an enjoyable atmosphere and facilitates the understanding of the lesson.

- Creates enjoyable atmosphere.

- Yes, when I am engaged to listen and watch real life audio and video this will motivate me and raise my interest.

- May be because I am a visual learner.

- Without audio-visual aids I loose my concentration and I do not pay any attention but with audio-visual aids lesson becomes more interesting and vivid.

- I think because they more attention to those tools and they will get rid of boring.

- It is something enjoyable.

- I enjoy learning with it.

- Because they make the learner more enthusiastic and not boring.

- Because they are different type of explanation since we do not rely only on the teachers' speech.

- It helps the learner to get involved in the course.

- It kills the bored atmosphere of the class.

- It is interested for me and I enjoy the process of learning.

- Because it attracts our attention which make us concentrate more in lesson.

- I enjoy watching the lesson in data shows for more enjoyable learning.

- It helps with boring sessions, it boosts motivation and helps understanding.

- For me as audio-visual learner I enjoy lessons more when there are aids.

- Because just delivering a lesson makes students boring.

- It seems like there is something new and fun to learn.

- More attractive and makes lesson clear better than traditional ways.

- It is interesting rather than the boring dictation and polycopies.

- Because varying the tool of teaching certain topic make students motivated toward learning.

- It creates an enjoyable atmosphere.

- Because I love to study with listening to videos and films.

- Because when listening to video, songs you can improve your learning abilities so you will be motivated.

- They attract me, kill the boring atmosphere and make me motivated.

- I can concentrate better specially in oral expression sessions.

- Listening to native speakers and observing the way of presenting things would be an interesting task.

- They attract me and help me to concentrate better.

- Because sometimes when the teacher is explaining I cannot catch all the information so I feel bored, but when he/she uses audio-visual aids I will be able to see and hear everything.

- They attract my attention.

- It lets me more involved and attracted.

- Because it helps you concentrate more.

- Because they help me more especially I am audio-visual learner.

- Because they break the routine of classical ways of teaching.

- I feel more relaxed, I enjoy it.

- Because it attract my interest and attention.

- Because all times we have theoretical lessons but audio-visual aids helps us in understanding more.

- They make a good atmosphere in the classroom

- They make instructions less boring.

- Because it makes the atmosphere more vivid.

- They attract me and make me interact and they make things easier than just written materials.

- Since they facilitate the task of understanding to the learners.

- Because it makes our attention higher.

2. Students who answered "No" (Two students)

- Because most of the time, teachers use only the data show which I got bored of for 4 years.

- Because most of time it makes feel bored and confuse me.

Appendix B.3: Justifications for Q14: Learning Literature through Verbal Explanation and Written Materials only is not very Attractive and Interesting

1. Students who answered "Strongly Agree" and justified their answers (17 student)

- It is because of routine and we cannot understand everything.

- Because using only verbal and written materials make the course boring as well as students.

- Literature is something to be read, felt and analyzed not to be scientifically discussed.

- Because there are many details and as a learner I want to see information.

- Because literature as a module would be a boring session somehow and by using audio-visual aids students will be interested and attracted.

- Verbal explanation and written materials make the course boring and we loose concentration.

- Because literature is a module that contains a large amount of information and details and we as students we cannot catch everything, we need data show to facilitate our understanding.

- A lot of verbal explanation is boring and makes students loose interest in the course.

- I believe the module of literature will be more interesting, fun, enjoyable and easier to grasp if varied technological tools are used inside the classroom.

- It is boring and need visual aids to make it clear and enjoyable.

- It is boring, some novels are difficult we need technology to understand them like films.

- Because it contains a lot of theories.

- Explaining the lesson via written materials make the lesson boring and students loose attention.

- Because using just the verbal explanation and written materials make the course somehow boring.

- Because for understanding the novels more clear we have to watch its movie.

- Literature is module needs examples and pieces of the books and not all students are able to have what is needed to study.

- Students who are not interested in this module may got benefits from watching a movie instead of reading a novel, or else.

2. Students who answered "Agree" and justified their answers (17 student)

- Because if we only study literature via written and verbal explanation it would be boring.

- Literature is a boring module, so, there should be a way to make it exciting.

- Learning literature only through the two ways is boring and makes us loos concentration.

- Because I like the module itself.

- Since we are not experts in literature we need some aids to facilitate the process.

- Because I prefer films than novel because sometimes many novels and stories are so boring.

- Sometimes when there are movies about certain novels it helps a lot in a vivid way.

- If we learn literature in this way, we will feel lost, because a lot of materials and verbal explanations do not be enough to understand a given novel/short story.

- It is better to see something next to the literary work. It makes it less boring.

- Because it is very boring.

- Using just verbal explanation or written materials is somehow boring also by using data show we can see the new terminologies.

- Yes, I agree because it is a traditional method and make you feel boring.

- It needs oral explanations by teachers.

- Because this module do not need these materials.

- May be because sometimes you feel boring, because he/she just speaks, you can not concentrate all the time.

- A lot of information through explanation only is not enough, audio-visual materials improves the lesson learning.

- Because we feel bored with just taking written information.

3. Students who answered "Neither Agree nor Disagree" and justified their answers (Eight students)

- It depends on the teachers' method of explanation.

- It is not a module for speaking skills, so, those materials are enough.

- Like any other module, it needs.

- I cannot assume since some learners prefer when the teacher explains and they take note and vice versa.

- It depends in some cases it could be better to use only verbal and written materials and some other the audio-visual could be better especial for explain novels and stories.

- It depends on the nature of the course.

- It depends on the teacher, sometimes I prefer the teacher's explanation instead of using data show.

- Literature needs reading.

4. Students who answered "Disagree" (Three (03) students)

- Since the field of literature is very broad, so it is useful to use all of these materials.

- I think that literature can be understood better through verbal expressions.

- Because literature needs use of words and metaphors.

5. Students who answered "Strongly Disagree" and justified their answers (One (01) student)

- I dislike learning via technologies in some modules okay, but for literature I could ever take notes.

Appendix B.4: Justifications for Q16: The Students' View Point about the Integration of Audio-Visual Aids in Literature Class

1. Students who answered "Yes" and justified (49 students)

- Because those aids attract all types of learners to follow up with the lesson.

- Technology always encourage students to perform.

- Because it makes things more clear and easy.

- Because most of films and in cinema are a kind of books or novels, s the students will find himself understanding the novel through them.

- Of course this help the student and make his attention and raise motivation.

- Help us to focus.

- It breaks the routine makes us active and enjoy learning.

- I love literature and I will enjoy it more if we use technology.

- Facilitates understanding and encourage students to read.

- All students like technology, they will be motivated to study literature through these aids.

- To understand more, because theoretical part is not enough we need some case studies (films) to watch to understand more.

- Literature contains so much information.

- Since they are a way of facilitating the learning atmosphere of literature hence they will motivate the learners to attend the session.

- Because they make students interact in the classroom and make them understand the context.

- It breaks the routine and makes both teachers and learners active to work.

- It gives more explanation.

- Because lessons will be more enjoyable and suitable.

- They make us feeling as we are a character of the story or that we really passed the event.

- More enjoyable and fun, especially movies creates fun ways of learning.

- Because it helps us especially to understand the events or the theories.

- Especially for the novels I think it better to watch the novels rather than read them.

- Because via these tools learners will be more motivated and exciting to learn more.

- Yes, it provides a good atmosphere for learning.

- Yes, because it breaks the routine of a literature class and add some movement to it.

- Everyone would be interested and have fun learning.

- Via those audio-visual aids, learners feel interested, they may enter in an open discussion.

- It helps motivation and concentration.

- Because I love films and videos.

- Better understanding, relaxed atmosphere.

- We have never experienced so, but it would be good I guess.

- Because it enhances students' interest because it creates funny enjoyable atmosphere.

- To not feel bored.

- Audio-visual aids in literature class would help to make courses easier and enjoyable.

- It makes students more interesting because of that entertaining way of study.

- It makes students more motivated.

- It may serve as a helpful tool to create a positive atmosphere.

- They attract the learner's attention since it will be put in the image or video.

- Increase motivation.

- It creates different atmosphere and learners will interact more.

- Encourage learners to read.

- It helps the learner to get involved in the courses.

- Because the nature of the module needs audio-visual aids.

- Audio-visual aids can be good in some cases like novels.

- Because varying tools of teaching motivates the students toward the module being studied.

- For motivation.

- To get students' attention and avoid bored in the classroom.

- For better demonstration.

- It may motivate students.

- To avoid the routine.

2. Students who answered "No" (Three students)

- In my opinion, explaining orally and students take notes then giving them handouts are useful.

- Because they are needless, it is preferable to use power points.

- Literature is enjoyable only through books, not picks and videos.

Appendix B.5: Justifications for Q20: Further Suggestions and Recommendations

- I believe the use of audio-visual aids would improve our educational level.

- Audio-visual aids are very necessary in all modules.

- To generalize this process i.e. to use audio-visual aids in all the modules, any way good topic wish you all the best.

- I would suggest that all modules should be taught using audio-visual material to give students better learning experience.

- Teaching some new literary works.

- Audio-visual aids is important for learning literature for the sake of being attractive, motivated… etc.

- Audio-visuals aids are very necessary for learners because they attract learners' attention towards learning.

- I strongly recommend changing the way in which they deliver literature class.

- Literature is a module to be studied by will of the students, and since this department forces it to us, we do not enjoy it.

Teachers' Interviews

Dear teachers,

The aim of our study is to investigate the impact of integrating Audio-Visual Aids on raising EFL learners' interests in studying literature. This interview attempts to collect information to examine the teachers' attitudes towards the use of audio-visual aids in literature classes. You are requested to help in the accomplishment of our research through being part in this interview**.** If you allow us, your answers will be recorded.

Questions:

1. How many years have you taught literature?

2. Depending on your experience as a teacher of literature, are Algerian EFL learners interested in learning this module?

3. Please, explain why?

4. Do you base your explanation of a literary work on

    a. Verbal explanation

    b. Written materials

    c. Audio-visual aids

    d. Other ways

5. Please, explain why?

6. Do you agree that learning literature through verbal explanation and written materials only is not very attractive and interesting?

7. Please, explain why?

8. Do you think that the integration of audio-visual aids in literature class can make EFL learners more motivated and interested in studying literature?

9. Please, explain why?

10. Do you integrate audio-visual aids? If so, how often do you do that?

11. If you do not integrate such materials in your class, what are the reasons behind that?

12. Which type(s) of audio-visual aids do you think are appropriate for teaching literature?

13. Do you have further comments, suggestions, or recommendations?

Thank you for your cooperation

Teachers' Interview Transcription

Interviewee 1

Q1: thank you first, I've been teaching literature I….. do not for six years almost six years.

Q2: There isn't somehow direct answer for this. In each year, when I teach literature I'm going to find here part of the group, who are rea…lly really interested in learning about literature and the rest are not at all. Those who are interested, they are actually a, aaa interested because emmm they are themselves readers. They've been reading literature they've been interested in fictional works since their childhood, each time somehow I ask them since when aaaaemmm your're reading somehow literature, they say since we were children basically they start with Arabic somehow stories then somehow as they get, they start somehow learning the English language they switch somehow to read English novels and poems…etc. For the others, who are not interested, the answer is simple, they say it's complicated, I's difficult to grasp, It's difficult to understand, and I'm going to say or I'm going to add that basically it's difficult for them because they did not make any effort to actually understand it that's why somehow it is difficult for them.

Q3: aaa look in classroom basically I rely on verbal explanation and written materials ok? basically, these are the two that I use.

Q4: I wouldn't say it is not very attractive and interesting; I would say it is so difficult for us teachers to somehow, aaaa I do not know, urge all the students somehow to follow and to understand…etc because as I've said half they're going to get what you are saying, half're going to actually contribute to the lesson by somehow providing illustrations by somehow providing their own perspective about the story, about the analysis because we, as we know, they read the work, but for the others, somehow we find that it is very difficult because again

they do not understand, the effort somehow that we mentioned before they did not even somehow emmm they come without reading the novel or the work or the extract whatever it is, so by just here talking and using somehow sometimes handouts or extracts given here to them, ya, we're going to find that it's it's difficult ok? But if we say here really not very attractive or interesting, I do not know, it depends for the teacher, sometimes even if we rely on these two tools, we can make it interesting, we can make it ya aaa attractive.

Q5: aaa I strongly agree ok? Even though I do not use audio-visual aids myself but I believe that if they are used in classroom those bored students, who are not interested in literature, maybe we can win over them somehow we can actually add to those literature lovers somehow two or more members ok?

Q.6: I do not integrate, I'm going to be honest with you here in classrooms I do not integrate any audio-visual aids because we do not have equipments, the needed the necessary equipments, even if we're going to bring what is necessary, something is going to be aaa something goes wrong and actually we end up actually loosing time without actually doing anything; but I'm going to say that aaaa not all the time but emm basically for each lesson I try always here to send via email something aaa a video about somehow the work, about the movement, about literature, in general. Sometimes, if it is possible, if I find someone somehow the writer especially, the writer himself or herself saying something about the work also I send it to them and I urge them to watch the video and to take notes of what the writer is saying about his or her own work.

Q.7: Basically, if we talk about audio-visual, again I rely more on videos ok? Aaa I do not know, I remember I sent them once a video by a writer, she gave in ted talks, if I find emm somehow other videos in which the writers somehow are giving interviews something like this also I share with them ok? basically are videos.

Q.8: yaa, I've already mentioned yaa basically we do not have the necessary equipments, basically for instance I bring my PC with me ok? If however I'm going to, I want somehow to give emmm how to say it a data show here presentation, I'm going to find that there is difficulty ok? Even if it is very simple one ok? But still it's going here to be an obstacle for me to give or to use these here tools in the classroom, but again I believe if I ever somehow going to use something like this, I'm going to rely on my PC basically here aaa either here to emm I do not know to give them something to listen to something at least and I do not know if things change in the coming years here ya I'm going to basically rely on data show.

Q.9: For the topic, it's very interesting because basically each year I intend to do something here to gather somehow the students to talk about literature in a study day or something, but because of time because of my personal somehow schedule I do not do it so I believe that this is a good thing, students somehow working on something related to literature and working on somehow basically here kind of you are suggesting a solution somehow. I really appreciate this and I hope that the students will be a bit over minded about literature like they are over minded about other somehow subjects and about other somehow tools things that are changing in our lives, I do really hope that they take it seriously, it's not just a fictional work, it's a fictional that can change their own lives, and also can help them, I do not know to get a career, they are writers, if they are somehow skillful, they can become writers themselves, so thank you for this and I wish you the best luck.

Interviewee 2:

Q.1: For eight years, nearly eight years.

Q.2: I don't think that all the students, Algerian students are interested in learning such module. I think just if we can say most of the students are interested for certain reasons ok? They view that literature is interested just to aaa to get some information about certain topics about certain

items, may be literary theories, may be to read certain stories that they find interesting, funny … etc. but they are not really interested in literature as an essence because most of them view it as difficult to understand, difficult to discuss and to analyze ok?

Q.3: aaaa I base my explanation mainly on verbal explanation then written materials. Verbal explanation is the most useful method especially in our university since we do not have much documentation available in libraries, for example, and we don't have much material at the university. Written materials, of course, when you provide them with certain books, certain novels to read …etc. So reading also helps us and helps our students to attain the module as a unit ok? We need them to be good readers ok? And serious readers ok? Concerning audio-visual aids, I don't use them very much in my teaching because of, for certain reasons may be we have lack of material. Even though, I may advise them for many times to use certain videos, for example, audio books. Sometimes students finds it so difficult to read a novel because of time because aaa, since they are not really interested, so you may find most of them watch videos, for example, movies adapted from novels or listen to audio-books as if they need someone to tell them a story ok? Concerning analysis or literary discourses etc. emmm I advise them to check videos on you tube, for example, etc. but they are not really interested to check, we need them just to read, which help them.

Q.4: Aha, here I'm sure that verbal explanation and written materials are really important and really attractive for teaching literature and for learning literature; and this is what we're doing, for example, I've told you that I'm teaching for eight (08) years, I'm basing my explanation on verbal explanation, and I find, as I've told you, certain students, who are really interested, they can learn literature through my verbal explanation since they are interested, and they are reading the outcome that you give them ok? So, you can find that verbal explanation is very important. It depends of course, each teacher has his special method to teach literature, to discuss it and to analyze. You know literature is composed of aaa of novels, of stories, of

poems, so and it's nearly subjective, even though you use certain literary theory to analyze it but you have, you still have you're subjective opinion about certain analysis, so of course, every teacher has his own method, aaaa but what I can see that there are those students, who are interested in literature, they keep being interested in literature whatever the teacher or however the teacher is explaining the material in front of them. I do not know whether it will motivate them or make them somehow reluctant, I'm not so sure. But yes, the method of teaching depends on each teacher, but literature is really entertaining to teach and to study.

Q.5: Yes, yes, since we are in an age of technology, of cybernetic discourse and analysis, I found that all students are attached to their computers, to their Facebook conversations and to You Tube videos…etc. so you find that literature will be more learned, for example, if a student, certain student is not interested in what the teacher is explaining or telling him or her about, for example, certain theory …etc. you can find the information easily in visual aids, for example, for watching a documentary about an author's, for example, life or listening to audio-book story… etc. so it will facilitate learning for him and make him more motivated, it depends on the material they may use, the visual aids they may use. Ok?

Q.6: aaaa, yes, not really, I don't really integrate audio-visual aids, I only advise them to check ok? To check videos on You Tube.

Q.7: Mainly videos, mainly videos and audio books.

Q.8: Simply because we don't have much material and because of lack of time because courses are really limited, course times are really limited, so we don't have much time to integrate audio-visuals since we, I'm basing, personally speaking, basically I'm basing my explanation on verbal and written materials, so I need my students to read the material in front of them and to discuss it to gather and I need to explain it again and again and to provide certain analytical opinions..etc. so I don't have much time aaa that's why I see it enough to check it, for example,

in the net or just discuss what they have check before as visual aids ok? So aaaa my teaching is based mainly on discussion and analysis, I prefer to discuss and analyze the visual aids use, for example, and the information they got from rather than using them in class simply because we don't have much time, that's it.

Q.9: My comment that literature is very entertaining to be taught and to be learned, I wish that students, in the future, will be more interested in learning literature, in reading more about theories, in reading more about books because it's really rich and it might help them in their future studies ok? And they may have a lot of documents, a lot of materials and visual aids that may help them, even though, they are not using them in their classes but they can find them anywhere.

Interviewee 3

Q.1: Actually, I taught it just one year. Yes, yes, I'm specialized in teaching literature.

Q.2: What I feel, I feel that aaaa ok They fear, they feel this fear to to to study it but while I'm teaching them, I feel that they enjoy, they enjoy anyway ok? Especially when we give them when we tell them the stories and they enjoy anywhere.

Q.3: Actually, I used since I as I've said one year, a and b, I use verbal explanation and written materials, I didn't use audio-visual aids ok?

Q.4: ok aaa it depends on the teacher here hhhh, ya ya the method yes yes, he should attract the learners to things he is saying ok?

Q.5: Yes of course yes it will help, it depends here may be we can aaa for example I'm trying to give a lecture, to give a lecture, if the points are clarified as, you know?, it will help them to follow, ya the data show, to follow may be I will give the picture of the writer himself, they are going to know him. There is a difference between when just we hear about the name of the

person and to see him, yes this will aaaaa may be for some novels are you know are aaaa are filmed, so I think will help.

Q.6: As I said I didn't use it before.

Q.7: Videos.

Q.8: At the beginning, you know ahaa because of problems of data show and something like that, that's why I didn't use it.

Q.9: About what? Ya the topic, I like it, such integration of technology in class in literature class is something good and we should think about it ok? Ya and we should use it, ya we should use actually.

Interviewee 4

Q.1: For two years.

Q.2: Yes, aaaaa as they are interested in reading novels and watching movies. In fact literature is the intimate subject of them; it teaches them human attitudes and sensations.

Q.3: I use verbal explanation since literature deals with analysis and discussion, written materials and audio-visual aids to show them how do the humans behave and think within the fictional works, for example, to show them a plays.

Q.4: Yes, I agree, it is because teaching literature includes also audio and video materials.

Q.5: Yes, it is.

Q.6: Yes, I do once a week to add focus and participation.

Q.7: Videos.

Q.8: Because of time and lack of equipments.

Q.9: Teaching literature via videos is a good and enjoyable method to enhance studying literature. We have to ask those who design the syllabus to integrate the use of audio-visual aids in literature classes.

Interviewee 5

Q.1: aaa four (04) years.

Q.2: Well, aaaaa mostly not, at the beginning, at least at the beginning. I always try to aaaa explain to my students the importance and the interest of and the benefit of teaching of studying literature, aaaa so at the beginning they see they think that it is useless like they aa especially first year students and sometimes even master, third year students but I have experience with all of them master two, one, third year and first year not second year, so they come with that assumption that they are learning, they are going to study English or they are learning English and they don't need to learn the literature of that language and I try to explain to them the relationship between literature, culture and language; and then they become interested. So why they are not because they do not see any benefit behind studying it but when they see it, they start to get interested. There are others, who say well I am interested to read, I like reading books, literary books, but I don't like studying it; and I told this is a specialty, it is good to learn about the specialty and then if you want to be specialized in it, then you're welcome if not, at least, you have a certain knowledge.

Q.3: Well I use verbal explanation, I do use audio-visual aids very rarely, written materials; other ways, I do use data show projection like power point presentations sometimes, few times I use videos, I show them something. Aam, I try to watch with my students plays and novels, the novels that were adapted to movies, I did that.

Q.4: Yes, I agree; and why? Because well not only literature but all kinds of modules are not interesting when only taught in the traditional way, written materials, verbal explanation aaa because also the different types of students; there are students, who are visual learners, so they need to see something to be interested, yes.

Q.5: Yeees, I do think so.

Q.6: I said rarely. Well, I would say little bit more than rarely, it depends on the year, on the module of literature itself, aaa often better than, like a higher degree than rarely.

Q.7: Well, as I said power point presentations, data shows, so they may… this is kind… in the power point, they can see pictures; so when I say power point it doesn't, presentation it doesn't mean I bring a written text to look at, no that's not it, this means written material it's a written material only is seen in a group like everybody is looking at. so when I say power point presentation is including some pictures, at least some pictures; so yes, power point presentations, videos and aaaa well even recordings, they just listen don't watch, this can helpful, I've never tried it myself, but it could be helpful I think.

Q.8: Well, I cannot, well so sometimes I do integrate them, sometimes I don't; when I don't because I cannot only use them, they are not the sole source of information because I do need sometimes to verbal explain that's why I wouldn't use them and sometimes I need to give them something written; well again when it is written, it may replace something they see, so because a written text in front of them, they can take note, they can explain the word they haven't und... so this doesn't mean that the written text is useless, it is useful and that's why I use it, I don't use audio-visual aids.

Q.9: I would like you to share with us what you find out after you finish this research because I think it will be beneficial for us, teachers of literature, to see what you have come up with and use it and good luck.

Interviewee 6

Q.1: I've been teaching literature for three years.

Q2: Ya, aaaa I see that most of Algerian EFL learners are interested in learning literature because they see literature aaaaa somehow, according to them, literature has an educational and entertaining value. In the sense that educational value that aaaaa literature allows them to

learn about other cultures for example, aaaa the most famous authors, works, fictional works, non-fictional works, in addition, major important movements and entertaining value in the sense that aaaaaa they consider literature as an exciting film in the sense that through it somehow aaaaaaa through literature they travel in a world filed with imagination, emotions ok? Ya.

Q.3: Ya, I base my explanation of a literary work on verbal explanation, ya it's necessary, written materials and audio-visual aids. Ya all of them, and we can add also, for example, just visual aids as slides, using power point ok? Ya, Of course, ya.

Q.4: Ya, ya, it's not aaaaa very attractive and interesting aaaaa we have, we must add something as as audio-visual aids, ok? so to attract the attention of learners.

Q.5: Of course, ya of course. Aaaaaaa as I have said audio-visual aids attract the learners attention ok? They also aaaaa they help students in aaaaaaaaa better understanding the lesson ok?

Q.6: aaaaaa mainly may be once a term ok? Ya.

Q.7: aaaaaa ya, pictures, aaaaa films, videos, ok? For example, aaaaa teaching, for example, The *Great Gatsby,* ok? we need a video about the movement, the rural twenties, to show them the way of life at that time, it's ya , so that this helps the learners to understand better the novel ok? Example, the look of the flapper, ok? So, ya.

Q.8: Of course, it's clear may be a lack of materials, ya ya.

Q.9: Ya? I hope in the near future, we'll have, ya nchallah, we'll have special classes just for literature ya, provided of course with audio-visual aids ya. That's all and wish you the best of luck. Never mind.

Interviewee 7

Q.1: 04 years.

Q2: Not much, because they are not aware of its importance and the fact that literature actually includes all other modules that they consider interesting such as, civilization, linguistics ...

Q3: All the above, plus any other possible ways that can be used to make a lecture in English literature more interesting to my students. (like using the internet websites, blogs...)

Q4: yes I agree. I think that literature gets more interesting if we use new techniques in teaching it (like the use of PPT's, videos, audio recordings, movies...)

Q5: of course! literature is not merely books to read. Literature is more enjoyable when we integrate as many senses as possible while teaching it (watching, listening, speaking...)

Q6: yes! as often as possible.

Q7: videos, movies, recordings, PPT's ... (mainly all what you have mentioned as examples can be used in teaching literature)

Q8: /

Q9: I loved the idea behind your research. I hope you can discuss other key facts such as; are our classrooms equipped enough? does the administration provide (or encourage) the use of audiovisual equipments in literature classes?

Interviewee 8

Q.1: I've been teaching literature for nine years now.

Q.2: Well, Algerian EFL learners unfortunately do not really show that passion for learning literature. Why? I'm glad to have this "why?" because we are not that society that encourages reading ok? A lot of students once they hear about literature, they just imagine a book that long

book that is difficult to deal with so this is their phobia. It is…, I do not blame them, they are not raised in that atmosphere that encourages and motivates the reading so this is why whenever we teach a new module, literature, we're faced with this handicap and well, I don't want to generalize, there are some students, specially these years, who show that interest in reading because they know that reading will really improve their educational level and it's not only about having good marks in literature, reading will affect, it can affect their educational level, in general.

Q.3: Well, I use a, b and c, verbal explanation, written materials and audio-visual aids and I believe to be that flexible teacher so I use a special, a particular strategy that depends on the learner needs and level and abilities.

Q.4: Well, I can see that it always depends on the way you convey the information. You can use verbal, you can use verbal explanation, you can stick only to verbal explanation and if you have those strategies, how to attract students…etc. It's not going to be that boring and you can use audio-visual aids and if you do not have that strategy how to include them, how to motivate your students, those strategies will not be very effective.

Q.5: I think so, I think so, why? Because this generation of students are more interested in social media and so, using something that they are passionate about will raise their motivation and consciousness about the importance of dealing with literature So I believe that they can be very effective here.

Q.6: Well, I do integrate visual aids, especially lately because I see, as I have told you, that students are more interested in those methods, and those methods proved to be time consuming, yes, so I tried to use them, I tried to include them in my course design so that I will attract those students and involve them in a different atmosphere in literature because when they deal with literature, they just, as I have told you, they have this fixed image about having that book that

is complex, that is difficult to deal with, so when you include those aids, you can just facilitate that learning, yes.

Q.7: Well, you see when we deal with literature, literature it is a story and many stories are adapted into movies, so the use of movies is very effective, you know whenever, whenever I introduce a new novel, there is this question is there a movie about the novel? So they are interested in watching the movie so I believe that putting movies into the program, well I can say that even when you introduce them to a new writer or that biography of the writer or a speech by the writer will be very effective, will be very beneficial because you know when we deal with literature, literature, the difficulty of literature lies in being that abstract world ok? So when you include this visual aid, you try to visualize, yes, the ideas they have about that particular novelist or that novel or that work.

Q.8: Well, I don't know, I believe that some teachers do not really see the benefit behind using those aids simply may be they rely more on the verbal explanation or the written form, they believe that they reach the results they aim for or or they believe that those methods will be, will exhaust them.

Q9: So I believe that visual aids are very important but there is a problem here. You know I've noticed that students depending on the visual aids, depending strictly on the visual aids will decrease their motivation towards the written form, so as a teacher, I need to introduce first the book, the written form then I'll encourage them to use the visual aid because reading, reading is very important why? I see that there are a lot of students now, they excel in the speaking skill, but when it comes to writing, it is a disaster you see? Why? Because they depend solely on those visual aids, so those visual aids need to accompany, need to be followed by the written form so there should be that encouragement to read; to be able to write, yes.

You're welcome dear, good luck, it was very interesting

Interviewee 9

Q.1: 16 years.

Q.2: Just few of them; they think it is difficult.

Q.3: Verbal explanation.

Q.4: Yes.

Q.5: Yes.

Q.6: No, rarely.

Q.7: Films and videos.

Q.8:/

Q.9:/

Interviewee 10

Q.1: I have been teaching literature for about 15 years.

Q.2: Well, I would like to say that it really depends on the module and it really depends as well on the students themselves, so this really varies considerably from one student to another. For the last years, I've been teaching more the module of Algerian literature; and well, I think that regarding the feedback I'm receiving from the students, most seem to be really interested, may be because it's more about Algeria so they really identify to this literature but literature I think is that kind of module that really depends on the personal interest, in the very first place. Ok?

Q.3: Well, I would like to say most of the time is going to be more about verbal explanation plus some written materials if necessary not all the time ok? Well obviously, we need the literary text, we are working on, this is something we put aside, if we are talking about a novel, it goes without saying, that we all need to have the novel ok? , I don't know if you include this

in the written material or not, but the literary text as such is always present ok? Yes, ok; but for instance, for this year, I've experienced, I've tried to experience something little bit different, I provided them with a kind of aaaaamaaaa, how can I call it? A booklet, something like this ok? So that students can follow with me so I provided them with all the topics that we are going to discuss during the whole semester, and we have been just trying to follow the booklet, like a textbook exactly, ok but it is like a personal made textbook.

Aaaa ya, I'm really sorry to interrupt, here when you say explanation with aaaa other ways I don't know if you consider workshops as an other ways because sometimes I give texts to aaaa, but it really again depends, because it changes a lot from one year to another. I tried to experience things so sometimes they really work, sometimes it work less, so I change from year to year, but for this year nchallah, then it was much more about this textbook. Previous years, I've tried as well to work on the form of workshop, so students were divided to sub-groups and they were provided with materials, so they did have time to read and to try to make their own comments…etc. and then we share it and discuss it aaaa, we did have also, one of the previous years, we have also experienced having this kind of debate so students were given the possibility to prepare on the topic before and then they were divided into groups in relation to one specific issue, I would like to give an example just to clarify may be, for instance the issue of language, the use of the French language in the Algerian literature is still very controversial issue, so there are people, who are, ya exactly, are with or against. So, with similar topics, we have tried to use this kind of debate form. Ok?

Q.4: Well, I would like to say not all the time, emmm I don't know because aaaaa I think this is a question to be asked to students because it's up to students to tell if they are really enjoying their time or not, but I personally think that it is not necessary the fact that just verbal explanation sometimes it really works concerning; I guess it depends a lot on the interaction we can have with the students, it depends on the text itself; if the text interests the students, if

the topic, the theme, the style, I do not know, all those elements interest the students so they can be very interested and the opposite also may happen, sometimes, students are not really for I do not know for whatever reason. You know in teaching, I'm going to make a little bit a digression here, but I think that we really sometimes need to consider the whole context, sometimes students are not really able to follow for completely different reasons, for instance, if you put the session of literature from the very last aaaa you know from 14:00 to 15:00, to 15:30, in the afternoon, after three sessions before, I totally understand that students are not really able to be that active; It's not because they are not interested, it's not because the teacher is not doing well his or her job, it's simply because they are tired and literary course requires a lot of energy and a lot of concentration. Yes, ok.

Q.5: Yes, emmm yes, I agree, I agree also in the sense that this is also true to any aaa to any module, to any aaaa to any course because you know breaking the routine itself is something positive. You know doing the same thing again and again and again, repetition, you know I think that if we keep using audio-visual aids in every session, it will become boring in itself, ok relying, for instance, all the time simply on data show, it will become boring in a given point, if you keep just projecting anything, this is a personal belief, anything whatever the thing is, you keep repeating it every weak, it will end up by becoming boring, ya totally, yes I totally agree. I totally agree. It would be great if, for instance, for literature modules you know to have the possibility to see interviews with authors, yes, with writers, there are very interesting documentaries, there are very interesting conferences given by by well recognized scholars, there are a wide variety of things; you know movies sometimes to have this kind of comparison between a movie and a novel, so there are many ways to use audio-visual aids.

Q.6: Well, I have to say aaaa, I have to sadly say that I'm integrating audio-visual aids less and less aaaaa for very practical reasons ok? All the constrains that go with this with this aspect, you know using, bringing you know, we do efforts, I can bring my laptop, I have no problem

with this but the data show, for instance, it is really tiring; you know you have to bring it from the administration and then if you have more than one group, if you have two groups or three groups, sometimes, it could be even risky because if you rely on the data show and you find it one day and then you don't find the next day because it is taken by a colleague, so it's going to be very problematic, you know for very really for very practical reasons, it's not because they don't want to, it's not because it's not interesting, it's about very technical aspects, yes, very basic and technical problems. Even if I bring the data show, sometimes, you know the classroom is not really appropriate to use the data show you know ya for very basic things ok? So but from time to time, I try, I do not know if I try it this year but years before, we did have projection, I don't know, I don't think, no I didn't teach you last year, I wasn't here at all ok, but the year before, for instance in the frame of Algerian literature module, we did have one session with data show projection, with pictures and things like that, and we did have this type of activity, we did have as well a kind of projection of a movie documentary by the Algerian, by Algerian director, movie maker and novelist Asia Djaber, so we did try to have but I didn't this year, no yes , to be honest, honestly I didn't.

Q.7: Well, I would like to say it really depends on the course, here when you are saying pictures, for Instance, what I have tried to do this year even if it was aaaa you know sometimes, we try to, I try to find a compromise between what I would like to do and the reality we are living in, for instance, in this year, in the booklet, I have prepared, at the very end of each course, of each axe, I have done a kind of aaaaa, it's a kind of aaaa a non-compensatory how do we call this aaaa a section in the course that I've called extra links ok? So it can be a photography that we try to comment in relation to the issues we were discussing it, it can the external link towards a movie that is available on You Tube you know that they can go by themselves if they are interested and watch ok? Links so different links like this so even though the videos were not brought in the classroom because of many reasons, exactly yes ok, for

many reasons because of time constrains as well it's a semesterial module so and there are so many things to cover that it's sometimes difficult to do this, so I try to include this, but I agree that all of these actually you know pictures, videos aaaa I have not used cartoons yet but yes it can be interesting as well, you know especially, when we talk about the link between literature and the other artistic forms, so this can be really really interesting and even motivating for students.

Q.8: Ya so as I was explaining, I think that basically on the top reasons, it is going to be, as I've told you, the technical issues ok? You know the distance between the department and the classrooms make it really, because I have tried this really, I gave the chance to this, to all this you know the use of audio-visual things but I came up with the conclusion that it's very difficult and not only that, most of the time, it results very often on a waste of time ok? Because the time, even if you bring it, I sometimes came before time just to find sometimes that the administration is not yet open if I work at 8:00 am; if I don't work at 8:00, this means that I have to go to the administration between you know half past nine and the next session so going from, I'm talking about very practical things you know, going from the classroom to the department and going back, it will take about fifteen minutes and then putting on all this material, placing it and starting the classroom effectively is going to be, take ten extra minutes, so ya I'm really in need to my one hour and half of teaching. Ya this is one, it's not even just for literature actually when I taught, I've been trying to promote for this idea with some colleagues you know, I was just suggesting to have a room you know like the labs, which are closed, without all this material not, how can I put it you know, a room with just a TV, you know the large screens like this and loud-speakers and chairs and for me is going to be just paradise, is going to be just perfect you know, because this will be …. You can you know I encourage you to ask for this through your dissertation you know one of the recommendations we can propose, it's not that expensive like, for instance, having a lab, an audio lab with head-

phones, this costs really a lot, if we compare it to this, buying a TV and loudspeakers, in the budget of, and chairs, a room like this you know just with the screen, and I think this will be that this really will solve huge problems for so many teachers in the department because you know with this it's enough for the teacher to bring the laptop to put it, to connect it and the problem is solved; you can use a TV to make your data show, to project a video, to do whatever you want with it and with the minimum of costs really, this will be really great, so I'm trying to promote for this but.. In other universities, they do have similar classrooms and teachers are really glad with this. Yes, even in Algeria.

Q.9: A yes, you see I am doing things even before. Yes, actually, if aaaaa to be very practical again out of aaaa I believe that most of teachers will agree that using, and students as well, audio-visual aids is something really great ok? Because it offers really wide possibilities, especially, regarding that today, we have so many free, free materials on the net, you know videos, materials, all these things. So if I have recommendation to do, it would be this I insist and I underline and I stress, I capitalize and whatever is to create something like this, I told you just a room with, like a normal classroom but just with a large screen, you know it will cost the university about something like ten millions or something, this is really not something huuuuuuuge in the budget of the faculty ok? It can be I think this can be done and it will be very very very helpful, I really believe this will be very helpful for teachers, yes, because even a TV doesn't break as easily as the lab you know so it doesn't require much technical support and things like that so this will be my recommendation. Welcome and really good luck with your work and I'll be pleased if you let me know about the day of your viva if I have time, I will be really pleased to attend, this is again an interesting thing.

Résumé

La présente étude a pour but de dévoiler les points de vue et les attitudes des étudiants d'Anglais langue étrangère ainsi que celle des enseignants vis-à-vis la mise en œuvre des moyens audiovisuels dans les classes de littérature. Aussi, il essaie de détecter l'efficacité et les avantages d'une telle intégration, ainsi que les moyens audiovisuels les plus efficaces à utiliser dans l'enseignement de la littérature. En conséquence, il suppose que l'intégration des audio-visuels dans l'enseignement de littérature. La méthode descriptive est choisie afin de confirmer l'hypothèse de recherche. Un questionnaire pour les étudiants et une interview avec les enseignants sont utilisés afin d'obtenir des données quantitatives et qualitatives. La population de l'étude est composée de 58 étudiants sur 68 et de dix (10) professeurs de littérature au département d'Anglais, Université 08 Mai 1945, Guelma, l'Algerie. Les résultats obtenus révèlent une relation positive entre les deux variables de recherche, ce qui confirme l'hypothèse établie au début de la recherche. Il est montré que l'utilisation d'audiovisueles est bénéfique pour l'apprentissage de la littérature.

Mots-clés : Littérature, moyens audiovisuels, étudiants d'Anglais langue étrangère.

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الملخص

تهدف الدراسة إلى تقصّي آراء المعلمين وطلاب اللغة الإنجليزية كلغة أجنبية ومواقفهم اتجاه دمج الوسائل السمعية البصرية في دروس الأدب. علاوة على ذلك، يحاول هذا البحث اكتشاف فعالية ومزايا هذا الدمج. أكثر من ذلك، تلقي هذه الدراسة الضوء على الأنواع المناسبة من الوسائل السمعية والبصرية لاستخدامها في تدريس الأدب. وبذلك يفترض أن دمج الوسائل السمعية البصرية في تدريس وتعلم الأدب من شأنه أن يزيد من اهتمام الطلاب بدراسة المقياس. تم اعتماد المنهج الوصفي، بناء على التصميم الكمي النوعي، من أجل تحقيق الأهداف المذكورة سابقا. ونتيجة لذلك تم استخدام أداتان لجمع البيانات، هما الاستبيان للطلاب والمقابلة للمدرسين. وقد تم إدارة الاستبيان خلال الفصل الثاني للعام الدراسي 2017-2018. أجريت المقابلات من 17 إلى 27 ماي 2018 خلال فترة الامتحانات. تتألف عينة البحث من 58 طالبا وطالبة من أصل 68 وعشرة (10) من مدرسي الأدب في قسم اللغة الإنجليزية، جامعة 08 ماي 1945، قالمة، الجزائر. كشفت النتائج التي تم الحصول عليها عن وجود علاقة إيجابية بين متغيري الدراسة، مما يؤكد الفرضية الموضوعة في بداية البحث. أظهرت أن استخدام الوسائل السمعية البصرية مفيد لتعلم الأدب.

الكلمات المفتاحية: الأدب، الوسائل السمعية البصرية، طلاب اللغة الإنجليزية كلغة أجنبية.

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