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**Investigating the Impact of Using Literary Texts on Improving EFL Students'  
Reading Comprehension: The Case of Third Year Students, Department of Letters  
and English Language, University of 8 Mai 1945- Guelma**

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Fulfillment of the Requirements for the Degree of Master in Language and Culture**

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## DEDICATIONS

*In the Name of Allah, Most Gracious, Most Merciful*

I dedicate this modest work to:

My beloved mother and father who believed in me, for their support, for their unconditional love and tenderness,

My dearest brothers: *Zakaria* and *Oussama*.

My adorable little sister: *Abir*.

My future husband *Salah* and his family

All my family members, my friends, my teachers and everyone who encouraged me to accomplish this work

Thank you all.

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## ABSTRACT

Reading is a very important skill that EFL students are required to master and develop. In addition, EFL teachers and students believe that literary texts are good materials that can help students improve their reading capacities and mainly reading comprehension. The present study aims then at investigating the role of using literary texts, as a teaching reading technique, in improving EFL students' reading comprehension. The case study chosen has been Third Year students of English at the English Department at Guelma University. Thus, a sample of 114 students was randomly chosen from the whole population; in order to find suitable answers to the research question and check the validity of the research hypothesis; which states that students' reading of literary texts may improve their reading comprehension. Consequently, two questionnaires were administered to both teachers and students as data collection tools to figure out the effects of reading literary texts on improving students' reading comprehension. The collected data were described, analyzed and discussed using the Descriptive Statistical Method. Furthermore, the results revealed that both of teachers and sample students show high awareness and positive attitudes toward the effect of reading literary texts on improving students' reading comprehension and other abilities; the fact that confirmed the research hypothesis. Finally, the investigation results were taken as pedagogical implications for effective EFL teaching and learning; in addition to some significant recommendations that can be taken into consideration for future researches. Research limitation and general concluding remarks are also mentioned.

## LIST OF ABBREVIATIONS

**DSM:** Descriptive Statistical Method

**EFL:** English as a Foreign Language

**i.e.:** Clarification

**IBA:** Information-Based Approach

**LBA:** Language-Based Approach

**Para.:** Paragraph

**RRA:** Reader-Response Approach

**%:** Percentage

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## GENERAL INTRODUCTION

Reading is one of the most important skills that EFL students need to master. In fact, reading facilitates and highly contributes to the development of their language learning competence. It helps them improve their critical thinking and vocabulary skills and gain new grammatical, semantic as well as pragmatic knowledge of the foreign language. On that basis, teachers need to choose the appropriate teaching approaches and methods that can foster students' reading comprehension. This can be done through using a variety of teaching techniques.

Reading literary texts is one teaching technique that EFL teachers and students may use to promote students' reading comprehension abilities. To identify, literary texts are artistic written pieces full of beautiful language forms; in terms of rich vocabulary, writing styles, figurative language use, various text genres and discourse types, imagination, etc. And as EFL students have a limited chance to interact with native speakers, reading literary texts is one way to have the opportunity to be exposed to the target language use and culture. Thus, the more students read literary texts, the more they enhance their reading comprehension abilities, and vocabulary skills. Therefore, the following study investigates the nature of the correlation between students' reading skill, literary texts' use and their reading comprehension improvement. In other words, it explains the effectiveness of using literary texts as a teaching technique to improve EFL students' reading comprehension.

### **1. Statement of the Problem**

The majority of students at the English department of 08 Mai 1945 University of Guelma may not be motivated to read neither inside nor outside the academic settings. Accordingly, they suffer from reading comprehension difficulties, lack of vocabulary, poor writing styles and a limited cultural background knowledge of the target foreign language. Consequently, they are considered as passive and poor language students; which further results in their lower

academic achievements. Therefore, students need to be motivated to read through selecting new and appropriate techniques as relying on literary texts to improve their reading skill in general and reading comprehension in particular.

## **2. Aims of the Study**

Developing EFL students' reading skill is very helpful for their whole language learning development. In addition, improving their reading comprehension abilities has a multi beneficial role in promoting other language competence abilities. Furthermore, encouraging students to read by relying on effective teaching techniques; as using literary texts, may help EFL learners to facilitate their reading comprehension problems, increase vocabulary amount and even improve their critical thinking skills and writing performances.

Therefore, the aim of this study is twofold:

1. To highlight the important role of reading literary texts in developing their reading comprehension abilities.
2. To help EFL students improve their whole language competence and learning achievements.

## **3. Research Questions**

The present study intends to find answers to some relevant questions to EFL students' reading skill, reading comprehension and use of literary text to develop these two skills. Consequently, the following are the core questions of the research study:

- **Q<sub>1</sub>**: Do students of English department at Guelma University read inside and outside the classroom?
- **Q<sub>2</sub>**: Do teachers of English department at Guelma University encourage students to read literary texts?
- **Q<sub>3</sub>**: Can literary texts really improve students' reading comprehension?

#### **4. Research Hypothesis**

The present research work relates to the field of EFL teaching and learning; through investigating the role of using literary texts, as a teaching/learning technique, to improve their reading skill and mainly reading comprehension abilities. Thus, encouraging EFL students to read in general and read literary texts in particular, in and/or out the classroom, may help them improve their reading comprehension abilities and many other language skills. Literary texts can be the best model of language compositions that are full of different language forms, structures, vocabularies and context-based uses and functions, a learner can be exposed to as authentic language. Therefore, it is hypothesized that:

If EFL students' read literary texts, their reading comprehension would be improved. (H<sub>1</sub>)

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

If EFL learners read literary texts, their reading comprehension would not be improved. (H<sub>0</sub>)

#### **5. Research Methodology and Design**

##### **5.1. Research Method**

Based on the nature of the topic, our research will be conducted through the quantitative descriptive method aiming at answering the research questions and confirming the research hypothesis; by providing information concerning the impact of reading literary texts on improving students' reading comprehension. Hence, we have chosen questionnaires as our research data collection tools. Therefore, both students and teachers are given questionnaires to fill and express their different opinions and attitudes towards the impact of reading literary texts on improving students' reading comprehension.



## **5.2. Population of the Study:**

The sample is randomly chosen from third year students' population at the department of Letters and English Language, at Guelma University of 08 Mai 1945. The sample consists of 114 students out of the whole third year population that is of 160 students. In addition, a second questionnaire is designed to 15 teachers at the same department. Such population is intentionally selected because third year students are claimed to have a large reading experience and exposure to different reading materials in general and literary texts in particular; as they have many literature modules and usually asked to read to fulfill different language learning tasks. Consequently, third year students are generally supposed to have a certain reading comprehension level.

## **5.3. Data Gathering Tools**

To answer the research questions and confirm the hypothesis, two questionnaires have been administered, one for 114 third year English students and the other for 15 teachers. In fact, questionnaires are effective research tools that usually help in collecting a wide range of reliable information about the sample under investigation opinions and attitudes. The results obtained then provide us with credible data and knowledge about the impact of reading literary texts on enhancing students' reading comprehension.

## **6. Structure of the Dissertation**

This dissertation starts with a general introduction that briefly describes the research scope and theme. In addition, the study is divided into two main parts: theoretical and practical. The theoretical part composes of two chapters that revise and synthesize the research theme's theoretical background. The first chapter, entitled "reading and reading comprehension", states the nature of reading skill, reading comprehension, the different reading comprehension strategies, and the assessment of reading comprehension. The second chapter, entitled

“literary texts”, covers different definitions of literature, literary texts as a technique, types as well as advantages and disadvantages of using literary texts in language learning-teaching contexts, the literature-based teaching approaches and ends by highlighting the impact of using literary texts on improving EFL students’ reading comprehension. Moreover, the practical part consist of the third chapter ‘field of investigation’ and analysis that will include a description of all aspects related to the population under investigation. It describes, analyzes and interprets results obtained from both questionnaires along with a general summary of the findings. Finally our research study ends up with a general conclusion that states some further pedagogical implications, recommendations, concluding remarks as well as research obstacles and limitations.

## CHAPTER ONE: READING AND READING COMPREHENTION

### Introduction

In any language acquisition or language learning context, students need to develop different linguistic skills (listening, speaking, reading, and writing). Hence, one of the widely required skills for understanding and getting new information is the reading skill. Furthermore, in foreign language learning contexts, students need more efforts to develop their reading abilities to be able to read and comprehend the material at hand.

This first chapter is devoted to various definitions related to the reading skill and reading comprehension, aspects of reading comprehension, models of reading comprehension, reading comprehension theories and schema theory in reading comprehension with its types, effective strategies for reading comprehension and the role of individual differences in comprehension style, reading comprehension difficulties. The chapter ends up with general principles that teachers have to follow to help their students achieve good reading comprehension.

#### 1.1.1. Definitions of Reading Skill

Although scholars have proposed various definitions of reading, there is no one exact definition that we can rely on, since each scholar has defined it from different points of view. Generally speaking, reading is the process of getting information from written texts. For instance, Ransom (1978) defined it as “a conversation between the writer and the reader”. He considers reading as an interaction between the writer and the reader (as cited in Solak & Altay, 2014, p.79). Therefore, reading can be viewed as a sort of communication in which the reader grasps, constructs, and interprets surface or deep meaning from written language.

According to Wixon, Peters, Weber, and Robert (1987), the process of reading involves the reader’s prior knowledge, the content of the text, and its context (as cited in Gilakjani &

Sabouri 2016, p. 230). This definition does not concentrate on the information only; instead, those scholars highlight the importance of all the items related to the topic such as the reader's background knowledge, the content itself as well as the product's context.

Moreover, Anderson et al. (1991 as cited in Gilakjani & Sabouri 2016, p. 230) stated that reading should include the collection of many related sources of information. They defined it as "the process of making meaning from written texts". Here, reading is seen as a number of related information gathered together to form a meaningful content. For, Gilakjani and Sabouri (2016, p. 229) reading is considered as an interactive process. They believed that through effective reading strategies, readers can set expressive meaning of a text. In other words, reading is regarded as an interaction between the reader and the text. The reader constructs meaning through his ability to effectively use the appropriate reading strategy.

Therefore, reading skill can be understood as having information about certain topic from a written text. The reader can be influenced by the text to the point that he includes his past experiences and previous knowledge in his understanding of the content of the material to be read. This is why many scholars described reading as an interactive process.

### **1.1.2. Definitions of Reading Comprehension**

According to the Oxford Advanced Learners' Dictionary (2000), comprehension comes from the Latin "comprehensionem" which means "seizing". Thus, to comprehend something is to seize information about it and when it comes to reading something new, complex or technical, reading comprehension becomes a challenging skill. In this sense, McNamara (2010) referred to comprehension as "the ability to go beyond the words, to understand the ideas and the relationship between ideas conveyed in the text" (p. xi). He argued that understanding the meaning of each single word is not as equal as combining many words

together to produce a whole idea. In other words, decoding the words is not the same as comprehending the whole text.

Reading comprehension is the core of the reading process. Kintsch (1998) and Van Dijk and Kintsch (1983) defined reading comprehension as acquiring meaning from written language. The text's meaning should be understood as a whole rather than separate meaning of words. The outcome of reading comprehension depends on the reader's use of his prior knowledge to have a mental representation of the text's meaning (as cited in Gilakjani & Sabouri, 2016, p. 230). Reading comprehension can develop over time. Practically, cognitive abilities become more active through interaction with various texts and contexts so that comprehension occurs unconsciously and faster (Grabe.2012, pp. 1-2).

Relatively, Khatib (2012, p. 242) argued that reading comprehension is a mental process; since the reader tries to get the intended meaning of the author. Thus, readers are not considered passive anymore as they make efforts to think about the deeper meaning of the text. Furthermore, to learn another language, students must have effective reading skill because it is seen as a crucial factor for language learning success. Subsequently, Pourkalhor and Kohan (2013) said that "there are some essential goals of reading such as enabling students to understand the world, growing their interests, and finding solutions to their own problems" (p. 52). This explains that when readers are aware of what they are reading and comprehend well the message behind the text, they can benefit and learn new things that can help them; for instance, deal with their own obstacles in life. Besides, they would know more about other cultures and be cultivated.

Elsewhere, Varita (2017) stated that reading comprehension is a cognitive process in which background knowledge, knowledge of the text structure, and the target language codes are needed for the reader to understand new things while reading (p. 236). This definition

focuses more on the cognitive abilities of the reader that facilitate his correct understanding and the appropriate interpretation of the text. Thus, reading comprehension is getting meaning from written language (text), it occurs when the reader uses his mental processes in order to understand what has been read.

## **1.2. Reading Comprehension Aspects**

The process of reading comprehension is complex; the fact that students need to know or master different skills in order to comprehend a given text. Many scholars have provided different aspects of reading comprehension. Hence, here are five important aspects that are needed for students to have a good reading comprehension (Nuttal 1982, as cited in Hidayati, 2018).

### **1.2.1. Determining Main Idea**

The main idea is what the author wants to convey throughout his text, it is his point of view about certain topic. Thus, students need to identify the main idea in order to understand the whole passage. Longan (2002) argued that the key to understand a text is finding the main idea (as cited in Hidayat, 2018, p. 11). The main idea is usually the first statement of the text; however, it could be placed in the middle or at the end; which makes it difficult for students to find and then may get confused.

### **1.2.2. Locating Reference**

Sharpe (2005) defined reference as the antecedent of a pronoun. The antecedent is a word or statement to which a pronoun refers (as cited in Hidayati, 2018, p. 11). As students read, they must understand each pronoun refers to what. For instance, he/she must differentiate between pronouns that refer either to persons, places, or situations. This shows that the reader is aware and understands the text, for example:

**Algeria** is a rich country. **It** contains different natural resources.

**Ahmed** and **Sarah** are classmates. **They** study in the same class.

In the first two examples, the student is expected to know that “**It**” refers to “**Algeria**”, and “**they**” refers to “**Ahmed**” and “**Sarah**”.

**It** was difficult to understand the instruction.

Here, the student needs to understand that “**It**” refers to a “*situation*” that the writer describes.

Therefore, he/she needs to know how to differentiate between pronouns that refer to person, and those which refer to places or situations.

### **1.2.3. Understanding Vocabulary**

Lack of vocabulary, in fact, is one of the problems students may encounter while reading. Thus, understanding vocabulary is an important aspect of reading comprehension. During the process of reading, students’ knowledge of vocabulary develops as they look for new words’ meaning in dictionaries or think about an appropriate meaning from the context. The context helps students gain time; guessing the meaning of the words without checking the dictionary (p. 12). For instance, when students read a short story, they look for difficult terms in the dictionary to get the meaning of the whole sentence or passage. However, sometimes they rely on the context only to guess the meaning without wasting time checking dictionaries.

### **1.2.4. Making Inference**

Students are expected to make the conclusion of the text. Comprehending the passage helps readers to form conclusions through relating their background knowledge to the clues of

the text. Therefore, their questions would be easily answered. The following statements are usually set to build up a conclusion:

“From the passage, we can conclude that...”

“It can be inferred from the passage that...”

“What is the meaning of the statement above?”

The statements mentioned above are, usually, used to make conclusions of what has been read. The student may relate his background knowledge with the content of the text set up a final idea of the topic.

#### **1.2.5. Detail Information/ Question**

Detail information or detail question is usually used to check out if the reader has understood the stated material of the text or not. Readers often use scanning strategy to understand detail information. They select key words of the detail question and check them out in the text in order to have their meanings (p. 12). Here, the reader has to be able to know about, not only the general meaning, but also the details of the text. This is how he can prove that he has understood the read material.

### **1.3. Models of Reading Comprehension**

One cannot say that there is only one acceptable or appropriate model for effective reading; rather, there are many models according to different scholars. The simplest and most comprehensible one is that of Hais and Sipay (1984) including: the bottom-up model, the top-down model, and the interactive model. It was introduced by Ngabut (2015, p. 25), who claimed that they can be used depending on the reader’s purpose and text’s size. Therefore, she explained the three models as follows:



### **1.3.1. The Bottom-up Model**

This model focuses on the smallest units of a text. It deals with decoding phonemes, graphemes, and words. After the reader knows the letters and smallest linguistic units, he starts anticipating the words they spelt using his/her previous knowledge to get the meaning (Ngabut, 2015, p. 25). According to this model, reading comprehension is considered as a process of reading from decoding at the level of letters. For instance, when the reader encounters a set of letters, he first discriminates them, spells them out, tries to connect the written symbols with their pronunciation, matches them together to form a word and at the end constructs meaning. One of the difficulties of this model is that the focus is on the level of words. However, the reader cannot remember each word's meaning. Instead, he needs to connect words to get the whole idea, which is not the case here.

### **1.3.2. The Top-down Model**

The reader's cognitive and language competence play an important role in making the meaning of any written language (text). Elsewhere, the psycholinguistic approach focuses on relating the reader's prior knowledge with the given information to understand the text's meaning. It is concerned with relating the reader's written language knowledge with the thoughts and expectations he/she has in mind; then, it is done through guessing each word's meaning; comprehension comes to occur. This process best works with advanced learners (p.26). Therefore, the reader's comprehension of a text is related to his intelligence and experiences. As a result, if the reader's existing knowledge is relevant; the comprehension of the written material is successful and vice versa.

### **1.3.3. The Interactive Model**

This model refers to the combination of the two previous ones. Both top-down and bottom-up decoding are needed for effective reading comprehension. Readers rely on both the lexical

meaning and the existing information in their minds in order to comprehend a given text. When they do not understand the first (lexical meaning), they shift to use their background knowledge or the context to construct the text's meaning. Thus, top-down and bottom-up processing are working simultaneously. The more the reader grows up and interacts with written language, the more he becomes an effective reader and his reading skills will develop through time. Subsequently, reading comprehension is influenced by the reader's perceptual skills, his ability to decode words, phrases, expressions etc., his past experiences, his way of thinking and attitudes, his background knowledge and reasoning abilities (p.27). For instance, effective readers, on one hand, use the bottom-up model to decode and recognize words and grammatical forms of a passage. On the other hand, they use the top-down model throughout prior knowledge in order to confirm the meaning of that passage.

#### **1.4. Theories of Reading Comprehension**

Mental representations, content literacy and cognitive processes are three theories of reading comprehension that are usually referred to by scholars.

##### **1.4.1. Mental Representations**

The reader understands a text through the explanation of the mental representation he creates during his reading process (Gilakjani & Sabouri, 2016, p. 233). Kintsch (1998) explained that three different levels of mental representation occur during the process of reading; namely, the surface component, the text-base, and the situation model. He stated that, first; the surface component is understood as the encoding of the words and phrases in the mental representation without meaning of these words and phrases. In other words, the emphasis is on the structure of the words only and not their meaning. For example, *Anna ate an apple and her brother is crying*. Here the reader is interested in the form of the word only. Second, the text-base includes the meaning of what is found in the text and no other things

that are not stated there. Hence, the reader uses prior knowledge to make an ideal mental representation. From the previous example, the reader can connect the form of the phrase to the individual meaning of each word and do not relate them to something which does not exist there. Third, Kintsch's clarification for the situation model involves that this latter consists of the text-base and the reader's background knowledge. In order to create a situation model, the reader must connect the content of the text with more specific prior knowledge (as cited in Gilakjani & Sabouri, 2016, p. 233). Depending on the previous example, the situated model is understood as follows: Anna's brother is crying because his sister ate his apple. According to the context and the reader's prior knowledge that phrase can be understood in this way or in another.

#### **1.4.2. Content Literacy**

This theory emphasizes the capacity to read, to understand and to learn from the message of the text. Content literacy itself contains three types: *general literacy abilities*, *content-specific literacy abilities* and *previous knowledge of the content*. Both general literacy and content-specific literacy abilities focus on the general type of knowledge and not the details of the text's content. McKenna and Robinson (1990) stated that previous knowledge content is the reader's own information related to the text content to make a similar situation in the mental representation (as cited in Gilakjani & Sabouri 2016, p. 234).

#### **1.4.3. Cognitive Processes**

When a person is exposed to language tasks, grammatical rules as well as previous knowledge activation are applied automatically. Perception, for instance, is considered to be an unconscious process. Kintsch (1992) gave a simple and clear example concerning perception; where he clarified that identifying a dog is an unconscious process (as cited in Gilakjani & Sabouri 2016, p. 234). However, when we want to remember a person's name,

active thinking would occur and this is known as problem-solving that deals with consciousness. Again, Kintsch (1992) argued that comprehension is placed between perception and problem-solving. When we read a text and comprehend it without facing any problem, then, the process is related to perception rather than problem-solving (as cited in Gilakjani & Sabouri 2016, p. 234).

#### **1.4.4. Schema Theory in Reading Comprehension**

Reading is a technique that helps EFL students to learn a language. However, when it comes to comprehension, some students fail in comprehending a given text. Therefore, schema theory tries to solve the problem (Li-sha&Jian-ping, 2016, p. 14).

Rumelhart (1980) stated that schema theory demonstrates how previous knowledge can help readers understand and learn from written language (as cited in An, 2013, p. 130). It first appeared in psychology and then many scholars developed it. Barrlett (1932) defined it as “an active organization of past reactions or experiences” (as cited in An, 2013, p. 130). Later on, it was discussed by Rumelhart (1980), Carrel (1981) and Hudson (1982) as an important issue of using background knowledge in reading comprehension.

Furthermore, McCormick and Pressly (1997) defined schema as having general knowledge about objects, events and situations. According to them, schema can influence comprehension (as cited in Ngabut, 2015, p. 27). An (2013) explained that schema theory doctrine considers the written text as only a guider that helps the readers know how to provide meaning from their prior knowledge. Thus, a written text does not hold meaning by itself. In addition to that, she argued that the previously acquired knowledge structures are called schemata. She stated that the reader’s schema is hierarchically organized from too general to too specific (p. 130).

To sum up, Schema theory asserts that the interaction of a written language and the reader’s existing knowledge and experiences is the comprehension of a text. This is done

through the combination of new information with the existing ones (p. 131). Therefore, reading is the key for using the new information and previous ones to comprehend a given text.

#### **1.4.5. Types of Schema**

Urquhart and Wier (1998) said that various types of schema were suggested depending on the contents' nature including: formal schema, content schema, cultural schema and linguistic schema by Carell (1988, as cited in An, 2013, p. 131).

First, according to Carell and Eisterhold (1983), *formal schema* refers to the rhetorical organization structures of different texts' genres; i.e., various types of texts and discourse are presented in different structures; which means that each kind of article has its specific framework. Knowing the structure of each text genre can help for good reading comprehension. Second, *content schema* refers to the knowledge of events, situations and experiences that might relate the information found in the text (the topic of the text). Third, *cultural schema*, to some extent, is related to content schema in the way readers relate past experiences to the text's content. According to Johnson and Carreli (1981) studies, in order to understand and comprehend a text whose content is familiar to the reader, there should be an interaction between the reader's own background cultural knowledge and the intended cultural knowledge of the text (as cited in An, 2013, p. 132). Furthermore, cultural differences must be taken into consideration in order to comprehend the text appropriately. Finally, An (2013) referred to *linguistic schema* as "the knowledge about vocabulary and grammar" (p. 132). Effective decoding skills of a text are very important for reading comprehension. The reader needs to have the lexical background as well as the ability to how to apply grammatical rules correctly whenever he is about to decode a written language. Hence, his reading comprehension would be fast easy and correct.

## **1.5. Effective Strategies for Reading Comprehension**

Gilakjani and Sabouri (2016, p. 234) introduces a number of strategies and believed that they are effective for reading comprehension:

### **1.5.1. Activating and Using Background Knowledge**

During the process of reading, readers use the text's information and structure along with their past experiences in order to understand a given text. As schema theory was explained before, using previous knowledge in order to understand written language is an important process. According to this theory, schema would be activated whenever the reader starts reading and tries to comprehend new information. This strategy was supported by cognitive researches as a good way for readers when combining their prior and new knowledge for reading comprehension (p. 234).

### **1.5.2. Generating and Asking Questions**

While reading, readers try to ask themselves relevant questions about the text at hands in order to keep concentrating. This helps them connect the information found in the text, pick up the main ideas, and summarize the content to the whole meaning. It is appropriate for the reader to ask appropriate questions relevant to the text in order to focus on the most important ideas. Also, those relevant questions can help readers concentrate on difficult things and try to solve the problem of comprehension (p.235). For instance, the reader can read the first part of the text, before moving to the next one, he asks some questions concerning what has been read to keep focusing. This facilitates getting the general meaning of the content.

### **1.5.3. Making Inferences**

Based on this strategy, writers usually do not give much information about the topic, settings or events. Rather, they let the chance for readers to infer and make conclusions from information in the text in addition to their prior knowledge. Anderson and Pearson (1984) and Hanson and Pearson (1983) explained that readers' effective and successful reading comes from the capacity to deduce what is missing (as cited in Gilakjani & Sabouri, 2016, p. 235). Here the effective reader needs to be smart and connect things or events together with prior knowledge to come up with what lacks in the text. The writer, for sure, has set unclear clues in order to make the reader active to get them and realize the exact message behind the text. Therefore good readers can infer this latter easily using the present information as well as his previous knowledge.

### **1.5.4. Predicting**

In this strategy, before reading, readers guess the content from the title or a familiar author by combining their guessing with previous knowledge about the topic. What a text will be about is related to the stored information in the readers' mind to predict the text's content. During the process of reading, readers make predictions about what is going to happen next or how the writer would support his discussion through different points of view. As readers continue to read, their predictions might occur as they can remove or change their guessing throughout the actual information (p. 235).

### **1.5.5. Summarizing**

This strategy helps readers to make general knowledge about the text through combining information in their own styles. Summarizing helps readers understand what they have read and remember happenings and structures. This strategy, for instance, makes the reader realizes and remembers steps or events of an explanatory text, or episodes in historical

events...etc. Summarizing also is an important skill that helps remembering the story and characters of a narrative writing (p. 235).

### **1.5.6. Visualizing**

Perception of a text is characterized by readers drawing images in their minds that indicate their comprehension. Pressley (1976) argued that readers who can remember what they have read easily are those who are able to make a mental picture about the text. Readers can get what happens through visualizing places, characters or texts' forms (as cited in Gilakjani & Sabouri, 2016, p. 235). Some readers who rely on visualization, usually, use mind-maps or other drawings to express the image existed in their minds. This kind of readers does not have difficulties in remembering what they have read.

### **1.5.7. Comprehension Monitoring**

This strategy explains how readers recognize if they have understood the text or not and when they apply certain strategies to comprehend the text. Paris, Wasik and Trunner (1991) stated that successful readers are aware of what they are reading and focus on the process much more. These readers tend to use a number of strategies to fix-up the problem of misunderstanding; such as rereading, reading ahead, and looking for complex words in dictionaries or ask a knowledgeable person. Furthermore, they explained that successful readers do not use the same strategy as they read. They know which strategy they choose and when to use it. They use different strategies and shift from one to another flexibly depending on the type of the text (as cited in Gilakjani & Sabouri, 2016, p. 236). Reading comprehension is not an easy task, and comprehension monitoring is the best way to be a successful reader.



### **1.5.8. Individual Differences in Comprehension Style**

According to Sapiro (1980), readers' performances differ from one reader to another depending on differences in their comprehension styles. Therefore, readers do not process texts the same way (p. 8-9). Some of them rely on the information available in the text; others rely on their background knowledge. For instance, whereas a child may lack knowledge in mind that helps him understand a passage and depends only on the text's content, an adult can rely on his prior knowledge about the content, which makes his comprehension easier. Also, readers differ in the way they read. As a result, their comprehension differs as well. For example, some readers focus on the text content; they highlight main ideas and relate them to the text's details and examples. They can also depend on the context to comprehend the written text. Other readers relate the content of the text to their previous experience or information to understand more.

### **1.6. Reading Comprehension Difficulties**

Hidayati (2018) stated that students' poor performance in reading tests arises from their errors and mistakes in the reading process. Therefore, students would have reading comprehension difficulties (p. 13). She argued that there are some internal and external factors that lead to reading comprehension difficulties. According to Fajar (2009, as cited in Hidayati, 2018, p. 14), there are a number of internal factors that influence reading comprehension difficulties, namely:

#### **a. Difficulty in understanding long sentences**

Long and complex sentences are the main problem students may face during the process of reading which cause them misunderstanding towards the text. Students, who have difficulties in comprehending long sentences, usually fail in understanding the author's main idea of the text.

**b. Difficulty in using reading strategies**

Students who do not rely on reading strategies often fail in comprehending the given text. Those who do not know how to scan or skim a passage do not succeed in understanding it. Among the characteristics of students who lack the reading strategies; they read word by word which is time consuming as well as poor reading comprehension. Also, they go wrong with the main idea since they focus on details more. In addition, they give interest to structure over content. Finally, they fail in reading comprehension tests (pp. 14-15).

**c. Difficulty in concentration**

This kind of difficulty may be caused by psychological problems. Students, who do not concentrate on their reading, usually do not succeed in comprehending the text. Since concentration is an important factor for a good reading, students who do so succeed in reading comprehension. Show (1959) mentioned that although many students do not concentrate while reading, reading with concentration leads to good reading comprehension (as cited in Hidayati, 2018, p. 15).

Peter (2001) argued that house environment and school environment are the two external factors that influence students' reading comprehension (as cited in Hidayati, 2018, pp. 15-16). On the one hand, one cannot understand how important the role of parents is in their children's learning process. Parents help their children, as English students, to read effectively and supporting them children also helps them have good reading comprehension. In addition to that, the lack of parents' encouragement to read in English would demotivate students to read and comprehend a text. On the other hand, students' learning difficulties in reading comprehension can result from school environment. English books, magazines and newspapers are considered as learning media. The absence of learning media at schools may

cause poor and ineffective reading process which in turn causes students' misunderstanding of the text (p. 16).

### **1.7. What Every Teacher Should Know about Students' Reading Comprehension**

McLaughlin (2012, pp. 433-438), in his article *Reading Comprehension: What Every Teacher Needs to Know*, set a number of principles that each teacher should take into consideration in order to have good students at reading comprehension. These principles are:

- Teachers need to understand students' role in the reading comprehension process
- They need to be influential teachers
- They need to motivate and engage their students
- They should teach them reading comprehension strategies
- They should promote the development and use of their students' vocabulary
- They need to provide their students with a variety of types and levels of texts
- They need to establish formative assessment in their everyday teaching
- They should teach their students to comprehend at deeper levels

An effective teacher knows how to make his/her students good at reading comprehension. One cannot neglect that experience plays a major role in achieving this latter. Therefore, teachers need to apply the previous principles so as to have motivated students who are effective readers.

## **Conclusion**

In this chapter, we have shed light on the importance of reading skill in language learning and obtaining knowledge throughout reading comprehension. Reading without understanding the content is meaningless. Thus, we have tackled many issues related to the reading comprehension and how teachers can teach their students to become effective readers. Some strategies and techniques should be applied in order to avoid reading comprehension difficulties.

## CHAPTER TWO: LITERARY TEXTS

### Introduction

Teachers of literature and reading modules, usually, ask their students to read a given literary text, being a short story or a novel, etc.; as an extract for classroom tasks. Although some literary texts are known for their complexity, teachers still advise their students to read them inside or outside the educational settings. Therefore, this chapter includes various definitions of literature and literary texts, reasons behind using literary texts as a teaching material, characteristics of literary texts, the difference between literary and non-literary texts, and criteria for selecting literary texts in EFL classes, the use of literature in language teaching and advantages of teaching literature in EFL classes. Finally, the chapter discusses also approaches for teaching literary texts in EFL classes, challenges of teaching literary texts and the relationship between reading comprehension and literary texts.

#### 2.1.1. Definitions of Literature

Literature is defined by many scholars depending on different perspectives; though they have not agreed on an exact definition. For instance, Moody (1971) defined it as an umbrella term used to express different aspects of human experiences literally (as cited in Elhabiri, 2013, p. 31). The word literature comes from the Latin word '*litteratura*' i.e.; 'letter': writing formed by letters. It refers to writings in verse or prose, especially writings having excellence of form or expression and expressing ideas of permanent or universal interest (The Merriam Webster dictionary, 1995).

Meyer (1997, p. 1) said that, "anything is literature if you want to read it that way". He stated that literature is complex to be defined and, sometimes, this led to limit its meaning. He argued that definitions related to literature are based on a set of standards that make it distinctive and different from other written materials. Elsewhere, Sonia Zyngier (1994)

mentioned that literature “should be regarded as an instance of aesthetic communication” (as cited in Shazu, 2014, p. 61). In other words, literature differs from any other kind of writing in its form as well as its content. It should include the beauty of language that makes it distinct from other texts.

However, if we define literature from language teaching point of view, we refer to Alexander Baird words; saying that “literature is the use of language effectively in suitable conditions” (as cited in Shazu, 2014, p. 61). He argued that the language used in literary texts is appropriate for any context of an event; that is why; literary texts can be used in language teaching contexts. For, Shazu (2014), literature became the most important tool for teaching and learning foreign languages since it includes the language that EFL teachers emphasize in their EFL classrooms (p. 61).

### **2.1.2. Definitions of Literary Texts**

Before defining literary texts, one needs to know what is meant by the word ‘*Text*’. According to the Oxford Advanced Learners’ Dictionary (2000), a text is defined as the author original words. The text is not only the written form of a language; rather, it could be a spoken one as well. At first, texts are seen as organized units that are related through their structures and meanings. Later on, De Beaugrand and Dressler (1981) defined texts according to their communicative function and established a number of standards to be followed; such as Cohesion, Coherence, Intentionality, Acceptability Informativity, Situationality, and Intertextuality (as cited in Elhabiri, 2012, p. 32).

Muslat (2012) stated that literary texts include all forms of literature. They can be written in prose or in verse; namely: short stories, novels, dramas, etc. Literary texts can also be considered as works that rely on other works and events; which made them viewed as a sort of

'parasite' (p. 43). Generally speaking, literary texts differ from other types of writing in both the form and the content.

## **2.2. Reasons behind Using Literary Texts as a Teaching Material**

There are many reasons behind using literary texts as a teaching material in EFL classrooms. Long and Carter (1992) summarized those reasons in three main models:

### **a- Model of Language**

This model aims at improving students' language. This is done due to the perfect and aesthetic language use contained in any literary work. However, this reason only cannot be enough to motivate students to read such works. They need other reasons to get in this process.

### **b- Personal Growth Model**

The second model focuses much more on the involvement of the student, as a reader, in the understanding, interpretation, analysis and criticism of the piece of writing. This motivates them to use their cognitive skills and read critically. Thus, it is considered as a student-centered model.

### **c- The Cultural Model**

The last model focuses on the teacher as he/she is the one who selects the teaching material. Teachers consider literary texts the most effective tool used to make students know about their own culture and others' cultures. It enables them to make the difference between cultures and preserve their own.

Therefore, the previous three models aim at achieving the same thing but in different ways. Long and Carter explained that literary texts are good materials for many different reasons for

teachers as well as for students. They facilitate teachers' teaching process and enhance EFL students' language learning skills (as cited in Dymesová, 2006, p. 11-12).

### **2.3. Characteristics of Literary Texts**

Despite the fact that all kinds of literary texts, clearly, differ in both their content and form, they still share some mutual characteristics. Therefore, many scholars introduced a number of characteristics according to their perspectives. Thus, Muslat (2012) summarized the common ones that make literary texts noticeable:

#### **2.3.1. Special Language**

Muslat (2012) argued that what makes a literary text different from the usual texts is its own special language. The latter includes the results of working with language, syntactic structures and sentence patterns in a distinctive way that creates some states on the reader that a normal text cannot realize. In addition, Muslat emphasized that the special language is always related to the nature of the reader. Therefore, the message is interpreted differently according to the beliefs of the receiver (pp. 43-44). For example, the effect of the works of Shakespeare on some readers cannot be the same for others who do not like reading his works.

#### **2.3.2. Expressive Function**

Any writer or poet is a human being, and human beings have personal emotions and feelings that are influenced by the environment. Writers would include, for sure, their attitudes about something in their works. Therefore, a writer's surrounding is a major factor that influences both the form and the content of his/her writing. The complex processes that occur in the writer's mind and the different characteristics of his spirit cause what is called '*Expressive Function*'. It is usually known as the effects of the writer's circumstances on the



production of his thoughts (p. 44). For example, we can notice that writers in times of wars would produce sad works that discuss hard times, death, racism... etc., rather than talking about love, beauty of life and other related topics.

### **2.3.3. Suggestive Power**

When readers have good understanding and interpretation of certain work, they admire it and like always to read it again. Thus, this cannot usually happen unless the writer has successfully used the words in their exact places and the content is well-presented, i.e. good internal sound and good flow of ideas. All the previous patterns in addition to others can make a work beautiful to the point of being admired. The text's original message would be formed by those elements (p.45). For instance, when the writer selects an attractive topic, knows how to arrange his ideas and uses the appropriate terminology with perfect rhythm; his work would be so creative and powerful.

### **2.3.4. Form**

The style used by the writer is the most important thing that encourages readers to read a particular work. The style makes them excited emotionally and intellectually. The writer needs to be creative and produces good and varied elements to make his text special. In order to achieve such goal, the writer relates the new conception or image to the form of his work (p. 45). For instance, the writer might use metaphors, similes, humor, intertextuality, etc. to make his style perfect.

### **2.3.5. Timelessness and Placelessness**

As'ad (1989) argued that masterworks should not be limited neither to time nor to place. He said that writers of literary texts can use any place in the world and relate it to any time in the past, present or even in the far future. Actually, time and place do not matter. What really

matters is the value, the interest and the message for life that the writer attempts to convey. Furthermore, writers use themes like love, worry, happiness, death, etc. that are beneficial for humans but not restricted to time or place; instead, those themes are used anytime and anywhere (as cited in Muslat, 2012, p. 46).

#### **2.4. The Difference between Literary and Non-Literary Texts**

In order to report on events or explain, analyze and argue for something, writers use official documents, economic texts, scientific texts, and so on. These kinds of texts are known to be non-literary texts. Whereas, literary texts are the author's personal reflection of something real using aesthetic and emotional ways of expressing his ideas and points of view (Elhabiri, 2012, p. 34). In addition, non-literary texts are known for their precision and direction to the point. While literary texts are so broad and include the freedom to different interpretations.

Brumfit and Carter (1986) said that "there is no language that is exclusively concerned with literature but there are rather some uses of language which are more or less literary than others" (as cited in Elhabiri, 2012, p. 34) what they referred to as '*literariness*'. The latter is usually used to make the difference between literary texts and ordinary ones. A literary text contains special devices such as rhythm, meter and other patterns that are not available in non-literary texts (p. 35).

#### **2.5. Criteria for Selecting Literary Texts in EFL Classes**

Many scholars argued that the use of literature in EFL classes has some benefits as well as some limits. For instance, a complicated text, in terms of lexical items, cannot be beneficial for learners but it demotivates them to read. Among those scholars, Bibby (2014) stated that the use of literature in language classes requires good language decoding and meaning comprehension. Furthermore, he mentioned the importance of the interaction between the

reader and the text. Subsequently, teachers need to take into consideration the role of the students' own ideas and viewpoints and respect their different interpretations of the literary text. Generally speaking, literary texts are so broad and writers let the reader decides how to interpret that piece of writing on purpose (p.22). Hence, Bibby (2014) introduced some criteria for selecting the appropriate literary texts in language classes:

### **2.5.1. Lexis and Syntax**

Authentic literary texts have faced criticism in many points. The two main points were at the lexical and syntactic levels. On the one hand, the lexical level is concerned with the individual words. Words that are strange, complicated and unfamiliar may hinder the language learner from understanding and using the language for communication. On the other hand, the difficulty at the syntactic level refers to the use of long sentences that may cause students to get lost. These too complexities discourage students to read literary texts (p. 22).

### **2.5.2. Length**

A long literary text would be so boring to be read, especially if it is lexically and syntactically complex. Students would not understand it anyways. Teachers can use long texts depending on the nature of the text; that is, the extract they select can be too long that it demotivates students to read. Another thing is that if a literary text contains some new terms, this cannot be considered as a problem in case the overall meaning is well-understood. However, long literary texts may cause boredom for readers to the point that it makes them stop continue reading. Thus, teachers of language classes should avoid such a problem by choosing short novels or short stories that best represent the lesson as well as attract students to read (p. 23).

### **2.5.3. Interest and Relevance**

It is true that selecting a common interesting topic for all students is not an easy task. Each student has his/her own interest because they differ in their ideas, preferences, viewpoints and attitudes. However, the selection of a literary text that would have a certain universal appeal and common issues may interest, at least, the majority of the students (p.24). Here, we can say that the topic is relevant and interesting for readers and that they can benefit from it. Topics that are weird and unfamiliar may attract few readers only and then cannot be considered relevant.

### **2.5.4. Familiarity and the Need for Schemata Building**

In order to guarantee the shared understanding among students, teachers need to think about what is familiar for them while selecting the literary texts. Differences in history, culture, geography, etc. should be taken into consideration when dealing with metaphors and idiomatic expressions. Moreover, teachers need to know that cognitive differences are so important. Different understandings require the need for using background knowledge and past experiences in order to get the meaning of new things. Here, schemata building takes place (p. 25). For instance, the teacher can select a literary text that may resemble an experience faced by his students, or a famous event happened in the country; such as Algerian black decade, etc.

## **2.6. The Use of Literature in Language Teaching**

Mokhtari (2014) said that many authors, researchers and teachers have agreed that the use of literary texts in EFL classrooms is very beneficial; as literature is considered a good source of linguistic knowledge. It is interesting in achieving cultural knowledge and it is an authentic source that teachers depend on in language teaching. He stated that, the interest students have in reading literary texts is a common argument for the use of literature. He further argued that

students who have an interest in literature would have motivation to read; which, in turn, leads to reading proficiency. Also, literary texts influence the reader's emotional side. Thus, the student would be involved in that process (p. 164).

Moreover, students who are influenced by the literary style are more active and critical thinkers. Hence, teachers would depend on learner-centered activities through which students would collaborate with each other. Although many difficulties are faced by students while reading authentic literary texts, literature still facilitates the development of learners' four skills (reading, writing, listening and speaking). The student tries always to figure out what the text is about (p. 165).

Another justification for the effectiveness of using literature in EFL classroom is the acquisition of cultural aspects and their impact on EFL students. Subsequently, Savvidov (2004) argued that teaching culture throughout language can promote communicative competence. She stated that teaching only the knowledge of language structures is not enough. Students must comprehend the literary text which requires, in turn, the comprehension and knowledge of social and cultural contexts (as cited in Mokhtari, 2014, p. 166). Additionally, teaching literature to EFL students can also be beneficial in developing students' vocabulary skills and grammatical knowledge. Although literature is complex literally and syntactically, it can develop all the required language skills.

Elsewhere, Shazu (2014, p. 62) stated that EFL students can develop their language systems through literary texts. Teaching literature can improve students' interpretations and enhance their language as well as communicative competence. Since literature is considered as an authentic material for language teaching, it provides authentic input for learners. Studying literary texts can help students have the opportunity to enhance their language

awareness and their cultural understanding. Effective teachers use literary texts in order to motivate students by giving them the chance to emotionally respond (p.63).

## **2.7. Advantages of Teaching Literature in EFL Classes**

There are a number of advantages for using literature as a language teaching material. Ur (1996, as cited in Tasneen, 2012, p. 124) summarized them as follows:

- Literature is a very enjoyable resource to learn a language.
- Literature provides examples of different styles of writing, and also representations of various authentic uses of the language.
- Literature is a good resource for increasing word power.
- It encourages developing various reading skills in learners.
- It can be used as a spring board for exciting discussion or writing.
- It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development.
- English literature (in general) is a part of the target culture, and therefore it has the value as part of the learners' general education.
- It encourages critical and creative thinking.
- It enriches the students' world knowledge.
- It makes the student aware of various human situations and conflicts.

Consequently, one should not neglect the benefits of using literature and literary texts for language teaching and learning. In addition, the use of literary texts in EFL classroom is recommended by researchers and teachers as they contribute in the good teaching and the effective learning processes.

## **2.8. Approaches for Teaching Literary Texts in EFL Classes**

Khatib and Mellati (2012, as cited in Fauziah, 2016, p. 146) argued that using literary texts as teaching materials, to develop students' reading in general and reading comprehension in particular, is very beneficial in EFL learning and teaching. Fauziah (2016) introduced three main approaches for teaching literary texts for EFL learners:

### **2.8.1. Language-Based Approach (LBA)**

This approach focuses on the language itself. The Language-Based Approach in using literature refers to the techniques and procedures used in the study of the literary text. In order for students to make critical judgment of a literary text, they rely on the tools needed to interpret that given text. Among the benefits of this approach is that learners are provided with new styles and terminology; literary texts are open to different interpretations and encourage classroom discussions and communication. According to this approach, the activities used by the teacher in the classroom include: reading aloud, rewriting, matching, gap-filling, summarizing and others which motivate students to collaborate and interact with each other (p. 148).

### **2.8.2. Reader-Response Approach (RRA)**

The reader-response or reaction to the text is the main focus of this approach. The teacher concentrates on the relationship between the text and the reader's previous knowledge, past experiences and his/her own attitudes towards something. The interaction between the reader and the text is described as a *dialogue* between the two. Furthermore, various interpretations from different perspectives are encouraged. Literature is the best and authentic medium for teaching the language (p. 149). This approach supports the fact that students' reaction towards the text that has been read is very important. It indicates how the student has understood the

content through analyzing, interpreting and criticizing it according to his/her previous experiences and attitudes.

### **2.8.3. Information-Based Approach (IBA)**

The information contained in the text is the main focus of the Information-Based Approach. Teachers rely on this approach in order to teach new knowledge through literature. It is a teacher-centered approach where the teacher plays an important role in selecting the classroom activities and the appropriate materials suitable to the context. The teacher takes a number of roles in the classroom. First, he acts as a controller by choosing the materials and activities that correspond with students' needs. Second, he plays the role of a prompter. The teacher should establish solidarity and politeness inside the classroom, as he is considered as, a model for his students. Third, other times, the teacher is a participant and joins activities. Fourth, he is a resource; he/she gives the necessary information to promote understanding. Finally, the teacher can be a tutor; here, he/she helps his students, provides them with new ideas and gets more close to them in order to comprehend the text (p. 150).

### **2.9. Challenges of Using Literary Texts**

Throughout time, researchers and teachers claimed that literary texts play an important role in enhancing EFL students' linguistic and communicative competences. However students may encounter some problems due to the type of literary texts teachers choose to use in FL classrooms. Sage (1987, p. 80) argued that all the obstacles between literature and learners, in terms of the language itself, need to be reduced. O'Connell (2009) stated that time constraints is the major argument behind refusing the use of literary texts in EFL classes. He claimed that the school syllabi are too long and teachers usually cannot finish the textbook content. However, teachers should know that literature is flexible as a teaching material since:

- It does not require training to be able to teach it.



- It is not a must to use long literary materials; it could be short and relevant.
- Teachers can rely on literature as a good source to set the objectives.
- Reading and speaking skills would, definitely, be developed.
- It contributes in improving learners' linguistic knowledge as well as being open-minded towards new cultural elements.

In addition, Alemi (2011) mentioned that some teachers and students argued that literary texts may be complicated as they include difficult words that influence the whole understanding (p. 177). Generally, literary texts' terminology is unfamiliar for beginners. Thus, it is hard to be understood. Although teachers use those pieces of writings to build students' linguistic and communicative capacities, complicated literary materials may demotivate students to read.

## **2.10. The Relationship between Reading Comprehension and Literary Texts**

The use of literature in language classes is not new. It dates back to the nineteenth century. It was used as a teaching technique in Grammar Translation Method. As the Audio-lingual Method emerged, the use of literature in language classes was irrelevant; since that method focused on the listening and speaking skills while literature is concerned with the reading skill much more. In the recent years, literature comes back to EFL classes, but this time, not with translation concerns; rather, it is used as a teaching material to develop EFL students' four skills (reading, writing, listening and speaking). It helps also improve their vocabulary, grammar and pronunciation (Khatib, 2012, p. 240).

Khatib (2012) explained that reading is the best way to have good mastery of foreign language. Most EFL students do not have the chance to interact and communicate with foreign people and foreign cultures. Hence, literary texts can be used as authentic source to know about the target language and culture (p. 242). Sage (1987) considered short stories as a

good technique teachers use to improve students' linguistic competence. Since short stories are enjoyable and not long, they motivate students to read, comprehend and be involved in the text that could have relation with the student's personal life and past experience. Therefore, they became critical thinkers (as cited in Khatib, 2012, p. 243).

Ghasemi (2011) stated that short stories help EFL students improve their linguistic proficiency. Using literature as a valid material motivates students to read. As a result, reading comprehension, writing skills and cultural orientation take place. When students comprehend well the literary text, they can answer related questions easily (p. 265).

Reading comprehension requires complex cognitive processes. This explains the way students comprehend and react towards what has been read. Reading comprehension is not related just to the linguistic decoding, instead, it depends on the understanding of the whole meaning of the text. Thus, many EFL students argued that content knowledge is very important in reading comprehension (p. 266).

Teachers can help learners become good readers as they use literary texts in language classroom, especially short stories. The latter leads students to be active readers and relate the content to their personal experiences and the world outside the academic settings. While reading, successful readers use both the "bottom-up process" and the "top-down process". This can help them know about the surface as well as the deep structures of the text; which in turn makes comprehension easier (p. 267).

Mall-Amiri and Ghanbari (2014) explained that reading promotes students' to learn more vocabulary. When readers read not for learning vocabulary, but rather for other purposes, they automatically grasp the meaning of new terms and expressions. Therefore, reading and vocabulary learning are interrelated (p. 386). For instance, reading for pleasure and amusement can help readers raise their vocabulary knowledge.

Khan and Alasmary (2018, p. 170) argued that literature is related, to a large extent, to reading comprehension. Reading literary texts plays an important role in motivating students to read as well as in influencing their attitudes and perceptions positively. Consequently, literary texts can impact students to the point that they could change their views of the world. In addition, comprehending the meaning of the literary text builds the students' self-awareness. As a result, literary texts are the bridge that connects EFL students with foreign languages and cultures, and reading comprehension is the best way for students to succeed in EFL classes.

### **Conclusion**

This chapter elucidates the importance of literature and literary texts in improving EFL students' reading comprehension. It explains how literature was used in language classes through time. In addition, it explained how teachers use literary texts as an authentic and valid source in teaching reading comprehension in foreign language classes; either by selecting the appropriate teaching approach, or by considering different criteria of a literary text or the difficulties a reader may encounter. Finally the chapter revises different research studies that clearly show the strong correlation between using literary texts as a teaching/learning technique and its impact on EFL students' reading comprehension improvement.

## CHAPTER THREE: FIELD INVESTIGATION

### Introduction

This chapter discusses the adopted methodology that allows testing the research hypothesis. It describes the research method, research population and sample, research tools and finally the presentations and discussions of the data analysis results. The chapter aims at giving an overview of the procedures used in the research and how the study was carried.

### 3.1. Research Method

The present study follows a Descriptive Statistical Method (DSM) to identify, analyze and describe factors related to the reading skill, reading comprehension, literary texts and the impact of the latter on improving EFL students' reading comprehension. Therefore, the Descriptive method is designed to describe, explain and validate the research findings and to investigate the data gathered. Thus, the quantitative research is adopted. Apuke (2017) said that "a quantitative research method deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like *who, how much, what, where, when, how many, and how*" (p.41). In other words, this method is designed for the investigator to gather data, to test the research hypothesis and/or to answer the research questions.

#### 3.1.1. Research Population and Sample

Population is the total group of people that the researcher wants to conduct his study on. It is the complete group from which he can select a sample and work on it. Then, the results can be generalized for the whole population. It was defined as "the totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to

the researcher to whom the research result can be generalized” (Polit & Hungler 1999, as cited in Qitharho, para. 1).

In this study, all participants were randomly chosen for both teachers and students. The case study was 114 Third Year Students of English department at the University of 08 Mai 1945, Guelma. The sample level was intentionally chosen because third year students are considered as advanced learners; and then they have an accepted experience and development of reading and reading comprehension processes and skills. In addition, 15 teachers of the same department have participated in this study.

### **3.1.2. Data Collection**

The research tools used in the current study are questionnaires assigned for both teachers and students at the English department, Guelma University. The questionnaire method is set to be the most popular and useful technique to collect data about the research questions. Oppenheim (1992) argued that “a questionnaire is an important instrument of research, a tool for data collection” (p. 100). Therefore, to obtain data relevant to the study objectives and research question, two research questionnaires were used. During the process of designing the questions of the questionnaire, students’ level and study background were taken into consideration. The language selected was simple and clear in order for students to understand and answer all the questions.

## **3.2. Questionnaires’ Descriptions**

### **3.2.1. Students’ Questionnaire**

The students’ questionnaire was given to 114 English language Third Year students. It consists of a number of questions that vary from close ended, i.e. Yes/No or multiple choice questions, to open ended questions, i.e. free answers and suggestions. The questionnaire is

divided into three main sections as well as further suggestions. The first section involves three questions to investigate students' general gender and background knowledge. The second section includes seven questions related to reading comprehension process and text comprehension. Finally, the third section contains seven questions about literary texts and their influence on developing EFL students' reading comprehension. The questionnaire ends up with an open question for further suggestions. Here, students can give their comments or add some information and suggestions concerning the topic. After collecting the students' questionnaire to check out the responses, we noticed that not all students have answered all questions. Otherwise, no problems have been faced.

### **3.2.2. Teachers' Questionnaire**

Teachers' questionnaire was distributed to fifteen teachers (15) of literature and linguistic modules; as they are the ones who have direct experience in teaching reading and using literary texts. However, two teachers did not respond. The questionnaire contains three main sections and ends up with further suggestions. Section one includes three questions about teachers' general information concerning their experience and qualifications. Section two contains seven questions about reading comprehension, reading comprehension strategies and factors that can help teachers judge their students' reading comprehension. Section three consists of six questions about literary texts' definition, benefits of reading literary texts and using them as a technique to improve EFL students' reading comprehension. The questionnaire allows teachers to express their comments and give further suggestions. However, two teachers did not answer the questionnaire for the reason that they have never taught reading module throughout their teaching experience.

### 3.3. Questionnaires' Analysis and Results' Presentation

#### 3.3.1. Students' Questionnaire Analysis and Results' Presentation

##### Section One: General Information

1- Sex: male or female

*Table 3.1: Students' Gender*

Option	Number of answers	Percentage %
Male	1	0.87%
Female	113	99.12%
Total	114	100%

The first question was about students' gender. According to the results obtained, the overwhelming majority of our sample students are females (99.12%) and only one male. This indicates that female students over number males in our research population classes. This result shows that female students are more likely talented in foreign languages than males who usually prefer to study scientific fields rather than literary ones.

2- Was it your choice to study the English language?

*Table 3.2: Students' Choice to Study English*

Option	Number of answers	Percentage%
Yes	106	92.98%
No	8	07.01%
Total	114	100%

The overwhelming majority of Third Year students (92.98%) chose English as their field of study; whereas for (07.01%) of them English was not their first choice of study. This may imply that the majority of our sample students are expected to be willing and motivated to study English language and even carry on their higher studies.

### 3- How would you evaluate your level in English?

**Table 3.3:** *Students' Judgments of their Level in English*

Option	Number of answers	Percentage%
Very good	11	9.64%
Good	63	55.26%
Average	35	30.70%
Poor	5	04.38%
Total	114	100%

According to the table above, the results revealed that students' level in English varies from one another. The majority of them (55.26%) consider their English language level as being good, (30.70%) judge their level as average, few of them (9.64%) regard it as very good and the rest (04.38%) said that they have poor level. From the results above we can assume that students' general level in English language is good. However, one cannot say that all Third Year students have the same abilities to develop English; either because of their individual differences or because they based their judgment on their exam results.



## Section Two: Reading Comprehension

### 4- Do you like reading?

*Table 3.4: Students' Attitude toward Reading*

Option	Number of answers	Percentage%
Yes	100	87.71%
No	14	12.28%
Total	114	100%

The majority of the informants (87.71%) answered by 'yes'. Therefore, they like reading and then may be said to be good readers and have a certain developed level of reading comprehension. However, a significant number (12.28%) said 'no' and that they do not like reading. This may indicate that they do not read and thus lack reading comprehension skills and they just do it when they are obliged or when they have some classroom tasks. Consequently, this may cause them other learning difficulties and problems in other English language skills.

### 5- If yes, how often do you read?

*Table 3.5: Students' Reading Frequency*

Option	Number of answers	Percentage%
Always	10	08.77%
Usually	40	35.08%
Sometimes	60	52.63%
Never	4	03.50%

Total	114	100%
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As obtained from students' answers of this question, the majority (52.63%) said that they read sometimes, (35.08%) usually read, (08.77%) represent those who always read and only (03.50%) said that they never read. This may reveal that the majority of our sample students read; which can be related to previous questions and then let us assume that they have good reading level and then may be claimed to have good vocabulary, developed critical thinking skills and good reading comprehension strategies.

#### 6- What type of documents/materials do you read?

**Table 3.6:** *Students' Types of Reading Materials*

Option	Number of answers	Percentage%
Articles	9	07.89%
Research papers	5	04.38%
Books	45	39.47%
Literary texts (novels, ...)	55	48.24%
Others, specify	00	00.00%
Total	114	100%

Concerning types of reading materials, students' answers differed according to what they prefer to read. (48.24%) declare that they like to read literary texts including novels, short stories...etc. (39.47%) said that they prefer reading academic books. (07.89%) of them said

that they read articles. (04.38%) said that they read research papers which indicate that research papers are useless by students. Consequently, we can notice that books and literary texts are the most useful types of reading materials for Third Year students of English.

7- During the process of reading, do you understand each single word in the passage?

*Table 3.7: Students' Understanding Level while Reading*

Option	Number of answers	Percentage%
Yes	30	26.31%
No	84	73.68%
Total	114	100%

This question was asked to confirm that there might be some obstacles that students may encounter during reading. Understanding each single word of a passage is impossible, especially for EFL students. Therefore, the majority of them (73.68%) answered by 'No'; which indicate that students are honest and objective in their answers. The rest of them (26.31%) said 'Yes' they understand each single word; which may represent those who read a lot and then have a large vocabulary background that allows them to understand each word in a passage.

8- How can you define reading comprehension?

Students' definitions of reading comprehension can be summed up as follows:

- Reading comprehension is the ability to understand what the text is about.
- It is the ability to get the general information of a given passage.

- It is a cognitive skill that can help readers improve other skills.
- It is the ability to comprehend the overall idea of a passage from its context.
- Reading comprehension is the ability to read beyond the lines, decode words and phrases in order to understand the general idea of a text.
- In the case of novels and short stories, reading comprehension can be defined as the ability to live the moment with the author. It is the ability to live in imagination and try to feel what the characters feel.
- It is the ability to infer the text's meaning using one's background knowledge.

From the given definitions, we can notice that students' perception towards reading comprehension concept differs from one to another. However, they share nearly the same definition that reading comprehension is the ability to understand the general information of a specific passage. According to their definitions, students are said to be aware of what a reading comprehension task requires from them and which abilities they need to use and develop to have a good reading comprehension level.

**9-** What would you do if you do not comprehend a given passage?

**Table 3.8:** *Students' Solutions for Reading Comprehension Difficulties*

Option	Number of answers	Percentage%
Use a dictionary	20	17.54%
Understand from the context	41	35.96%
Use background knowledge	39	34.21%
Just pass to the next idea	14	12.28%

Total	114	100%
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Students' answers for this question varied from one to another. Depending on the results, (35.96%) of the informants said that if the reader does not understand a given passage; then, the best solution is to understand from the context. Others (34.21%) claimed that using one's background knowledge is the key. Some of them (17.54%) ensured that using the dictionary can give help to the reader to comprehend difficult passages. The rest of them (12.28%) confessed that when they do not comprehend a given passage, they just pass to the next sentence or idea. This indicates that students rely on different strategies to solve their reading comprehension problems and make difficult texts comprehensible or at least its overall meaning.

**10-** What types of language structures do you think could influence your reading comprehension of a passage?

**Table 3.9:** Possible Language Structures' Types that can Influence Students' Reading Comprehension

Option	Number of answers	Percentage%
Technical words	62	54.38%
Idiomatic expressions	21	18.42%
Collocations and/or phrasal verbs	14	12.28%
Cultural-loaded words	17	14.91%
Others, specify	00	00.00%
Total	114	100%

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According to students' answers represented in the table above, students differ in selecting the types of structures that could influence their reading comprehension. Hence, (54.38%) of them considered technical words as the most known type. (18.42%) opted for idiomatic expressions as the main type, especially for foreign learners. (12.28%) said that collocations and phrasal verbs can influence their reading comprehension. (14.91%) believed that cultural-loaded words and phrases are the type of structures that could seriously influence students' reading comprehension. Therefore, we can notice that students' understanding of a given passage can be influenced by different linguistic structures that are related to students' familiarity with them or their mastery level in English.

### **Section Three: Literary Texts and Reading Comprehension**

#### **11- In few words, how can you define a literary text?**

Students' definitions of a literary text can be summed up as follows:

- A literary text is a piece of writing that is presented in an artistic way.
- It includes all what is related to literature such as novels, short stories, poems...
- It is a product that conveys certain message using different literary techniques.
- It is a type of texts that includes literary devices that make it difficult to understand.
- A literary text has a particular vocabulary which makes it different from other works.
- Unlike scientific books, literary texts are artistic and beautiful.
- Literary texts include ideas devoted to a specific subject presented in a beautiful language.

The results show that although students gave different points of view concerning what is a literary text, they agreed on the same definition of a literary text as a piece of writing

including novels, poems and short stories, and that is presented in an artistic way using beautiful language.

**12- What kind of literary texts do you prefer to read?**

**Table 3.10:** *Students' Preferable Kind of Literary Texts*

Option	Number of answers	Percentage%
Narratives (short stories, novels...)	57	50 %
Poems and songs	40	35.08%
Magazines and journals	17	14.91%
Others, specify	00	00%
Total	114	100%

As the results in the above table mention, half (50%) of our sample students prefer to read narratives; including short stories and novels. However, (35%) prefer to read poems and songs. (14.91%) claimed that they prefer to read magazines and journals. This indicates that the majority of students prefer to read literary texts that have beautiful and aesthetic language; which are full of new vocabularies, style structures, imaginary descriptions and events, etc. Consequently, their reading strategies and comprehension skills can be developed more.

**13- How often do you read literary texts?**

**Table 3.11: Students' Frequency of Reading Literary Texts**

Option	Number of answers	Percentage%
Always	5	04.38%
Usually	32	28.07%
Sometimes	75	65.78%
Never	2	1.75%
Total	114	100%

The majority of students (65.78%) respond that they 'sometimes' read literary texts. Others (28.07%) opted for 'usually'. (0.4.38%) opted for 'always', and only two students (1.75%) said that they 'never' read literary texts. Though their reading of literary texts frequency varies, these results confirm the previous ones; that is to say, our sample students do read and really prefer literary texts as good reading materials to develop their reading abilities in particular and language competence in general.

**14-** Do you benefit from reading literary texts?

**Table 3.12: Students' Benefits from Reading Literary Texts**

Option	Number of answers	Percentage%
Yes	112	98.24%
No	2	01.75%



Total	114	100%
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The overwhelming majority of Third Year students (98.24%) said that they benefit from reading literary texts. Only (1.75%) of them said that they do not benefit. Consequently, we can notice that students are aware of the importance of reading literary texts and they ensure to have a lot of advantages from reading such type of texts. Therefore, for those (98.24%) who confirmed that literary texts are beneficial, they justified their answers as follows:

- Literary texts enrich our vocabulary and improve our reading skills as well as our writing style.
- They help enlarge our linguistic background knowledge.
- They help improve students' sense of imagination.
- They enable students to know about the English cultures and native speakers' life styles.
- Sometimes, literary texts change students' way of thinking from negative to positive.
- Literary texts help students learn new things about life, know how to overcome the problems of daily life and get new ideas from the characters' experiences throughout the novel.

Thus, according to the above justifications, we can say that students' literary texts reading is goal oriented and intentional; they rely on such reading materials to enhance not only their reading and reading comprehension skills but also other learning skills; such as writing, imagination, vocabulary and daily-life problem solving skills.

However, for those (01.75%) who claimed that they cannot benefit from reading literary texts, they have justified their answers as follows:

- Literary texts are, sometimes, too difficult and hard to understand because of the complex terminology writers use.
- Literary texts are not beneficial because some students do not like reading, and even if they read they get nothing since they are not interested.

From these justifications, we can say that such students suffer from language problems; mainly their inability to understand new vocabularies and difficult language structures or just because lack of interest which is related to their learning styles and preferences. However, for those who provided the first justification above, it is assumed that reading, in fact, is the adequate solution for their problem.

**15-** How often do your teachers encourage you to read literary texts?

**Table 3.13:** Teachers' Encouragement Frequency

Option	Number of answers	Percentage%
Always	67	58.77%
Usually	32	28.07%
Sometimes	15	13.15%
Never	00	00%
Total	114	100%

According to the revealed results above, (58.77%) of our sample students claim that teachers 'always' encourage them to read literary texts. (28.07%) opted for 'usually'. (13.15%) of students ensure that teachers 'sometimes' encourage them to read literary texts.

However, no one (00%) opted for never. These results indicate that all English department teachers raise their students' attention and interest toward reading in general and reading literary texts in particular and also toward the benefits that students can gain from them. Moreover, teachers then want their students not only to improve their general reading skills but also other needed and related language learning skills; as reading comprehension, writing and vocabulary enriching.

**16-** Do you think that literary texts are good materials that can help you improve your reading comprehension?

**Table 3.14:** *Literary Texts and Reading Comprehension*

Option	Number of answers	Percentage%
Yes	90	78.94%
No	00	00%
To some extent	24	21.05%
Total	114	100%

According to the table above, the majority of third Year students at the English department (78.94%) said that literary texts are good materials that can help improve students' reading comprehension. Thus, for these students only literary texts are considered as good reading materials that can really enhance their reading comprehension. However, (21.05%) of them opted to 'some extent'. This implies that those students believe that literary texts are good materials to improve students' reading comprehension but not to a high extent; which may mean that there are other materials that can help more.

In fact, students were asked to justify their answers; however, only 65 of them provided the following justifications:

- Because they raise the readers' awareness of the different aspects of language.
- Because they develop students' critical thinking.
- They make the reader curious to comprehend the intended meaning of the writer; this requires more efforts.
- They develop students' vocabulary.
- Students get more open to new points of view.

**17-** If you have any further suggestions, please mention them below:

Only 05 students (04.38%) added suggestions and comments that can be summed up as follows:

- Reading literary texts and comprehend their meaning requires patience.
- Songs also are good materials to convey certain message and they should be included in the educational system since they are enjoyable.
- Teachers should select case studies; i.e., novels that contain understandable language.
- Since reading is not so popular and not preferable by youth, there must be some solutions to encourage them to read.
- The educational system must include reading in all modules in order for students to get more active.

It seems from the above suggestions that students are aware of the importance of reading and of how can literary texts be a good technique for improving their reading and reading comprehension skills. Furthermore, they are willing to have a reading course in all levels or at least a sub-one in all modules.

### 3.3.2. Summary of Students' Questionnaire Results

To sum up students' questionnaire results, we can say that students are aware of what reading comprehension is. They share the same definition that reading comprehension is “the ability to understand what the text is about”. Students also know and are aware of different types of reading materials such as articles, research papers, books and literary texts including novels, short stories, poems, etc. However, they vary in their reading preferences concerning what type of reading material they read. Students in this questionnaire do share the same perspective towards the importance and benefits of reading literary texts, and hence, the majority assumed that they improve their linguistic background knowledge, develop their critical thinking and enhance their writing style.

In relation to reading comprehension, students agreed on the same definition of what a literary text is; stating that: “a literary text is a piece of writing that is presented in an artistic way”. Furthermore, students show high awareness toward the different advantages they get from reading such texts and ensure that their teachers do encourage them to read and mainly focus on reading literary texts; to know more about the authentic use of English by its native speakers, be more opened on the English language culture and life style. Consequently, this will in turn widen their linguistic as well as cultural knowledge and then will make them more able to comprehend the material at hand not just as linguistic items but also as context related ones. Thus, students concluded by recommending for the integration of a reading course or at least reading tasks in the English curriculum to develop English language reading skills and also encourage students to read in general and raise youths' culture of reading.

### 3.3.3. Analysis and Results of Teachers' Questionnaire

#### Section One: General Information

1- What is your specialty?

*Table 3.15: Teachers' Specialty*

Option	Number of answers	Percentage%
Linguistics	5	38.46%
Literature	8	61.53%
Civilization	00	00%
Total	13	100%

The answers of this question show that the majority of teachers (61.53%) are teachers of literature. (38.46%) of them are teachers of linguistics. However, there have been no answers of civilization teachers. This indicates that our study is concerned, only, with teachers of literature and teachers of linguistics who either use literary texts as teaching materials or taught reading and writing modules.

2- How long have you been teaching English at the university?

*Table 3.16: Teachers' Teaching Experience*

Option	Number of answers	Percentage%
Seven years	1	7.69%
Nine years	2	15.38%

Ten years	4	30.76%
Eleven years	3	23.07%
Twelve years	2	15.38%
Sixteen years	1	7.69%
Total	13	100%

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As we can notice from the above table, teachers' teaching experience varies from one teacher to another. (7.69%) said that he/she had been teaching for seven years, and the same percentage goes for the one who had sixteen years. (15.38%) of them said that they have been teaching for nine years, and the same percentage goes for those who had twelve years. (30.76%) of teachers had ten years and (23.07%) of them had eleven years. Therefore teachers' teaching experience average is eleven years (11). We can notice that our teachers are experienced ones; they have enough experience in the teaching field, they know teaching strategies that best work with students' needs.

- 3- Have you ever taught all or one of the following modules: reading, writing and/or literature:

**Table 3.17: Teachers' Teaching Modules**

Option	Number of answers	Percentage%
Yes	12	92.30%
No	00	00%
Unanswered	1	7.69%
Total	13	100%

---

The results of this question state that the majority of teachers (92.30%) have taught reading, writing and/or literature. However, one teacher (7.69%) did not respond. According to the results, teachers' answers would be so beneficial for our study as the majority of them have experienced our research study area.

## Section Two: Reading Comprehension

- 4- Do you consider reading as an important skill for developing EFL students' language competence?

**Table 3.18:** Teachers' Opinions toward Reading Skill Importance

Option	Number of answers	Percentage%
Yes	13	100%
No	00	00%
Total	13	100%

All the teachers (100%) confirm that they consider reading as an important skill for developing EFL students' language competence. This reveals that students' linguistic knowledge is related to how much they read. In fact, teachers are asked to justify their answers; therefore, their justifications come as follow:

- "The more students read the more they develop their thinking skills; and hence, the high their proficiency will be".
- "If a student is able to understand a written text, this means that his/her level has been developed. Therefore, he would be able to build his own style of writing so that of reading".



- “Reading is one of the most important skills that help to acquire the structural language and understand the cultural connotations that might be referred to”.
- “One should read to understand how to write, understand and analyze”.
- “Reading skill enlarges learners’ cultural horizons”.
- “It enriches their vocabulary knowledge”.
- “Reading enhances the other skills; it develops learners’ comprehension of literary texts and increases their linguistic, cultural and literary efficiency”.
- “Reading is an indirect and unconscious way of learning new things”.
- “Reading will familiarize our students with new vocabulary. Also, in an indirect way, it teaches them how to write in a good style”.
- “Reading helps students enrich their vocabulary skills, improve their writing skills and express themselves and ideas in a better way”.
- “Reading helps students expand their vocabulary, learn useful expressions and discover new cultures”.
- “Reading makes students familiar with number of idiomatic expressions”.
- “Reading is the key to be an excellent EFL learner and critical thinker”.

Depending on teachers’ justifications, we can say that both students’ and teachers agree on the same benefits of reading skill and that it really helps develop students’ general language competence, cultural knowledge and promote other skills.

**5-** Do you encourage your students to read?

**Table 3.19: Teachers' Encouragement of Students toward Reading**

Option	Number of answers	Percentage%
Yes	13	100%
No	00	00%
Total	13	100%

The table above shows that all teachers (100%) confirm their encouragement of their students toward reading; which in turn confirms students' answers that all r teachers stress on them the crucial need for reading and its significant role in improving their general learning achievement levels.

**6-** If "Yes", how often do you encourage them?

**Table 3.20: Teachers' Encouragement Frequency**

Option	Number of answers	Percentage%
Always	07	53.84%
Usually	06	46.15%
Sometimes	00	00%
Never	00	00%
Total	13	100%

As we can notice from the above table, (53.84%) of teachers ‘always’ encourage their students to read. (46.15%) of them opted for ‘usually’. No teacher opted for ‘sometimes’ or ‘never’. This implies that teachers all the time ask their students to read whether for classroom tasks or for other benefits ; as reading for improving writing style, enlarging vocabulary, improving critical skills or just for pleasure. These results again confirm students’ answer that all their teachers encourage them each time to read.

**7- Do you provide your students with some reading strategies?**

**Table 3.21:** Teachers’ Provision of Reading Strategies

Option	Number of answers	Percentage%
Yes	13	100%
No	00	00%
Total	13	100%

The results show that all the respondent teachers (100%) ensure that they provide their students with some reading strategies. This indicates that teachers do their best to encourage students read and to facilitate this task through using different strategies of reading.

**8- If “Yes”, please select which one(s) among the following?**

**Table 3.22:** Teachers’ Reading Strategies Selection

Option	Number of answers	Percentage%
Activating and using 07		53.84%

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background knowledge		
Generating and asking question	04	30.76%
Making inferences	07	53.84%
Predicting	03	23.07%
Summarizing	04	30.76%
Visualizing	03	23.07%
Comprehension monitoring	05	38.46%

---

The aim of this question is to confirm that teachers do not provide their students with just one reading strategy; rather they rely on a variety of reading strategies depending on students' needs. (53.84%) of teachers selected 'activating and using background knowledge', the same percentage goes for those who selected 'making inferences'. (30.76%) of them opted for 'generating and asking questions', and the same percentage has been noticed for teachers who opted for 'summarizing'. (23.07%) goes for those who selected 'predicting' and 'visualizing' and (38.46%) of them selected 'Comprehension monitoring'. These results indicate that teachers provide students with different strategies that can meet any student needs and suits his/her abilities according to their degree of comprehension of the material.

**9-** As a teacher, according to which of the following factors you judge your students' reading comprehension?

**Table 3.23: Teachers' Judgment of Students' Reading Comprehension**

Option	Number of answers	Percentage%
Understanding new vocabularies	07	53.84%
Scanning the read material	05	38.46%
Skimming the material	07	53.84%
Using reading comprehension strategies	08	61.53%
Being able to infer meaning according to the context	10	76.92%
Being able to answer teachers' questions appropriately	08	61.53%

According to the table above, teachers' judgments of students' reading comprehensions differ depending on a number of factors. The majority of them (76.92%) said that they rely on 'being able to infer meaning according to the context'. (53.84%) has been noticed for those who ticked 'understanding new vocabularies' and the same percentage for those who selected 'skimming the material'. (61.53%) of them opted for 'using reading comprehension strategies' including critical thinking and reflective reading strategies. The same percentage goes for those who opted 'being able to answer teachers' questions appropriately'. (38.46%) of them selected 'scanning the read material'. These results indicate that teachers provide

their students with needed strategies for being effective readers and then judge their reading comprehension according to a number of factors they notice in the classroom.

**10-** According to you, what can help students develop their reading comprehension abilities?

Teachers provide some useful suggestions they think can help students develop their reading comprehension abilities; here are they:

- Students need to read the material more than once to pay attention to the details.
- After reading, there must be a discussion since it consolidates their understanding.
- They need to read a lot in order to develop their vocabulary competence. Therefore, the reading task would be easier.
- They should not focus on the meaning of each single word; rather, they should focus on the overall meaning.
- Reading novels, short stories, poems, practicing different literary texts and watching dramatic plays ...
- They need to be aware of and learn how to apply the reading strategies.
- They need to scan and skim the material well in order to comprehend the content.

The suggestions above show that EFL students can develop their reading comprehension through many ways under the help and guidance of their teachers.

### **Section Three: Using Literary Texts Technique**

**11-** How can you describe a literary text?

Teachers' descriptions of what a literary text is can be summed up as follows:

- It is a piece of artistic work which is written to convey a given purpose: entertainment, depicting people's life styles and traditions... etc.
- A literary text is an art.
- It is a piece of artistic writing that treats certain topic in certain context using specific stylistic techniques and literary texts which make the use of language special.
- Any piece of literature such as novels, poetry, drama... that is open to different interpretations.
- A literary text is a narrative that tells a story, describes an experience and teaches a lesson.

According to the answers above, teachers share the same definition or description of what a literary text is with that of students; i.e., a literary text is “a piece of artistic writing that conveys certain message using a special use of language”.

**12-**Do you think that time devoted to teaching ‘reading and literature modules’ is sufficient?

**Table 3.24:** Teachers’ Opinions Concerning Teaching Reading and Literature Time Sufficiency

Option	Number of answers	Percentage%
Yes	05	38.46%
No	07	53.84%
Unanswered	01	7.69%
Total	13	100%

The table above states that the majority of teachers (53.84%) said that the time devoted to teaching reading and literature modules is not sufficient. (38.46%) of them said that it is enough. This indicates that the educational system do not pay much attention to such modules that are so important to develop students' levels. However, one teacher (7.69%) did not answer the question.

**13-** In your opinion, what benefits can students gain from reading literary texts?

The teachers mentioned a number of benefits that students can gain from reading literary texts, the following are their claims:

- Reading literary texts enriches students' vocabulary knowledge and raises their awareness towards other people's cultures and traditions.
- They help students know about history and/or entertain about something.
- They enable students improve their style of writing.
- They help students develop their reading and communicative skills.
- Literary texts help students acquire new language structures indirectly.
- They enable students learn how to interpret and criticize written materials.

From these responses, teachers, as our sample students, do confirm that there are lots of benefits that students can gain from reading literary texts. That is why teachers all the time encourage their students to read novels, short stories, poems, etc.

**14-** Do you think that the "Literature programs" taught are useful to improve students' reading comprehension?



**Table 3.25: Literature Programs' Role in Improving Students' Reading Comprehension**

Option	Number of answers	Percentage%
Yes	10	76.92%
No	03	23.07%
Total	13	100%

According to the results in the table above, the majority of teachers (76.92%) said that the “Literary programs” taught are useful to improve students’ reading comprehension. This indicates that if students rely on their literary programs and frequently read literary texts; their reading comprehension would definitely be improved. However, (23.07%) of them opted for ‘No’; declaring that English teachers are not satisfied with the current literary programs; and hence, asking for new reforms to be taken into consideration to make them more beneficial and then meet students’ needs.

In fact, teachers are asked to justify their answers whatever they opt for. Therefore, for those who answered ‘No’ they did not provide any explanations. Besides, those who said “Yes”, they mentioned the following reasons:

- The literature syllabi concentrate on teaching extracts most of the time. Thus, reading is a must and students, in turn, get used to read and comprehend texts.
- Literary texts make the student read and analyze the text in order to have understandable discussion.
- If students appreciate the literary texts and read them appropriately inside and outside the classroom, they would be useful to improve their reading comprehension.

- Literature syllabi are built on the basis of the learners' whole curriculum of each year. Hence, what they learn in civilization, for instance, might be found to a certain point in literature. Literary texts may connect them to get meaning from different perspectives.
- Because students are supposed to read the literary texts followed by a literary analysis of these texts which entails displaying many reading comprehension strategies.

**15-** According to your teaching experience, does “using literary texts as a teaching reading technique” contribute in enhancing students' reading comprehension?

**Table 3.26:** *Literary Texts as a Teaching Reading Technique*

Option	Number of answers	Percentage%
Highly contribute	08	61.53%
Contribute to a given extent	05	38.46%
Slightly contribute	00	00%
Does not contribute	00	00%
Total	13	100%

This question was asked to know teachers' opinions concerning the contribution of using literary texts as a teaching reading technique in enhancing students' reading comprehension. The majority of them (61.53%) said that they 'highly contribute'. (38.46%) of them said that they 'contribute to a given extent'. No teacher opted for 'slightly contribute' or for 'does not contribute'. This reveals that teachers are conscious about the significant role of using literary texts as a teaching reading technique in developing students' reading comprehension. They

claimed more that this technique can be useful not just for teaching reading but even for teaching other skills as writing and vocabulary.

**16-** If you have any further suggestions, please mention them.

In fact, there are only five teachers (38.46%) who provided some comments and suggestions:

- Students must appreciate reading and literature. As EFL learners, English literary texts provide students with a range of experiences that learners enjoy and learn from.
- Reading is of a paramount importance since it develops students' thinking skills and hence their writing abilities and language proficiency in general. Therefore, reading should be taught as a separate module.
- Teachers can encourage students to watch a reading book as a film and teachers have also to use data-shows and cinematic materials to make students enjoy reading.
- Students generally hate reading literary texts may be because they contain some difficulties. Instead, they prefer to read something realistic of simple language. However, they must know that reading literary texts is a journey that teaches the reader many things.
- Students must know that reading is very important and beneficial since "Today's readers are tomorrow's leaders".

It seems from the above suggestions that teachers really encourage their students to read and that they stress on the importance and diverse benefits, of reading in general and reading literary texts in particular, students can gain. As students, teachers also wish to insert a reading module or course in the English curriculum in order to improve students' general reading abilities, develop their reading comprehension mainly as a critical thinking skill and also enlarge their linguistic repertoire.

### 3.3.4. Summary of Teacher' Questionnaire Results

To sum up teachers' questionnaire results, we can say that teachers were cooperative and provided effective responses, comments and suggestions that were very useful for our research. They stated that in order to help their students become effective readers; they focus a lot on their reading comprehension. Therefore, teachers declare that they always encourage students to read whatever the purpose is; i.e., for pleasure, to do the classroom tasks, to entertain, etc. Their main concern is how to make students comprehend what they read, try to analyze, interpret and criticize it easily. Those teachers usually provide their students with different reading strategies to facilitate the reading and reading comprehension processes. Furthermore, teachers ensured that they rely on a number of factors when judging their students' reading comprehension; such as: understanding new vocabularies, scanning the read material, skimming the material, using reading comprehension strategies, being able to infer meaning according to the context and being able to answer teachers' questions appropriately.

Teachers do share the same definition of what a literary text is with that of the sample students. They agreed that it is "a piece of artistic writing that conveys certain message using a special use of language". Moreover, some teachers think that time devoted to teaching reading and literature modules is sufficient, others do not think so. This can be determined by their teaching experiences. Also, teachers think that the "literature programs" taught are useful to improve students' reading comprehension and thus provide some explanations to support their answers. They also mentioned how many benefits of reading literary texts EFL students can gain; especially for improving their reading comprehension. Finally, according to their teaching experience, most of them said that "using literary texts as a teaching reading technique" contributes to a high extent in enhancing students' reading comprehension; providing some useful suggestions that can help students develop their reading comprehension abilities.

## **Conclusion**

This study follows a descriptive method and aimed at investigating and attempting to answer three main questions:

- What is reading comprehension, and what is its importance on EFL students?
- What are literary texts?
- How can literary texts be good materials that help students improve their reading comprehension?

Consequently, we can say that the results revealed from students' and teachers' questionnaires analyses confirmed our hypothesis, that literary texts have a significant effect on improving EFL students' reading comprehension and that using them as a teaching technique is very helpful for students to develop not only reading comprehension abilities but also many other basic and crucial skills for their English language mastery; as critical thinking skills, vocabulary, and writing. In addition, both students and teachers show their awareness toward this significance.

## GENERAL CONCLUSION

### 4. Concluding Remarks

Our study has been concerned with the effect of reading literary texts used by Third Year students of English language learning on their reading comprehension. The results of this research showed the significant advantages of literary texts on the reading skill and other skills. The study starts from questions like: Do EFL students read literary texts adequately? What benefits can students get from reading literary texts? Does reading literary texts improve EFL students' reading comprehension? According to data analyses results, the study ends with providing effective answers to these questions. EFL students can improve their reading comprehension through mainly reading literary texts.

Therefore, the results obtained from the analysis of students' and teachers' questionnaires enabled us to provide a number of conclusive interpretations in relation to our research hypothesis and research questions. Both students and teachers show high awareness and positive attitudes toward the importance and benefits of the reading process and mainly reading comprehension development, because the results will be related not only to developing reading but also other crucial skills as writing, vocabulary and critical thinking skills. Teachers, also, know how and when to provide students with necessary reading strategies to facilitate their reading comprehension process. Furthermore, teachers of literature, reading and writing modules are fully aware of the importance and significance of using literary texts to improve students' reading comprehension. They always ask them to read novels, short stories, etc. to facilitate their comprehension. Consequently, the results from both students and teachers confirmed that using literary texts improve students' not only reading and reading comprehension but also other skills as vocabulary, writing, critical thinking, etc.)

The implications provided in this study need to be taken into consideration in order to improve reading skills' teaching and learning effectively. As a consequence, this study focuses on the importance of reading literary texts in improving students' reading comprehension, but it ended up by the fact that using this type of texts students can develop many other basic EFL skills.

### **5. Pedagogical Implications**

Effective teachers are aware that teaching students to read is very important for their educational achievements; one of these educational achievements is reading comprehension. Therefore, one possible implication is that EFL students need to develop their reading skill, which in turn leads to develop their reading comprehension. This can be done through the help of teachers, i.e. providing students with a number of reading strategies so that they can comprehend a given text easily.

Another implication is that, it is important to point out the fact that teachers need to expose their students to different kinds of literary texts; such as novels, short stories, poems, etc.; in order for students to acquire new vocabulary, know about different writing styles and especially to improve their reading comprehension. Additionally, the teacher plays an important role in guiding his students to be effective readers.

In fact, both teachers and students need to be aware of the importance and benefits of using literary texts as an effective teaching/learning technique to improve EFL students' reading comprehension. As a result, more time should be devoted to teaching reading and literature modules. Furthermore, most of the teachers believe that the "Literature programs" taught are useful supports to improve students' reading comprehension. In other words, literary texts give the student a chance to read, discover language beauty and analyze the text

in order to understand its meaning using different reading strategies; and thus, reading comprehension takes place.

Additionally, as we have seen in chapter two, some teachers have a set of approaches through which they can plan their teaching reading lessons and set course objectives; namely, Language-Based Approach (LBA), Reader-Response Approach (RRA) and Information-Based Approach (IBA). Those approaches facilitate the task of teaching students reading comprehension.

Moreover, some scholars argued that time constraints is the major argument behind refusing the use of literary texts in EFL classes. The school syllabi are too long and teachers usually cannot finish the textbook content. However, teachers should know that literature is flexible as a teaching material. Thus, the reading and speaking skills would, surely, be developed. It, also, contributes in improving learners' linguistic knowledge as well as being open-minded toward new cultural elements.

### **Sample Activities Based on Approaches for Teaching Literary Texts in EFL Classes:**

There are a number of sample activities that teachers can rely on in order to apply the approaches for teaching literary texts in EFL classes and improve their students reading comprehension. Firstly, teachers who depend on the Language-Based Approach (LBA) can use the following sample activity:

In groups of two, read the summary of the story below, and answer the questions given in task 1 and task 2:

*Mathilde belonged to the middle class. Her clothes were shabby and her home was small. All this made her unhappy. She desired the finest things in life, like the material possessions of the upper class, luxury items and a splendid home with lots of servants.*



*One day her husband Mr. Loisel received an invitation to an official reception. Mrs. Loisel was very upset as she had no proper gown and jewellery for the important occasion. She then borrowed a diamond necklace from a wealthy friend named Madame Frostier.*

*She had a lot of fun in the ball, however when she reached home, Mrs. Loisel realized the necklace was lost. With great difficulty, she and her husband managed to borrow a large sum of money to buy a replacement. Mr. and Mrs. Loisel spent the next decade doing exhausting work to pay off the enormous debt. In the end, Mrs. Loisel happened to learn that the borrowed necklace was only imitation.*

**Task 1:**

- Give another title for this story.
- Why was Mrs. Loisel unhappy?
- Whom was the necklace borrowed from?
- What happened to the necklace?

**Task 2:**

- Is the story meaningful to you in a personal way?
- In what way has the character of Mrs. Loisel changed from the beginning to the end of the story? Explain why the changes took place.
- What comments or generalization does this story make on the way "materialism influences human behavior and attitude"? Give evidence from the story to support your answer.
- Put yourself in Mrs. Loisel's shoes, will you do the same thing? (Dhillon & Mogan, 2014, p. 71).

Dhillon and Mogan (2014) argued that *Task 1* is general and has explicit questions for the students. However, *Task 2* supports deep understanding and comprehension of the text which requires students' critical thinking to provide their own points of view (pp. 71-72).

Secondly, teachers who rely on the Reader-Response Approach (RRA) can use the following sample activity in order to teach their students reading comprehension:

Pryle (2015, para. 14) argued that one of the most effective activities that best exemplifies the (RRA) is the postcard home activity. Here, the teacher asks his students to go home and fill in the cards where the student chooses one character and answers the questions in his voice. For instance, here are some questions to answer:

- Where are you?
- Do you like it? Why or why not?
- What has happened to you so far? (one or two sentences)
- What are you struggling with?
- What have you learned so far, about yourself or others?
- What will you do?
- How do you feel about the recipient?

The student shows his comprehension of the story by using those questions to summarize, infer, evaluate and predict the meaning of the story.

Finally, among the activities teachers can use, on the basis of the Information-Based Approach, is the peer pre-teaching vocabulary activity. Lewis (n. d., para. 6) explained this activity as follows:

- The teacher can make a list of the text's key words that students need to know in order to understand text.

- He writes simple definitions of those words and put each individual one in a separate piece of paper.
- He divides the students into groups, for example, if there are 12 words, he can make 4 groups (A, B, C and D), 4 words for each group.
- Then, he distributes the different definitions around the classroom, one student from each group has to find the appropriate definition of the word he has.
- After that, students need to discuss and write down what they have in order to acquire new vocabulary from what they have found.

## **6. Recommendations**

The present study highlights the concepts of reading comprehension and literary texts. On that basis, some recommendations are given aiming at improving EFL students' reading comprehension abilities through using and encouraging reading literary texts. In order to know about reading comprehension problems and difficulties, other tools in gathering data should be included in such study. For instance, the investigator can use face to face interviews or observation during the reading module or even conducting a quasi-experimental study. This can help students realize their weaknesses and try to be efficient readers. Since the more students read the more their reading comprehension would be fostered and developed, students need to highly engage and be integrated in the reading process through implementing reading tasks and activities; which in turn can improve their EFL learning abilities in general and reading ones in particular.

Another recommendation is that students need to have the opportunity to self-select the extract to be read. This can motivate them to read and make more efforts to comprehend the material at hand. Also, teachers should provide students with sufficient time in teaching them literature and reading modules in order to get deep in the literary analyses and discussions. In

addition, teaching the students text-comprehension skills and strategies is very useful and reinforces many other skills not just for short term goals but even for long term ones.

Potential ideas for future research include researching other techniques or strategies that can help EFL students improve their reading skills. Furthermore, incorporating technology in foreign classes is very helpful and may motivate students, make them interested to read and do their best to comprehend the material to be read whatever its type or language complexity. In other words, including technological devices in EFL classes such as laptops, tablets... etc. can raise students' willingness to read and thus their reading skills, writing, as well as critical thinking ones would be improved.

## **7. Limitations of the Study**

As a matter of fact, we have encountered some problems throughout the realization of this research work which limited our research findings and prevent us from having a deep investigation for the present study. We can sum up those limitations as follows :

1. One major constraint that makes us rely only on questionnaires, as data collection tool, was time limitation.
2. Time limitation did not allow us to attend reading sessions, as an observational session, where we can notice how students use their reading skills; nor literature sessions to know how reading and analyzing literary texts is carried on.
3. In addition, we had some difficulties in collecting back data, especially teachers' questionnaires and leaving some questions without being answered from students' part.

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## **Appendix I**

### **Students' Questionnaire**

Dear students,

This questionnaire is conducted to investigate the role of literary texts in enhancing students' reading comprehension. The researcher will highly appreciate if you answer the following questions honestly since your answers are very important for the validity of the research. The information provided will be kept confidential and will be only used for the sake of this research.

Please, tick the correct box/boxes and justify whenever it is possible.

Thank you in advance for your cooperation.

Ibtissem ATIK

Master II student

University of 8 Mai 1945, Guelma

Faculty of Letters and Foreign Languages

Department of English

2018-2019

**Section One: General Information**

1- Gender: Female  Male

2- Was it your choice to study the English language?

Yes  No

3- How would you evaluate your level in English?

a- Very good  b- Good  c- Average  d- Poor

**Section Two: Reading Comprehension**

4- Do you like reading?

Yes  No

5- If yes, how often do you read?

a- Always  b- Usually  c- Sometimes  d- Never

6- What type of documents/ materials do you read?

a- Articles  b- Research papers  c- Books  d- Literary texts (as short stories, novels)

Others, please specify

.....

7- During the process of reading, do you understand each single word in the passage?

a) Yes  b) No

8- How can you define reading comprehension?

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

9- What would you do if you do not comprehend a given passage?

**a-** Use a dictionary

**b-** Try to understand/ infer from the context

**c-** Use your background knowledge

**d-** Just pass to the next idea/sentence

**10-** What type of language structures, do you think, could influence your reading comprehension of a passage?

**a-** Technical words

**b-** Idiomatic expressions

**c-** Collocations and/or phrasal verbs

**d-** Culture-loaded words and phrases

Others, please specify

.....

### **Section Three: Literary Texts and Reading Comprehension**

**11-** In few words, how can you define a literary text?

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

**12-** What kind of literary texts do you prefer to read?

**a-** Narratives (as short stories and novels)

**b-** Poems and songs

**c-** Magazines and journals

If others, please specify.

.....  
.....

**13-** How often do you read literary texts?

**a-** Always       **b-** Usually       **d-** Sometimes       **e-** Never

**14-** Do you benefit from reading literary texts?

Yes     No

Please justify.

.....  
.....

**15-** How often do your teachers encourage you to read literary texts?

**a-** Always       **b-** Usually       **d-** Sometimes       **e-** Never

**16-** Do you think that literary texts are good materials that can help you improve your reading comprehension?

Yes     No     To some extent

Please justify.

.....  
.....

**17-** If you have any further suggestions, please mention them below

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

*Thank you for your collaboration*

## **Appendix II**

### **Teachers' Questionnaire**

Dear teachers,

This questionnaire is conducted to collect data about the contribution of using literary texts technique in enhancing students' reading comprehension. The researcher will highly appreciate if you answer the following questions as your answers are very important for the validity of the research. The information provided will be kept confidential and will be only used for the sake of this research.

Please, tick the appropriate box/boxes and make a full statement(s) when necessary.

Thank you in advance for your cooperation.

Ibtissem ATIK  
University of 8 Mai 1945, Guelma  
Department of English  
2018-2019

**Section One: General Information**

1- What is your specialty?

a- Linguistics

b- Literature

c- Civilization

2- How long have you been teaching English at the university?

.....years.

3- Have you ever taught all or one of the following modules: reading, writing and/or literature?

Yes

No

**Section Two: Reading Comprehension**

4- Do you consider reading as an important skill for developing EFL students' language competence?

Yes

No

a- If "Yes", please explain how?

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

b- If "No", please justify why?

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

5- Do you encourage your students to read?

Yes

No

6- If “Yes”, how often do you encourage them?

- a) Always
- b) Usually
- c) Sometimes
- d) Never

7- Do you provide your students with some reading strategies?

Yes  No

8- If “Yes”, please select which one(s) among the following?

- a- Activating and Using Background Knowledge
- b- Generating and Asking Questions
- c- Making Inferences
- d- Predicting
- e- Summarizing
- f- Visualizing
- g- Comprehension Monitoring

9- As a teacher, according to which of the following factors, you judge your students’ reading comprehension?

- a- Understanding new vocabularies
- b- Scanning the read material
- c- Skimming the material
- d- Using reading comprehension strategies such as: critical thinking and reflective reading strategies
- e- Being able to infer meaning according to the context expressed in the material
- f- Being able to answer teacher’s questions appropriately

- If there are others, please mention them

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**10-** According to you, what can help students develop their reading comprehension abilities?

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**Section Three: Using Literary Texts Technique**

**11-** How can you describe a literary text?

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.....

**12-** Do you think that time devoted to teaching reading and literature modules are sufficient?

Yes  No

**13-** In your opinion, what benefits can students gain from reading literary texts?

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.....  
.....

**14-** Do you think that the “Literature programs” taught are useful to improve students’ reading comprehension?

Yes  No

**a-** If “Yes”, please explain how?

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.....



**b-** If “No”, please justify why?

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**15-** According to your teaching experience, does “using literary texts as a teaching reading technique” contribute in enhancing students’ reading comprehension?

- a- Highly contribute
- b- Contribute to a given extent
- c- Slightly contribute
- d- Does not contribute

**16-** If you have any further suggestions, please mention them.

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*Thank you for your collaboration.*

## Résumé

La lecture est une compétence très importante que les étudiants d'anglais langue étrangère doivent maîtriser et développer. En outre, les enseignants et les étudiants d'anglais langue étrangère estiment que les textes littéraires sont de bons supports pouvant aider les étudiants à améliorer leurs capacités de lecture et principalement leur compréhension en lecture. La présente étude vise ensuite à étudier le rôle des textes littéraires, en tant que technique d'enseignement de la lecture, dans l'amélioration de la compréhension en lecture des étudiants de l'anglais comme langue étrangère. L'étude de cas choisie a été étudiante en troisième année d'anglais au département d'anglais de l'Université de Guelma. Ainsi, un échantillon de 114 étudiants a été choisi au hasard parmi l'ensemble de la population; afin de trouver des réponses appropriées à la question de recherche et de vérifier la validité de l'hypothèse de recherche; qui stipule que la lecture des textes littéraires par les étudiants peut améliorer leur compréhension en lecture.

Par conséquent, deux questionnaires ont été administrés aux enseignants et aux élèves en tant qu'outils de collecte de données permettant de comprendre les effets de la lecture de textes littéraires sur l'amélioration de la compréhension en lecture des élèves. Les données collectées ont été décrites, analysées et discutées à l'aide de la méthode statistique descriptive. De plus, les résultats ont révélé que tant les enseignants que les élèves de l'échantillon font preuve d'une grande conscience et d'une attitude positive à l'égard des effets de la lecture de textes littéraires sur l'amélioration de la compréhension en lecture des élèves et d'autres capacités; le fait qui a confirmé l'hypothèse de recherche. Enfin, les résultats de l'enquête ont été considérés comme des implications pédagogiques pour un enseignement et un apprentissage efficaces de l'anglais comme langue étrangère; en plus de quelques recommandations importantes qui peuvent être prises en compte pour des recherches futures. La limitation de la recherche et les remarques finales générales sont également mentionnées.

## ملخص

القراءة هي مهارة مهمة للغاية حيث يتعين على طلاب اللغة الإنجليزية كلغة أجنبية إتقانها و تطويرها. بالإضافة إلى ذلك، يعتقد مدرسو وطلاب اللغة الإنجليزية كلغة أجنبية أن النصوص الأدبية هي مواد جيدة يمكن أن تساعد الطلاب على تحسين قدراتهم في القراءة وفهم القراءة بشكل أساسي. تهدف هذه الدراسة بعد ذلك إلى دراسة دور استخدام النصوص الأدبية، كطريقة لتعليم القراءة، في تحسين فهم الطلاب للغة الإنجليزية كلغة أجنبية. كانت دراسة الحالة المختارة من طلاب السنة الثالثة في اللغة الإنجليزية في قسم اللغة الإنجليزية بجامعة قالمة. وهكذا، تم اختيار عينة من 114 طالبًا بشكل عشوائي من جميع السكان؛ من أجل إيجاد إجابات مناسبة لسؤال البحث والتحقق من صحة فرضية البحث؛ التي تنص على أن قراءة الطلاب للنصوص الأدبية قد تحسن فهم القراءة لديهم.

وبالتالي، تم تقديم استبيانين لكل من المعلمين والطلاب كأدوات لجمع البيانات لمعرفة آثار قراءة النصوص الأدبية على تحسين فهم الطلاب للقراءة. تم وصف البيانات التي تم جمعها وتحليلها ومناقشتها باستخدام المنهج الإحصائي الوصفي. علاوة على ذلك، كشفت النتائج أن كلا من المدرسين وطلاب العينة يظهرون وعيًا عاليًا ومواقف إيجابية تجاه تأثير قراءة النصوص الأدبية على تحسين فهم القراءة لدى الطلاب وقدراتهم الأخرى؛ حقيقة تؤكد فرضية البحث. أخيرًا، تم اعتبار نتائج البحث بمثابة تداعيات تربوية للغة الإنجليزية الفعالة كتدريس وتعلم بلغة أجنبية؛ بالإضافة إلى بعض التوصيات الهامة التي يمكن أن تؤخذ في الاعتبار للبحوث المستقبلية. وذكر أيضا الحد من البحوث والملاحظات الختامية العامة.