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**Role (s) of Literary Texts to Motivate Students to
Learn English Language**

*The Case of Third Year Students of English at Belhadj Bouchaib University
Centre of Ain- Temouchent*

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Linguistics*

Submitted by:
Ms. Amina Kada Benchaib
Ms. Hanen Si Ali

Supervised by:
Dr. Rym ALLAL

Board of Examiners

President: Dr. Amina KERKEB

Belhadj Bouchaib University Centre Ain- Temouchent

Supervisor: Dr. Rym ALLAL

Belhadj Bouchaib University Centre Ain- Temouchent

Examiner: Dr. Boualem BENGHALEM

Belhadj Bouchaib University Centre Ain Temouchent

DEDICATIONS

This study whole heratedly dedicated to my parents, who have been my source of inspiration and gave me strength when I thought of giving up, who continually provide their moral, spiritnal, emotional and finincial support.

To my dear sisters, Chahrazed and Houria, thank you for overlasting love and warm encouragment throughout my research.

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ABSTRACT

The following research work seeks to clarify the role of literary texts (LT) to motivate third year students at Belhadj Bouchaib University Centre to learn English as a Foreign Language (EFL). The present work aims at emphasizing the use of literary texts (LT) such as poems and short stories to teach the main language skills which are reading and writing, listening and speaking as well as language areas such as vocabulary, grammar, and pronunciation. It seems that the four language skills benefit greatly from the use of different genres of LT mainly poetry, drama, and novels among other genres. To reach this aim, mixed methods encompassing quantitative and qualitative data is used. Two main research instruments are included to gather as much data as possible to support the study under investigation which are: questionnaire and classroom observation. Accordingly, the findings revealed that the majority of students are inspired by LT, besides most of teachers motivate their students through literature to better learn EFL. Additionally, most of teachers and students had positive attitudes toward the use of literature in the academic contexts. Therefore, it should be given much importance because of its positive impact.

LIST OF ABBRIVIATIONS

- BBUCAT : Belhedj Bouchaib University Centre of Ain Temouchent.
- EFL : English as a Foreign Language.
- EL : English Language.
- ELL : English Language Learning.
- ELT : English Language Teaching.
- ESL : English as a Second Language.
- FL : Foreign Language.
- LL : Language Learning.
- LMD : Licence, Master, Doctorate.
- LT : Literary Texts.
- TL : Target Language.

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GENERAL INTRODUCTION

The last twenty years have been clearly marked by an explosion of work in literary theory providing a strong basis for further research on the relationship between literature, language, and education for example Lazar (1993) and Robison (2007). Students who tend to learn EFL need to be motivated through some strategies in order to achieve a better learning process. Intelligence is not only determinant of academic achievements; high motivation can also lead to student's success. Crooks and Schmidt (1991) define motivation as the learners' orientation regarding the goal of learning a second language.

Many language teachers tend to admit the potentiality of LT in terms of development of different aspects of a FL. Scholars of literature argued that literature promotes students knowledge of vocabulary, knowledge of lexical phrases and expressions, grammatical knowledge and language awareness.

The Researchers purpose of study is to examine the relationship between LT and classroom motivation in EFL classroom. On the basis of the above discussion, two main questions are raised:

- How can teachers motivate students to learn English language through LT?
- What are the effects of using short Stories on students' acquisition of the English language?

The present research is based on the following hypothesis:

- Teachers can motivate their students to better learning EFL through providing them with texts to be analyzed, and developing their reading skills.
- Short stories affect positively the students' acquisition of the English language. It gives them the experience opportunity to bridge their vocabulary, and to develop their speaking and listening skills.

To reach this aim, mixed method encompassing both qualitative and quantitative measurement will be used through questionnaire and classroom observation which is employed to give more explanation about the use of the LT to better motivate EFL students through comparing and analyzing the different results.

This research contains three chapters, the first chapter deals with the literature review of LL, motivation and LT including some definitions of the phenomena, its different patterns, components and approaches. This chapter tackles also the reasons behind teachers' use of LT during the teaching process. The second chapter is devoted to the analysis of data gathered inside the department and the third chapter covers how short stories encourage personal involvement in readers. Results are presented in the general conclusion.



CHAPTER ONE

Chapter one: An overview of Motivation and Literary Texts in Language Learning

- 1.1 Introduction
- 1.2 Some Definitions of Language Learning
- 1.3 Motivation
 - 1.3.1 Types of Motivation
 - 1.3.2 Components of Motivation
 - 1.3.3 Approaches of Motivation
- 1.4 Definition of LT
 - 1.4.1 Approaches of LT
 - 1.4.2 Kinds of LT
- 1.5. Short Story
 - 1.5.1 Elements of Short Story
- 1.6. Conclusion

1.1. Introduction

Foreign language teachers need to motivate their students to learn English Language. Literary Texts (LT) can be a good means to achieve motivation in EFL classes especially short stories. This work was carried out in an EFL classroom and it was divided in two sections, motivation and literary texts. The first chapter is organized into two sections. The first section deals with motivation provided with unabridged data, which are: patterns, approaches, and components of motivation. Whereas the second section, is exposed to an expanded background about LT. This latter, will show the characteristics, and kinds of literary texts.

1.2. Some Definitions of Language Learning (LL)

LL has been explained in various ways; for example Kramina (2000) defines it as follows “is a conscious process, is the product of either formal learning situation or self study programme” (Kramina; 2000), which means that LL is a course which is intentional, deliberate and pre-planned product pristine either through formal learning situation, or self-laborious exertion to become skilled at specific language. Whereas, Robinsons (2007) defines LL as “An integral part of the unity of all languages.”(Robinson ; 2007). Thus, language learning plays a major role in the unity of languages; it completes the whole which cannot function without it.

1.3. Motivation

Motivation is one of the most important factors for learning a Foreign it is also an internal process that makes a person move toward a goal. So, “Motivation can be defined as everything that drives and sustains human behavior” (Gard; 2001). Thus, motivation can be described as “The attribute that moves us to do or not to do something” (Gredler, Broussard & Gareison; 2004). Moreover, it has been defined as: “Motivation is generally more internally or more extrinsically oriented.” (Mata, Silva, vieira, Carrça, Andrade, Coutinho, et al, 2009)

1.3.1. Types of Motivation

There are two main kinds of motivation which are intrinsic and extrinsic; they have been widely studied by scholars such as Deci (1978) and Zeevi (1971). The distinction between them has shed important light on both developmental and educational practices.

- Intrinsic Motivation

Intrinsic motivation is the type of motivation that is animated by personal enjoyment, interest, or pleasure, engaging in an activity because it is enjoyable and satisfying to do. Much importance has been placed on in social psychology because it is perceived as a type of motivation leading to highly valued outcomes such as creativity, quality, spontaneity, and vitality (DE Charms.1968; Kruglanski, Friedman & Zeevi; 1971, Deci; 1978).

- Extrinsic Motivation

Extrinsic motivation managed by reinforcement to achieve some instrumental result for instance learning a reward avoiding a punishment. According to many scholars such as Skinner (1974) and Flora (1990) is most often associated with the engagement in activities because they lead to desirable consequence separate from the activity tangible rewards. Hence, “the behavior is a means to an end not involved in for its own sake” (Deci 1972 ;Lepper et al.1973 ;,Skinner 1974.Flora 1990 ;,Cameron & Pierce 1994 ; . Gagné & Deci 2005).

According to educators Deci, Koestner and Ryan (1999) “intrinsic motivation is more desirable and results in better learning outcomes, than extrinsic motivation does” (Deci. Koestner & Ryan; 1999).

1.3.2 Approaches of Motivation

There are different approaches towards motivation. Pintrish and Schunk (2002) noted that motivational theories investigate factors that motivate learner to perform activities or tasks. So, here are some of the most important approaches:

- Behavioral Approach

The behavioral approach suggests that individuals are motivated extrinsically by reinforcing a desired behavior. An individual is likely to perform the desired behavior in the future if a positive reinforcement such as grades, praise or other rewards is offered.

- Cognitive Approach

“The cognitive approach emphasized intrinsic motivation in which students are more curious and active participants in learning” (Yildirm Guneri and Sumer; 2002). Even if they do not get any rewards, intrinsically motivated students tend to have deeper knowledge about the subject matter.

- Social Learning Approach

The social learning approach is the integration of behavioral and cognitive approach. This approach is not only concerned about the outcomes of the behavior, but also about the initial beliefs forming individuals specific behavior according to this approach,” individuals beliefs about the potential of achieving a goal and the value, of that goal are the sources of motivation”(Yildirum et al; 2002).

1.3.3 Components of Motivation

Pintrish and De Groot (1990) divide motivation into three components which are Expectancy, Value and Affective components.

- Expectancy Component of Motivation

Expectancy is related to students ideas about their performance, beliefs for success and their confidence in accomplishing, two aspects of ECM include assessing the perceptions of self-efficacy and control beliefs for learning (Duncan & Mckeachie; 2005). When people believe that they can achieve a task they have better performance than other and are more engaged in challenging tasks (Eccles and Wigfield; 2002).

Individual's self-efficacy can influence their behavior or social environment. Conversely, individual's social environment can affect personal factors and behaviors (Schunk & Zimmerman; 2007). Self-efficacy affects choice of activities, efforts expenditure and achievement (Bandura; 1997, Schunk; 2001, as cited in Schunk & Zimmerman; 2007). Besides control beliefs for learning enable students to persuade themselves that they will see the positive results of their efforts. The idea of controlling their own academic performance encourages students to regulate strategies in learning. That is to say, the more students believe their learning abilities and they will develop to support their studies.

- Value Component of Motivation

The value component includes intrinsic and extrinsic goal and task value. Student's engagement in an academic task might be influenced by inner thoughts. Therefore, the reasons to get involved in an activity might be "challenge, curiosity and mastery" (Pintrish, Smith, Garcia, & Mckeachie; 1991). The degree to which students give importance to a task enable them to regulate their learning strategies. Student's interpretation of the importance, interest, and benefits of a task, encourages them to become involved in their learning (Pintrish et al; 1991).

- **Affective Component of Motivation**

Affective component of motivation is more related to student's emotional reactions to academic tasks (Duncan & Mckeachie; 2005, Pintrish et al; 1991). Student's academic performance might be influenced negatively when they feel nervous, anxious or worried about a task. Students regulate some strategies in order to reduce negative feelings. They especially suffer cognitively and emotionally from test anxiety; in other words student's negative ideas about a test might prevent their performance as well as their affective and psychological reactions to a test (Pintrish et al; 1991).

1.4. Literary Texts

There are several definitions of LT from different points of views. According to Boas (1931), "literary texts is the record of experience interpreted by personality that behind every book which the race has preserved is a human being's eager effort to give life meaning, to create beauty, to express vivid emotions and ideas, to make men aware of themselves and the life they lead". Thus, LT have great impact on human's life. As Moody (1971) argues: "literary texts are like umbrella term giving information on every business". Therefore, LT having interested in every kinds of written and spoken business, can be the best media of expressing a specific subject.

LT can be defined from the ELT point of view, we come across a very important definition as Baird (1968) claims: "a literary text is the use of language effectively in suitable conditions". To him, LT can be used in ELT, because the language used in literary texts is suitable for the context of the event.

- Characteristics of Literary Texts

Although LT apparently differ in form and content, yet they all have shared universal characteristics which distinguish them from other manners of writing. Arab (1993) considers four main characteristics for LT which are as follows:

- LT is a sample of language use to be read and understood.
- The illustration and expression of artistic sensibility embedded in a specific literary genres (fiction, poetry, drama) having its own history and its own formal laws.
- An artifact to be related to its socio-historical context of which the writer's biography is one element
- A semiotic constructs with a set of devices and codes which definitely marks it off as literary and which therefore amenable to interpretation and evaluation.

Arab (1993)

On the whole, LT is an artistic product with its specific genres (fiction, essay, poetry, drama) and with some artistic features and devices which distinguish it from non-artistic text. These features manifest generally in grammar deviation and the use of figurative language. Also, LT should be studied within its socio-cultural context in which the writer's society has to be highly considered. However, all of these characteristics can not be isolated because LT is an invented, imaginary and fictional.

1.4.1. Teaching Literary Text Approaches

- Traditional Approach

It is conceived that because of the special features of academic content of LT and also because of the traditional methods of teaching, the role of the teacher in literature course is basically that of instructors and transmitter. Regarding this view, the teaching of literature in our universities has become mainly lecture-based with teacher-centered approach. As a consequence, the student becomes a parrot-like capable of simply repeating and “vomiting” what has been presented in class. Miliani (2003) states that:

“thus, the course (of literature) becomes a simple transposition of the teacher’s impressions and feelings to the learner toward a literary word, and not an intellectual exercise for the latter who should seek and discover meaning by himself the means and strategies provided by the teacher”

Miliani(2003)

- Language-Based Approach

With the attention of looking for a more effective approach to teaching literary texts to EFL students that would help learners interact profoundly with literary texts and reconsider the teacher’s role, language-based approach seems to be a very appropriate alternative that most of contemporary applied linguists and educators are calling for. Miliani (2003) affirms that:

“Literature rarely seems as an opportunity use, hence, the need for a language-based approach to the teaching of literary texts in order to develop knowledge OF literature not about literature” Miliani (2003)

Moreover, the language-based approach entails the use of detailed analysis of text to guide students towards meaningful as well as personal interpretation. The teacher thus has to encourage the learners to use their schematic and systemic-linguistic knowledge to form

- Reader-Response Approach

With respect to the language-based approach, the teacher should not consider the learners as passive recipients, but active participants in extracting meaning from text and then responding to the underlying messages. Each reader will contribute to the final outcome depending on their expectations and previous experience. The teacher’s role thus will be that of a mediator to help learners interact with the text. As McRae (1991) supposes:

“The teacher’s role is as intermediary between author, literary work and receiver in order to open up a multi-directional sphere of interaction”

McRae (1991)

Therefore, the teacher must shift from teacher-centered to learner-centered pedagogy that would allow him to assume a role of facilitator and mediator in order to lead his learner towards an independent ability to read, assimilate and appreciate LT.

1.4.2. Kinds of Literary Texts

As early as Greco-Roman antiquity, the classification of literary works into different genres has been major concern of literary theory. Among the various attempts to classify literature into genres; drama and poetry has proved to be the most common in modern literary criticism, recent classification prefer the terms fiction, drama, essay, short stories and poetry as designation of the major literary genres. The following section will explain these types of texts with reference to concrete examples

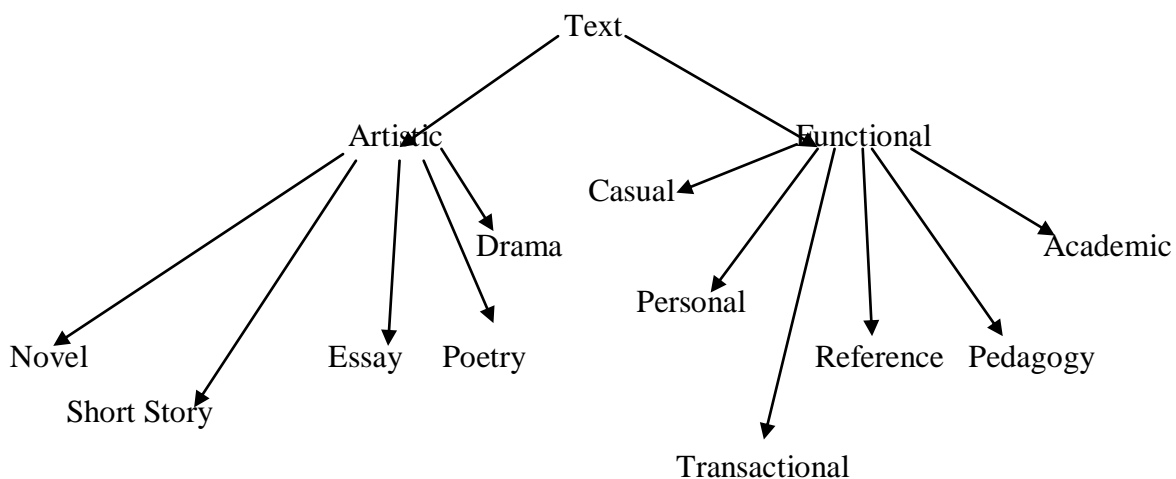


Figure 1: Classification of texts by Lucas (1990:27)

From the diagram above, we could deduce that literary text is artistic, as opposed to functional text, with five major literary categories which are typically the literary genres: novel and short stories generally referred to as fiction, essay, poetry and drama.

- Novel

A novel is a long work of narrative fiction normally written in prose form, and which typically published as a book. According to Sumardjo (1998) “novel is a story which the prose form is long shape, this long shape means the story including the complex plot, many character and various setting”. Murasaki Shikibu’s “Tale of Genji (1010)” has been described

as the world's first novel. It is also defined as a piece of prose fiction of reasonable length, According Walter Scott; events are accommodated to the ordinary train of human events and the modern state of society. Novel can investigate a single human consciousness for eight hundred pages, or it can recount the adventure of an onion, chart the history of family of six generations or recreate Napoleonic wars.

- Drama

Many critics made attempt to define drama in the following manner. John Dryden says: "A play is a just lively image of human nature, representing its passion and hum-hours and the changes of fortune to which it is subject for the delight and instruction of mankind" As well as it is mentioned in Webster's English Dictionary "drama is a composition in verse or prose intended to portray life or character or tell a story usually involving conflict and emotions through action and dialogue and typically designed for theatrical performance. Therefore, drama is an imitation of life. Drama is different from other forms of literature because of its unique characteristics. It is read that basically, it is composed to be performed so the ultimate aim of dramatic composition is for it to be presented on stage before and audience, this implies that it is a medium of communication; it has a message to communicate to the audience.

- Essay

An essay is a short form of literary composition based on a single subject matter, and often gives the personal opinion of the author. A famous English Essayist Aldous Huxley defines essays as "a literary device for saying almost everything about almost anything": Essay according to the oxford dictionary describes it as a short piece of writing on a particular subject, in simple words we can define it as scholarly work in writing that provides the author's personal argument, also it is a short work of nonfiction.

-Poetry

Among the previous kinds of literary texts, poetry is the most important one that we decided to focus on most, because this latter is an art form that is older than literature itself. There are as many definitions of poetry as there are poets. William Wordsworth defined poetry as “the spontaneous overflow of powerful feelings”, and Emily Dickinson says: “if I read a book and it makes my body so cold no fire ever can warm me, I know that is poetry” as well as Dylan Thomas defines poetry this way “poetry is what makes me laugh or cry or yawn, what my toenails twinkle, what makes me want to this or that or nothing. To put it simply, poetry is feeling confessing itself to itself, in moments of solitude, it is simply the most beautiful impressive and widely effective mode of saying things.

1.5. Short Story

The short story is the most recent of all literary forms it seems to answer something very deep in our nature. Furthermore, short story is a small world where you travel each time you take a book and wonder for the choice of the title, the difficulty of words, the wide world of cultural differences, the beauty of imagination . As Edgar Allen Poe 1846) says, “A short story should be read in one sitting, anywhere from a half hour to two hours”.

A short story is considered as a short fictional narrative prose that describes fictional characters and events as novels but they differ in size ad plot. Therefore, (The Digital Concise Oxford English Dictionary) defines short story as “a story with a fully developed theme but significantly shorter and less elaborate then a novel”.

1.5.1 Elements of Short Story

A story has six basics elements that keep the story running smoothly and allow the action to develop in a logical way. These elements are as follows :

Plot: the events of the story or the series of actions that make up the story are referred to as the plot. Basically, the plot is what happens in the story.

Conflict: the plot of a short story usually focuses on a conflict, or the struggle between opposing people or forces, the problem that moves the story.

Character: the characters in a story are the personalities who participate in the action. Usually, story characters are human beings but it can also be an animal.

Setting: the setting of a story is the time and place of the action. The time can be past, present or future and it may also include a specific year, season, or hour of day. Moreover the place can refer to the cultural and historical setting as well as to a specific geographic location in a country, town, or community.

Symbol: anything which stands something other than itself. For example: a heart is a shape, but also represents love; white is a color, but also symbolizes purity; a dove is a bird, but also stands for peace.

Theme: the theme is a message that the writer is trying to present it is also the point or purpose of the work as a whole, it can be stated directly or implied.

Since short stories usually have a beginning, middle and an end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is resolved. So the brevity of the text is important for the students because they will see that they can read, understand, and complete something in English. This will give them a feeling of achievement and self-confidence.

1.7. Conclusion

As conclusion the first chapter of the dissertation was an overview to present some definitions of LL, motivation as well as literary texts. In the term of motivation we shared out the patterns, components and its approaches, on the other hand in LT we dealt with the approaches and kinds. This theoretical chapter has focused on one of the

kinds of LT which is short stories. The following chapter will highlight the research methodology and the data analysis.



CHAPTER TWO

Chapter Two: Research Methodology and Data Analysis

2.1 Introduction

2.2 Research Objectives

2.3 Research Approach

2.4 Samples of Study

2.5 Questionnaire

2.5.1 Students' Questionnaire

2.5.2 Teachers' Questionnaire

2.6 Classroom Observation

2.7 Data Analysis

2.7.1 Analysis of Student's Questionnaire

2.7.2 Analysis of Teacher's Questionnaire

2.8 Conclusion

2.1 Introduction

The ongoing chapter represents the methodology part of the dissertation. It deals first with the research objective, and then it describes the research methods followed by a full description of data collection. It describes two main research instruments: questionnaire and classroom observation which involve both teachers and students at Belhadj Bouchaib University Center Ain Temouchent, Institute of Letters and Languages. Finally, the chapter concludes with the discussion of the results.

2.2 Research Objectives

The aim of this study is to explore and find out if the LT have any positive effect on student's motivation and their LL in the EFL classrooms. This research is directed to both teachers and students in the department of English language and literature in the Institute of Letters and Languages in the BBUCAT, the findings and results of the study show the motivational and non motivational effects of the use of LT in third year Lisenc classrooms at BBUCAT.

2.3 Research Approach

In order to satisfy the objectives of the dissertation in which enable investigate the role of LT on student's motivation in EFL classroom and teacher's views. Both quantitative and qualitative methods have been used. Actually, the questionnaire about the students and teachers was mainly used for quantitative data while, the classroom observation has been used to collect qualitative data.

These two methods have the same importance in this work by including both EFL teachers and third year students of BBUCAT, department of letters and English language. (StuKât; 2005) confirms that "a study could not be neither pure quantitative nor qualitative, but something in better with both quantitative and qualitative features". Because using the mixed approaches reinforce the results of this study.

-Qualitative Approach

Qualitative research is used to uncover trends in thoughts and opinion and dive deeper into the concept of the role of LT to motivate EFL students. This approach is defined as “any kind of research that produce findings not arrived at by means of statistical procedures or other means of quantification” (Strauss & Corbin; 1990). This approach includes group discussion, individual interview and observation. The sample size is typically small and respondents are selected to fulfill a given amount.

-Quantitative Approach

The study has pointed to use a quantitative approach and the objective has been to test our theoretical think if LT would have any positive impact on student’s motivation in the EFL classroom by collecting quantitative data through questionnaire.

The quantitative approach is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, opinion, behaviors and other defined variables and generalize results from a larger sample population. Aliaga and Gunderson (2002) has described the quantitative approach very well according to theme “Quantitative research is an inquiry into a social problem, explain phenomena by gathering numeral data that are analyzed using mathematically based methods e.g. in particular statistics.

2.4 Sample of Study

For the sample of this study, thirty students of third year English students in the Department of Letters and English Language in BBUCAT during the academic year 2018/2019 have been selected randomly out of the total population which is of one hundred (100) students, divided into two groups. They have enrolled twelve (12) modules. As mentioned above the sample population consists of thirty (30) students, they have been chosen randomly and eight (8) literature teachers to answer the given questionnaire.

2.5 Questionnaire

A questionnaire is a research instrument consisting of a series of question for the purpose of gathering information from respondents. Also, the questionnaire is considered as an effective tool of research as it provides autonomy to the participants by giving enough time to think about the answers and to illustrate freely their ideas and thoughts.

The questionnaire has been conveyed to eight EFL literature teachers and thirty students of third year English students in the department of Letters and English Language in BBUCAT. The benefit of the teacher's questionnaire is to realize different views and clear data about the role of literary texts to motivate EFL students and the obstacles that face theme.

In this questionnaire we use different types of questions which are close-ended question, multiple-choice question and open ended question. The close-ended limit the respondents to finite set of answers which often are (yes) or (no), the multiple-choice question provides several answers from which the respondents have to choose the suitable one for theme, whereas, the open-ended question gives the opportunity to answer freely without any limit.

2.5.1 Student's Questionnaire

While preparing the questionnaire for the survey, it has kept in mind that the focus of the questionnaire should be toward the research problem under investigation. The students involved in this study were third year LMD students at the English department at the University Center BBUCAT. The questionnaire has been distributed to them after a brief introductory talk in which the procedure was explained to them, they took between 15 and 20 minutes to complete the questionnaire, this latter attempts to include the students' perspectives and perceptions toward the use of literary texts as a motivation to enhance them to learn English language

2.5.2 Teacher's Questionnaire

The second part of the participants was EFL teachers of literature in BBUCAT, most of them (5) were experienced teachers. Each of the eight (8) teachers selected really want to participate in filling the questionnaire. The teachers were informed that the purpose of the present study was to find out the use of LT as a motivation to enhance EFL students to learn EL.

2.6 Classroom Observation

Classroom observation is a preplanned research tool which is carried out purposefully to serve research questions and objectives. It is also defined as a process by which the observer sits in one or more classroom sessions, records the instructor's teaching practices and student's actions, and then meets with the instructor to discuss the observation. Flick (2006:219) also contends that observation "is an attempt to observe events as they naturally occurs." Therefore, it is a means of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events. More importantly, observation enables the researcher to combine it with questionnaire to collect data.

Classroom observation is one of the significant tools for data collections. We tried to use it in our research in order to collect as much data as possible to support the use of literary texts as a motivation to better learning EFL. We planned to observe one classroom of the third year so as to see the events as they naturally occur. Besides, Classroom observation aimed at taking some important notes that has relationship with our topic under investigation. Moreover it was planned to focus on how teachers motivate their students to learn English through literary texts such as short stories, poems, books, novels.... How can teachers make their students engaged in classroom interaction and what tools they use to manage their lessons? In addition, the classroom observation that was planned to get hold, aimed at remarking students' attitudes toward their the use of literary texts in EFL classroom, whether

they easily receive and understand their lessons through literature, whether they are engaged in classroom interaction, how much they participate, and whether they have background on literary texts.

However, under these conditions, classroom observation coincided with teachers' and students' walk out which is continuous till now, therefore, teachers and students are not present to help us doing this observation. These conditions are considered as a limitation of the study.

2.7 Data Analysis

As it was mentioned in the previous part, have dealt with the research method concerning participants and multiple research instruments used to conduct this study and to reach the aim about the use of literary texts as a motivational means of learning English. Thus, the following part is the most important since it deals with the analysis of data that was collected using tables and graphs so as to show the frequencies. It is followed by the discussion of results obtained.

2.7.1 Analysis of Students' Questionnaire

This part of the study is the analysis of data gathered from third year students from the Department of English, Institute of BBUCAT.

Question (1): Do you like reading English books?

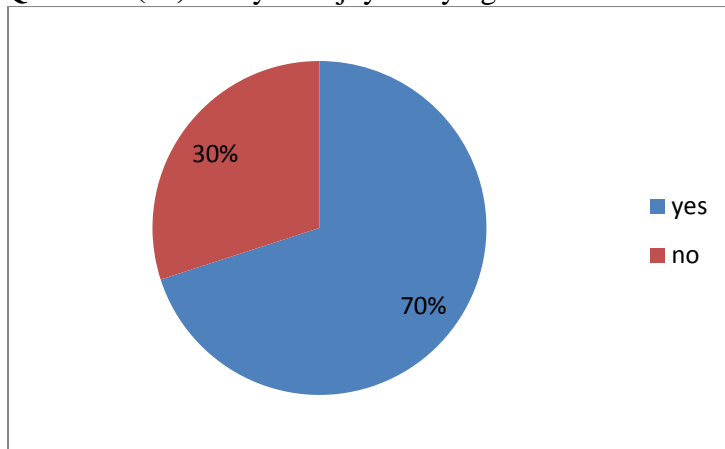
Options	Frequency	Percentage
Yes	20	67%
No	10	33%
Total	30	100%

Table: 1 students' relationship with books

The aim of this question was to know participant's general relationship with English books. We can assume from the answers of this question that the majority of third year student's Sixty seven percent (67%) like reading English books while Thirty three percent

(33%) of them do not prefer reading English books. This is a strong mark that the students have a good relationship with English books

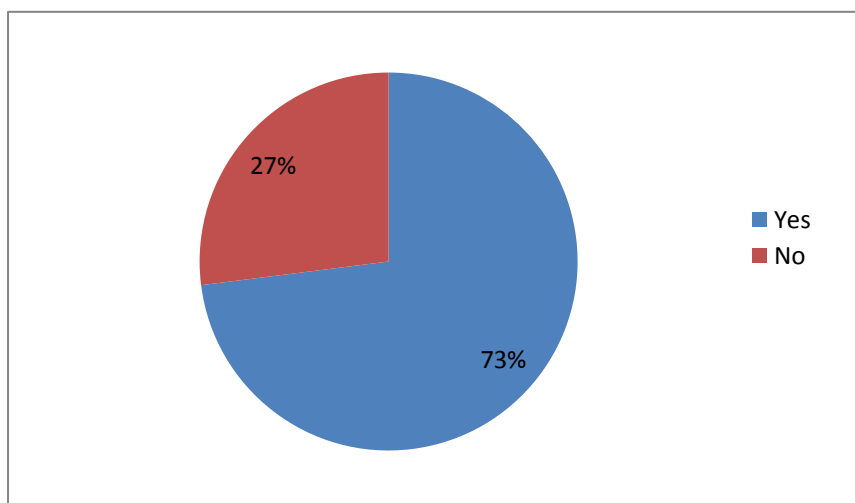
Question (02): Do you enjoy studying LT?



Graph (01): Pleasure of studying LT

The results presented in the graph above, show that most of the students were satisfied of studying literary texts with a percentage of Seventy percent (70%). Whereas, Thirty (30%) of the students questioned were not satisfied. This sign mention that the LT enrich their vocabulary and critical thinking.

Question (3): Do your teachers motivate you to learn English through LT?



Graph (02): Teachers' Motivation

Reading the results in the graph above clearly shows that Seventy three percent (73%) of the participants confirmed that their teachers motivate them to learn English through

literary texts, while eight (8) students of them representing Twenty seven percent (27%) answered no. this statistics indicate that the teachers provide their students with literary texts to analyze it in order to develop their writing and reading abilities.

Question (4): Do you find it difficult to understand LT?

Options	Frequency	Percentage
Yes	13	43%
No	17	57%
Total	30	100%

Table (02): Difficulties faced by students when learning LT.

The information tabulated above shows that Fifty seven percent (57%) of the students did not front any obstacles when reading LT; however, Forty three percent (43%) of the total number of the students denied the fact that they face problems in understanding literary texts. The collected data designate that students were familiar with LT because they like EL. More than half (57%) of the students were answered as follows:

- **Get new language and ideas.**
- **It would be somehow reachable to every reader to understand.**
- **It is never difficult when you enjoy it and simple to understand it.**

Question (5): Do you learn better through LT?

Options	Frequency	Percentage
Yes	22	73%
No	8	27%
Total	30	100%

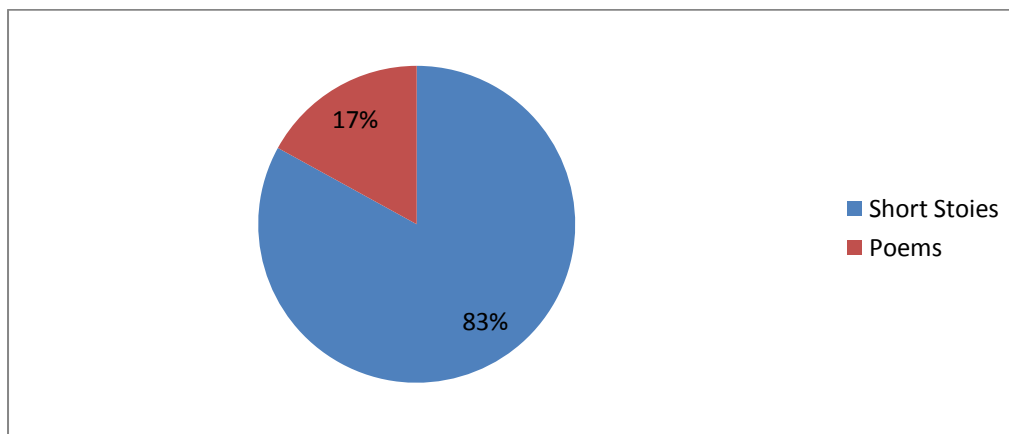
Table (03): Better Learning Through LT

The objective behind this question was to know whether the students learn better through LT. We can confirm the answers of the question 5 that the majority of the respondents representing Seventy three percent (73%) have given an affirmative answer (yes) they learn better through LT. On the other hand, Twenty seven percent (27%) of the students responded negative answer (no). This shows that LT give them the opportunity to improve their vocabulary skills and learn the different types of figurative language.

Question (6): What difficulties do you face when learning LT?

Approximately all students twenty eight (28) find it difficult to understand the meaning of words and expressions in LT; it means that the most common problem is misunderstanding of vocabularies especially those belonged to the LT from ancient times. However, only two (2) students claimed that they don't find any difficulty when learning LT.

Question (7): Are you inspired by poems or Short stories?



Graph (03): Students' Inspiration by Poems or Short Stories

When asked the students whether they inspired by poems or short stories, the most of them claimed that they are inspired by sort stories and that represents Eighty three percent (83%). And only five (5) of them which represents Seventeen percent (17%) of the total number replied that they are inspired by poems. These results indicate that reading poems enables them to reveal the secret of their life's experiences and increase their writing skills.

Question (8): Do you like the way your teachers teach LT?

Options	Frequency	Percentage
Yes	21	70%
No	9	30%
Total	30	100%

Table (4): Students' Opinions about the way their Teachers use to Teach LT

The objective of the question 8 is to know whether students like the way their teachers teach them literary texts. It clearly noticed that the majority of the students Seventy percent (70%) answered yes. But Thirty percent (30%) of the respondents replied no. this

results show that the students are attracted by the method of their teachers because they provide them with interesting texts and push them to look for the original text and read the whole things.

2.7.2 Analysis of Teacher's Questionnaire

This part of study is the analysis of data gathered from teachers to evaluate the role of literary texts from different perspectives.

Question (1): Qualification?

The eight (8) literature teachers of the English department at BBUCAT were involved in this research study. Two teachers are magister holders whereas the others are holders of doctorate degree.

Question (02): How long have you been teaching English Literature?

The eight teachers are full time teachers. Their teaching English literature experience ranges between 3 and 29 years in the English department at the BBUCAT.

Question (03): As a teacher how would assess the level of your students?

Teachers have agreed that the majority of students are average because of the lack of motivation and they have dread full feeling about literary texts. However, there are few exceptions (2 or 3) that can be qualified as having good level in the fact that they have a habit of reading and writing skills.

Questions (04): Do you use any kinds of LT to teach your students?

The teachers admitted that the most useful literary production to teach their students is short stories and novels.

The majority of the teachers agreed that using novels in classrooms courses are the beneficial tool since they have larger extent for developing ideas and characters; they also argued that short stories are more amusing and take a shorter period of time to be analyzed.

Question (05): According to you do LT really affect the ELL?

As it was expected, the teachers confirmed that LT play an important role to impact the student's English language learning because it provide them context and cultural features which are fundamental in acquiring EL. Another point of view, teachers deemed that LT give students the opportunity of learning new vocabulary, expressions and ideas.

Question (06): Do you think that LT really motivate your students to better learn EL?

Teacher's responses support the idea that LT really motivate their students to better learn English language, and the most important justification is that LT encourage students to reflect on their own personal experiences, feelings ad opinions. And they become more active both intellectually and emotionally so, this is an excellent stimulus for them.

Question (07): Do you think that teaching literature through short stories enhance your student's knowledge about the EL?

The objective behind this question is to know the teacher's opinions if short stories enhance their students knowledge about the EL. So according to them the aim of using the short story in teaching literature is to encourage students to use what they have previously learned. Therefore cultural element in a LT should be taken into consideration when choosing the text.

Another point of view, teachers see that a good short story stimulates their students to feel excited, sad, afraid, angry or really happy. This is because the experience of reading or listening to a story is much more likely to make the students feel that they are part of the story

Question (08): According to you, which kinds of LT are the most motivating for your students?

Teacher's responses differed on which kinds of LT the most are motivating for their students. Two (2) teachers agreed that all the kinds of LT (Drama, Novel, Essay, Short story, Poetry) are the key of motivation for their students to better learn EL since each literary kind whatever the content is, has its specific influence particular on the students. Rather than the

other ones see that short story fit students because they find it easy to read and not too much time consuming.

2.8 Conclusion

This chapter is an important part of our study since; it has tried to explain the aims and processes of conducting questionnaire to teachers of literature as well as third year university learners. Then, it has attempted to explain, analyze and discuss the collected data. The data gathered confirm that using LT in learning EL is an influential strategy, so both students and teachers agree that it can improve and motivate students' to better learn EL.



CHAPTER THREE

Chapter three: Findings and Recommendations

3.1 Introduction.

3.2 Summary of Findings.

3.3 Teacher's Motivation through Literary Texts.

3.3.1 Importance of Short Stories.

3.3.2 Some Effects of Short Stories in EFL Classroom.

3.4 Some Recommendations.

3.4.1 Teachers' Recommendations

3.4.2 Students' Recommendations

3.5 Implications.

3.6 Study Limitation.

3.7 Conclusion

3.1 Introduction

As it was mentioned in the previous chapters, the role of LT to motivate students to learn EL, taking into consideration the result revealed by the collected data. The aim of the present chapter is to provide the effects of short stories in EFL classes. Moreover, it gives some recommendations for the effective role of LT in LL. Also, this chapter offers implications which may help EFL students and teachers to overcoming the difficulties that they face with the use of LT in order to provide an interactive environment for learning English.

3.2 Summary of findings

After analyzing the data gathered from teachers and students questionnaire. We intend in this part to summarize the main results of the data analysis.

- Student's Questionnaire

According to the data obtained from the student's questionnaire, it is noticed that reading books is common habit supported by students of the third year. Moreover, the majority of them seventy percent (70%) enjoy studying LT and found it as good motivation to learn EFL. In addition, their strong relationship with LT is due to the motivation provided by their teachers. This may be through providing LT to be analyzed, such as short stories which were provided in the teaching program.

Besides, according to findings of the data analysis; majority of students find it difficult to understand the meaning of words and expressions of LT, it is may be due that kind of LT that belong to the ancient histories. Moreover, vocabulary and grammatical structures of these texts are often considered to be too complicated. Furthermore, student felt it enjoyable and easy to learn through LT, it is better than learning ordinary instructions. They consider these kinds of texts as something important which gives them the opportunity to improve their reading skills.

Last but not least, most of the students are inspired by reading short stories, and agree on the way their teachers teach LT, because they provide them with interesting texts, stories, poems... so as to enrich their vocabulary and push them to read more.

-Teachers' Questionnaire

According to the analysis of questionnaire that was administrated to eight (8) literature teachers, it is clearly noticeable that the most of teachers agree that they use LT to motivate their students to learn better English. These kinds of LT include short stories and novels which affect positively students' achievements. Since it is short, it permits them to easier analysis. Moreover, teacher confirmed that LT play an important role to enhance and improve students' learning of English through acquiring new vocabularies and ideas and enriching their minds with knowledge of literature.

Additionally, majority of teachers assert that literature motivate students to better ELL, and that through giving students the opportunity to understand and appreciate cultures and ideologies different from their own. Students also can come to perceive traditions of thought, feeling, and artistic from within the heritage the literature of such cultures though reading short stories.

All in all, all these findings complement the results of students' questionnaire through providing more evidence about the use of literary as a motivational resource for EL acquisition. All research results show that LT may motivate and encourage language acquisition. Certainly, English teaching have an intimate connection to literary works. Reading literature has a vital role to play in teaching foreign language readers that English is a rich, living language, and that literary works such as poems, sort stories, novels, and essay are full of feeling and emotions, imagination and creativity.

3.3 Teachers' Motivation Through LT

Teachers are important actors in the process of learning and they should encourage students to discuss, imagine, read and retell stories. They should organize different activities to put the learned texts into practice to improve the students' EL. Teachers are the link between learners and knowledge, being the first ring of the chain in this process gives the teachers the opportunity to be the facilitators of learning. To better enable learners to enjoy and appreciate LT and develop their capacity of critical thinking, creativity and self-expression. Teachers are encouraged to:

- Enhance quality interaction in the classroom.
- Participate in the expression of views and ideas.
- Motivate each student to respond as fully as he is able.
- Motivate the students to respond as many works as possible.

Undoubtedly teachers play an important role in how LT are perceived by students in the EFL classroom.

3.3.1 Importance of Short Stories

Among LT, the short story seems to be the most suitable one to use in EFL classroom. There are several values for using short stories, the most revealing one is their practical length, which allows the students to conclude the task of reading on one sitting or depending on the teachers' approach, and it can entirely read writing one or two class lessons. According to Lazar (1993), the use of short stories in EFL classrooms offers the teaching and learning material which is motivating, authentic and has great educational value. Stories help students to understand another culture and work as a stimulus for language acquisition, they also encourage students to express their opinions and feelings and make learning fun by bringing a bit of excitement to a classroom which can work as a change of routine and new recipe.

3.3.2 Some Effects of Short Stories in EFL classroom

The fulfillment of short stories has numerous effects for EFL students. Short stories make the task easier for the language teachers to teach the four skills at all levels of language proficiency for the students to engage themselves in different activities. As Murdouch (2002:9) ads “Short stories can, if selected an exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency”. Listening and reading short stories motivate the students not only to develop their reading skills, but also their imaginative skills.

It further improves students’ vocabulary by changing words from one form to another form. And other learning activities include listening comprehension, reading comprehension. Thus, matching the words with its appropriate meaning and analysis of particular statement improve both reading and writing skills. So, the activities cultivated the readers’ analytical thinking that leads to an understanding of the language in a better way.

Finally, lower and average students attain rich benefit from the content of literary texts (Short stories). Telling stories makes the students’ mind involved and their mouth becomes more and more flexible. Reading skill provides them with an opportunity to speak the language in a more imaginative way and discusses everyone’s perspectives.

Short stories help instructors to teach literary, cultural and higher-order thinking aspects. Short stories have the power of motivating and inspiring capacities, they promote language skills. So, it has been eventually realized that the selection of short stories and their proper induction into EFL classroom can definitely improve not only students’ communicative competence in their target language but also build their cultural identity.

3.4 Some Recommendations

3.4.1 Students’ recommendation

Many EFL learners find English literature classes partly because of the fact that they did not fit their interest especially when the learners front the old English literary texts. So it is recommended for learners to:

Students need to prepare and work to help empower themselves and to get confident by reading, they should keep contact with the library and if it is possible students must dedicate 30 minutes every day to read some LT. They can also reward themselves when they finish literary selection.

Moreover, students recommended to work in groups because the main idea of a study group is to help each other understand and revise together, as well as share any information or knowledge that they may have which can benefiting everyone.

3.4.2 Teachers' Recommendations

LT play a significant role in enhancing the quality of teaching and present a powerful learning environment in EFL classroom. It is viewed as an effective tool for riching the educational practice.

During our extend research for any document that we can advice the teachers to use in order to help them improving the correct means of teaching literary texts within FEL classroom, we have achieved the book of "Literature and Language Teaching", written by Gillian Lazar in 1993, it is an assistance for teachers that designed for showing how teaching English through LT is joined and especially short stories in EFL context. This book summarizes the most effective techniques to teach short stories to their learners.

Moreover the teacher should know the students' lacks and difficulties in order to provide them with the suitable strategy that serve their needs, then he can choose the appropriate titles of short stories which can help their students in improving their reading performance, enrich their vocabulary and enhance their critical mind.

From the other side, missing ability competency and the empirical awareness is a careful problem for teachers. Thus, it is recommended for teachers to have a coherent experience for the aim to provide them with reliable information to improve learners' reading competency in TL.

3.5 Implications

Based on the findings drawn from the present research work, a number of suggestions and implications have been put forwards to improve the literature learning quality. The focus needs to be placed on the motivation of both students and teachers from the department of English by providing materials including books and short stories in the library.

Teachers should provide students with books that are interesting written in informal language, those books that are students keen to read. Besides it should be mysterious and attract the reader's attention.

Another point of view is that students should focus on improving their speaking skills through LT for instance teachers can make their students perform a play that is taken from LT, short story or novel. Teachers can also make their students create and write literary writings that contain figures of speech and those who write better get the best mark.

Moreover, students develop new learning strategies such as collaboration, autonomy, presentations, skills, critical thinking and self- reflection. This possible improvement will make them pay more attention to literature classes and devote more time for reading. As a result, one of the most important results will be the students' increasing sense of appreciation and motivation which will reduce fear in students and not only achievement. Finally, students will be more engaged in the reading tasks which will be meaningful and more interesting thanks to the atmosphere of collaboration and self centered learning in the classroom.

3.6 Study Limitations

During the preparation of this study, we faced a number of difficulties:

- The first limitation is the short time we had to complete our research that led us to put aside some important points on LT.
- In addition another limitation was linked to the lack of resources dealing with literature review.
- Data collection coincided with students' walk out, thus we waited a long time till they go back to their work.
- In addition, not all students were present the day we distributed the questionnaire, we had to go to the university many times and that took a whole week.
- One more limitation was when we wanted to make recordings in classroom observation and because of the walk out, we decided to cancel it even though it would have been an effective means of reviving our research study.
- The next limitation is the lack of available or reliable data limit the scope of our analysis.
- The last limitation is the lack of prior research studies all the topics especially in literature review.

3.7 Conclusion

This chapter has intended to focus on the benefits that the use of LT especially short stories has brought to the field of learning English learning. It has dealt with the teacher's role in motivating their students through LT as well as the importance and effects of short stories in language learning. It concludes by providing some implications and recommendations for both teachers and students in EFL classes.

GENERAL CONCLUSION

The present study deals with the use of LT to motivate students to learn the English language. It also investigates students' and teachers' perceptions and attitudes toward these texts such as poems and short stories which give them the ability to be enhanced to convey and understand the meaning of literature.

The results have clearly shown that the use of LT in EFL classroom motivates students and teachers to better communication and interaction; also it demonstrates that literature such as novels, poems and short stories is a common, favorable and unavoidable texts used to avoid misunderstanding and conveying the right meaning. Moreover the results clearly show that teachers do their best to motivate and improve their students level through the analysis of LT, finally, all students agree that sometimes they find it difficult to understand the meaning of these texts.

Therefore, the findings confirmed the hypotheses upon which the investigation is based. It means that LT have positive impact on the classroom interaction. It is according to the majority of teachers' and students' points of view, a good resource that teachers and students need to be accomplished. Therefore, it should be taken as an advantage not deficiency. Additionally, further studies ought to be conducted in higher educational settings; furthermore, classroom observation needs to include more than one classroom to gain more valid data. Finally, students should focus on improving their reading skills through reading LT.

During the preparation of this study a number of limitations were faced like the lack of time that lead us to put aside some important points on LT , moreover, data collection coincided with teachers' and students' walk out, in addition, not recording the classroom observation because of the walk out, we decided to cancel it even though it would has been an effective means of reviving our research study.

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Appendices

Dear students,

Would you answer the following questionnaire? Your answers will be relevant to a master degree dissertation we carrying out.

1-Do you like reading English books?

-Yes

-No

2- You enjoy studying literary texts?

-Yes

-No

Would you explain why?

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

3-Do your teachers motivate you to learn English through Literary Texts?

-Yes

-No

Justify

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

4- Do you find it difficult to understand Literary Texts?

-Yes

-No

-No

-Would explain why?

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

5- Do you learn better through Literary Texts?

-Yes

-No

Justify

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

6- What difficulties do you face when learning Literary Texts?

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

7- Are you inspired by poems or short stories?

-Yes

- No

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

8- Do you like the way your teachers teach Literary Texts?

-Yes

-No

Would you explain why?

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

Dear Teachers,

Dear teachers, this questionnaire aims at getting insight into the situation of the Role(s) of Literary Texts to motivate students to learn English Language in EFL classes at BBUCAT. The information you provide will be highly valued and will be relevant to a Master Degree Dissertation we are carrying out.

Please, tick in the box you find it appropriate or make full answers, whenever necessary.

1- Qualification

- License
- Magister
- Master
- PhD

2-How long have you been teaching English Literature?

..... years.

3- As a teacher, how would you assess the level of your students?

- Good
- Average
- Bad

4- Do you use any kind of Literary Texts to teach your students?

- Yes
- No

What are they?

.....

5-According to you, does Literary Texts really affect the English language learning?

- Yes
- No

How?

.....

6- Do you think that Literary Texts really motivate your students to better learn English Language?

.....

7-Do you think that teaching Literature through Short Stories enhance your students' knowledge about the English Language?

- Yes

-Somehow

-No

How?

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

8- According to you, which kinds of Literary Texts are the most motivating for your students?

-Drama

-Novel

-Essay

-Short story

-Poetry

Would you explain why?

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

الملخص:

يهدف العمل الحالي إلى التأكيد على استخدام النصوص الأدبية لتعليم المهارات اللغوية الرئيسية التي هي القراءة، الكتابة و التحدث. يسعى البحث التالي إلى توضيح دور النصوص الأدبية لتحفيز طلاب اللغة الانجليزية كلغة أجنبية على تعلم اللغة الانجليزية بشكل أفضل. للوصول إلى هذا الهدف اعتمد الباحث وسيلتين أساسيتين هما مجموعة من الأسئلة ملاحظة صفية. وفقا لذلك كشف النتائج أن معظم المعلمين والطلاب لديهم مواقف ايجابية اتجاه استخدام الأدب في السياقات الأكاديمية .

Résumé :

Le présent travail vise à mettre l'accent sur l'utilisation des textes littéraires pour enseigner les compétences linguistiques comme la lecture, l'écriture et le parler. Le travail de recherche suivant vise à clarifier le rôle des textes littéraires pour inciter les étudiants d'Anglais comme Langue Etrangère à mieux apprendre l'anglais pour atteindre leurs objectifs d'apprentissage, deux instruments principaux sont utilisés : les questionnaires et l'observation. En conséquence les résultats révèlent que la plupart des enseignants et des étudiants ont une attitude positive envers l'utilisation de la littérature dans les contextes académiques.

Smmury

The present work aims at emphasizing the use of literary texts to teach the main language skills which are reading, writing, listening and speaking . The following research work seeks to clarify the role of literary texts to motivate EFL students to better learn English. To reach this aim two main instruments are used : questionnaire and classroom observation. Accordingly, the findings revealed that most of teachers and students have positive attitudes toward the use of literature in the academic contexts.