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BRITISH LITERATURE TEACHING: TOWARDS AN INTEGRATIVE APPROACH

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List of Abbreviations

CA:Contrastive Analysis.

EA:Error Analysis.

EFL:English as a Foreign Language.

ELT:English Language Teaching.

ESP:English for Specific Purposes.

ESL:English as a Second Language

FL:Foreign Language.

NLs:Native Languages

L1:Students' First Language (Arabic in this case).

L2:Students' Second Language.(French in this case).

SLA:Second Language Acquisition Research.

SL:Second Language.

TLs:Target Languages.

TEFL:Teaching English as a Foreign Language.

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GENERAL INTRODUCTION

The issue of whether implementing literature in foreign language teaching is valuable for language learners or not has always raised controversial debates in research in literature. The generalization of the mass media in foreign language teaching and the increasing interest in learning English for special purposes have led to the emergence of more skeptical views around this issue. It has been claimed that literature is an art which generates taste so that it cannot be taught in educational institutions.

However, despite such factors literature remains for most researchers a necessary component of the English language syllabus because of the rewarding and effective learning it can lead to. Current approaches have then endeavoured to re-examine the value of literature and have begun to uphold its worth again. Their concern has been mainly to find how to enable foreign students to communicate their ideas using the target language through the teaching of literature.

However, foreign students have often difficulties in using language properly. Introducing them to the teaching of literature will be then a hard task to achieve since students do not possess the necessary tools to express their ideas and feelings on what they read. Therefore, the present work aims at proposing a way of teaching British literature that may help students to cope with studying British literature and overcome some of their difficulties in its study. This approach aims also to develop their fluency in writing their literary response on a given literary masterpiece.

Before achieving this, the present work attempts to find tentative reasons for the students' difficulties in communicating their ideas in writing. Thus, it does not claim to identify all the difficulties which students may face in studying British literature such as reading difficulties, poor knowledge of the foreign culture, difficulties in expressing their ideas through participating in class, etc.

The observations which have motivated the present investigation are as follows:

- The students were interested in taking much more lectures notes about the literary text concerned.

- They did not perform well in the first exam of the British literature course which may imply that they had difficulties in studying this course.

The present work aims to undertake a preliminary investigation of whether students' level of writing fluency and feeling of self-efficacy in using language are reasons for their reliance on ready made meanings and failure in the British Literature module. To answer this question more detailed questions have to be investigated:

- What is the nature of the students' difficulties in studying British literature?. Are they of a writing nature or of a reading nature?.
- Do these difficulties contribute to their poor performance in the exam of British literature?.
- Do the students express creatively their ideas in writing their exam's answers?.

From the above questions one can suggest the following hypotheses:

- The students' difficulties may be of a writing nature rather than a reading nature, i.e. they may not be fluent in writing in English.
- Students' lack of fluency in writing makes them more likely to make errors and get a negative assessment.
- Because of their lack of fluency in writing, students may be less confident about their writing abilities and thus more reluctant to express their ideas in answering the exam question.

To illustrate these hypotheses an investigation including observations, the analysis of a corpus, i.e. students' answer sheets of the first exam of the British literature module and the interview have been carried out. The informants are third year students who were attending the British literature course. The present work has selected these subjects and has been concerned with their performance in the British literature course for the following reasons:

- Third year university students have already studied British Literature in their second year at university. Thus, they may have at least an idea about what studying literature entails.
- The coefficient of the British literature module is three for third-year students (higher than in the second and fourth year). These students are thus more likely to be motivated (instrumentally) to pass the year.
- The third-year is the first year of the content based module at university. This means that teachers of literature are expected to base more their assessment of students' exams sheets on their content than on their form. This kind of assessment encourages students to express their ideas fluently.

The whole work is divided into four interrelated chapters.

- The introductory chapter: will introduce the learning situation of the case under study, analyses students' profile and needs and describe the research tools for the data collection.
- Chapter two: will describe the main approaches to foreign literature teaching, define the term literature and introduce the process of writing literary interpretation, its deficits and what is needed to be accomplished.
- Chapter three will analyse the students' exams sheets to find out which kind of errors prevent them from communicating effectively their ideas both at the level of form and content of language. This chapter will also analyse the data collected from interviewing students concerning their perception of their writing ability about literature during exams.
- Finally, chapter four will suggest a way of teaching British Literature which aims to develop students' fluency and self-efficacy in writing their literary responses.

Chapter One

The Learning Situation

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1.1 Introduction

This section presents and describes the characteristics of the learning situation of the group of subjects selected for this study. It also includes the description of the students' profile and analysis of their needs according to the objective of the research work. Thus, their motivation, interest, difficulties and learning needs have been studied and analysed. The research instruments which are used for data collection are described in the last part of this chapter.

1.2 The English Language Department: Status

The objective of The English language department is to train students to become future English teachers or graduate in English with a licence degree. The latter is accomplished through a four-year curriculum whose content is based on language skills (reading, listening, writing and speaking), Educational Psychology, Phonetics, Grammar, Linguistics, Civilisation and Literature, in addition to Didactics, Psycholinguistics and T.E.F.L.

The students who have graduated from this department have been either recruited by the ministry of education in middle and secondary schools or they have joined different Science and Technology institutes as part time teachers. There are also students who have joined other institutes or universities for postgraduation, either in the country or abroad.

These students are expected to teach the English language appropriately and efficiently. Thus, they should have enough knowledge of this language and be able to transmit it in a proper way. Moreover, they should be able to read and understand different types of texts either literary or non-literary through the use of the reading skills.

Furthermore, the graduate students are not only expected to master English well but also to know about the socio-cultural dimension that holds its use. They should be aware of the foreign culture and the way it operates within language. Thus, these students are expected to communicate in cross-cultural situations. i.e, when they meet people from different cultures and languages. In doing so, they will be able to communicate with foreign communities in

different fields like Politics, sports, literature ,art and carry out research in English as Hemissi states:

“....North African learners are expected to study English as a foreign language so that they can cope with the ever- increasing amount of scientific, technical and commercial literature which is available only in English,and which they need urgently to keep abreast of the latest development in their field .They need also to participate in the production of this internationally produced literature.....”

(Hemissi,1992:23)

Having defined the role of the department, it becomes necessary to determine what status the British literature module has in this department in the following section.

1.3 British Literature Module: Status

The literature course is one of the components of the English degree curriculum through the teaching of British, American and Third World Literatures.The students are introduced to British literature in their second, third and fourth year.Whereas American literature is taught in the second and third year and Third World Literatures is introduced into the curriculum only in the third year

It follows from this, that among these modules more emphasis is put on the teaching of British literature since it is taught for three years.What is then the importance of this module and what status does it enjoy ?.

As it has been stated before, the British Literature module is programmed for second, third ,and fourth year students for one hour and half per week.The coefficient of this module is two points for the second year ,three points for the third year and one for the fourth year.It seems that the teaching of this literature is given more importance during the third year since its coefficient is three.This implies that students should do well in this module to deserve a pass mark for the fourth year.

However, though the coefficient of British literature is raised in the third year its practice remains the same as in the second and the fourth year.It is still programmed only once a week during one hour and half which may not enable teachers to tackle several literary texts and engage their students in extensive reading(1).

Nevertheless, it should be stated from the outset that studying literature is useful in EFL classroom for a number of reasons. Here are a few:

- Exposing students to literature may help them acquire different linguistic uses, forms and conventions of the written mode.
- Literature encourages students' personal involvement and interaction since literary texts contain meanings that can be used effectively for classroom discussion.
- Literature makes students aware of the foreign culture, i.e., the way of life of the country whose language is being learnt. (in this case the British culture)

In addition, literature educates the student by examining values in literary texts, teachers encourage students to develop attitudes towards them, which relate to the world outside the classroom.

Considering such benefits, one can consider the module as being central to students' linguistic, communicative as well as cultural competence, besides the motivating effect it can have on them. To gain such benefits, a number of objectives are set by teachers as stated by Dahim (1988) as follows:

- Teachers aim essentially at developing students' ability to make sound literary appreciation, developing their critical thinking and personal responses to the literary texts. Instead of memorizing and learning by heart data about literary texts.
- Encouraging students to make use of language through participating in class: reading, explaining and commenting.
- Develop students' skills of communication by encouraging them to read other critical studies that help them interpret the literary text.

In addition, literature develops students' aesthetic sensitivity through appreciating literary texts and it makes them familiar with the English language varieties that can be used in such texts. Hence, though literature teaching is conceived as a necessary tool in language acquisition and its objective are clearly stated, it is still viewed as providing students with literary texts and requiring them to read and respond critically to them in their essays during exams without taking into account their level of fluency in writing in English.

Concerning the assessment of the British literature module, students are required to sit for two exams during the two semesters of their academic year, besides the synthesis and the make up exam for those who did not get an average mark during the first and the second exam. Taking these exams for students is the only means of assessing their performance in studying British literature.

It follows from this that Students' performance depends mostly on their writing ability. Therefore, being fluent in writing, i.e., being able to express their ideas and achieve a particular communicative purpose in a proper English is of crucial importance for these students to succeed in studying British literature. Thus, students who have not already developed this fluency may find it difficult to write a critical essay about a particular literary text and then perform well in the British literature exams.

It needs to be stated that the third year is the first year of the content based module. This means that teachers are expected to focus more on the content rather than the form of students' exams answers as it has been stated by the official directives. The objective behind such a kind of assessment is to develop students' fluency in writing and enhance their interpretive abilities.

1.4 Teachers' Syllabus and Method:

It is worth mentioning that students' performance in the British literature course may be affected by the teacher's methodology and strategies of teaching for "*learning what is meaningful and relevant depends partly on what is taught and depends partly on how it is taught.*" (Brandus and Ginnis, P.1986:12). Therefore, it is necessary to identify the characteristics of the selected literary works.

1.4.1 Teachers' Syllabus:

Most teachers supplied their students with an appropriate bibliography for reference and a list which comprises the literary works they are expected to study, as well as those they are recommended to read to go further into the period. In addition, students are provided with the historical background and the literary movement that is being dealt with and some bibliographical details about the author and his style.

However, concerning the selected work short stories are so often implemented in the programme. This is because one hour and half session a week is not sufficient to deal with different literary genres. Consequently, students may become bored and de-motivated from meeting the same type of class.

Furthermore, the literary works selected are not based on the students' preferences or interests, so that they may not sustain their motivation. In fact, teachers of literature find the selection of such works a real problem because they are guided by many principles which must meet within the same selected literary work. These principles are stated by M. Miliani (2003:25) as follows:

- a) **'Of easy access'** : at the level of language and comprehension to facilitate the learning process.
- b) **'Appealing'**: the story, theme of the work must be interesting or thought-provoking to sustain the learners' motivation.
- c) **'Of recognised worth'**: works written by well-known writers should be considered not those of the obscure ones.
- d) **'Free from any socio-cultural or religious aggression'**: since literature reveals the social and religious values, attitudes and beliefs of the writer or his society it would be best to choose the works which would not offend or disturb psychologically the learners nor question their identity, culture or creed. On the contrary, it should be an opportunity to know himself better and accept the image he gets from the contact with the other.

Thus, it is not only a matter of selecting literary texts that appeal to students' interest but also accessible ones in terms of the level of language used and the culture expressed in them ,a task which most teachers find difficult to fulfil. Consequently, students may encounter difficulties in reading and their interaction with the literary texts may become hard to achieve.

Students' performance during exams may reflect these reading difficulties. This is so, since these exams' questions concern the literary texts which were handled to students to read at home, discuss and study in class with their teacher.

During these exams, most teachers give their students two topics about the literary text which was studied and required them to answer one of them during two hours. Answering this topic entails writing arguments, personal ideas, showing understanding of the main events of the story under question and mastering the writing conventions as well. Failing to achieve these tasks, a student cannot perform well in the British literature exams.

Accordingly, one thinks that since students are not involved in different types of assessment, they are not given enough opportunities to explore their abilities in using English and get much more confidence in themselves. Besides, they are not helped to improve their performance and experience success. Thus, students' motivation, self-confidence in their abilities (self-efficacy) are likely to be reduced in this case.

1.4.2 Teachers' Method:

In this learning situation, not only do literature teachers find difficulties in selecting the appropriate literary texts for their students ,they have also difficulties in deciding upon the proper way of teaching them, i.e. the techniques used to achieve their objectives.

The lack of adequate pedagogical means is one among the factors which may not facilitate studying British literature. Apart from the literary text no other pedagogical means like visual aids and audio-cassettes which can help in clarifying the text are provided in the classroom. Thus, the teacher is required to help his students to get insight into the story

handled through practising reading only. Therefore, students who are not proficient in reading or lack reading background in literature are not likely to cope with its study.

Furthermore, students are not engaged in pair or group activities which can motivate them to take risk and express their ideas in class. This is because the British literature course is practised in large classes where the number of students is over one hundred. Thus, involving them in such activities is difficult if not impossible for teachers to realize.

As a matter of fact, the British literature lectures tend often to be teacher-centred where the teacher has control over the talk in class while most students take notes as it has been observed in this investigation. Thus, what students gain from studying British literature in this kind of situation is the dull loaded lecture which keeps their ideas and responses on the literary text unexpressed

“...He tends to take over and profess the opinion of those critics he is taught to regard as prestigious. Being inexperienced and valid or not especially if they remain unexpressed and entirely private to himself. The only way in which he can learn whether they are feasible or even relevant is through active participation in discussion.”

(J. Collie and S. Slater, 1987 :46)

Studying British literature here can have a negative effect on the students' motivation. They may not become interested in studying literature as this lecture does not give them the opportunity to make the text their own through expressing and sharing their views with each others, also because it includes no variety of activities apart from reading. Thus, students may become demotivated when faced with the same type of class.

Students may not then develop a liking of literature and achieve the required personal involvement with the literary texts being studied. In this case, reading such texts is unlikely to be conceived as an enjoyable and attractive experience so that no attention will be directed on the part of the students to make extensive reading in literature. Thus, students' literature and reading competence may not develop in this way.

Furthermore, students are more likely to encounter difficulties in expressing their ideas and responses during exams. This is so, since these lectures do not involve them in communicative activities that can encourage them to elicit a response, share their views and

then deepen their understanding of the text, nor do they engage them in language based activities where they can analyse and understand the structure of the text.(2)

Thus,studying British literature may neither help students develop their ability to communicate in English nor help them in writing or speaking.It is likely, rather to raise their difficulties and reduce their self-confidence in using this language.

It needs to be argued that students have not been taught how to analyse and develop their responses on the literary text concerned, nor have they been trained to do so during any academic year.Besides their difficulties in writing in this language,their lack of awareness of the process of writing a literary interpretation is likely to contribute to their poor performance in the British literature exam.

1.5 Students'Profile and Needs:

Identifying students 'profile ,needs, interests, language level, motivation, cultural and learning background is a prerequisite task in deciding what should be taught in a literature course.Indeed ,the choice of a particular literary work for study depends on the variables mentioned above as J.Collie and S.Slater stated:

“What sort of literature is suitable for use with language learning? The criteria of suitability depend ultimately on each particular group of students, their needs,interests,cultural background and language level”. (1987:06)

In this way, reading literary works can be accessible for students and studying literature can be more effective and interesting for them.For that purpose, a number of research tools had been designed and administered to the subjects selected for the study.Information about their profile can be provided as follows.

1.5.1 Students'Profile

The subjects chosen for the present investigation are third year university students who attend the English language courses at the university of Oran.These students were observed,

interviewed and their answer sheets of the British literature exam were examined according to the research objective.

Concerning the students' learning background, it has been noticed that the students' mastery of Arabic and French is better than English since the latter is less practised in the teaching of middle and secondary schools as compared to the two other languages. Moreover, English is considered as a foreign language and its practice is limited to the classroom environment, whereas Arabic and French are used in every day life.

Furthermore, in middle and secondary schools the students did not only have a lack of exposure to the English language but they also had no contact with the culture embodied in it. This is because Algeria like many other former colonies have suffered the colonizer's denial of its identity and cultural heritage.

Therefore, after independence the first objective of the system of education has been to restore the Algerian identity by emphasizing "*the nationally-oriented teaching of culture and particularly of literature at elementary and secondary school...*" (F.Hellal, 1988:105). Therefore, syllabi designers do not associate foreign teaching with its culture, but rather present this foreign language in the Algerian context as M.Miliani argued:

"...In our educational institutions foreign cultures were simply discarded without justification from the official syllabi..There were even pieces of advices by certain course designers or language inspectors in some text books against the use of foreign cultures.Hence the design of English texts using situations belonging to the Algerian context".(1998:77)

Thus, the teaching of foreign languages is considered as an end in itself and not as an opportunity to gain insight into the life of foreigners. This neglect of foreign cultures was meant to protect students from being acculturated.(3)

As a matter of fact, the gap of cultural differences is widened and supplied by their value judgements and stereotypes. Thus, it would be unrealistic to expect university students to possess enough background knowledge of the target culture.(4). Moreover, students have not been exposed or taught British literature or any type of literature in English during their learning background. With this limited amount of practice, they might encounter difficulties

in reading literary texts and writing their responses in the language which they have little exposure to.

It should be noted that the students' lack of exposure to the target language and culture during their past learning experience may be another reason for their difficulties in studying British literature. For studying this module requires a high linguistic level and cultural competence from its students.

Furthermore, in their learning experience, students have not been also encouraged to express their ideas in English, voice their personal views and develop much more confidence in their writing abilities. Instead, they were mostly involved in what is known as guided writing where accuracy is the main objective of the task. It is likely then that these students encounter difficulties in expressing their ideas in English and mainly in writing an analytical essay as it is the case in studying literature.

In addition, the way these students have been taught at schools can have an effect on their academic performance at university. With most subject matters, students have been trained to one mode of learning which is memorizing the teacher's notes and reciting them on their exam answer sheets. This type of teaching does not help students develop their critical thinking and creativity in learning, but rather made them more dependent on their teacher. Consequently, students' attitudes at university are more likely to be as in S.M.Lakhdar Barka's words:

“...they do not come to lectures in order to comment, to exchange ideas, to debate what they have read with their classmates and confront their opinion to what the other may think of it. Instead they attend lectures looking for literary ready-made answers they call documentation or reading notes for the exam”. (2004:41)

Accordingly, one may hypothesize that students' lack of confidence and fluency in writing in English may be the main reason for their poor performance in the British literature module and their reliance on ready made meanings .

Concerning the students' attitudes and perception towards studying this module, most of them viewed it as interesting and important in language learning as they stated in the interview. Yet, it was regarded as difficult to study and cope with.

Moreover, the observations of their attitudes have shown their interest in attending its lectures and getting the literary texts proposed in the curriculum. These results have been also confirmed through their responses to the interview where they expressed their interest in reading such works. It follows from this that the subjects were motivated to study the British literature course.

However, it has been noticed that though most students attended this course only a few tended to participate in class, while the majority preferred to take down the teacher's notes. Students seemed to depend on their teacher in interpreting the literary text since nearly no personal involvement has been noticed on their part.

The students' learning background, motivation, perception and attitudes in studying the British literature module have been identified in this section. What is needed now is to identify their needs in studying this module in the next section.

1.5.2 Students' Needs

Identifying the needs of students is a prerequisite task to resort to in any given learning situation. This is because taking into account those needs when designing courses is of great importance since it may match the way of teaching to the way students need to learn, raise their motivation and make learning better and faster.

The students' needs can refer to what they are required to do at the end of their language course. The kind of language items, skills, strategies, etc, they need to learn in order to be able to function effectively in the target situation. To do this, one needs to learn about the different places learners will use their English in, so that the required language points and skills can be selected for that purpose.

The students' needs can also be interpreted as lacks or what they do not know or cannot do in English. This can be defined in terms of the gap between the students' proficiency and the proficiency required from them in the target language situation:

“The target proficiency.....needs to be matched against the existing proficiency of the learner. The gap between the two may be referred to as the learners' lacks”.(Hutchinson and Waters,1989:56)

Moreover,they can refer to students'wants or expectations since students may prefer to learn one thing over another.

Concerning students' target situation in this case, students will use their English for teaching in Primary,Middle and Secondary schools,or in institutions of occupational nature (science and technology).It is possible also that they will join different economic fields in the country like banks,touristic agencies,etc,where they will have to use technical English that is related to this particular profession.Some students will decide to use their English also for higher studies by joining postgraduations in the country or in foreign universities.

Therefore,the students'needs within the target situation are centred on the four skills: speaking,listening,reading and writing.Moreover,their needs go beyond their mastery of the language system to include their awareness of the foreign culture through the teaching of literature and civilisation, besides their needs to know about how to teach a foreign language through the teaching of TEFL and Educational Spychology.

Concerning students' wants or expectations for the British literature course, most of the subjects included in this investigation expressed their wants for reading short stories. When asked about the kind of themes they prefer to read ,the majority showed favour for romantic themes. (These results are discussed in chapter three).

In the interview, the subjects have showed their need to get the teacher's notes on the literary text concerned because of their writing difficulties.These difficulties lie in their inability to write appropriately and develop effectively their arguments while answering the British literature first exam as the error analysis conducted in this case study has revealed.

The interview has also showed the students' needs to know the methodology of essay writing,i.e.how to analyse the literary text while answering the exam question.They also expressed their needs to be aware of the criteria upon which their exam answer sheets are assessed.The subjects explained that this awareness raising may help them understand what is required from them in taking the British literature exam and thus may enable them to perform well in it.

1.6 The Research Instruments

To make the study results more reliable, a variety of research tools (observations, analysis of students' exam answers sheets and the interview) have been used and triangulated on a sample population (a group of students).

1.6.1 Observations

They have always been considered a major data collection in both qualitative and quantitative research (Herbert and Elan,1989).They are most often used to study language learning and teaching processes, to collect data on students' attitudes, and how they use language in different settings.

In the present investigation, these observations aim to have a preliminary idea of the students' process of studying British literature, more particularly their interaction in the classroom and the difficulties they may encounter in this process. In addition, to have an idea about their performance in studying British literature their exam answer sheets of the first semester have been also observed.

1.6.2 Error Analysis

The corpus under study is students' answer sheets of the British literature exam of the first semester (one hundred exam answer sheets).This analysis includes identification of errors that can affect written communication , their description and interpretation.

In the present investigation this analysis is meant to fulfil the following objectives:

- Having a preliminary idea about the type of errors which are recurrent in the students' exams sheets and which affect the message they tried to communicate.
- To see to what extent these errors affect the effectiveness of the written product and how frequent they are occurring in their exam answer sheets.

- To identify the causes of these errors.

1.6.3 The Interview

It is often referred to as self-report methods (Weir and Robert 1994). It is used mostly to elicit from students their attitudes towards a teaching method, for example, motivation, their profile and language background, etc. The kind of interview used in this investigation is a semi-structured one which “*consists of specific and defined questions determined beforehand, but at the same time it allows some elaboration in the question and answers*” (H.W. Seliger and E. Shottamy, 1989:167). Thus, the subjects interviewed were prompted to express their ideas freely (5). This interview aims :

- 1) To have an idea about their motivation in studying British literature and their reading preferences of literary texts.
- 2) To reveal how the students find studying British literature, i.e. do they encounter difficulties in its study ?.
- 3) To have an idea about the kind of difficulties they encounter in responding to the exam question of the British literature module.
- 4) To know if these writing difficulties make them less confident about using language and hinder their self-expression.
- 5) To have an idea about how the students react to overcome these difficulties.

1.7 Conclusion

This first chapter has tried to describe the situation under which the teaching and learning process of the selected subjects is carried out. The nature of the learning situation, teachers' syllabus and method as far as the British literature course is concerned, the students' characteristics: motivation, perception towards studying this module and their needs have been identified. The analysis of the students' needs has revealed their need for a training

in writing an analysis about the literary texts concerned. This was seen as a solution to their writing difficulties.

This chapter has also introduced the data collection tools used for testing the research hypothesis. Before analysing the data obtained, the process of writing a literary analysis has to be defined and the role of self-efficacy, writing fluency and critical reading need to be provided in the following chapter.

Notes

1-Extensive reading :is free voluntary reading for pleasure.

2-Language based activities like writing summaries, projects,or dialogues between characters of literary texts,doing activities on grammar,vocabulary or figurative language of literary texts.Communicative activities can follow language based activities for example students can be asked to write their responses to the literary texts and discuss them with their peers.

3-Acculturation means the process of internalizing the culture of a society or social group (C.Kramersch,1993).

4-There are other factors which may contribute to students' foreign cultural misunderstandings among them the influence which foreign Audio-visual means of communication (like T.V channels,Video,etc.) may have on them.The mass of cultural information which these means of communication broadcast find no adequate interpretation on the part of the students.This is because they are neither equipped to encounter them nor provided with the necessary safeguard that lessen their impact.

“...Algerian learners...are generally ill-equipped to encounter the excesses of these means of communication or to provide their recipients with the necessary safeguards that would enable them to relativize the messages received and to minimize the harmfulness of their intellectual and ideological consequence “. (F.Hellal,1988:105)

5-This is because they used their mother tong language,i.e, Algerian Arabic to answer the interview's questions which were also addressed in this language.Moreover,to help the subjects express their ideas freely the present interview was not recorded.

Chapter Two

Writing in Foreign Literature Teaching

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2.1 Introduction:

The concern of the present work is to attempt to investigate the deficit noticed of third year university students of English at the university of Oran in the module of British literature. The research question put prior to this study is whether the students' lack of fluency and feeling of confidence in writing can account for their low rate of achievement in studying this module. This theoretical chapter attempts to shed light on some important aspects of the teaching of a foreign literature focusing mainly on writing as an important skill in its study.

2.2 An Overview of Foreign Literature Teaching:

The issue of teaching a foreign literature in a non-native context goes back to the early years of the twentieth century when literature was considered of high prestige and the main purpose of language learning. It had been assumed that if non-native students were continually exposed to the best uses of the English language i.e., the classics, it would 'rub-off' on their own performance in the language. (Short and Candlin 1986:91)(1).

However, the difficulty and the inaccessibility of many literary texts to non-native English speaking students, besides the lack of a consistent and suitable methodology for the teaching of literature brought negative effects. The literature class consisted often of an enthusiastic teacher and passive students who could not cope with language and spent their time translating its unfamiliar words.

Consequently, there was a gradual withdrawal of literature teaching from the language classroom. It became only a means of language teaching through the structure of short tales and dialogues. Whereas the literary effect was neglected.

“ Surrogate literature replaced authentic texts in the form of situational textbook dialogues and short stories that were devised to carry structure only but none of the literary effect that characterises a genuine text.” (Ibid)

The place and the role of literature in the language classroom was questioned furthermore by the ELT approaches during the period 1960-1980. However, these approaches

were incompatible with literature teaching because they did not encourage learners to develop their personal responses to texts, but rather insisted on their language development. Structuralism emphasized correctness in grammatical form and repetition of restricted lexis. Whereas, the communicative approach to language teaching during 1970's and early 1980's emphasized the study of language for practical purposes. Therefore, literature teaching had no place in the language classroom since it has no direct usefulness for the communicative needs of the learners.

However, during the 1980's there was a strong reawakening of interest in literature and language teaching. Widdowson among the supporters of the return of literature in the language classroom insists on the role of language learning which cannot be exclusively made for training, but also for self-educating through literature teaching.

“There is more to life than safe investment of effort. Language learning is surely not simply a part of training, an element in actuarial estimates and the calculation of manpower needs. Surely, we might murmur wistfully, it should also have something to do with education as well”. (Widdowson 1984:161)

Moreover, linguists and ELT scholars argued not only for the teaching of literature in the language classroom, but also for the necessity of a pedagogical approach for non-native speakers of English. This new approach which has been known as ‘Stylistic’ is a linguistic approach which aims at developing students’ language by analysing the linguistic form of the text.

Thus, enabling them to make meaningful interpretations of the text and making them read and study literature more effectively. The language exercises include vocabulary exercises, grammar use or sound stress, punctuation exercises, paraphrasing, text completion exercises, summarizing, etc.

However, the stylistic approach to literature teaching did not help students develop their critical ability to literary texts and their personal growth. This is because they were not encouraged to express their ideas and personal responses to the literary text which is considered the basis of literature teaching: “... *the teaching of literature is an arid business unless there is a response and even negative responses can create an interesting classroom situation*”. (Long, 1986:42)

The need for an approach that responds to students' needs increases with the belief in the importance of integrating literature into the EFL syllabus.

2.3 Approaches to The teaching of Literature

More recently ,Carter and Long (1991) described the main educational, linguistic and psychological arguments put forward for the teaching of literature through the following approaches.

2.3.1 The Cultural Based Approach:

It is the most traditional approach to literature teaching.It views a literary text as a product because it is treated as a source of information about the target culture.This is through examining the social, political and historical background to a text, literary movements and genres.There is no specific language work done on a text.By a teacher-centred methodology this approach seeks to provide the foreign language student with as much information as possible about literature.

However,this approach has often been criticized for giving too much importance to students' accumulating knowledge about literature and learning them by memorization.It is widely argued that such a vision of teaching inevitably reduces the process itself to a mere mechanism against which educational psychologists stood.

“ Knowledge about literature means accumulation of facts about literary context,dates,authors,literary terms etc....can easily become knowledge for its own sake and does not lead automatically to a more responsive reading to a fuller interpretation of a text.”

(R.Carter and M.Long,1991:04)

Such a method leaves a very small space to the student in which he can express his opinions on the text he studies in class.Moreover,it does not seek to explain the language used in the text nor help him in his process of interpreting it.The latter has been emphasised by the language based approach.

2.3.2 The language Based Approach:

Unlike cultural based approach , this approach tends to be learner-centred giving special emphasis to the way language is used in the class. Moreover, it seeks to explore “*how the language operates in the text pattern to create particular meaning and efforts*”. (S. Bock, 1993, p.2). This approach is more concerned with the stylistic analyses through involving systematic procedures for developing language competence such as summary, prediction, writing, video, scripts, etc. Thus, students will enrich and develop their language input since literary texts offer contact with some of the more subtle and varied creative uses of language.

However, though there may be much to be gained in terms of language development from such an exposure, such a view seems to ignore the real nature of literature, which is created to communicate feelings, thought and ideas.

“ Literature should not and cannot be taught solely for linguistic purposes for literature offers more than language would normally do, since it has greater freedom and since it acknowledges no linguistic barriers that restrain our ability to use language”. (Minnis, 1971:252)

Studying literature only for linguistic purposes may result in mechanistic and demotivating teaching practices spoiling any pleasure that the reading of good literature can give. In addition, the contribution of the teaching of literature to the students’ personal growth seems to be totally neglected. For that reason the personal based approach has been suggested.

2.3.3 The Personal Based Approach:

This approach is an attempt to bridge the gap between the previous approaches. It tries to be more learner-centred by encouraging students to draw on their opinions, feelings and personal experiences. Thus, “*it aims to infuse a continuous love and appreciation of literary texts, which would continue beyond the classroom*”. (Carter and Long, 1991:36).

Furthermore, the model focuses on the pedagogical role of the teacher as an educator and enabler for the transmission of knowledge through involving in communication with his students. His role is to encourage them to read and appreciate literature by selecting texts

which appeal to their own interest and which are related to their respective personal experiences. Meanwhile, the text's choice should also be based on the students' linguistic capacity and their knowledge of the foreign culture so that they can enjoy the process of reading.

The personal growth model also highlights the necessity and the pedagogical value of developing the students' critical awareness so that they become critical readers of literary texts and not passive accumulators of whatever is being taught to them. In this perspective, this model appears to fit in the notion that education could and should aim to be a means of empowerment (Benson and Voller 1997) and the current pedagogic trends on ELT such as humanistic languages teaching and the learner-centredness (Tudor 1996). (2)

Nevertheless, the use of the personal based approach may not leave much space to the learning of the target language since it overemphasizes the extrinsic study of literary texts. Moreover, aiming at making students literary critics instead of helping them to solve their language problems is likely to be far from reaching in second or foreign language teaching. Therefore, the literature course should help students to overcome their language problems and develop a liking and appreciation of literature and not at making them literary critics as M. Miliani argued:

“I do not believe that the literature course should aim at preparing people to become literary “critics”. It should, in fact, help the learners find possible solutions to their language problems, but also develop in them a taste for literature and appreciation for literary masterpieces.” (2003, p.23)

What is needed then is an approach that can make literature accessible to students and beneficial for their linguistic development and personal involvement. For that purpose, an integrated approach to teaching literature in the EFL classroom has been suggested as the following section shows.

2.3.4 An Integrated Approach to The Teaching of Literature

As previously noted, the three approaches to literature teaching differ in terms of their focus on the text. The cultural based approach sees the text as a cultural artefact. The language

based approach sees it as a focus for grammatical and structural analysis. Whereas the personal based approach sees the text as the stimulus for personal growth activities.

Applied on its own, each of the three approaches has its own strengths and weaknesses, however, a fourth approach that integrates these elements was assumed to make literature teaching more effective. Duff and Maley (1990) stated that the main reasons for integrating the three approaches are linguistic, methodological and motivational.

Linguistically, by using a wide range of authentic texts, students are shown how language is used in different contexts and introduced to the analysis of the stylistic feature of a text (vocabulary, structure, register, etc), to find out not just what a text means, but also how it comes to mean what it does (Short, 1996). Methodologically, by exploring the discourse feature of literary texts, students are involved in strategies for intensive and extensive reading, in making use of their schemata, etc. Motivationally, this is through increasing understanding, enjoyment of the text and enabling students to come to their own personal interpretation of it.

It should be noted that though this suggested approach integrates linguistic description with interpretation of the text, it is not as technical or analytical as the stylistic approach. With the appropriate selected literary text, this integrated approach to the use of literature in the foreign language classroom is considered by many researchers as the most conclusive of all, since it offers students the opportunity to develop not only their linguistic and communicative skills but their knowledge about language in all its discourse types.

In talking about literature teaching one needs to attempt to define the term literature in the next section .

2.4 On The Notion of Literature:

Many authors ,critics and linguists have tried to find what literature means, the characteristics of its texts and the relation it has with using language in EFL/ESL context. The main objective from such an attempt is to find how literature can be better exploited in the classroom. Yet, a large debate has been generated on these issues as the following section will display.

2.4.1 A Definition of Literature:

What sets literature apart from other writing, why do not we consider the daily newspaper as a work of literature and why should literature include Shakespeare and exclude the daily newspaper?. These questions may come to the mind when attempting to define the term literature.

As defined by the Oxford Advanced Learner 's Dictionary "literature means pieces of writing that are valued as works of art, especially novels, plays and poems.(2000:751). However, finding out what is meant by a work of art has long generated lively debates among writers and literary critics and has led to some quite sharp differences of opinions. The question that has concentrated a lot of attention is whether or not literature is fact stating, i.e. it depicts human experience and reality.

R.J.Rees defined literature as "writing which expresses and communicates thoughts and attitudes towards life"(1973:02). Thus, Reeds agreed with the truthfulness of the work of fiction. Moreover, according to him literature cannot produce good writing unless it possesses the quality of being concerned with depicting thoughts and feelings which belong to real life, or as he called it "psychological truth or holding the mirror up to nature"(Ibid,p.91).

Another endeavour to define literature was by T.Eagleton who states that :

"The literary work is the production of certain produced representations of the real into an imaginary object. If it distantiates history, it is not because it transmutes it to fantasy, shifting from one ontological gear to another, but because the significations into fiction are already representations of reality rather than reality itself".(1976:75)

Literature is then mimetic, i.e., it represents reality in a compelling way through its aesthetic devices. Its use of imagination does not necessary imply its exclusion from depicting reality, but it is rather a means to represent reality in a way that requires more reflection on the experience evoked in it.

The debate over the truthfulness of literature has generated further questioning on the relation between literature and other fields which concern themselves with facts such as

history, sociology and psychology. Geoffrey Strickland maintains the relation between literature and history stating:

“.....literature belongs in every aspect to history, whether as a representation of life as seen from a particular historical document and the product of historical forces, or of its diffusion and influence as historical fact, a profound influence of myth and legend”. (1985:109)

However, this view was opposed by the Russian Formalists who sought to ensure an independent place for literary studies as a science in its own right as Jakobson put it:

“The situation has been that historians of literature act like nothing so much as policemen, who, out to arrest a certain culprit, take into custody (just in case) everything and everyone they find at the scene as well as any passers-by for good measure. The historians of literature have helped themselves to everything - environment, psychology, politics, philosophy. Instead of a science of literature they have worked up a concoction of homemade disciplines”.

(Quoted in Boris Eikhenbaum 1921:11)

The same view was prevailing during the 19th century where literature was defined in terms of aestheticism or what has been called “ Art for Art Sake”:

“Literature is an end in itself and need not be didactic, politically committed, propagandist, moral or any thing else but itself, and it should not be judged by any non-aesthetic criteria”.

(J.A.Cuddon 1992:62)

However, a literary text cannot be considered as unique since it refers to and draws on works in its genre before it and on other writing in the culture. Therefore, R. Wellek and A. Warren evoked the extrinsic part in the study of literary texts or what they defined as “*the study of literature in association with psychology, ideas, society, and other fields of humanities*”. (1985:73). (3)

So far in this section one has tried to state some views which have attempted to define what is meant by the term literature. However, it needs to be argued that there is no clear-cut single definition which has been attainable and thus defining such a term is still open to questions and debates.

Not only defining literature has been the main interest of many literary critics, but also identifying what characterizes a literary text as the following section will attempt to show.

2.4.2 Literary and Non-Literary Texts:

Before discussing the distinction between the literary and non-literary texts, one may inquire about what is meant by the word text. A text is “*the original words of an author, document*” as defined by the Oxford Advanced Learner’s dictionary (2000:943). It needs to be noted that a text does not only concern the written language but also the spoken one as C. Kramersch states: “*The product of language use, whether it be a conversational exchange, or a stretch of written prose, held together by cohesive devices*” (1998:132).

Another definition was given by H.L. Moody who stressed that a text “*has no precondition as to social or cultural status*” (1983:19). However, Kramersch (1998) maintained that a text cannot be meaningful if it is not viewed in relation to its context of culture and to the reader’s context of reception, i.e. discourse (4). Thus, one accepts that a text consists of words (whether spoken or written) which are related together and which make sense within their social context of production and through the reader’s attempt to work out their meaning.

In fact, Different types of texts exist such as news articles, reports, letters, reviews, etc. Yet, the question that concerns the present section: Is there a difference between these texts and non-literary ones ?.

Prominent post modern theories and cognitive psychology have argued that there are no special characteristics that distinguish literature from other texts. According to cognitive psychology reading of literature is a type of discourse processing or a particular organization of the cognitive processes that are also apparent in ordinary prose or conversation (Hobbs, 1990). Whereas post modern literary theorists see reading literature as the outcome of the rhetorical devices designed to promote a particular category. Both theories imply that any text, whether literary or not depends on functions common to all texts.

However, many have reacted against not according to literary texts their distinctiveness. Brumfit and Carter maintained 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”(1986:06).What they refer to as “literariness”(Ibid).What is then this literariness?.

The term literariness was first coined by Jakobson in 1921.To define this term Jakobson studied the difference between poetic language and practical language.He concluded that the phonic texture of poems are the particular feature which devoid the poetic language of the practical function which every day language performs (Erlich 1981).Thus,literariness has been defined as a characteristic set of text properties which make language in literature deviates from ordinary language in various ways.(Ibid)

Victor Slosky another formalist critic whose objective was to clarify more the term literariness pointed out at the occurrence of stylistic variation that are distinctively associated with literary texts.He introduced the term defamiliarization to refer to this technique of art in which “*what the reader notices is not the picture of reality that is being presented but the peculiarities of the writing itself.*”(J.A.Cuddon,1992: 226).

Another concept meant to define literariness was “foregrounding” as introduced by the literary theorist Jan Mukarovsky (1964).This term refers to the range of stylistics effects that occur in literature (whether at the phonetic level e.g, alliteration, the grammatical or the semantic level).He pointed out that foregrounding may occur in normal everyday language.

To understand more the concept of literariness and to enable EFL learners recognize its aspects ,it has been suggested that comparing examples of literary and non-literary texts can help accomplish this aim.Widdowson (1975) for example compares character description in stories with invented passport details.Similarly,Warren and Wellek(1985) compared the language of literature with the language of science.(5)

However,though it has been maintained that literariness is the distinctive feature of a literary text ,regarding the latter as different in kind from other texts is still not accepted as Rosenblatt said:“*The belief that the classification of texts into literary and non-literary is misleading;the same text may be read either efferently or aesthetically*”(1978, stated in C.Kramsch,1993:124).Efferent reading refers to the reader’s ability to retrieve the meaning of words while in aesthetic reading the reader goes beyond the meaning which the words convey to include the feelings, attitudes and ideas they refer to (Ibid).

Thus, the presence or absence of the literary language does not define a text as literary or non-literary. It is more accepted that a text is defined as literary if it is read and approached as literary by bringing certain expectations. Indeed, there is no inherent quality to a literary text that makes it a literary, it is rather the interpretation the reader gives to the text which makes it so (Eagleton 1983).

Before attempting to explain what a literary interpretation means, the relation between literature and language use needs to be provided in the next section.

2.4.3 The Relation between Literature and Language Use:

Traditionally, using literature in language learning has long been limited to teaching language usage, i.e. knowledge of linguistic rules, but rarely has it been used to develop language use. Thus, the aim of using literature in ESL classes has been as in Povey's words:

“Literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax”.

(1972:187, stated in S.Mckay 1986:191)

To attain such an aim, literature classes were often loaded with activities on the grammar and vocabulary of the literary text under study. However, literature is an example of language use so that it can develop students' ability to use linguistic rules for effective communication as stated by S.Mckay:

“Literature presents language in discourse in which the parameters of the setting and role relationship are defined. Language that illustrates a particular register or dialect with a social context and thus there is a basis for determining why a particular form is used ... literature is an ideal for developing an awareness of language use”. (Ibid:192)

Similarly C.Brumfit claimed that:

“The whole basis of a study of literature is the study of communication in various forms, of various ideas and that communication is the tie without which any co-operative endeavour is impossible”. (1986:239)

The study of literature is then fundamentally a study of language in operation. By involving students in tasks such as listening to and reading stories, writing their responses and reflecting on the cultural perspectives embodied in them, students are not only exposed to the different systems of language organization but also shown how language operates in a given context. They are also enhanced to make use of it to communicate their ideas and feelings.

As a matter of fact and with the right selection of the literary text, students will increasingly develop their communicative competence and performance. R. Ellis defined these concepts as follows:

“Communicative competence includes knowledge the speaker-hearer has of what constitutes effective language behaviour in relation to particular communicative goals. That is it includes both linguistic and pragmatic knowledge. Communicative performance consists of the actual use of these two types of knowledge in understanding and producing discourse”. (1994:13)

One thinks that by integrating the language, the cultural and the personal based approach to foreign literature teaching, the students will be given more opportunities to use the English language. Thus, they will be more likely to develop their communicative competence and performance through studying literature.

So far, the discussion in this section has attempted to show how literature teaching can extend students' language use and not only language usage as it has been long maintained. In studying literature, writing is one among the important activities which can promote students' language use. By exploring their views on a given literary text, students are not only making use of English but also developing their critical thinking, imagination and creativity as well.

To get much more understanding of the process of writing a literary interpretation, one needs first to know what writing in language learning means as the following section will show.

2.5 Written Communication in Studying Literature :

An essay has particular elements and a particular form because it serves a particular purpose. It is a relatively short written composition that articulates, supports and develops an

idea or claim through organized paragraphs. Each paragraph consists of “*a group of sentences all related to one topic and organized in a logical manner*”(A.A.Tadros,1981 :10).

Thus, writing essays differ according to the purpose of writing. In this respect, Britton(1975) described three kinds of writing. Transactional writing is used to get things done. Its purpose is to inform ,to advice, to persuade or to instruct. A second category is expressive. This is language close to the self often a kind of thinking aloud on paper. It reflects the writer’s immediate thoughts and feelings. While a third category is the poetic, the language used as an art form and exists for its own sake.

Writing an essay about literature goes with the second category of Britton or what he called expressive writing. The writer here uses language as a tool to express his ideas and personal experiences in relation to a particular literary text. In doing so, he involves in a process of communication. Thus, to get much more understanding of what writing about literature entails, one needs first to know what writing is as a communicative act in an academic context .

2.5.1 The Nature of Writing :

Writing is an essential skill through which success can be attained in any academic context. The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. What is then the nature of this process ?.

2.5.1.1 Writing as a Communicative Act:

What writing is and how it is developed has been a subject of discussion and debate since the time of Aristotle. Though there have been different view points, it is commonly agreed that writing is much more than the mere production of graphic symbols. “*Writing is much more than an orthography symbolisation of speech. It is more importantly a purposeful selection and organization of expression*”. (Brooks.N ,1960:167)

Writing includes both what is said (content) and how it is said (form). It is essentially a creative process where a writer is required to communicate his ideas clearly to an unseen

audience. It involves a lot of mental efforts because the writer has to keep the reader in mind when he writes to enable him understand his product (D. Byrne, 1981)

Yet, the writer's objective is not necessarily to share the same viewpoint with his readers, but at least to convince them. Therefore, he needs to think about the type of words-choice relevant to make his product as explicit as possible and complete in itself and convey the intended message (Ibid). Writing is then a sort of communication between writers and readers as L. Hamp-Lyons and B. Heasley defined it:

“... a communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse”. (1984:38)

Hence, this communication depends on the amount of knowledge the writer has about a topic and his ability to express and organize it. According to D. M. Murray (1983) writing is concerned with the production and organization of ideas and finding out what one wants to express in a written message (Stated in R. Srinivas, 2005).

Moreover, written communication involves interaction between thinking of what is going to be expressed, planning the text, composing sentences and transcribing them. It has generally been accepted that the creation of meaning occurs in five stages as Gardner and Johnson (1997) stated:

1-**Prewriting**: the planning and ideas gathering stage.

2-**Drafting**: refers to time spent on composing a rough draft.

3-**Revising**: the process of composing the draft

4-**Editing**: is the process of correcting mechanical errors.

5-**Publishing**: is accomplished in a wide variety of ways when the work is in final forms.

Making students aware of this process is useful for developing their writing fluency. Moreover, students need also to be aware of the difference between oral and written language. This could be useful for a better understanding of the procedures involved in transcribing ideas into graphic symbols.

2.5.1.2 The Difference between Written and Spoken Communication

In making a distinction between the two modes of communication Halliday ,M.A states :

“The difference between written and spoken languages is one of DENSITY:the density with which the information is presented.Relative to each other, written language is dense, spoken language is sparse”.(1990:62)

This means that the written language can be significantly more precise,chosen with greater and deliberate thought.The writer then needs to organize and carefully formulate his ideas .He needs also to make his writing dense as well as explicit to compensate for the lack of prosodic and paralinguistic features to convince the reader.This is because ,as it has been stated before,the writer needs to keep the reader in his mind while writing to make his message as comprehensible and convincing as possible.

This does not mean ,however,that speeches cannot be precise ,they ought in fact to be so,but this precision comes only with a great deal of preparation and compression.Unlike the writer ,the speaker can retain his words and use an extensive repertoire of signals like:gestures,intonation,inflection,pitch,pauses,movement and other ways to communicate meaning.Thus,the speaker has more ability to engage the audience psychologically than the writer so that he can make his oral communication more effective.

To achieve this objective one maintains that a speaker must also define an argument sharply and narrowly and must focus only on that argument.However,unlike a written argument a spoken argument should neither be sophisticated to enable his audience to comprehend it ,nor lengthy to keep their attention.

Foreign students tend to write the same way they express themselves orally.Therefore,making them aware of the distinction between written and spoken discourse is of crucial importance.

2.5.2 Writing a Literary Interpretation:

In studying literature whether in L1 or L2 students are required to write essays about a particular literary text after they read it and discussed it in class.

“Unlike private readers, students of literature are accountable for their reactions to the works they read. They are confronted with a selection of prescribed texts and are required to account for their reading experience of these works in term-papers, essays and examinations “.
(Alex Rodger,1983:46)

However, analysing a literary text in a language learning context does not mean finding faults with this work or even what has been known as literary criticism:”*any reaction on the part of the learner whether spoken or written, would be response rather than criticism”* (Carter,1982:30, stated in M.Long1986:43).

Criticism is”*devoted to the comparison and analysis to the interpretation and evaluation of works of literature”*(J.A.Cuddon,1992:207).It requires taste for art , whereas, developing a response involves interpretation which is reconstructing the meaning which the text explicitly or implicitly represents.

In writing an essay about literature,the literary work is the complexity which the writer is helping a reader to better understand.Through the essay, the writer needs to show the reader a particular way to understand the work,to interpret it or read it through expressing his personal responses.

However,interpreting a text does not mean paraphrasing it which entails reformulating the message proposed.Instead, it involves analysing and exploring significant elements which can be useful in explaining what a work of literature means (E.Taane,1997).This requires students’ critical thinking and creativity as well.

“Literature serves as a subject matter when students’writing demonstrates original thinking ,such as interpretation or analysis ,or when it evolves from or is inspired by the reading in a creative way”.
(S.Stern,1997:50,quoted in J.Williamson,1988)

The writer ‘s aim from this interpretation is not so much to persuade his audience to accept his point of view, but to convince them that it makes sense(Axelrod and Cooper

1987).To achieve this objective ,the writer needs to support the main points of this interpretation with strong evidence from the story.This is through summarizing, describing specific details in the work and using quotes for illustration.

It needs to be argued, however, that to provide strong evidence for these interpretations,students need to go beyond the text..This is by bringing knowledge of the social context in which the written work was produced and significant facts from the author’s biography which can have an influence on his work.Besides,they can bring their knowledge of the literary tradition and use other disciplines such as psychology and philosophy to make clear their interpretations.

In the mean time the writer can also make from the language a strong illustration to backup his interpretation.This is through selecting grammatical,lexical and structural features from the text concerned.

“Interpretation depends upon a logically prior level of description , which in the main will be linguistic.In order to understand a sentence one must first of all have scanned it syntactically and lexically....linguistic description is prior to interpretation”.

(M.H .Short,1983:70)

It should be noted,however,that developing a literary response does not mean interpreting the literary work using only the previous stated analysis,but ,this interpretation needs also to be related to the reader’s personal experience: *“Their response is likely to reflect personal emotional concerns that are of great importance to them and that have to be respected”*. (C.Kramersch,1993:168).

It follows from this that literary interpretation requires from students the ability”*to generalize from a given context to either aspect of the literary tradition or personal or social significance outside literature”*(Brumfit,1985:108). This ability can be represented in the following diagram:

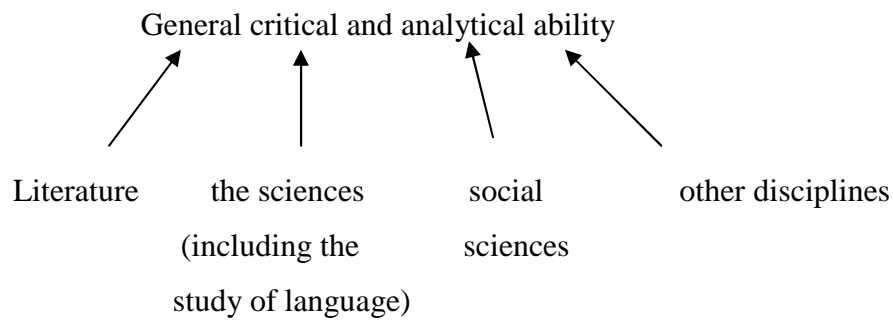


Diagram 2.1: Students' response to literature.(S.J.Burke and C.J.Brumfit 1986:172)

Moreover, students need to use careful reasoning to explain how that evidence relates to the main points of the interpretation. They need then to organize their paragraphs using transitions between the topic sentence, support and analysis which let the reader know where the argument is going. To achieve this, the writer needs to be fluent in writing, read critically the literary work and possess certain confidence in himself as the following section will show.

2.5.3 Some Requirements in The Process:

Having reviewed the process of writing a literary interpretation, the next step consists of attempting to show what is required in this process. Indeed, the act of writing depends not only on the students' use of this skill, but also on their reading of the literary text and their affective state while performing this task.

2.5.3.1 Writing Fluency:

To interpret and analyse a literary text, students need to have already certain writing fluency. Fluency as defined by Brumfit is "*the maximally affective operation of the language system so far acquired by the student*"(1984:543). It follows from this that fluency refers to students' ability to communicate efficiently their ideas either through writing or speaking. One might however inquire about the criteria that define this ability in writing .

According to McKay :

“Written discourse is due to a lack of active fluency in one or more areas of proficiency which in the case of writing includes

grammar, word choice, cohesion, rhetorical organization and topic development". (1989:255)

Thus, mastering the language system ,i.e, syntax, grammar, mechanics has been considered as important in the writing process as Brumfit states:“*It is generally held that learners should first master the language system in a mechanical way and only then hope to branch out on their own*”(1984:86).Meanwhile,if students are not linguistically competent they may find it difficult to express themselves selecting the appropriate words and expressions to convey the meaning properly in language.

Moreover, since language cannot be considered without its socio-cultural context, one cannot consider the act of writing in disassociation from the cultural conventions which govern its use ,i.e,rhetorical organization.Reaserchers like Kaplan (1967),Mohan and Lo (1985),Hing (1993) have shown that people from different linguistic and cultural background organize discourse differently as a reflection of their native language and culture.These cultural writing patterns are called Contrastive Rhetoric which has been defined “*as a method of organizing syntactic units into larger patterns* “. (Kaplan,1967:05)

Students need to organize their text and storm the relevant information at both form and content levels.At the level of the content, organization concerns coherence: “ *the way in which ideas in a text give it a sense of semantic unity*”(Halliday and Hasan,1979:02). This can be achieved in case the following conditions are met as Canale states:

1. **Development:** presentation of ideas must be orderly and convey a sense of direction.
2. **Continuity:** there must be consistency of facts, opinions and writer perspective as well as reference to previously mentioned ideas.Newly introduced ideas must be relevant.
3. **Balance:** a relative emphasis must be accorded with each idea.

4. **Completeness:** the ideas presented must provide a sufficiently thorough discourse.

(quoted in Richards ,1995:104)

At the form level, organization has to do with cohesion which refers to “*the linking relationships that are explicitly expressed in the surface structure of the text*”(Halliday and Hasan,1979:02).This can be achieved through the use of cohesive devices such as conjunctions ,reference terms, substitution, etc.

In case students’ texts lack such organization, the reader will be more likely to encounter difficulties in comprehending the written product and identify the message it intends to communicate.Thus, organization at both text levels is important for effective communication of meaning ,and ultimately for the quality of the written product.

Still, students needs a number of skills which enable them to achieve both controls (at form and content levels), Heatons suggests the following writing skills:

1-**Language Use:**The ability to write correct and appropriate sentences.

2-**Mechanical Skills:**The ability to use correctly this convention peculiar to the written language ,e.g ponctuatiopn ,spelling.

3-**Treatment of Context:**The ability to think creatively and develop thoughts ,excluding all irrelevant information.

4-**Stylistic Skills:**The ability to manipulate sentences and paragraphs and language effectively.

6-**Judgement Skills:**The ability to write in appropriate manner for a particular purpose with the ability to select ,organize and order relevant information.

(1990:135)

In so far, one has attempted to give an idea about what writing fluency means.In studying literature this fluency is important to help students:

***“..... approach writing as an argumentative essay and engage in a complex process that includes explanation of a problem, evaluation of facts and evidences, generalization and testing of hypotheses in relation to new ideas and evidence”.*(Ruiz-Funes,1999:521)**

However, to approach writing in such a way while expressing their responses on the literary texts, students need to read critically those texts to develop more the topic concerned as the next section will attempt to show.

2.5.3.2 Critical reading:

As far as language learning is concerned ,reading and writing have been considered as two interrelated activities.Research has shown that students can develop their writing proficiency through practising reading:”*Those who read are widely rewarded in several ways one of which is increased proficiency in writing*”.(Aboderin,1986:63 stated in Bouamrane,1997:01).

In writing a critical essay in literature,the relation between reading and writing is more explicit since students are required to write their responses on a particular literary text after they read it.Therefore, students need to be fluent in reading to be able to develop these responses.

***“The problem,for both native and non-native speaking readers ,is that a literary response only really starts when fluent reading has already been established”.*(C.J.Brumfit and R.A.Carter,1986:29)**

Students inability to cope with the language of the text which may be due to their lack of reading strategies like guessing from context,identifying grammatical category of words,etc is more likely to contribute to their reading difficulties and so to their inability to develop a literary response.However,being competent in the language does not suffice to read fluently as C.Brumfit viewed it:”*Responding to literature is not a matter of basic understanding of the language of the text.It is the significance of the text that is important to the good reader*”.(1986:187).This means that besides understanding words on the pages students need to interact with these texts by bringing their values and experiences to them as Kramersch states:

“Texts ,however ,are not themselves works of literature: they are simply the reader’s means of access to them.The words on the page remain mere words on paper until a reader actively engages with them as intelligently and as sensitively as his knowledge of life and his commend of the language will allow”. (1993:46)

To achieve this interaction, students need to engage in what is known as critical reading.The latter can be defined as learning to evaluate,draw inferences and arrive at conclusions based on evidence (Carr,1988).This implies negotiating what the reader knows with what he is trying to make sense of.Sweet (1993) maintained that reading literature critically will enable students to learn to read personally, actively and deeply.

Moreover,they will be more likely to respond to texts through writing and go beyond what they have read to experience the texts in personal ways.Riecken and Miller (1990) explained that when students are asked to evaluate evidence, draw conclusions,make inferences and develop a line of thinking, literature is approached from a problem solving perspective.

To approach literature in such a way, the role of background knowledge and the students’ ability to draw upon it are essential. Students need then to be aware of the genre and the tradition of the text to be able to create a discourse out of it.

In this respect, S.Mackay states that *“an interaction with a literary text depends on a reader’s familiarity with the cultural assumption in it”*(1986:198).This is because in reading literary texts ,the reader does not only interact with a language as a system of words and grammatical rules ,but also with a language that carries and communicates a community’s ideas and practices in a particular way through the use of words, metaphors and forms which are common to this community.

Thus, linguistic competence ,reading sub-skills,and reading strategies are not sufficient without the appropriate understanding of the socio-cultural features of the literary text.

“Cross-cultural experimentation demonstrates that reading comprehension is a function of cultural background knowledge.If readers possess the schemata assumed by the writer .they understand what is stated and effortlessly make the inferences intended.”

(Steffensen and Joag-Dev,1992:60)

If the student lacks the appropriate cultural knowledge he will be more likely to misinterpret a text and fail to get its meaning. In addition to that, lacking cultural knowledge of the text does not only result in misinterpretation, but also a culture shock on the part of the reader. The latter can be defined as “*an anxiety resulting from the disorientation encountered upon entering a new culture*” (Arnold, 1999:22).

Furthermore, this cultural shock can bring stereotypes or ethnocentric views about the foreign culture which can appear in students’ interpretations of the literary texts studied. In these interpretations students may reject or ignore the foreign culture on the basis of their beliefs and values.

This section has attempted to show that reading literary texts requires not only linguistic competence, but also critical reading and awareness of the foreign culture as well. It needs to be noted, however, that in addition to critical reading; motivation, interest in reading such texts and confidence in one’s ability in using language are also important in writing about literature as the following section will attempt to demonstrate

2.5.3.3 Self-efficacy:

Literature students are required to express their ideas since as it has been stated in previous sections that reading literature is open to interpretations and thus to reader’s creativity. Studying literature involves then: “*The ability to use creatively what has been acquired as knowledge or imaginative insight*” (Knights, L.C, 1981:231).

However, students’ ability in writing depends not only on their writing fluency in English and their reading of the literary text, but also on their self-efficacy as it has been pointed out by several research. Self-efficacy can be defined as “*the degree to which the student thinks he or she has the capacity to cope with the learning challenge*” (Ehrman 1996:137, stated in J. Arnold, 1999:16-17).

Studies conducted by McCarthy, Meier and Rinderer (1985), Bruning, Murphy and Shell (1989) have shown that self-efficacy is a strong predictor of actual ability. This implies that students who feel strongly efficacious that they will be able to perform specific writing skills are indeed able to do so. (6)

In creative writing as in the case of literature students' self efficacy plays an important role in their writing performance. This is because in this type of writing students are not required to recite the teacher's ideas, but rather to use language to express their ideas and explore their thoughts and imagination on a particular literary text. They need, therefore, to possess enough confidence in their ability to use language. Lacking such feelings may influence negatively their achievement.

In addition to self-efficacy, there are also other important personal factors which may affect students' writing like motivation which has been considered by research as a strong predictor of success. The latter can be defined as "*some kind of internal drive that encourages somebody to pursue a course of action*" (J. Harmer, 1983:03).

In studying literature, motivation plays an important role since it involves one's emotions and personal response or as Alex Rodger said: "*It is commonplace that literature does not simply engage the intellect alone but involves our emotions, our moral imagination and sense of values*" (1983:47).

Thus, if students are not motivated or interested in reading literary texts they will be unlikely to appreciate them which is essential in studying literature or "*the whole raison d'être of literary studies*". (Ibid). In this case, expecting them to develop their responses in writing would be an ideal.

In addition to motivation, students' perception on literature is also important and can affect their academic performance. If students perceive its study as useless they may approach writing their responses in a careless manner. Consequently, it is likely that they will be inattentive to errors monitoring and rhetorical concerns. (Carson 2001)

However, in academic context students self-efficacy, motivation as well as perception have been often reduced by the system of marking which communicates to the students the sense to be accurate instead of communicating their ideas to an unseen audience. Therefore, one needs to inquire about the way literature should be assessed to enhance students' ability in expressing their ideas in English.

2.6 Error Analysis and Assessment in Literature Teaching:

Assessment in educational context can be defined as the process of gathering and discussing information from multiple and diverse sources. This is in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experience (Weimer, 2000). Before discussing literature assessment and what kind of errors teachers need to pay attention to, one needs to clarify what is meant by errors analysis in the following two sections.

2.6.1 Background of Error Analysis:

Before 1960s, when the behaviouristic viewpoint of language learning was prevailing, learners' errors were considered something undesirable that must be avoided. This is because in behaviourists' perspectives, people can learn only by responding to external stimuli and receiving proper reinforcement. Therefore, errors were considered to be a wrong response to the stimulus which should be corrected immediately after they were made.

This viewpoint of learning influenced greatly the language classroom as teachers concentrated on the mimicry and memorisation of the target forms to help learners produce them more accurately. Nevertheless, with the coming of mentalist theories of L2 acquisition, this behaviouristic language learning style was discarded by language teachers. The assumption underlying this theory was that learners need to form mental representations of rules which help them to perform the language rather than repeat these forms as the behaviourists advocated. Therefore, learners were encouraged to work on more conscious grammar exercises based on certain rules.

This shift of attention towards the innate human capacity led to an increasing concern in the monitoring and analysis of learner L2 in relation to his L1 or what has been known as Contrastive Analysis (CA) 1960-1970. In the latter, researchers identify points of similarity and difference between native languages (NLs) and target languages (TLs). It was concluded

that “where two languages were similar, positive transfer would occur, where they were different, negative transfer, or interference, would result”. (Larsen-Freeman & Long 1991:31).

Linguistic differences between these two languages could be used to predict learning difficulty. However, attentive teachers and researchers noticed that a great number of students' errors could not be traced to their native language (Dulay, Burt, Krashen 1982). S.P. Corder (1967) advocated the importance of errors in language learning process stating:

“In L1 acquisition we interpret child’s ‘incorrect’ utterances as being evidence that he is in the process of acquiring language and that for those who attempt to describe his knowledge of the language at any point in its development, it is the errors which provide the important evidence”. (stated in J.C. Richards, 1974:23)

Selinker (1992) pointed out the significant contribution that Corder made stating:

“The errors of a learner are not random but are in fact systematic and are not negative or interfering in any way with learning a TL but are, on the contrary, a necessary positive factor, indicative of testing hypotheses”. (1992:151)

However, though the 1970s and early 1980s have witnessed the publication of a large number of papers on error analysis which were published throughout the world, error analysis lost its attention and enthusiasm gradually as more and more criticism was made against its approach and method of analysis.

R. Ellis (1994) summed up EA weaknesses in these points. First, he maintained that EA fails to provide a complete picture of language learners since it has been limited to analysing learners' errors only paying no attention to the rest of their production or 'non-errors'. Second, most of its studies are cross-sectional in nature which means analysing learners' errors at a single point in time. Thus, it does not help one understand the process through which language learners acquire L2 overtime. The third problem is that EA focuses only on what learners do and not on what they avoid in L2 acquisition.

Nevertheless, in spite of such weaknesses one cannot deny the contribution of EA to SLA research. It helped to foster the recognition that errors are part of the ongoing learning process rather than something that should be ignored. Moreover, in identifying the sources of learners' errors, EA provided empirical evidence that most of these errors were not due to

interference as Contrastive Analysis claimed. Error Analysis is still practised today “*as a means for investigating a specific research question rather than for providing a comprehensible account of learners idiosyncratic forms*” as it is the case with the present work. (Ellis 1994:70)

The following section will deal with the different errors taxonomies as suggested by research in second or foreign language learning .

2.6.2 Errors Taxonomies:

An error as defined by Ellis “*is a deviation from the norms of the target language*” (1994:51). Ellis also made a distinction between errors and mistakes stating that “*an error takes place when the deviation arises as a result of lack of knowledge while mistakes occur when learners fail to perform their competence*” (Ibid).

However, the question that has raised many debates around defining errors in such a way is what language variety should be considered as the norm. In this respect M. Miliani (1989) reported that the norm represents the correct usage of language at different levels phonological, grammatical and lexical as set up by an elite, social class or group in possession of power. Deviation from the norm yields to incomprehension which makes the process of communication difficult.

Not only identifying what constitutes an error has been regarded as a crucial step in making error taxonomies, but also the type of errors students make in acquiring language. Many error taxonomies have been suggested, among them those who are based on linguistic categories. These taxonomies classify errors according to either or both language components like phonology (pronunciation), syntax, morphology, lexicon and discourse or at the level of the constituent affected by the error like noun phrase, auxiliary, the preposition within syntax (H. Dulay, M. Burt, S. Krashen 1982).

Another classification of errors has been known through the use of a surface strategy taxonomy which “*highlights the way surface structures are altered*” (Ibid, 150). This can be described through the following table:

Category	Description	Example
Omissions	The absence of an item that must appear in a well-formed utterance.	She sleeping
Additions	The presence of an item that must not appear in a well-formed utterance	We did not went there
Misinformations	The use of the wrong form of the morpheme or structure.	The dog ated the chicken
Misorderings	The incorrect placement of a morpheme or group of morphemes in an utterance	What daddy is doing?

Table 2.1: A Surface Strategy Taxonomy of Errors (Examples taken from Dulay, Burt and Krashen, stated in R. Ellis 1994:56)

However, though linguistic and surface strategy taxonomies of errors have helped language teachers identify the errors which language learners make, the question that has still been asked is what errors they should pay attention to. Thus, research has begun to focus on evaluating errors looking for errors that affect communication. *“The general conclusion is that teachers should attend most carefully to errors that interfere with communication (i.e., semantic and global grammatical errors)”*. (R. Ellis, 1994:67).

In this respect, communicative effect taxonomy was suggested. Researchers like Kiparsky and Burt (1972) and others have been concerned with looking for errors that render communication incomprehensible. They identified two types of errors. The first one called global errors: errors that affect sentence organization include:

- a)-wrong word order of major constituents e.g, English language use many people.
- b)-missing, wrong, or misplaced sentence connectors. e.g, He will be rich until he marry.
when
- c)-Missing cues to signal obligatory exception to pervasive syntactic rules. e.g the student's proposal (was) looked into (by) the principle.

d)-Regularization of pervasive syntactic rules to exceptions in transformational terms (not observing selectional restrictions on certain lexical items).e.g,we amused that movie very much.

The second type of errors they called it local errors .These errors do not hinder communication significantly because they affect single elements in a sentence.Examples of these errors include errors in articles ,auxiliaries,nouns,etc.(Stated in Dulay,Burt and Krashen,1982).

However, although considerable research has been concerned with evaluating errors gravity no agreement on a definite scale for evaluation has been reached.One thus agrees with R.Ellis when he states that :

“Errors evaluation is influenced by the context in which the errors occurred.thus,the same error may be evaluated very differently depending on who made it and where,when and how it was made”.
(1994:67)

2.6.3 Assessment in Literature Teaching:

Responding to students’ writing has long received attention of researchers in EFL/ESL teaching field.Research has shown that there seems to be a connection between errors correction and the improvement of students’ writing skills.Yet,the questions that may be addressed are:what kind of feedback literature teachers need to provide in their assessment to enable students reach such improvement ?.Is it accuracy,i.e. the surface level feedback that looks at issues like spelling,grammar,punctuation or is it fluency which focuses on organization ,choice of vocabulary, rhetoric use of language, etc ?.(7)

The accuracy , fluency dichotomy has in fact generated a debate among researchers as well as language teachers.Researchers like Ferris (1999) emphasized the importance that students give to writing accurately and their perceived need to obtain correction from their teacher.He claimed that neglecting accuracy completely in assessment is unlikely to help students acquire the grammatical and rhetorical forms which they may have to be competent in their use.

Hence, as the trend towards communicative competence continues with its concentration on meaning as opposed to form, fluency becomes a target for curriculum development. A variety of researchers such as Zamel (1985) and Truscott (1996) have stressed the need to emphasize writing in second or foreign language classroom as a process of discovery because an overemphasis on errors and rhetorical forms can inhibit this process.

It needs to be noted, however, that deciding on the feedback depends on the nature of the task students are involved in and on the teacher's objective in its teaching. In learning grammar teachers need to focus on accuracy since the main objective is to help them acquire grammatical structures and use them correctly in their sentences which is not the case with literature.

The teaching of literature should seek ways to leave considerable space for the students' self-expression and encourage their critical thinking either through writing or speaking. Therefore, focusing on accuracy of students' essay writing may hinder them from expressing their ideas and responses on the literary texts concerned. Moreover, this may not help them develop effective and creative writing strategies which enable them to use writing as a communicative tool.

In addition, students' negative and positive beliefs can have an influence on the success of learning. Emphasizing meaning and not just formal aspects of language make students more likely to develop positive beliefs (J. Arnold, 1999).

Nevertheless, focusing on fluency does not necessarily imply neglecting completely accuracy in assessment since this may not help students develop competence and skills in writing in English. Therefore, researchers like Burt and Kiparsky who worked on global and local errors in the 1970s explained that errors that affect the entire meaning and therefore understanding of a sentence could be considered more important than others. Indeed, their research revealed that errors related to verb tense or meaning were more important than those, like articles, which occur frequently but do not often affect meaning. (cited in R. Ellis, 1990).

Thus, one accepts that teachers need to decide what a tolerable error is by determining which errors matter most in the communication's process and which can be corrected over time to allow students to grow in their area of their expertise (Shaughnessy 1977).

2.7 Conclusion:

This theoretical chapter has tried to answer the skeptical views about the usefulness of teaching literature in the EFL classroom through showing the language and the cultural enrichment it can provide for students, besides the personal growth, i.e., knowing more about human nature through the different experiences depicted in literary texts. To achieve this purpose, the present work has suggested an integrated approach to literature teaching which assumes the importance of the interaction of the cultural, language based and the personal growth approaches.

Moreover, this chapter has attempted to make clear what is meant by literature, literary texts and its relation with language use, besides defining the process of writing a literary essay or interpretation in studying literature. It has also tried to shed light on the role of writing fluency, critical reading and self-efficacy in this process of writing. Accordingly, the researcher hypothesizes that the subjects' underachievement in studying the British literature course might be due mostly to their lack of fluency and self-efficacy in writing.

To test this hypothesis an error analysis of the students' exam answers has been conducted, besides including observations and the interview.

Notes

1-Classics are literary masterpieces written by writers of universal fame,such classics are regularly reprinted for the value they have through out generations.

2-Humanistic language teaching is a kind of teaching approach concerned with the affective side of the learner ,and human universal values.

3-R.Wellek and A.Warren also evoked the “intrinsic part” which refers to the grammatical organization of units of expressions,lexical ones,i.e,register,style,figurative language ;the organization of complete texts and the semantic level of the message.

4-As defined by Kramersch discourse”*is the process of language use,whether it is spoken,written or printed that includes writers,texts,and readers within a sociocultural context of meaning production and reception*”(1998:127).

5-This distinction was made as follows:

-Scientific language is purely denotative since it aims at a one-to-one correspondence between sign and referent, whereas literary language is highly connotative,i.e. metaphorical and allegorical.

-Literary language is far from merely referential, it has its expressive side.This is because it conveys the tones and attitudes of the speaker or writer. Besides, Its sign is stressed through the use of techniques such as alliteration and patterns of sound.

6-Moreover, it has been also shown that anxiety like self-efficacy is a strong predictor of success.Research by Daly and Miller (1975) and others have shown that students with low anxiety with regard to writing are more competent writers in terms of both skills and performance than are their anxious peers.

7-It needs to be noted here that accuracy “*the ability to produce grammatically correct sentences may not include the ability to speak or write fluently*”(Richards et al,1995 :109).This means that producing correct sentences in terms of grammar ,punctuation, etc, does not necessarily imply that the writer or the speaker has succeeded to transmit his message.

Chapter Three

Data Analyses

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3.1 Introduction

The preceding theoretical chapter has attempted to show the role of self-efficacy and fluency in writing about literature. To see how this happened on practical grounds, a study has been conducted in this respect through the use of a number of research tools. The data collected will be analysed in this chapter.

The first part to be examined is the description of the three phases of data collection: observations, the corpus analysed and the interview. The second part includes the analysis of the results obtained from each phase.

3.2 Data Collection Procedure

A triangulation of the research tools is used all along the data collection phase in order to validate the findings. For that purpose observations, analysis of the students' errors and an interview are used to support the hypothesis which claims that the students' lack of fluency and confidence in writing may be a reason for their poor performance in studying British literature.

3.2.1 Observations:

The first research tool used in this investigation are observations of students' attitudes which have been conducted at the beginning of this investigation. These observations aimed to have an idea about the students' process of studying the British literature course: their involvement in classroom interaction, i.e. whether they participated or not and the kind of sources they relied on to understand the literary texts included in the programme. In doing so, it attempts also to reveal students' interest in studying British literature and the difficulties they may encounter in its study.

Furthermore, the observations included in this investigation attempted also to have an idea about the quality of assessment students received in studying British literature. Therefore, their exam marks of the first exam have been compiled and

observed. This is because these written exams are the only kind of assessment of the British literature course as it has been stated in chapter one. (1)

The present investigation includes also examining the exam answer sheets which correspond to those compiled marks as the following section will explain

3.2.3 Error Analysis:

The second step in this research is the analysis of a sample of students' answer sheets of the first exam of the British literature module. There are ten groups of third year university students. The researcher has taken from each group ten exam answer sheets. (2)

Before introducing and describing the suggested taxonomy of errors, it is necessary to give an idea about the type of questions students exam answer sheets were attempting to answer, besides making clear what is required from them in this exam.

In the present situation, the British literature exam 's questions of the first semester concerned the novel of George Orwell Animal Farm which was handed to students to read at home and was discussed in class with their teacher during the first semester. (3) The students were given the choice to answer one of the following topics:

Topic One: Discuss with examples from Animal Farm how and why did the pigs became dictators ?.

Topic Two: How would you evaluate the position of Benjamin in Animal Farm ?.

To answer the first topic, the students are expected to introduce the work briefly, its author and the context where it was produced. Meanwhile, they need to make clear what is meant by dictatorship since it is the main theme of this novel.

In the body or development of their answers, the students are required to discuss how and why the pigs became dictators. This may be fulfilled as follows:

- They need to summarize the main events of the story and identify its main characters as well. In doing so, they need to focus more on describing and

interpreting the sequences of events through which the pigs' position in the farm changed from mere animals to leaders who became later dictators. This is through providing examples and quotes from the text.

- Concerning why the pigs became dictators, the students need to use their arguments showing how the pigs' greed for power was increasing because of the ignorance and illiteracy of the rest of the animals in the farm. This is also through using evidence, i.e. examples or quotes from the text.

The students may conclude their paragraphs by some personal or general reflections on the theme of dictatorship, restate the different points in their development or rewrite the thesis statement in different ways.

In dealing with the second topic, the students need to give a general idea about the novel Animal Farm, the context (the twentieth century) and its author George Orwell in the introduction as it is the case for the first topic. In the body of their answers the following points may be included:

- Summarising the main events of the story and identifying the main characters focusing mainly on describing and explaining the position of Benjamin in the story.
- Evaluating the position of Benjamin, i.e. how do they view his attitudes in the story? Do they blame or praise him for what he did? Here the students need to analyse and develop arguments effectively and support those arguments with strong evidence either from the text or from secondary sources showing the reason why they adopted such position.

To conclude their answers the students may generalize to other contexts by talking about what kind of people Benjamin refers to in the literary work and how they view their role in society. They may also explain the kind of message the author George Orwell wanted to transmit to his readers behind introducing the character of Benjamin.

In so far, one has attempted to give an idea about the questions which were addressed in the first exam of the British literature module, besides suggesting tentative ways to answer them. It needs to be maintained that in addition to the need to make their ideas appropriate to the literary work and to plan for their ideas to produce coherent paragraphs, the students also need to master language well to express themselves effectively during the exam.

Thus, the question which may be addressed here is: Did the subjects selected in this investigation achieve to express effectively their ideas and interpretations of the literary text under discussion in their the exam's writing?. To answer this question an analysis of the subjects' errors in their essays was introduced. The steps which were undertaken in this analysis and the suggested taxonomy of errors are described as follows.

Errors analysis in the present investigation involves the following steps:

1. A sample of the students' exam answer sheets has been selected by taking ten exam answer sheets from each group of the tenth existed in the third year.
2. Reading these exam answer sheets (one hundred) in order to identify the most recurrent errors which can effect the communicative aspect of the students written product.
3. Suggesting a taxonomy of errors both at the form and content levels of the students' writing performance.
4. Examining these exams' sheets looking for the most recurrent errors according to the taxonomy put forward.
5. Analysing and interpreting the results obtained by providing the number of students who made these errors
6. Trying to identify tentative reasons for these errors.(explanation)

In addition to that ,in analysing students' errors ,there is a “*need to know the number of times it would be possible for learners to have committed different errors*”(R.Ellis ,1994:57). Therefore, the present analysis has tried to find about errors frequency in the exam answer sheets under study.(4)

This analysis has also attempted to have an idea about the kind of structure the subjects avoided in writing their answers to the British literature exam .This is because:

“EA which focuses exclusively on what learners do,has no way of investigating avoidance and is,therefore,seriously limited.Avoidance is clearly an important issue for SLA research”(Ibid:68).

It is also accepted that EA is limited in case “*it takes no account of what learners do correctly*”(R.Ellis:69).Therefore, in addition to its attempt to seek for the nature of errors which most students made in writing their literary interpretations and what language structure they avoided in this process ,the present investigation tries also to find out what is correct about their writing performance.

Nevertheless ,focusing on students' errors at a single point in time may raise an objection.This is because it cannot provide a clear picture of their process of language acquisition as it has been claimed by research.

It is worth mentioning, however,that the main objective of the present EA is not to have an idea about how the subjects acquire English overtime and demonstrate its use through writing .Instead ,it seeks to find a tentative reason for students' poor writing performance in the first British literature exam. More particularly, whether their level of writing fluency has attributed to this performance.

The present EA has been concerned with both form and content levels of the students' writing answers which were intending to answer the first exam of the British literature course.The reader of this work may inquire why form and content are taken into account in this analysis instead of concentrating only on one of them.

Errors which can hinder the students' communication or fluency in writing can occur either at the form or content of the students' essays or at both levels.Therefore, since this

analysis attempts to find the kind of errors affecting the written communication as produced by the subjects selected in this investigation; it needs then to be concerned with identifying errors at both form and content levels.

As it has been stated in chapter two, finding a definite taxonomy for errors affecting comprehension is still out of reach. Therefore, the present case study has attempted to suggest a tentative taxonomy of some of the errors which the subjects may make and which can contribute to such an effect.

The suggested taxonomy is based on some research finding of error taxonomies. Errors such as sentence fragment (omission) and addition are taken from Dulay, Burt and Krashen research (1982). Moreover, global and semantic errors which have been considered as affecting comprehension by several researchers are also included in this taxonomy. The former include errors such as wrong word order, missing or wrongly placed cohesive devices, etc, whereas the latter concern errors such as incomprehensible meaning, lack of coherence, etc.

It is worth stating that in identifying the present errors taxonomy the following contextual factors are taken into account:

- The students' university level which helps identify which types of errors can be considered as more serious than other errors. Therefore, errors such as sentence fragment, inappropriate tense, wrongly placed and missing punctuation are considered here as serious errors for these subjects.
- The context where these errors have been produced. This can help understand the interference of other factors in the production of these errors. In this case, since the context is the British literature exam of the first semester; affective factors like anxiety (in its negative sense) and the students' feeling of self-efficacy in writing their ideas and interpretations are important and need to be considered.
- How these errors are made?. Asking this question helps in identifying the taxonomy of errors. In this case, since errors concern the writing skill one needs to seek for errors that deviate from writing conventions. Moreover, these errors are made while answering the British literature exam where critical thinking, showing certain understanding of the theme under question, arguing and organizing ideas are necessary

elements in the writing process. For that reason, errors concerning these elements are part of the suggested taxonomy.

Errors at the form and content levels which have been considered as affecting the communicative purpose of the students' written product have been suggested in the following taxonomy.

a) **At the form level** :

1. **Wrong Addition**: "The presence of an item that must not appear in well-formed utterances" (Dulay, Burt and Krashen 1982, quoted in R. Ellis, 1994:56).
2. **Wrong Sentence Order**: Misordering of constituents in a sentence or "the incorrect placement of a morpheme or group of morphemes in an utterance". (Ibid)
3. **Inappropriate Tense**: The error concerns tense choice which means not using the right tense to communicate the intended meaning. (5)
4. **Sentence Fragment**: is incomplete sentence which lacks a subject, a verb or a complete thought.
5. **Punctuation is Missing or Wrongly Used**: Students here either do not use punctuation where it should be in their essays or placed them wrongly. For example instead of putting a comma they put a full stop.

b) **At The Content Level**: Errors concerning the students' use of style and vocabulary are:

1. **Wrong Word Choice**: Selecting an inappropriate word.
2. **Invented Word**: Selecting a word which does not exist in English.
3. **Inappropriate Style**: The inappropriate use of language, i.e. vocabulary, language structure, etc, to convey meaning.

Furthermore, errors at the content level concern also the subjects' reading of the literary text concerned. To know whether their exam answer sheets demonstrate initial understanding of elements of the literary text studied the following errors have been suggested:

1. **Not Identifying The Work ,its Author and Context:** This means that the students have not given an idea about the theme treated in the text ,its author and the context where it was written. In doing so, answering the exam topic will be done in a vacuum as the reader ,i.e.the teacher cannot identify the writer’s intended message.This is because identifying these elements help to put the students’ answers in their context and define from the outset the point that is going to be tackled in their essays.

2. **Identifying The Main Characters of The Story:**
 - *It is not used:* there is no indication of the main characters by citing their words, thoughts or actions that revealed their traits.
 - *It is not adequate :* the students ’indication of the main characters is not sufficient.
 - *It is not accurate:* the students here show misunderstanding of the characters’ role or traits in the story.

3. **Summarizing the main events:**
 - *It is not used:* the story ‘s events which the students can use to refer to the text to exemplify and prove their arguments are not mentioned.
 - *It is not accurate:*This means that the students’ summary is not appropriate to the literary text it refers to.
 - *It is not adequate :* the students may miss the important events which contribute to the story’s plot and which can help them to support their arguments.

4. **Displaying misunderstanding:**This is through misinterpreting the literary text like for example confusing between characters’ role in the story, misunderstanding the author’s point of view, or the theme treated.This type of errors is due to students’ reading difficulties with the literary text handled which may be attributed to factors such as lack of reading strategies, poor linguistic and cultural competence.

Errors which concern students’ interpretation and analysis of the literary text under study are as follows:

1. **Arguments :**

- *are not used*: This means that interpreting, discussing the theme under question and voicing personal opinions are not used by students who rely instead on narrating the story events sequentially.
 - *They are not effective*: The students either have not extended their arguments and made clear the point they were trying to support or their arguments are not logical or contradictory.
2. **Using quotes or examples to support arguments is not used** : The students have not used quotes or examples either from the literary text concerned or from secondary sources such as critical books, author biography, etc.
 3. **Integrating quotes and examples wrongly**: The students either used quotes or examples which did not support their points, did not write correctly this evidence or did not mention the reference.
 4. **Not generalising to other context**: The students did not explain the work in relation to other disciplines outside literature such as psychology, sociology, etc or talk about their personal or general reflection towards the theme.

Furthermore, errors which can be considered at the level of the content concern logical organization of ideas, their clarity and relation with the topic under question are:

1. **Lack of coherence**: Concerns the semantic unity of the text as produced by students. This means that the ideas or sentences are not logically arranged or ordered.
2. **Lack of Cohesion**:
 - *Missing Cohesive Devices*: No use of lexical and grammatical relationships between items within sentences in the text such as reference terms, conjunctions, etc to make relationships between sentences.
 - *Wrongly Used Cohesive Devices*: In this case students may use cohesive devices but not appropriately. This means they either confuse between these devices or integrate them wrongly in sentences.
3. **Paragraphs are** :

- *Missing*: This means that students do not organize their ideas by using paragraphs. Instead, they present their ideas in a continuum of sentences
 - *Wrongly Structured*: For this type of error, students include paragraphs in their essays but did not structure them effectively which means that either the topic sentence is missing or the paragraphs tackle more than one idea.
4. **Incomprehensible meaning**: The meaning of the sentence is not clear or understood.
 5. **Not sticking to the topic**: or being out of the topic under question occurs when students mentioned other ideas which do not correspond to the topic's answer.

Another research tool used in the present work is the interview as the following section will explain.

3.2.3 The Interview:

The third step in this investigation was the semi-structured interview (see appendix A) conducted individually with fifteen third year university students who were among the observed subjects whose exam answer sheets were examined (6). The questions were addressed in Algerian Arabic and the subjects were also allowed to answer using this language to enable them to express freely their feelings or impression. This interview includes two parts:

- The first part: sought to determine students' interest in studying British literature and the kind of literary genre and topics they prefer to read and study in this course.
- The second part: sought to elicit from them the kind of difficulties they encounter while writing their answers to the exam of British literature. It tried also to get an idea about the effect which those difficulties can have on their feeling of confidence about their writing performance, besides determining their reaction to overcome such difficulties.

The results obtained from this interview will be discussed in the following section.

5.3 Results and Interpretations:

In this section, the results of each step undertaken in this investigation will be given and discussed. The question motivating the present study is whether the students' lack of fluency and self-efficacy in writing contribute to their poor achievement in the British literature exam.

5.3.1 The Observations Results:

The analysis of the observations results yielded important information about the subjects involved in this investigation. These observations seek mainly to reveal students' interest in studying British literature, the way they proceed with its study and their performance during its exam.

The first observation made in this research concerned students' attitudes during the British literature course. It was noticed that nearly all students attended this course and got the literary texts which were included in the syllabus. A conclusion can be drawn here that these students were interested in studying this module. (7)

However, despite their attendance and handling of literary texts, a great number of students showed no interest in participating. This means that they neither involved in discussion with their teacher by explaining their ideas and responses to the literary work they read, nor asked him questions to understand better those lectures. Instead, they preferred taking down the teacher's notes, i.e. explanations and comments on the literary text.

One would be inclined to believe accordingly, that these students gave much importance to taking notes than participating. In this case, the teacher got no feedback from them, so that he could not make sure their understanding of lectures nor could he identify their needs in studying.

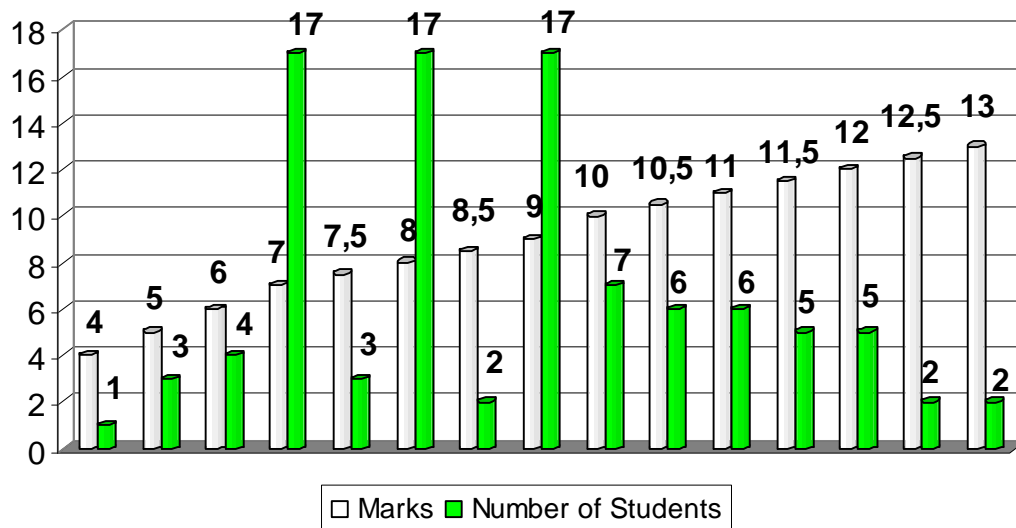
The second observation has taken place few days before the first exam of the British literature module. During this period, it was noticed that most students were busy taking their peers' notes to rewrite and fill in what was missing in theirs. This may imply that these

students are motivated to get good marks or at least the average during the British literature exam. (8)

However, in spite of their interest and willingness to succeed, the students displayed a poor performance during this exam as the following table and bar-graph show:

Marks	4,0	5,0	6,0	7,0	7,5	8,0	8,5	9,0	10,0	10,5	11,0	11,5	12,0	12,5	13
The Number of the students	1	3	3	17	3	17	2	17	7	6	6	5	5	2	2

Table3.1 The Subjects’ Performance in The British Literature First Exam



Bar-Graph 3.1: The Subjects’ Performance in The British Literature First Exam

From the one hundred subjects who sat for the first exam of the British literature module, only thirty six of them got the average. Twenty four of them had marks between 10 and 11,5 while only nine had marks between 12 and 13. Whereas, concerning the majority whose marks went below the average and who constitutes sixty four students from the whole

number examined, fifty six of them got marks between 7,5 and 9 while only eight whose marks were between 4 and 6.

From these obtained results it can be concluded that the British literature module constitutes a hindrance for students' academic achievement. Consequently, experiencing failure is likely to inhibit students' interest and feeling of efficacy in studying this module. Therefore, the present study tries to find tentative reasons for this poor performance.(9)

It is worth stating that there are a number of factors which may contribute to this deficit. Among them one can state :

- Students' reading difficulties with the literary text.
- Their lack of writing fluency in English.
- Their misunderstanding of the exam question.
- Their lack of self-efficacy in their abilities to write their ideas.(9)

Among these variables, the students' poor writing fluency and their lack of self – efficacy may be the reasons for their poor achievement .The following error analysis and interview seek to back up this hypothesis.

5.3.2 Error Analysis Results

The present analysis aims to reveal the most common errors which third year students make while writing their interpretation on the literary text under question during the first exam of the British literature course. It needs to be noted, however, that it is concerned only with the subjects writing product, i.e. exam's answers and not with their process of writing such answers.

The type of errors which are the focus of this analysis are errors which affect students' written communication both at the form and content of the language produced in their answers. Therefore, errors which occur at the morphological level and which affect one constituent in a sentence, i.e. a morpheme, are not taken into account in this analysis.

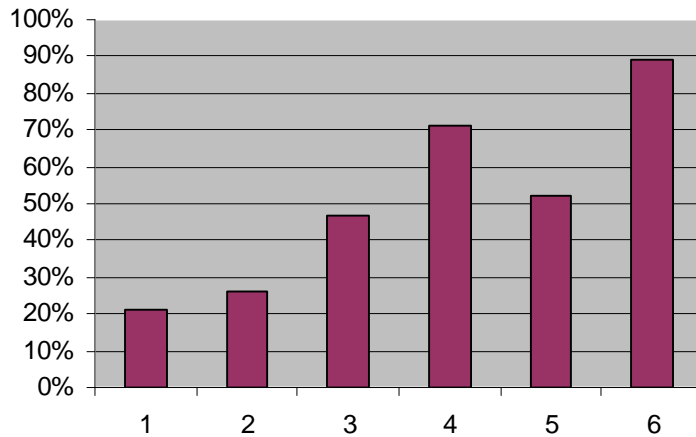
It needs to be argued ,however,that this is just a tentative taxonomy of errors which may not cover all the errors which students may make while drafting their exam essays and which may affect their written communication.

The main objective from this analysis is to have an idea about the students' level of fluency in writing,i.e. are they able to interpret a particular literary text, communicate their responses properly in English and convince their reader through developing effective arguments ?.Thus, confirming or infirming the research hypothesis which claims that students' poor performance in the British literature exam may be due to their lack of fluency in writing in English.

The analysis of the subject's exam answer sheets of the British literature course yielded important information about some of the difficulties they encountered in writing their critical ideas and interpretation about the novel Animal Farm.Analysis of the form of language as produced in their exams answer sheets according to the taxonomy suggested has led to the following results:

N°	Types of errors	The number of errors	The number of students who made these errors /100
01	Wrong Sentence order	23	21 %
02	Wrong addition	40	26 %
03	Sentence fragment	72	47 %
04	Punctuation is wrongly used	401	71 %
05	Punctuation is missing	111	52 %
06	Inappropriate tense	780	89 %

Table 3.2: Errors at the Form Level:Grammar and Punctuation



Bar-Graph 3.2 :The number of students who made errors in grammar and punctuation

Concerning grammatical errors ,the students’ answers which contain wrong sentence order were few.Only 21% of the students involved in this investigation made this error and repeated it 23 times in their essays .Some examples of disorder sentences are given below:
(10)

- They even are able to make.....
- Also he has a principle to never do more than his work.
-if it concerns my society welfare.
- So Snowball for him was metamorphorised.
-forcing him to never to return again.

Similarly,only 26% of the subjects made wrong addition in their sentences and repeated making them 40 times.Some wrong addition examples as taken from the students exam answer sheets are:

- He can express about his feeling
- In that fact Napoleon took the place of the Dictator.
-the animal decided to change this situation by the help of the Old Major which pushed those animals to the revolution “Rebellion”.
- He paid very attention to the animal’s life.

However, 47% of the students made sentence fragment which were recurrent 72 times. This means that nearly half of the number of students involved in this study have difficulties in writing complete sentences .

It should be noted that sentence fragment errors included in this investigation do not concern the absence of constituents like articles, but rather constituents such as verbs, nouns , adjectives ,etc. Some examples concerning this type of error are provided as follows:

- So they will not understand what he would pay especially__they are influenced by the dream of Old Major.
- In my point _ , the most dictator is Napoleon.
- He never cause of the down trodden class of the animals,nor __of the pigs.
- There__other methods that the pigs used to inforce their dictatorship.

The students had also difficulties in using punctuation. This is so, since 71% of them used it wrongly in their answers and since this error was recurrent 401 times. This means that most of the subjects involved in this investigation did not know how to punctuate appropriately their sentences as the following examples show:

- He intended to make a change instead of ruling by the men the farm, he wanted to be governed by themselves.(full stop instead of comma)
- He has strong personality; never speak, never laugh....(colon instead of semi-colon).
- So, they must work hard.(no use of comma after 'so').

In addition, punctuation was also missing 111 times by 52% of the subjects selected. Some examples of missing punctuation are given as follows:

- The pigs are intelligent, wise and literate animals__so they are able to lead the animal farm.(full stop)
- Benjamin could do nothing for the other animals as they are illiterate __on the other hand none of them believe him since he has not power.(full stop)

- In fact that Golden Age promised by the old major turned into a new age of Dictatorship_many changes have been occurred when the rebellion took place and the pigs become leaders of the animal farm_so the strong opportunity....
(comma,full stop)

Furthermore, the students were also unable to use appropriate tenses in their answers since 89% of them displayed this error and repeated them 780 times. Some of these students used the simple present in narrating the main events of the story under question instead of using the past simple tense.Others mixed the two tenses, whereas the majority had difficulties in using modal auxiliaries (should,would, must, etc) and mainly the conditional tense in expressing their point of views towards the theme treated as the following examples show:

- Benjamin would express no opinion and if he does, he will be in danger.
- Benjamin was wright, he know that if he will try to change things...
- If I am in his place I do the same.
- If I were in the position of Benjamin, I must react.

From the above stated results one is tempted to conclude that the use of inappropriate tense and not using punctuation correctly are the most recurrent type of errors at the form level of the students' answers.This means that these subjects have not yet mastered the use of the English tenses and punctuation though they were third year university students(11).It needs to be noted here that other errors which concern grammar like spelling are not taken into account in this analysis since they may not affect the written communication.

Concerning the grammatical structures which students avoided in writing their essays,66% of them have displayed avoidance of the use of time clauses.Indeed, they used more main clauses than relative ones.Moreover,60% of the subjects did not use complex tenses such as the past continuous ,the present and past perfect, etc.

On the other hand, the subjects showed no difficulties in using prepositions since only 18% of them made errors in their use, besides the use of reference terms because only 4% of the subjects missed them and 15% wrongly placed them in their answers(12).Whereas, adjectives and personal pronouns were among the grammatical structures which were mastered well by these students.

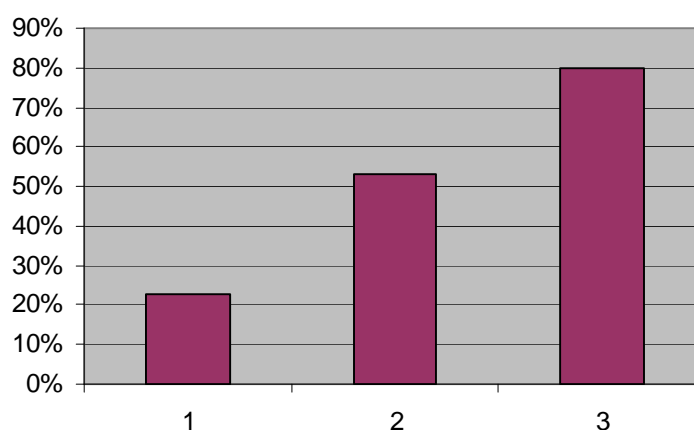
From these obtained results one is attempted to conclude that the students' difficulties in writing English properly at the form level lie mostly in their inability: (13)

- 1) To use tenses appropriately in their answers.
- 2) To punctuate appropriately what they have written.
- 3) To write a complete sentences without missing any constituent.

The second analysis included in this investigation concerns identifying errors at the content level of the students' writing product.Errors which concern poor style and lexis are as follows:

N°	Types of Errors	The Number of errors	The number of students /100
01	Invented Words	48	23%
02	Wrong Word Choice	97	53%
03	Inappropriate Style	114	80%

Table3.3:Errors at The Content Level:Lexis and Style



Bar-Graph 3.3: The number of students who made errors in lexis and style

Concerning the words invented, only 23% of the subjects selected introduced these words in their answers.These words were either taken from French, e.g, accomplice, chantage,compagnes,or mostly have no existence in English like shick ,foruner, wepeding ,etc.The number of these words is 48 words in their answer sheets.

53% of the students did not choose the right words to express the intended meaning. The number of these wrong selected words is 97 words. Thus, the subjects difficulties with vocabulary is mostly in selecting the appropriate words in writing their answers. Some of wrong word choice examples are stated bellow:

- He worried his camarads to save Boxer from his death.(warned)
- ...blackmailing of the truth.(mystification)
- This refers that there isn't....(means)
- Benjamin was strong and clever but never seems his agreement or his disagreement.(shows)
- The pigs held the direction of the farm.(management)
- He came each night districtly.(secretly)

Yet, inappropriate style remains the most recurrent error in this analysis. This is so since 80% of the students made this type of error. Moreover, this error was recurrent 114 times in their exam sheets. Most students showed difficulties in forming correct sentences as the following examples show:

- I consider him as a positive character and negative in the same time.
- Because of the naivety and the lack of intelligence and the ignorance of the other animals, the pigs take these as a weak points.
- The nature of the being push him to do what he doesn't mean.

In addition, their writing style is informal which means that their written English is more appropriate for the spoken discourse than for the written one as the following examples show:

- :
- OK, he does his work correctly.
 - We are going to mention it later.
 - As we have seen in Animal Farm.
 - We said that he is intelligent.
 - Yes, it is true that he remember all the things that happened.

In expressing their ideas these subjects used the personal pronoun “we”,” I ” and they used “ you” when addressing to the reader :

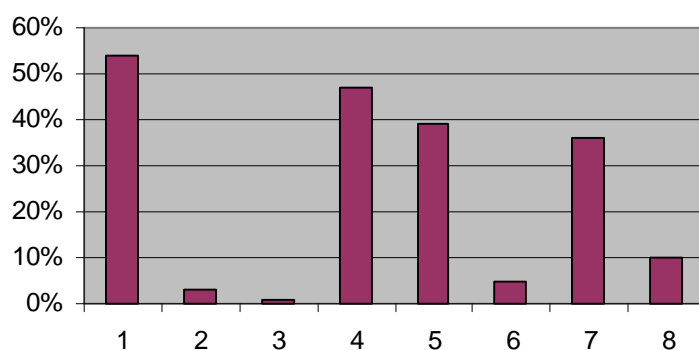
- We have not to blame or admire Benjamin ,but to choose our position in the society.
- How can I evaluate his position.
- When you leave with illiterate people such in Animal Farm you can not try to denounce Napoleon miss leading, because you will be faced ...

In talking about avoidance as far as the written style is concerned ,it has been found that 93% of the subjects did not use figurative language (metaphor, simile, idioms) in writing. Moreover, they included no wording or difficult words .Thus their style remains elementary and informal ,i.e.” *stuffed with oral figures of speech*” (S.M.Lakhdar Barka,2004:43).

Furthermore, errors affecting comprehension at the content level include also the subjects use of the literary elements as it has been stated before.The following table shows the number of subjects who did not show mastery of these elements.It needs to be noted that these errors occurred only once.

N°	Types of Errors	The Number of The Students/100
01	Not identifying the literary work concerned, its author and context	54 %
02	Not indicating the main characters.	03%
03	It is indicated but not accurate.	01%
04	It is not adequate.	47%
05	Summarizing is not used.	39%
06	It is not accurate.	05%
07	It is not adequate.	36%
08	Displaying misunderstanding of the attitudes and values expressed in the text.	10%

Table 3.4:Errors at The Content Level: Demonstrating Initial Understanding of Elements of The Literary Text



Bar-graph 3.4 :The number of students who displayed little understanding of elements of the literary text

As the above table and bar-graph show, most of the subjects involved in this study did not identify the work by giving a general idea about its content, its author and context as well. 54% of the students made this error while writing. It needs to be noted also that there are 32% of the remaining students who gave only an idea about the literary work not mentioning its context and author, besides 6% who did not identify the author and 5% did not mention the context. This implies that only 3% of the subjects involved in this case study identified the work, its author and context.

Furthermore, though most of the students indicated the main characters in their answers, they showed inadequacy in doing so. 47% of them made this type of errors. Whereas concerning their accuracy in describing these characters only one student confused two characters stating that Benjamin was a pig instead of a donkey.

The present analysis has also revealed that the students who tackled the first exam topic indicated better the main characters than those who chose the second one. The latter focused only on describing the character of Benjamin on his own without comparing him with the rest of animals who played an important role in the story like Boxer, Squealer and Napoleon.

The students writing of summaries or paraphrasing of the main events were either missing ,inadequate or inaccurate in case they are written. Whereas 39% answered the exam's question without making any summary.

Yet, for those who included summaries in their answers 36% of them were unable to cover all the important events which contribute to the story plot. Thus, their summaries remain inadequate and need further development. Moreover, only 5% of the subjects' summaries were not accurate meaning appropriate to the literary work under study. Thus, Only 20% of the subjects wrote summaries adequately and accurately

Hence, Most summaries were accurate which implies that the students have certain understanding of the main events of the story. It needs to be noted here that in comparison with the subjects who opted for the first topic ,those who selected the second one started their answer describing the character of Benjamin including no summary of the story events of Animal Farm which can help in interpreting the attitudes of this character.

Another type of errors which can affect the students' written communication at the level of the content is displaying misunderstanding of the values and attitudes expressed by the author. The present analysis has showed that this type of errors was not recurrent in the students' exam answer sheets since only 10% of them misunderstood some of the ideas expressed in the literary work concerned .The following examples try to illustrate this error:

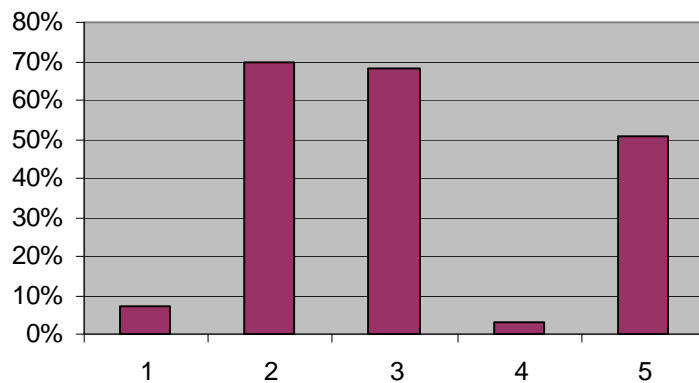
- The pigs intended to be communist.
- Benjamin is the first animal who speaks about the bad and hard situation.
- This story is the symbol of the life of people in U/Soviet/Russian in the period of Stalin because the people live like slaves and workers.
- He (Benjamin) refused to contribute in revolution because he was against the system of Napoleon.

This finding confirms the previous stated result concerning the accuracy of the subjects' summaries. Thus, the students difficulties in writing were not due to their misunderstanding of the ideas expressed in the literary work as the above results demonstrate. Therefore, one may address the following question: Were the students able to

express these ideas and use arguments clearly in their answers?.The analysis of the following errors attempts to answer this question.

N°	Types of errors	The number of the students/100
01	No use of arguments.	07%
02	The use of arguments is not effective.	70%
03	No use of evidence	68%
04	Evidence are wrongly used	3%
05	Not generalizing to other contexts.	51%

Table3.5:Errors at The Content Level: Interpretation and Analysis of The Literary Text.



Bar-graph 3.5:The number of students who did not interpret and analyse effectively the literary text

Concerning the students' use of arguments, only 7% of the students did not express their responses to the text, but rather narrated only the story' events.In fact,it has been found

that though the remaining subjects expressed their arguments; they devoted just a little space for that in their answers while most of the ideas expressed dealt with narrating the story concerned.Indeed, 70% of them did not use those arguments effectively.

One needs to mention here that in discussing the first topic most of the students showed how the pigs became dictators ,interpreting their attitudes in the farm but without saying why these pigs became so as the exam question requires.Whereas for those students who discussed the second topic,their arguments were mostly not logical or contradictory.In evaluating the position of Benjamin ,most of them adopted both positions ,i.e. praising and blaming what Benjamin did in the body of their answers while ending with either position .In other exams' answer sheets the students' position was not even mentioned.

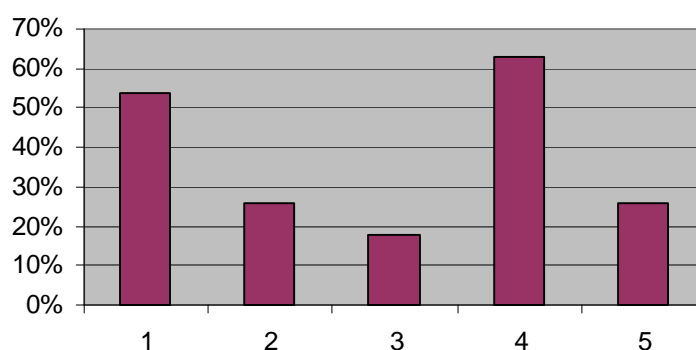
To make from their arguments more effective and support their ideas, the students need to use evidence using examples or quotes either from the literary text or from secondary sources.After analysing the exams' answer sheets, it has been found that 68% of the students used no kind of evidence ,3% integrated them wrongly which means they either did not identify the reference especially when it concerned secondary sources or the quotes or examples selected did not support the point they were trying to demonstrate.Only 29 % of the students supported their ideas by providing examples from the novel Animal Farm.(14)

Furthermore, in interpreting and discussing the exam topic 51 % of the students did not generalize to other context by extending their arguments and displaying their understanding of the topic concerned.

At the discourse level, the most recurrent types of errors which can effect the written communication are missing and wrongly structured paragraphs, lack of cohesion due to missing or wrongly used cohesive devices and lack of coherence .The results are included in the following table:

Types of Errors		The Number of Errors	The Number of Students/100
Paragraphs	Missing	54	54%
	Wrongly structured	26	26%
Cohesion	Wrongly used cohesive devices	20	18%
	Missing cohesive devices	147	63%
Lack of Coherence		26	26%

Table 3.4: Errors at The Content Level: Essay Organization



Bar-graph 3.5: The Number of Students who did write organized essays

As the above results show,54% of the students used no paragraphs when answering the exam questions.Instead, they wrote a set of continued sentences which are grouped in one structure (15).

Hence,26 % of the subjects structured their paragraphs wrongly.In the body of their answers, They wrote a long paragraph which either elaborated more than one idea or contained many supporting statements.Moreover,there were also students who included in their essays short paragraphs which support the same argument.

Concerning cohesion, only18 % of the students did not select the right cohesive devices such as reference terms ,conjunctions,etc .This type of errors has occurred 20 times in their exam sheets .The following examples show this type of errors:

- It starts by Snowball and Napoleon whom their purpose are to achieve....(whose)
- Orwell which has written....(who)
- He is nihilistic believing that neither side is better than the other side because life will go on as usual.(for)
- Benjamin thought that there couldn't be a change and life will be always the same as it was.(as)

On the other hand, concerning missing cohesive devices this analysis has revealed that 147 connectors were not used by 53% of the subjects while only by 4% missed 5 reference terms in their answers as the following examples illustrate:

- Animal Farm is a story ___ happened in Mr Jones farm.
- The farm was lead by an old Major who was a wise boar __his ideas was to chased away Mr Jones out of the farm.
- They were similar at least at the early stages ,they were running towards the power , ___they were together with Squealer.
- Animal farm is a story of group of animals which were living in bad status because of laziness of their human owners they try to rebel against him__old Major 's speech had a deep impact

Thus, missing connectors and paragraphs are the most recurrent errors at the level of the discourse. This implies that students' written product lacks organization. Furthermore, 89% of the students used no semantic markers (firstly, secondary, finally). Besides, 81% did not use markers for illustration (for example, such as, etc). The use of time relationship (then, next, when, after, etc) was also avoided from 55% of the students.

It follows from this that the majority of students' answers lack rhetorical elements which are necessary in producing a written discourse. The students thus lack the skill needed to effectively produce particular kinds of discourse structure.

For coherence, since most students did not use paragraphs and connectors in writing, this means that their ideas may not be logically arranged or ordered. Yet, The present EA has revealed that only 26% of the students' answers lack coherence. Besides, this error has occurred only once since these students included only one idea which was not coherently integrated in their answers.

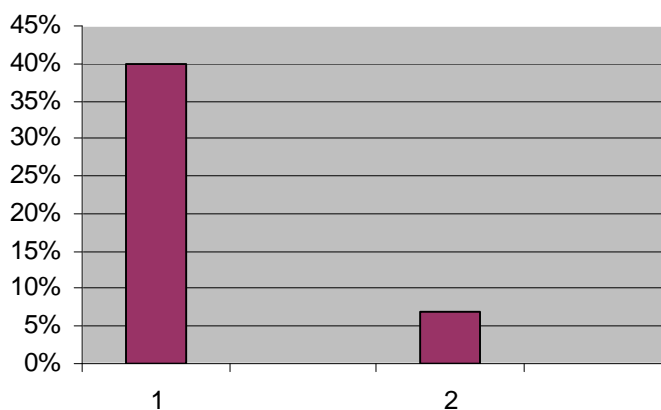
This is because in answering the exam question most students paraphrased the story of Animal Farm following the chronological order of its events, i.e. the way the events are sequenced. Some of the examples which show students' lack of coherence are as follows:

- The aim of Old Major is to change the bad situation of animal farm. There is several cases in the world similar to what mentioned in Animal Farm.
- He has many objectives reason that push him to be silent and does not revolt. The first thing if we compare all the revolutions that happened in the world since Islam until now for example the Russian evolution there are leaders and workers.....
- Snowball is an active animal he prepares committees he makes a slogan in order to facilitate the things for the animals "Four legs is good two legs is bad" because animals were ignorant.

The present errors' taxonomy includes also identifying incomprehensible meaning and not sticking to the topic concerned as the following results show:

N°	Types of errors	The Number of Errors	The number of student/100
01	The meaning expressed is incomprehensible.	102	40%
02	Not sticking to the topic	7	07%

Table 3.6:Errors at The Content Level: comprehensibility of ideas and their relation with the topic under question



Bar-graph 3.7:The number of students whose ideas are incomprehensible and out of the topic

40% of the students wrote incomprehensible meanings in their exam answer sheets. This error was repeated 102 times. Thus, they had difficulties in making clear their ideas mostly because of their poor style in writing as the following examples show:

- Benjamin has never changed and even when changes had been changed when governing the animals.
- Benjamin is society where people ignore, less of intelligence, illiterate.
- George Orwell has written Animal Farm to show how the world is moving.

- His keeping silence till the end because of death of his friends that let him influenced more in life.
- Animal Farm is an exelent novel in which we can see how can a leader play with the system.
- Animal Farm is recognized that pigs has some particular caracters that we will not find to the others.

Not sticking to the topic under question is another type of errors included in the present taxonomy. The present analysis has showed that only 7% of the subjects did not stick to the topic. This implies that the majority did not have difficulties in understanding these exams' questions.

After considering the above results, one would be tempted to think that the students did not address the assignment inadequately in the present situation. This is because most of them did not identify the work, its author, context and did not summarize the main events and identify the main characters of the story adequately. Nor did they select arguments and provide them with evidence.

Besides, they were even unable to express clearly their ideas and show their understanding of the topics under question by generalizing their views to other contexts. This made them unlikely to have good or acceptable marks in the British literature exam.

Concerning what the subjects avoided at the level of the content, the present analysis has found that:

- Illustrating and demonstrating their ideas using quotes or examples from the literary text was avoided by 68% of the subjects as the above results showed.
- Referring to background readings was not used by 97% of the subjects.
- 51% avoided generalising to other context.
- Organising their essays following the logical order of an introduction ,a development and a conclusion was not used by 60 % of the subjects.
- Using a clear thesis statement in their introduction was avoided by 52% of the subject.

On the other hand, what these subjects did correctly in their answers can be summed up in the following points:

- Retelling and paraphrasing the story's plot sequentially.
- Understanding the characters' attitudes and the author's theme.
- Sticking to the topic under question.

After analysing the data obtained one needs to explain the most recurrent errors in the subjects' answer sheets both at the content and form levels by identifying their sources. The source of these errors is psycholinguistic, i.e. "*concern the nature of L2 knowledge system and the difficulties learners have in using it in production*" (R. Ellis, 1994:57). Yet, the question here is :what kind of psycholinguistic errors are they ?.

These errors are competent errors since they are related to students' difficulties in using language. More particularly, errors such as inappropriate tense, wrongly used punctuation and writing incomplete sentences can be referred to interlingual errors which "*concern incomplete application of rules and failure to learn condition under which rules apply*" (Ibid:59).

Moreover, students' choice of words was not due to negative transfer of the students' native or second language (French), it was due rather to their misunderstanding of the meaning of the words selected. Concerning style or the way students use vocabulary and grammatical structures while writing, the present analysis revealed that these difficulties were due to their inadequate knowledge and English skills for expressing their ideas. Similarly, their lack of argumentation and their inability to organize their ideas using paragraphs and rhetorical structure is attributed to their lack of the necessary skills for this task.

Other errors which have been found in this analysis such as not identifying the literary work, its author and context, not indicating main characters and summarizing well need also to be explained. Nevertheless, the question that needs to be addressed is: Are these errors due to the students' reading difficulties or to their inability to use language to write appropriately those elements ?. The interview seeks to answer this question as the following section will show.

3.3.3 The Interview Results:

Through the subjects' responses to this interview results of the observations and error analysis will be either infirmed or confirmed, besides getting an idea about the subjects' feeling of self-efficacy in using language in writing. As it has been stated in chapter one the interview's results have revealed the subject's interest in reading the literary texts selected for study in the curriculum of the third year British literature. This is because thirteen students expressed their interest in reading such works while only two students were against such selection.

Concerning their reading preferences of the literary genre and theme within British literature, most of them selected short stories as the following table shows:

The Literary Genre Selected	The Number of Students/15
Short Stories	11
Novels	03
Poems	01
Plays	00

Table 3.7: Students' reading preferences in British literature

Moreover, nine subjects expressed their preference for romantic themes while only six have chosen historic ones. The students preferred to read short stories because the latter are not longer as novels or plays, nor does their language deviate from ordinary language as it is the case with poetry. Thus, they may not require much involvement on the part of the reader as the other genres.

This may lead one to inquire whether the students have reading difficulties with literary texts or not. Before trying to provide a tentative answer to this question, one needs to know first whether the subjects have difficulties in studying British literature module and what is the nature of these difficulties in case they exist.

Therefore, question four of the interview was attempting to achieve this objective. Twelve of the subjects expressed that the British literature module constitutes a hindrance for

their academic achievement since they find it difficult to cope with, while only three students reported that there is no difficulty in dealing with its study.

In answering question five students said that their difficulties in studying this course lie mostly in their inability to express their ideas correctly in English while answering the exam's question. Thus, the students' difficulties in studying this course are of a writing nature and has nothing to do with their reading of literary texts or understanding of the exam question. The students' errors in mastering the literary elements are due to their writing and not to their reading difficulties. Yet, these errors may be due also to their lack of awareness of the importance of including these elements appropriately in their writing.

Indeed, in addition to their difficulties in expressing their ideas in English, the subjects stated that they had no idea about how to analyse literary texts, i.e. the methodology of essay writing in literature since it has never been taught to them.

Concerning their reading of the literary text included in this course, most students reported that their attendance of lectures and taking notes enable them to get ideas of the literary text concerned. Hence, most of those ideas remain unexpressed and private to themselves as the students' responses to question six have shown. Thirteen students out of fifteen mentioned that their writing difficulties made them unwilling to express their ideas because of their fear of making errors.

Only three students said that in spite of their writing difficulties they expressed their ideas during the exam. However, after taking this exam they became worried about their assessment because they felt that they made errors while writing the exam answers. This may suggest that the subjects were aware of their writing difficulties and they recognized as well that such difficulties hinder their good performance and success in this course.

Finally, in answering the last question eight subjects considered revising the teacher's notes or learning them by heart as the better way to overcome their writing difficulties. Whereas understanding the literary text concerned was seen as a key success in studying the British literature course by four subjects. Only three subjects gave priority to the need of understanding the exam's question.

This result explained the second observation obtained in this investigation which revealed the subjects' interest in taking lecture notes from their teacher. Indeed, taking the teacher's notes and reciting them during exams was the only way for these students to reduce their errors in writing since they had difficulties in expressing their ideas and responses on the literary text studied as the interview and the error analysis have shown.

3.4 General Interpretations:

The analysis of the results from the above section seem to answer the research question which inquires about the reason why the students relied on ready made meanings, i.e. the teacher's notes and did not perform well in the first exam of the British literature course. The results have also provided answers to the questions put forward at the beginning of this investigation.

The first question which inquires whether the subjects' difficulties in studying British literature are of a reading nature or of a writing nature. Analysis of the subjects' answer sheets has revealed that the subjects had difficulties in expressing their interpretations and ideas on the literary text concerned in writing. This appears through the different errors they made at the form and content levels of their answers. Moreover, the subjects expressed in the interview that their difficulties in this course are not in understanding the exam's questions nor the literary text, but rather in communicating their ideas properly in English and achieving the intended message.

As far as the second question is concerned which is whether the subjects' writing difficulties contribute to their poor performance in the exam of British literature, the present error analysis has shown that the subjects made errors which affect written communication or comprehension of their answers. Therefore, they were more likely to receive a negative assessment. In addition, the interview has shown that the subjects lack of awareness of the methodology of essay writing may also contribute to this poor performance.

The last research question which concerns the students' creativity in expressing their ideas in writing their exam's answers. The subjects' responses to the interview have showed their fear of expressing their ideas and making errors while writing their exam answers. Indeed, most of them expressed that this fear makes them self-doubt and reluctant to

express their ideas. These results have been also confirmed by the error analysis conducted in this work which shows their lack of self-expression and reliance on retelling the story concerned.

These subjects viewed that learning by heart the teacher notes could help them overcome their writing difficulties. This result accounts for their interest in attending the British literature course and taking down lectures notes as the first observation has displayed.

3.5 Conclusion

This chapter has tried to demonstrate the research hypothesis through analysing the data obtained. The latter has in fact unveiled that the subjects' lack of fluency and self-efficacy in using language in writing unable them to express their ideas creatively while answering the exam's question of the British literature course. Moreover, these results have also revealed that this deficit made them more reliant on ready made meanings about the literary text concerned and more reluctant to express their responses during the exam.

The subjects' lack of self-expression and reliance on the teacher's notes made them more likely to get a negative assessment in the British literature exam. Moreover, analysing the students' errors has shown that in addition to their non-mastery of grammatical rules such as the use of tenses, punctuation, etc and inability to organize their ideas in paragraphs; they lacked also the skills necessary for argumentative essays.

It needs to be noted that the subjects were not aware of how to analyse literary texts since they have never been taught about it. This may contribute also to their negative assessment in studying this module. Thus, in the present learning situation students need to receive a training in how to read and write about literary texts as the following chapter will suggest.

Notes

1-Since the present case study started at the beginning of the academic year the subjects' answer sheets of the first exam were selected as a corpus.

2-The corpus investigated is 100 exam answer sheets. This represents a sample of 68% of the whole number of these sheets (146 exam answer sheets).

3-The story of Animal Farm as written by George Orwell in 1945 is a satire of the Russian revolution. This story took place on a farm in England where some animals lived under the neglect of their owner Mr Jones. The animals were fed up with Mr Jones after not being fed for over a day. So they organized a revolt and succeeded to drive him off the farm.

All animals agreed to live in equality under the slogan "Four legs good, two legs bad". However, this dream was not long lasting as the pigs who represented the elite animals in the farm, took over the farm and soon became power-hungry. Inequality began to emerge. All animals worked hard to build the windmill while their food rations declined. Whereas the pigs did not work and consumed more food.

At the end of the novel, the pigs became indistinguishable from human beings. This was by dressing human clothes, walking upright, having telephone, carrying whips, etc, thus adopting human characteristics.

4-It needs to be noted that the main aim is to identify relative frequencies not absolute ones: "*relative rather than absolute frequencies are needed*" (R. Ellis, 1997:57).

5-This does not mean making errors in using a given tense correctly as the following example illustrates the student's difficulty in using the present perfect: He has always did his job. Instead, the error concerns not selecting the right tense according to the intended meaning: He predicts their life together under the authority of Napoleon. (could predict)

6-The corpus investigated in the present interview is 15 subjects. This represents a sample of 10% of the whole number of third year students who attended the British literature

course (146 students).

7-Students' borrowing of the literary text under question does not mean that they read it.

8-The students' interest in taking lectures notes from their classmates can imply also that they may have difficulties in taking notes,i.e.they do not know how do it.

9-The negative effect of anxiety meant here is what has been called 'debilitating anxiety' which can make students worried, self-doubt and reduce their ability to take risk in using English.

10-The examples provided here are taken from the students' exam answer sheets as they were written by these students without correcting any errors.The objective from doing so is to give the reader of this work an idea about the subjects' level of writing fluency in English.

11-This is because third year university students are not expected to make these errors since they have been introduced to grammar and written expression in their first and secondary year.That is why the teaching of these modules is not included in the third year curriculum.Yet, as the following situation shows what is expected from students in foreign language learning does not mean necessary what they will actually achieve.

12-Some examples of errors in using prepositions are as follows:

- He is so pessimist with the idea of revolution.(about)
- He is among the oldest beast of the farm.(in)
- He was afraid from Snowball.(of).

13-Another kind of writing difficulties which has not been included in the present EA and which can affect the communicative aspect of the written message is handwriting. Hence, few subjects had this problem so that it was not difficult to understand what has been written in most students' exam answer sheets.

14-Even the use of these examples was not sufficient to support their ideas as these students provided just a few of them in their answers.

13-See Appendix

CHAPTER FOUR

SUGGESTIONS AND RECOMMENDATIONS

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4.1 Introduction:

In this last chapter, some suggestions about teaching British literature at an advanced level are given. The first step towards effective teaching is seen as providing students with training lectures which can help them understand and practise the process of reading and writing their analysis of the literary texts included in the curriculum.

Moreover, an approach to teaching British literature has been suggested whereby the main objective is to help students communicate efficiently their ideas in writing in English. Therefore, identifying the role of the teacher within this approach and the criteria upon which the selected literary texts should be based are intended to be given.

The chapter also suggests some writing tasks that may contribute to foster students efficiency and self-confidence in writing their responses to given literary texts. To make clear how these tasks can be implemented on these texts, some examples are proposed on George Orwell's novel Animal Farm.(1)

4.2 Students' Training :

A literature course necessarily depends on advanced reading strategies and skills, besides, fluency in writing, i.e. expressing one's ideas and responses to a given literary text in correct English.

At university level, what students tend to lack is the ability to interact with literary texts and analyse them developing their critical thinking in proper English (either in writing or in speaking). This seriously inhibits their experience of literature and eventually makes even the most ambitious of their interpretative attempts shaking and too abstract. Besides, it deprives them from the pleasure of reading and appreciating literary masterpieces.

The reason for this failure as it has been stated in previous chapters are rooted in students' lack of exposure to the teaching of literature in English during their past learning experience. Moreover, even at university level students are not being trained nor do they receive any instructions on the kind of strategies they need to implement in reading and writing about the literary texts concerned.

In this way, a student may not understand what is expected from him in the British literature course and thus cannot attain his learning potential. In addition, he may not find the teaching of British literature “*relevant to his future job as a secondary school teacher*” (S.M.Lakhdar Barka, 2004:39). Therefore, the present research stresses the need to involve students in a series of lectures in which they can be trained in studying literature as students and future teachers.

This type of training entails raising students’ awareness of the importance of studying literature in language learning. This is so, since they may not recognize its relevance in their process of learning English and thus show no interest in reading and studying literary texts. Moreover, awareness raising entails also the process of studying literature by requiring them to complete tasks which can help them acquire this process.

In reading literary texts,” *students of literature need above all else a gradual, patient and systematic training in how to read literary works*” (Alex Fodger, 1983:39). This means training them to look at literary language and try to discover its hidden meaning instead of “*looking directly through the language at a meaning which is self-evident*” (Ibid:39). In addition, they need to be taught the literary elements needed for interpretation such as plot, theme, characters, etc, the literary conventions and the characteristic of the literary genres, i.e. novels, short stories, poems, drama.

Furthermore, teachers need to make clear to students that there is no clear cut interpretation of a literary text and that “*the important thing is not how exact the learners’ interpretation might seem but the extent to which it is plausible*” (E.D.Hirsch, 1967:127). In the same token, Students need to know that the meaning of the text is not in the text itself but in their interaction with it and attempt to work out the meaning of what is left unsaid by the author (2). Thus, literary texts can only become meaningful and properly finished after they have been processed in the minds of their readers.

To achieve this interaction with a literary text, they need to be aware of the need to bring their own experience and knowledge of the world into it. But, in the meantime interpret the work in its context, in addition to making extensive reading of literary texts and other

secondary sources outside the class which can help them become more familiar with literature.(3)

In writing their literary responses, they need to know what writing process they need to follow to write and organize effectively their essays. This can be achieved by modelling tasks for students showing them how to answer their exam question developing their response to a given literary text and using quotes to provide evidence for their own interpretations.(4)

These elements of literary analysis should be taught and practised throughout a literature course. This will enhance students' overall learning experience, develop their analytical and critical thinking skills and foster enjoyment of literature.

The literature teacher can also show his students the thoughts processes or interpretive strategies he was employing in responding to the text as well as how his own previous experience, knowledge of the world and of literature, attitudes, needs, sense of purpose for responding and perception of the context influenced his response to the text.

Meanwhile, they need to understand clearly what criteria will be used to judge their performance. Will the teacher focus on the form or content of their performance or both of them ?.

In addition to training students in the recognition of what studying British literature entails, the teacher needs to adopt an approach that can reinforce such training.

4.3 The integrative Approach to British Literature Teaching:

It is generally accepted that literature teaching provides an easy access to motivating content materials and cultural background encourages language acquisition, expands students' language awareness, develop their interpretative abilities and educates the whole person. Yet, the question that may be addressed is: how literature teaching should be implemented to enable students gain such benefits ?.

It is the teacher's role to decide which approach to adopt in teaching literature according to the students' level of proficiency in English, knowledge of the foreign culture and interest

in studying British literature .However, one thinks that if possible the implementation of all three approaches (the language, the personal and cultural based approach) shall bring the best results.

Literature based activities may start with the language model which focuses on the surface of the text. Next, a discussion may follow to encourage students to express their views, which is in the frame work of the personal growth model. Finally ,the teacher may highlight cultural aspects vivid in the text ,in this way encompassing the cultural approach.

The pedagogical objectives behind integrating these approaches are as follows:

- To develop students' linguistic competence ,i.e. enrich their knowledge of the foreign language.
- To develop their analytical and critical thinking skills in reading, speaking and writing about literature.
- To encourage students to relate themselves to texts and their cultural contexts and thus to become more aware, knowledgeable and competent as readers.
- To help students develop a liking for literature and encourage them to make extensive reading of it.

It needs to be maintained that a variety of activities including pre-reading , reading, speaking ,writing and listening activities may be integrated within this approach in the classroom.But ,since this work aims to help students develop their writing fluency in English, this chapter will focus mainly on suggesting writing activities.

Before introducing such activities, one needs to understand the teacher's role according to each approach as well as the criteria upon which his selection of literary works should be based .This will be dealt with in the two following sections.

4.3.1 Teachers' Role

It is generally accepted that teachers need to be flexible in teaching to meet students' weaknesses. Flexibility refers "*to the behaviour of the teacher in the class and his ability to be sensitive to the changing needs of the group as the lesson progresses*" (J.Harmer, 1983:39). This is through diversifying the classroom activities, using pre-reading, reading, writing and listening activities in the classroom according to the students' needs and interests in studying the subject matter.

Therefore, the present research suggests an approach to teaching British literature which includes a variety of tasks and thus requires teachers to be flexible in teaching. It needs to be noted, however, that in formulating tasks the teacher needs to think about how to best sequence tasks so that each task prepares students for the subsequent tasks.

Furthermore, before engaging his students in any activity, the teacher needs to explain to them the objective behind each task they are involved in, as well as "*The pedagogic expectation, i.e. to tell them exactly what is expected of them when assigning them a text to read at home*" (C.Kramersch 1993:140).

Hence, since this approach integrates the culture, language and personal approach, the teacher's role differs from one approach to another according to the objectives of each approach. Therefore, understanding his role according to each approach is important as it helps make clear the way these approaches are integrated.

4.3.1.1 According to The Language Based Approach

As it has been stated in previous chapters since the aim of the British literature teaching at the university of Oran is not to make from students literary critics, but rather to help them develop their proficiency in English, literature teachers need then to implement an approach that can fulfil such an aim.

One thinks that through this integrative approach students may get much more benefits from studying British literature since it includes the language based approach which stresses the need to involve them in language based activities on the literary text studied.

In doing so, students are likely to become more familiar with the linguistic structures used in literary works. Moreover, those who have reading difficulties because of their inability to cope with the language of the literary text studied are more rewarded from such activities.

Furthermore, not only students' language usage is likely to develop through this approach in the teaching of British literature, but also their language use. Thus, the teacher's concern is not only to make his students familiar with forms but also make them able to derive meaning out of it and use it in their own style as well.(5)

Yet, the suggested writing activities within the language based approach may not seem relevant to the literature teacher's role which does not entail teaching grammar nor written expression but rather British literature. Moreover, applying linguistic techniques to literary texts may deprive students from appreciating literature and results in more de-motivating teaching practices.

It is important to realize, however, that a literature teacher needs to take into account what his students need while teaching literature. In case they encounter difficulties in writing their ideas about literary texts as in the present situation, including writing activities in the literature course becomes a prerequisite task which should not be denied.

It is true that applying only this type of writing activities may have a negative effect on students' motivation, therefore the present work suggests an integration of the two other approaches in teaching British literature. The teacher's role within the personal based approach will be explained in the next section

4.3.1.2 According to The Personal Based Approach:

Among the challenges which the teacher of British literature at university level is facing is how to motivate his students in order to view literature not as any other module on which they are being tested but rather as a discipline which can lead to their personal growth and language achievement in the meantime. The question that may be addressed here is how to

develop students' appreciation and love of literary texts and encourage them to make extensive reading in British literature ?.

Literature is about emotions and it provides a multitude of problems that can be subject to discussion .Then ,the teacher should choose the text that suits the students' language proficiency level,interest as well as their maturity. This is to enable them to express their opinions on subjects they do not treat indifferent to contribute to their involvement in class.(Carter and Long,1991).

Moreover ,they should create a lot of opportunities for personalisation .This means allowing them to give their own interpretation and feel personally and closely concerned by the experience evoked in the literary text under study.

In addition to stimulating students' interest in the literary text handled , the teacher needs to show interest in reading literary texts. This is by showing them the importance of making such reading by shedding light on given aspects inherent to the texts which can be related to the students experience, besides involving them in creative participation in class and generating a lively debate among students.

“Suffice it to say that for us as for many teachers, the personal experience of reading major literature is sufficiently important for us to wish to communicate this need to our students and to help them develop the capacity to read for themselves in this way”.

(C.Brumfit and R.Carter,1986:31)

In doing so, students are likely to interact with the literary text handled and achieve the personal involvement required in its study.However, raising students' interest in studying British literature and helping them appreciate it may not be achieved if they have difficulties in dealing with the culture associated with it.What is then the role of the teacher vis-à-vis this foreign culture ?

4.3.2.3 According to The Cultural Based Approach

Another challenging task which the teacher of literature is often confronted with is how to stimulate students' interest in the culture embodied in the literary text ,enabling them to

achieve cross-cultural understanding .This is typically when students have not been exposed to the foreign culture concerned during their previous learning experience as it is the case with the present learning context.

Thus ,bearing in mind this foreign cultural background ,the teacher 's task becomes more difficult to handle. Providing these students with cultural knowledge alone will not suffice to make them understand and appreciate the foreign culture embodied in the literary text studied.

Rather, his task is to help them understand that there are differences among and within cultures and that these differences should be respected. This is by making them aware of the cultural connotation of words and phrases in the target language besides the conventional behaviour in common situation in this culture.(6)

In addition, the teacher can provide his students with the opportunity to explore their own culture by discussing the very values, tradition customs and rituals they unconsciously take part in and to compare them with the foreign one.This is because understanding the other's culture requires first understanding one's culture: "*We cannot teach an understanding of the foreign as long as the familiar has not become foreign to us in many respects*".(Hanfeld 1990, cited in Kramersch 1993:234).

This comparison may be a useful way for bringing foreign cultural understanding through the identification of the differences or similarities which may exist between the two cultures. By providing them opportunities to interact and exchange ideas, students can voice their opinions about the target culture and discuss its aspects by comparing their own beliefs and values.

In this way, it becomes easier for teachers to identify and try to bring cultural gaps if there are any. A number of selected tasks will be proposed in the next section to make clear the way literature teachers need to handle cultural issues related to the literary works studied.

However, though the objective of achieving cross-cultural understanding is believed to be relatively attainable through adapting the above stated steps and the proposed tasks; one may still believe that selecting literary texts which are "*culturally universal or at least*

culturally neutral” can be a better way to avoid confusion and misinterpretations.(Lazer, 1993: 66)

Meanwhile,the selected tasks or activities which the teacher is expected to engage his students in should not create cultural gaps between the students’ culture and the foreign one.Rather,they should help them understand the differences found between these two cultures and become more open minded.

Thus making the appropriate choice of the literary text studied in class is an important decision for the literature teacher.

4.3.3 Text Choice :

An important decision a literature teacher needs to make is selecting the literary text upon which study ,classroom discussion and students’ assessment is centred. Thus,making such a choice should be done with great care in order to achieve the objectives of a literature course as set up by teachers .What criteria then should be taken into account in selecting the literary text ?.

The literary work selected should be linguistically accessible so that students are not put off by linguistic difficulties such as absolute forms,complex sentence structures,etc. However, this should not be interpreted in the sense that teachers should include texts whose language is easy for students.

Still ,students need to be exposed to new language items in order to enrich their knowledge of that language (as well as knowledge of its use).Thus, it is advisable here to select literary texts which ”*are not too far beyond the students’ normal reading comprehension* “ (R.Carter and M.Long,1991:05).

Meanwhile, these texts should not contain historical or cultural references which can confuse students and lead them to misinterpret the text. The teacher then needs to select literary text of universal dimension ,i.e. texts which tackle universal themes like love ,hatred, jealousy, etc, which may be familiar to students and thus encourage them to engage in classroom discussion..

The length or genre of the selected literary text is also an important criteria in the selection. Novels , for example are harder to understand and discuss than short stories. Besides , they take time to be discussed and studied in class.(7)

It is also important to select topics about which students have some interest or “*they will have difficulty relating and responding to it*”(Lazer, 1993:03).Therefore ,identifying students’ reading interest and preferences can be valuable for literature teachers.(8)

Moreover, the purpose for studying a literary text should be a major factor in the selection. It follows from this that since the objective of teaching British literature here is to help students solve their language problems and develop efficient communication skills, the selected literary texts should contain examples of the target features that invite more language based and communicative activities on the part of students.

The literary text should thus contain the above stated criteria to serve as a tool to achieve the teacher’s objectives from the British literature course .Yet ,the selection of the literary text does not suffice to realize such an objective .The teacher needs also to decide what activities to include in the class.

Thus, the question that may be addressed in this research is what writing activities can teachers include to develop the students’ writing fluency in English?.

4.5 Designing Writing Activities in The Classroom:

Students of literature often find difficulties in coping with studying literature since they have not been exposed to it before nor have they been used to read its masterpieces.Requiring them to write an analytical essay about a particular literary text may not be an attainable objective in this case.Therefore , engaging students in written activities on the literary text under study is considered as a prerequisite task.

In the foreign or second language literature classroom, writing activities can take place after reading to help interpret ,explain or make comparison between texts.However, writing

can be viewed as a means to discover and explore ideas. Thus, students can be encouraged to do classroom activities such as free writing that promote writing fluency and allow students to think without the constraints of audience, register, or convention. Thus, develop much more confidence in their writing abilities.

Moreover, involving students in writing activities can facilitate the reading process by helping them to formulate questions, explore interpretations and begin to articulate what they do not understand. These activities can also be useful for students who have difficulties in expressing their ideas spontaneously when speaking in the target language. A few minutes writing prior to discussion allows students an opportunity to reflect and to articulate their thoughts which they can contribute to whole group conversation.

By adopting the integrative approach to British literature teaching, one thinks that the written activities suggested are more likely to have several benefits on literature students. This is because these activities include the language and the culture embodied in the literary text, besides including activities which can motivate students and enhance their language expression.

However, the writing activities suggested in the classroom and the use of the integrated approach to British literature teaching may not seem concrete suggestions with the great number of students and the insufficient time allotted for each session as it is the case with the present learning situation. Yet, these suggestions are just examples of the type of activities a literature teacher can implement within these integrative approaches so that he is not required to implement all of them. Indeed, the selection of these tasks depends on the type of students he has, i.e. their interest, needs, language proficiency, etc. besides the literary text concerned and the time allotted for its study. (9)

5.4.1 Language Based Writing Activities in Literature

“The advantage of the literary text is that it provides a context for language work. Exercises can be quite open-ended” (J. Collie and S. Slater, 1987:51). Therefore, this chapter will suggest a number of writing activities which focus on some of the language areas where the subjects displayed difficulties in dealing with such as vocabulary, organizing

paragraphs using connectors,tenses as demonstrated by the error analysis discussed in the previous chapter.

- ❖ To help students understand some of the words ,expressions which may seem difficult to deal with and in the meantime enrich their use of them the following tasks are suggested:

Task 1: The teacher can select a number of difficult words, explain them and ask his students to put them in sentences of their own, or ask them to check their meaning using a dictionary.Making such a selection can be done in parallel with the teacher’s explanation of some significant passages in the text. An example of Animal Farm is given as follows:

- Check the meaning of the following words and put them in sentences of your own :catridges,hay,stall,hedge,cannibalism,whelped,indefatigable,hullabaloo.

Task 2:The teacher asks his students to comment on or explain some words, metaphors and phrases as used by the author.

- Comment on the following similes:
 - And not an animal on the farm was stolen so much as a mouthful.(p,26).
 - The earth was like iron, and nothing could be done in the fields. (p,42)
 - He had seemed to oppose the windmill simply as a manoeuvre to get rid of Snowball.(p, 52)
- Explain the following expressions in your own words:
 - Mr Jones was safely out of the way.(p,05)
 - I had known that tune in my infancy,but it had long since passed out of my mind.(p,12)
 - The others said of Squealer that he could turn black into white.
 - They raced back the farm buildings to wipe out the last traces of Jones’s hated reign (p,20).

Task 3:The students can be asked to find out the kind of adjectives used by the author to describe his characters in the text or they can be given a number of adjectives and asked to match them with the characters 'story. An example of the latter activity is given as follows:

- Match the characters with the adjectives used in the text to describe them:

-Mr Jones	-Young ,smart,good speaker,idealistic.
-Old Major	-vain ,selfish.
-Snowball	-strong,hard working horse.
-Napoleon	-old,wise donkey, suspicious of revolution
-Squealer	-talkative,manipulator.
-Mollie	-not a good speaker,cruel,brutal,selfish,devious.
-Boxer	-irresponsible to his animals.
-Benjamin	-wise,taught animalism.

Task 4:The teacher can select the main theme of the story and ask them to describe it by giving a list of adjectives.For example:What adjectives are used to describe the pigs' dictatorship?.

Task 5:The teacher gives a number of words and asks his students to find their synonyms and antonyms from particular passages in the text.

- Find out the synonyms of the following words in the texts (in the first paragraph page 05):closed, was turned off ,odd ,respected ,lying safely.

Task 6:The students are required to give examples of similes and metaphors from the literary text given and to explain them.

Task 7:The teacher selects a particular passage from the text and asks his students to pick up words that express a particular meaning.

- The teacher selects the passage where Boxer fell down (p,101) and asks students about the kind of adjectives used by the author to describe the tragic end of this character,or he asks them about the kinds of words which were frequently occurent in Squealer's speech.

Task 8: *Key words/Sentences:*

The teacher can select a small number of key words and ask students to guess what the story is about by writing “*a possible narrative link between the words*”.(J.Collie and S.Slater,1987:19).For example: Farm, Animals ,tyranny ,Mr Jones ,Rebellion.

Task 9:The teacher gives his students simplified rephrased sentences or words definition to match them with the more complex original (Ibid).For example:match the following sentences with the song *Beast of England* (p,13)

- 1) All animals must work hard in the land to live in freedom far from the tyranny of man.
- 2) We will get rid of all restrains which man has put to tie up our freedom.
- 3) Animal in every land and country, listen well and pass on my message of the prosperous future time you will have after getting rid of man.
- 4) There will come a day where animals become the only owner of the farm after getting rid of the cruel man.
- 5) All the kind of crops which our land produces will be ours after that day.
- 6) Life in the fields will become more enjoyable when one gets free.

❖ Since students have difficulties in organizing their essays using connectors the following tasks are suggested to overcome such difficulties:

Task 1:Students are given a text with scrambled paragraphs and asked to reorganize it , or they are given a set of sentences and asked to put them in order using cohesive devices as the following example suggests:

-Snowball reduces commandments to one essential principle, which he says contains the heart of Animalism: "Four legs good, two legs bad."Squealer explains to them that pigs need milk and apples in order to think well.

-Snowball prepares a defense, and the men are easily routed. They lose only a single sheep, who is given a hero's burial.

-The clever pigs think of ways for the animals to use the humans' tools.

-A flight of pigeons brings the news to Animal Farm that Mr. Jones is attacking on the farm with some of Pilkington and Frederick's men.

-When the dogs Jessie and Bluebell each give birth to puppies, Napoleon takes the puppies into his own care. -Snowball establishes a number of committees designed to re-educate the wild animals and teach all the farm animals how to read.

-The farmers and Mr Jones spread rumours about the farm's inefficiency and moral reprehensibility.

Task 2: To recognize the function of connectors, students are provided with a set of sentences and asked to find the kind of relationship that links them, i.e. is it comparison, contrast, consequence, etc. ?

Or they are given a text about the literary work selected where connectors are missing, and asked to fill in the gaps by putting them in the right place. For example the teacher gives the following text and asks his students to fill in the gaps using these connectors: Although, even, but, soon, however, because, so.

Mr Jones drank too much and neglected the farm. ____ his men were idle and dishonest. the animals became fed up with him after not being fed for over a day __ they organized and __ successfully carried out the long ,waited revolt. The animals renamed Manor Farm Animal Farm, ____ they argued not to live in the house.

The pigs started to emerge as the elite class of animals _____ all animals were supposed to be equal. This is _____ they were knowledgeable if compared with the rest of animals. _____ Snowball and Napoleon started to fight and argued over every thing.

Task 3: The teacher asks students to write a paragraph on a particular idea in the text. For example: "All that year the animals worked like slaves. But they were happy in their work" (p,53). Write a paragraph explaining the animal's feeling of happiness.

Task 4: The teacher gives a topic sentence and asks students to write a paragraph. For example: Benjamin preferred to keep silent though he could help the animals.

- ❖ To help students use tenses effectively in writing their essays, the following activities are suggested:

Task 1: Recognizing the use of the conditional students are given incomplete sentences about the literary work and asked to complete them using the conditional tense.

- If Mr Jones was not cruel with his animals, they.....
- If the pigs were not elite, they.....
- If the animal were illiterate, Napoleon
- If Snowball were the leader, he.....

Task 2: The teacher gives students a number of sentences about the literary work, but these sentences contain mistakes in using tenses. Students are asked to spot the mistakes and correct them.

Task 3: The teacher selects passages from the text and asks his students what tense is used and what effect it has.

Task 4: The students are asked to summarize the story respecting tenses.

4.4.2 Personal Based Writing Activities in Literature:

Different tasks can be suggested here but the sole aim is to stimulate students' interest, arise their motivation, develop their critical thinking and imagination through studying British literature. The progression of the suggested tasks in this section starts from writing tasks which check students' reading comprehension of the literary text studied to more creative ones which involve their imagination and personal experiences and which may motivate them to study literature.

- ❖ To help students gain certain understanding of the literary text handled, interpret it and develop their responses to it the following tasks are suggested:

Task 1: The teacher gives a number of comprehension questions about the literary text. Taking the novel of Animal Farm as an example this activity can be done as follows:

- What other titles could be given to this novel?.
- Who are the main characters of the story ?.
- Why did the animals drive Mr Jones out of the farm?.
- Who took over the farm after driving out Mr Jones?
- What characterizes the pigs over the other animals?.
- How did the pigs become dictators?.
- Is the betrayal of the revolution in spite of or because of the teachings of animalism?

Task 2: Students can also be given a questionnaire to fill in to determine their opinions towards the theme expressed in the text. This can be done at home. While in class students can discuss and compare the events with each other.

The teacher thus gives his students a worksheet to accompany their home reading in which questions related to the topic ,plot and characters in the literary text are included. An example of this is given bellow about Animal Farm

WORKSHEET:

1. Which of the followings can be stated as the first initiator for the rebellion?
 - a) Napoleon's Dream
 - b) Old Major's Speech
 - c) Battle of the Crowshed
 - d) Seven commandments

2. Why do animals live in poverty and slavery according to the text ?.
 - a) It is related to the nature of animals
 - b) The land is not very fertile
 - c) Men consumes all the product
 - d) Animals are not able to live on their own.

3. Which of the following animals were accepted as comrades after voting?
 - a) Dogs
 - b) Pigs
 - c) Rats
 - d) Hens

4. Which animals can be said as the fathers of Animalism?

- a) Snowball, Squealer, Napoleon.
- b) Boxer, Snowball, Old Major.
- c) Jessie, Napoleon, Snowball.
- d) Clover, Mollie, Benjamin.

5. What is Sugarcandy Mountain?

- a) A game animals play in their spare time
- b) The idea of animal heaven created by Moses the raven
- c) The location of the story Mollie tells to the lambs
- d) The mountain visible from Animal Farm

6. Which of the pigs is the best writer?

- a) Napoleon.
- b) Squealer.
- c) Snowball.
- d) Churchie.

7. Which of the followings does not take place among the principles of “The Seven Commandments”?

- a) What ever goes upon two legs is enemy
- b) All the habits of Men are evil
- c) All animals are equal.

d) No animal shall sleep in a bed.

8. Why did the Animal Committees fail?

- a) Most of the animals objected to it.
- b) Snowball couldn't organized them effectively.
- c) It was inharmonous with the nature of animals.

d) There were too much work to

9. Which of the following animals couldn't learn the Seven Commandments by heart?

- a) Sheep
- b) Birds
- c) Donkeys
- d) Rats

10. Who reduces the ideals of Animalism to the phrase "Four legs good, two legs bad"?

- a) Snowball
- b) Napoleon
- c) Squealer
- d) Boxer

11. How does Squealer explain the reason why the pigs did not share the milk with other animals?

- a) No other animals asked for the milk before.
- b) Jones would come If the milk was not consumed.
- c) The pigs need more milk than any other animal.
- d) For they are managing the farm they need to eat.
- e)(write your idea)

12. What did animals do after Mr Jones's attack on the farm?

- a) They simply gave in and stopped the war.
- b) They left the farm and went to Mr. Foxwood's farm.

- c) They fought very bravely and expelled the attackers.
- d) They signed the seven commandments with Mr Jones

Task 7 :Students are asked to write a list of memorable scenes or episodes in the literary text selected.Comparing students' lists in small group or whole group discussion leads to a consideration of similarities and differences:which episodes are essential to a summary of the text,which are not and why?.

Task 8: Students are given sentences about the literary text and asked to write if they are true or false and correct them in case they are false.For example the following sentences are given about Animal Farm:

- Old Major's speech has urged animals to get rid of man.
- Animals' revolt against Mr Jones was successful.
- Animals lived in equality after driving Mr Jones out of the farm.
- Napoleon and Snowball were always disputing because both of them wanted to step into authority.
- It was Napoleon who planned for the windmill.

Task 9:The teacher gives them a number of interpretations and asks them to select the one which they favour .

- o For example:How would you interpret the gradual alternatives brought to the seven commandments ?Is it because:
 - These commandments did not help realise equality among animals.
 - They did not serve the pigs' greed for power which was increasing day after day.
 - To prevent Mr Jones' return to the farm.

Task 10: *Creative Conversation Writing*

A teacher can take scenes in which there is no speech and ask students to imagine the conversation that took place ,then write it.(J.Collie and S.Slater,1987)

For example in dealing with *Animal Farm* the teacher addresses the following question: Snowball and Napoleon were always in dispute. Imagine a conversation between these two characters where disagreement appears clearly through their words. Write it down.

Task 11: The teacher asks students to write a letter from one character to another. For example: Imagine that after sending Snowball out of the farm the latter wrote a letter to Napoleon. What is its content?

Task 12: *Retrospective Writing*

Students can be asked to reconstruct the events which happened before the novel.

Task 13: *Written Conversational Chains*

In this activities, students write a short response or reaction to a text and pass it along to the next students, who then writes in the margins his or her response to the first student's thoughts, elaborating, questioning, contradicting, agreeing and so on until the circle ends (Pradl 1996). This kind of writing does not only provide solitary space for thoughts but also encourages students for discussion after the chain is complete

Task 14: Students are asked a number of questions which require their personal opinion as an answer. An example of this type of questions is as the following:

- 1) Imagine that Mr Jones has won the battle against animal, how would the animals be treated this time?
- 2) Benjamin represents the elites class who prefers to keep silent and act as onlookers. How would you justify his attitudes according to the story's context?
- 3) How would you react if you were in his position?
- 4) Describe your feeling towards the animals who worked hard and suffered from the tyranny of the pigs?
- 5) Do you accept to live in the same conditions?
- 6) How could you explain the pigs' changing role from mere animals calling for equality to dictator leaders?
- 7) Could you say that human being's greed for power is after all natural?
- 8) Do you think that power and money can change human beings?
- 9) After reading the story could you say that Animal Farm's theme is up-to-date?

4.4.6 Cultural Based Writing Activities:

Culture is one of the most enjoyable ,fulfilling and important aspects of foreign language teaching.The question here is how can literature teachers exploit language texts, authentic target culture and successfully incorporate them into the teaching of literature.One thinks that by adopting the following objectives and suggested cultural activities on the literary text selected students may understand the foreign culture and appreciate studying British literature

- ❖ The following suggested tasks aim to provide cultural information and make association around cultural connotation.

Task1:The teacher asks students a number of questions about the context under which the story's events take place.For example:

- 1) What important events characterized Europe during the 20th century ?.
- 2) What do you know of the Russian Revolution ?.
- 3) Try to find out about these people:Stalin, Lenin and Trotsky.
- 4) What do you know of their dictatorship?
- 5) Match the political system with its prevailing values:

Capitalism	-an economic system based on the ownership of All property by the community as a whole
Socialism	-an economic system in which most of the means of production and distribution are privately owned.
Communism	-The means of production are owned by society rather than by private individuals.

Task 2:The teacher gives his students research assignments which can help them explore the context of the literary work under question.For example:

- 1) Russian Revolution:.Tick one of the historical figures of the Russian Revolution—Marx, Lenin, Stalin, or Trotsky—and write a research essay describing both his personal strengths and his role in the Russian Revolution. Include how well Orwell's allegorical portrayal in *Animal Farm* supports your research.

Task 3:The teacher gives his students the following questions to help them understand the cultural connotations used in the text.

1-In his story ,Orwell was referring to political leaders through the use of each characters.Match the characters with the name of the political leaders

Animal Farm	Russian Revolution
Mr. Jones	Leon Trotsky
Old Major	Czar Nichola
Animalism	Joseph Stalin
Snowball	Karl Marx
Napoleon	Communism
Mollie	Propaganda department of Lenin's government
Benjamin	KGB - Secret Police
Boxer	Religion
Squealer	Vain, selfish people in Russia and world
Moses the Raven	Dedicated, but tricked communist supporters
The Dogs	Skeptical people in Russia and outside Russia

Table 4.1:Explaining Cultural Connotations in Animal Farm

2-The church was used as a tool by dictatorship to keep the working class people hopeful and productive.What symbolizes the church in Animal Farm ?.

3-What other tools do you know of have been used by dictators for the above stated objective?

4- Look at Major's speech. How is it similar to or different from the Communist Manifesto? Do you think that Major is a more appropriate symbol for Lenin or for Marx?

5- Who is the most sympathetic character in the book? How does Orwell encourage our sympathy for him/her?

6-What does Old Major's death represent ?.

7-What does animalism imply?.

- ❖ Helping students explore the discourse structure of the narrative work:”*medium and genre,narrative structure (e.g point of view and text time),audience,referential world of the story and the various voices and silences in the text*”(C.Kramersch:1993:146) is also part of the cultural based approach to British literature teaching. This may be achieved through following tasks as suggested by C.Kramersch (1993):

Task1:Varying the medium or the genre

To understand how medium shapes meaning, the teacher translates the text into a visual medium.For example he can show his students the film of Animal Farm and ask them to comment on the way the filmmakers use the strengths of the visual medium to express the text's theme.

In case the visual means are not provided as in the present learning situation he can take other texts from other genres which tackle the same theme of the text studied and ask students to compare the two in terms for example of the author's words choice,images,etc.The poem of Matthew Arnold “The Last Word” can be used for this task.

Task 2: *Varying the audience*

Students can be asked to write different endings for the same narrative. How the text can be interpreted by different persons. Students have the choice between a positive ending based on their best hopes for the animals and a negative one based on their worst fears.

Task 3: Varying text time

Students can be asked to narrate the story from a particular point in time or narrate what happened between one chapter and the other. For example students are asked to narrate what happened between chapter IX and chapter X in the novel. (How the pigs have taken more and more characteristics of human beings).

Task 4: Varying the point of view

Students here are asked to narrate the story from the point of view of another character. This helps them understand characters' attitudes within the story's context. For example the teacher can address the following question on Animal Farm: Benjamin, the oldest animal in the farm was a nihilistic donkey who witnessed all the events which happened in Animal Farm. Rewrite the story from Benjamin's point of view.

Task 5: What Happens Next? Or Predictive writing

After the students have read the first section of the text, the teacher asks them to write what they think will happen next according to what they have already read. This task offers the students the chance *"to compare their emerging schemata with the expectations they have as readers and the expectations the text builds up through its discourse structure"* (Ibid:152).

In addition, students can explore the genre which *"is a socially sanctioned type of communicative event"* (C.Kramersch, 1998:68) through the following questions:

1. Speeches have been widely used in the novel what effect do they achieve?.
2. What are the differences in the way Snowball and Napoleon approach power. Give examples of their words.
3. Would things have turned out differently if Snowball had won the power struggle with Napoleon? Are there any clues in the novel itself that help us decide?.
4. It is somewhat puzzling that Orwell changes the chronology of the events culminating in Snowball's exile, given that most of the details are very historically accurate. Why do you think that Orwell does that?

5. Identify the strongest moment or the climax in the story.
6. Why do you think Orwell chose to use a fable in his condemnation of Soviet communism and totalitarianism?
7. Some critics have argued that Animal Farm is much more than an attack on Stalinism. What other lessons can be drawn from it?
8. How does Orwell explore the problem of rhetoric in Animal Farm? Paying particular attention to the character of Squealer, how is language used as an instrument of social control? How do the pigs rewrite history?
9. Do you think Animal Farm's message would come across effectively to someone who knows nothing about Soviet history or the conflict between Stalin and Trotsky? What might such a reader make of the story?
10. Of all of the characters in Animal Farm, are there any who seem to represent the point of view of the author? Which of the animals or people do you think come(s) closest to achieving Orwell's perspective on Animal Farm?

❖ Personalizing theme /topic of the text:to raise students'awareness of and interest in foreign cultural issues ,the teacher needs to use "*the text as a springboard for having the students express themselves and relate the story line to their own experience*"(Ibid:136).The writing activities which may attain such an objective are:

Task1:A number of open questions which can be given also as research assignments can be addressed to students as follows:

- 1) Man is based on materialistic values is a key satirical theme in Orwell 's Animal Farm.Give examples of this theme from the text.
- 2) From your personal experience ,give these kind of examples from real life.
- 3) Orwell concludes that no society is perfect, no pure Socialist civilisation can exist and there is no way to escape from Capitalism. Do you agree with Orwell's conclusion?. Justify your answer.
- 4) How can you describe a society under a dictator regime?

- 5) Do you think that to change a political system rebellion is the best solution?
 - 6) Do you know societies where rebellion took place? Did it succeed or fail ?
 - 7) All world leaders have been through a journey to their political office. Research a world leader (past or present, but not fictional) and write a two page summary of this person's journey through political life. When did they become interested in politics? What are their policies?
 - 8) Find a speech by a famous political leader (from any country) and summarize the theme of his/her speech. Include in your analysis:
 - What was the political leader's message?
 - 9) Under what circumstances did this leader give the speech (was it wartime, was it during a depression, was it in relation to human rights?).
- ❖ Involving students in cultural comparison: the teacher can help his students observe the differences as well as the similarities that may occur between their own culture and the foreign one, compare them and try to understand each one in its context.

Task1: The teacher gives the following questions which try to help students understand the context of George Orwell's Animal Farm by referring to their historical background ,i.e. The Algerian Revolution.

- 1) Algeria had been colonized by the French and its people had suffered a lot from the tyranny of this colonizer. According to you is there a difference between being colonized by foreigners and being under the rule of a dictator from the mother land ?.
- 2) During the 20th century ,Russian citizens were suffering from the absolute rule of Csar as poverty, starvation, unemployment ,and illiteracy were spreading. Did the Algerian have the same living conditions during the colonial period ?.
- 3) How would you then define tyranny ?.

- 4) The Russian Revolution was governed by political leaders: Lenin, Stalin and Trotsky who decided to seize the government with thousands of soviet armed workers and soldiers. Their objective was to realize a communist nation. How about the Algerian Revolution: what was its main objective? How was it organized ?. Give names of some Algerian leaders who contributed to this revolution ?.
- 5) How did these leaders make this revolution successful ?.
- 6) Do you think that Lenin, Stalin and Trotsky did the same thing towards the Russian Revolution ?.
- 7) What role do you think national anthems (songs that unites the people of that country) played during the Algerian Revolution ?.
- 8) What role did the media play in such a period ?

4.5 Conclusion:

In view of what has been suggested in this chapter, through involving students in a series of training lectures, implementing the integrative approach to British literature teaching and the suggested tasks students' writing fluency can be promoted in the second or foreign language .In this way ,their self-efficiency in writing their responses to literary texts is likely to develop.

Moreover, the suggested writing tasks can help students read and interact with the literary texts handled as well as enable teachers achieve successful classroom interaction.

It needs to be noted ,however, that these activities are only an example of the kind of writing activities which can be integrated in the literature course. Indeed , there are different wring activities which a teacher of literature can implement in his classroom according to the needs, difficulties and learning style of his students, besides the pre-established objectives from the literature course.

Notes

1-The reader of this work may wonder why George Orwell's novel Animal Farm has been selected here among other works in British literature. This can be justified as follows:

- a) Animal Farm is included in the programme of British literature for third year university students, the subjects upon which the present investigation has been carried out.
- b) In Animal Farm all the criteria required in the selection of literary texts are found. The novel does not contain complex language and the theme treated is universal. Besides, in terms of length, the novel is not so long so that it can be read and discussed in class. It also provides teachers with several activities which can be brought into the literature classroom and help students achieve their language improvement.
- c) Errors analysis which has been conducted in this study concerns students' exam answer sheets about the literary text Animal Farm.

2- Thus, reaching a full understanding of the literary text "*is a genial or (mistaken) guess*" (Ibid:203).

3- Students should know that they need to be immersed in the text, trying to understand its content and they have to be at the same time detached from it to be able to interpret it and analyse it according to its context without misinterpretation and judgement.

4- For example to help students acquire the process of analysing literary texts, teachers need first to make their students aware of this process which has been introduced in the second chapter of this work, then give them examples showing how this process is implemented in a particular literary text.

5- This does not mean that a literature teacher uses only writing activities on the literary text selected. Rather, there are also other listening, speaking, pre-reading and reading activities which he can bring to the literature classroom. This is because these skills are interrelated. For example, rather than starting out with a discussion of a text, the teacher may need to prepare

students for that discussion with some free writing or listing-questions tasks. For more details, the following titles provide examples of these activities:

6-The main objective from integrating literature and language in the present study is to help students first develop both their knowledge of English and their use of it. Thus, achieve communicative competence. Second, to stimulate their interest in studying British literature and develop in them a sense of self-confidence in their abilities to deal with its study.

7-Foreign students should also familiarise themselves with various forms of non-verbal communication such as gestures and facial expressions, typical to the target culture.

8-This does not mean that teachers cannot include novels in their selection. Rather, novels which are too long and can be read by students and discussed during the time allotted for its study can also be included in the curriculum. A good example here is George Orwell's novel Animal Farm.

9-For example, if the literary text contains cultural connotations which may not be common for his students he may integrate more cultural based tasks on this text.

GENERAL CONCLUSION

The present work has been interested in finding tentative reasons for third year students' underachievement in the British literature module at the English Language Department, University of Oran. Following the assumption that this deficit might be due to their lack of fluency and self-efficacy in writing, an investigation has been undertaken by implementing a number of research tools to the subjects selected.

The analysis of the results suggests that the students are motivated and interested in studying British literature. Yet, their inability to write efficiently their ideas and interpretations makes them more concerned with getting ready made meanings on the literary text concerned. In fact, this lack of writing fluency in English contributes in making the students' ideas not trust-worthy and inhibits their attempt to reveal them in writing their exam answer. Accordingly, students' lack of creativity and self-expression is more likely to make from their assessment negative and frustrating.

Furthermore, the results obtained from the present error analysis has unveiled that the students did not express their views and ideas on the literary text concerned, but rather relied mostly on retelling the story's events. Hence, even in doing so, they made errors both at the content and form levels which affect their written product.

The students' errors are embodied in their non-mastery of grammatical rules such as tenses, punctuation and sentence construction, besides their inability to organize their ideas using paragraphs and rhetorical structures. Moreover, analysis of the students' exam answer sheets has also revealed their lack of the writing skills necessary for argumentative essays which entails explaining, exploring facts related to the studied literary text, commenting on them and generalizing to other context voicing their opinion and personal experiences.

It is important to realize, however, that these students have never been given a series of lectures in the methodology of essay writing about literary texts. Thus, In addition to their difficulties in communicating their ideas fluently in writing, their lack of awareness as well as training in writing a literary analysis may contribute to their poor performance in the British literature course.

Therefore, this work points out at the need to train literature students not only in writing about the literary texts presented in the curriculum but also in reading and interacting with them to enable these students have a better chance of success in the British literature course. Moreover, to achieve such an objective an approach to British literature which integrates the language, cultural and personal based approaches has been suggested in the last part of this work.

The main objective from integrating these approaches is to help students get benefit from studying literature by enriching their knowledge of the foreign language and culture, raising their motivation and appreciation of it. Indeed, with the right selection of literary texts this approach is more likely to promote students' language use, critical thinking in dealing with literary texts and creativity in expressing their responses. To develop students' writing fluency and feeling of efficacy in using language various tasks can be implemented within this approach as the present work has suggested.

Ultimately, it is undeniably true that British literature teaching can have many rewarding effects on students in foreign or second language context. However, the question that still be addressed is how to make this actual with students who have not yet developed reading and writing proficiency in English.

It must be noted then that not all sides of the problem have been explored in this work as some important questions remain unanswered. Among them: what strategies students need to write critical essays about literary texts?. To what extent can students' lack of drafting affect their writing performance?. What is the relationship between reading comprehension of literary masterpieces and students' performance in the exam?. How students' schema affects their writing product ?. Finally, what kind of assessment students need to get much more confidence in writing their ideas.

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Appendix A: The Interview

Question One: Do you enjoy the literary texts which are presented to you in the programme of British literature ?.

Question Two: What kind of topics or themes do you prefer to read ?.

Question Three: In which literary genre do you prefer to read such themes ?.

Question Four: Do you find studying British literature difficult ?. Yes No

Question Five: Which of the following difficulties you encounter mostly in taking the exams of the British literature course ?

1. You do not have enough ideas about the literary text under question.
2. You have plenty of ideas about this text but you find it difficult to express them in English.
3. You have difficulties in understanding the exams' questions.
4. Others ?.
5. None ?.

Question Six: Do these difficulties make you reluctant to express your ideas confidently while answering the exam's question ?. Yes No

Question Seven : What is according to you the best way to overcome such difficulties?.

1. By taking lectures notes and learning them by heart for the exam.
2. By participating in class.
3. By reading carefully the exam question.
4. By getting certain understanding of the literary text concerned.